

**PSYCHOL 9900 – Course Title**

Course Outline: Fall 2018

Instructor:	Dr. Elizabeth Hayden and Dr. Kasey Stanton
Email:	elizabeth.p.hayden@gmail.com; kstanto2@uwo.ca
Extension:	x83686(Dr. Hayden); x84596 (Dr. Stanton)
Office:	WIRB 5123 (Dr. Hayden); Westminster 323 (Dr. Stanton)

**1. Course Description**

The goal of this class is to introduce the major principles of, and approaches to, psychological assessment focused on the areas of psychopathology, personality, and intellectual assessment. The course is designed to convey a strong sense of the scientific bases of rigorous psychological assessment and evaluation, and to promote the ability to think carefully and critically about assessment across the lifespan. To this end, the course will highlight the conceptual processes underlying good assessment, measurement development, and both the strengths and limitations of current assessment and evaluation procedures. The companion practicum (9901; restricted to clinical stream graduate students) is designed to familiarize students with the specifics of the major approaches to clinical assessment and the relevant instruments. Compared to Psychol 9900, which has a conceptual and empirical orientation, the practicum has an applied and clinical focus, with the goal of providing students with fundamental skills in assessment. Class size is limited to 15 students. In the case that student demand exceeds course capacity, enrolment preference will be given to clinical stream graduate students.

**2. Course Materials/Textbooks**Textbooks (Required):

- Handbook of Psychological Assessment (6<sup>th</sup> Ed; Groth-Marnat & Jordan Wright; ISBN: 978-1118960646)
- Foundations of Behavioral, Social, and Clinical Assessment of Children and Resource Guide (6<sup>th</sup> Ed; Sattler; ISBN: 9780970267122)

Textbooks (Supplemental/Optional):

- Assessment of Children: Cognitive Foundations and Applications (6th Ed; Sattler; ISBN: 978-0970267122)

Students also will be asked to read articles prior to each weekly class meeting time, including the following as examples:

- Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin*, 56, 81-105.
- Hopwood, C. J., Kotov, R., Krueger, R. F., Watson, D., Widiger, T. A., Althoff, R. R., . . . Zimmerman, J. (2018). The time has come for dimensional personality disorder diagnosis. *Personality & Mental Health*, 12, 82-86.

- Kuncel, N. R., & Hezlett, S. A. (2010). Fact and fiction in cognitive ability testing for admissions and hiring decisions. *Current Directions in Psychological Science*, 19, 339-345.
- Meehl, P.E., & Cronbach, L.J. (1955). Construct validity in psychological tests. *Psychological Bulletin*, 52, 281-302.
- Mihura, J. L., Meyer, G. J., Dumitrascu, N., & Bombel, G. (2013). The validity of individual Rorschach variables: Systematic reviews and meta-analyses of the comprehensive system. *Psychological Bulletin*, 139, 548-605.
- Ones, D. S., Viswesvaran, C., & Reiss, A. D. (1996). Role of social desirability in personality testing for personnel selection: The red herring. *Journal of Applied Psychology*, 81, 660-679.
- Schermer, J. A., & Vernon, P. A. (2010). The correlation between general intelligence (g), a general factor of personality (GFP), and social desirability. *Personality & Individual Differences*, 48, 187-189.
- Tackett, J. L., Slobodskaya, H. R., Mar, R. A., Deal, J., Halverson, C. F., Jr., Baker, S. R., . . . Besevegis, E. (2012). The hierarchical structure of childhood personality in five countries: Continuity from early childhood to early adolescence. *Journal of Personality*, 80, 847-879.

### 3. Methods of Evaluation

- Midterm and Final Exams (40%): These exams will include material covered in course lectures and assigned article and textbook readings. They will assess mastery of material described in the areas described in the course description.
- Thought Papers (40%): You are required to prepare two relatively brief (3-5 pages double-spaced) thought papers during the semester. The purpose of these papers is to encourage you to think critically and actively about the assigned readings and to formulate reactions to them as you read them. Your reactions to the readings could take many forms, including: critiquing or challenging the argument made by an author, discussing some of the assigned readings in relation to other readings assigned in a previous week, integrating ideas across readings, identifying and evaluating unexpressed assumptions in a reading, relating ideas in the readings to your own research, exploring the research implications of particular ideas, identifying the central theme of a reading or set of readings and describing why you think this is especially interesting or important, and so on. Your thought papers should NOT be summaries of the readings. We will be looking for creativity and the ability to develop and support a line of argument.
- Weekly Thought Questions and Participation (20%): You are required to prepare 2 to 3 thought questions based on the readings each week. These questions will be used to guide class discussion. Your questions should not be simple factual questions (e.g., What is the definition of reliability? Who wrote the DSM?). Rather, like the thought papers described below, they should reflect critical thinking about the issues (see thought paper description). These questions must be emailed to the relevant instructor by 5pm on Sunday before class, so that we can organize them for use in class. You also are expected to attend each class and participate when present. Please inform either course instructor in advance if you will be unable to attend any course meeting times.

#### **4. Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).