

PSYCHOLOGY 621
CLINICAL ASSESSMENT
Fall, 2023
Mondays, 3:00 P.M. – 6:00 P.M.
ROOM 323 PSYCHOLOGY

Instructor: John J.B. Allen, Ph.D.
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Office Hours: Most Wednesdays 11:00 A.M. – 12:00 P.M.
IN PERSON BY PRIOR ARRANGEMENT, BUT ALWAYS WITH A ZOOM OPTION:
<https://arizona.zoom.us/j/83265179900>

Course Objectives and Learning Outcomes

The objective of this course is to provide students with a fundamental background in assessment and measurement, and to prepare students to function in clinical assessment settings. This course is the first in a sequence, with the assessment practicum (694a) offered in the spring. This didactic portion of the course sequence will cover those topics that will give students sufficient background, knowledge, and skills to function as an apprentice in an applied setting, to use assessment instruments in research settings, and to construct and evaluate assessment instruments and their application. Specifically, upon completion of the course, students should be able to:

- Make well-informed diagnoses and differential diagnoses using the DSM-5-TR;
- Conduct a differential diagnosis using the structured clinical interview for DSM-5 (SCID);
- Understand the psychometric issues associated with inferring a diagnosis from interview, laboratory, or test data, including positive predictive value, negative predictive value, sensitivity, and specificity;
- Understand and be sensitive to cultural and many other individual differences in psychological assessment and diagnosis;
- Gain experience with unstructured clinical interviewing, assessment of suicide risk, and mental status;
- Understand and apply psychometric principles in assessment, test construction, and test theory, in order to evaluate the reliability and validity of assessment instruments;
- Understand key concepts and controversies in the measurement of intelligence.

Useful Information

A tentative schedule of topics and readings appears at the end of the syllabus. We will use two books, both of which can be purchased online. The remaining readings will be available as pdf files, available at the class website:

http://jallen.faculty.arizona.edu/psyc621_clinical_assessment .

American Psychiatric Association (2022). *Diagnostic and statistical manual of mental disorders: Fifth Edition Text Revision (DSM-5-TR)*. Washington, D.C.: Author.

Kaplan, R.M., & Saccuzzo, D.P. (2018). *Psychological testing: Principles, applications, and issues, (9th Edition)*. Belmont, CA: Thompson Wadsworth.

The DSM-5-TR might be part of *Pay-one-price program*: https://shop.arizona.edu/payoneprice_student. It is also [available online for free through the UA library](#). Nonetheless, I recommend purchasing the DSM to have as a resource, as you will use it throughout your graduate and post-graduate career. The Kaplan and Saccuzzo book can be rented from Amazon at a reasonable price, or you can also purchase a used copy (any from the 6th edition on up is fine).

Course Structure and Format

Whereas some of the course periods will be predominated by lecture, my pedagogical stance is that learning is enhanced in a participative environment. To that end, each of the students in the class will take responsibility for presenting a synopsis of and leading the discussion concerning selected readings (indicated in the reading list by a bulleted arrow ➤) at various points throughout the semester.

To gain experience with the DSM-5-TR, a portion of this course will be using a “flipped format,” whereby you will read about the disorders and their criteria in the assigned readings before class, and then we will spend time in class practicing interviewing for these disorders. The “flipped weeks” are those that include any set of disorders preceded by the ∞ symbol. These ∞ disorders will be among those where we will practice diagnostic interviewing. You should

come prepared to role play, in either the capacity of a client portraying the disorder, or the interviewer who will be inquiring about symptoms, guided by the SCID modules for that section.

Requirements

Your grade will be determined by a combination of:

- Performance on two exams to cover lecture, discussion, and readings (60%, with 40% from Exam 1 and 20% from Exam 2).
- Performance on a Test Construction, Item Analysis, Reliability, and Validity Exercise (20%).
- Presentation of readings when asked (10%; if you are prepared when asked, you will get the 10%; if you are not prepared, you can lose up to 5% of the total points on each occasion this would happen.)
- Being prepared and participating in SCID interviewing in class (10%; if you are prepared and give this good effort, you will receive the 10%; obvious failure to have prepared for a given set of disorders can result in a loss 5% of the total points on each occasion this may happen.)

University Policies and Other Information

Diversity and Inclusion

Diversity unites and moves us forward. The diverse backgrounds, experiences and perspectives that each student brings to this class will be viewed as a resource, strength, and benefit. In this class, we have a unique and important opportunity to learn from the information and ideas shared by each other, and we also a responsibility to do so with sensitivity and respect. Ideally, science would be objective. However, as you will learn, much of science is subjective and is historically build on a small subset of privileged voices. It is important to make note of this and to think about how significant research findings may be biased by their nature of being carried out on a typically small, non-representative sample of participants.

I would like to create a learning environment for my students that honors diverse identities (including race, ethnicity, gender, age, class, sexuality, nationality, religion, ability, etc.) and supports a diversity of experiences, thoughts, and perspectives. To learn more about the UA's commitment to diversity and inclusion, please visit <https://diversity.arizona.edu>.

Preferred Name and Gender Pronouns

This course affirms people of all gender expressions and gender identities. If you would prefer that a different name from your legal one or the one that appears on the class roster be used, the university has established guidelines that allow students and employees to indicate their chosen or preferred first names. Please see the following link for more information: <http://lgbtq.arizona.edu/use-chosen-or-preferred-names>. I want to be sure that I refer to you in your preferred way. If you prefer a name other than the one on the class roster, please let me know. I will try our best to remember your preferred names and pronouns, but please also feel free to give me a reminder. Also, students are able to update and edit their pronouns in UAccess. To change your listed pronoun on UAccess, navigate to the Student Self Service page, go to the personal information section, and click on "Names."

Accessibility and Accommodations

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu>) to establish reasonable accommodations.

Other University Classroom Policies that Apply to this Class

Please familiarize yourself with additional University Policies available here: <https://catalog.arizona.edu/syllabus-policies>. These include:

- Non-Discrimination and Anti-Harassment Policy
- Threatening Behavior Policy
- Code of Academic Integrity
- Safety on Campus and in the Classroom

Classroom Behavior Policy and the Use of Electronic Gizmos Specifically

It is my intent, and I ask you to join me, in creating a positive learning environment that is free from distractions. Computers or tablets may be used for note-taking and downloading lecture notes. As such they can be useful, but alas, they can also be a potent distraction. Please do not use them for other purposes (e.g. social media, e-chatting/texting, shopping, catching up on email, organizing a flash mob, plotting mass insurrection) or you will be asked to leave the

classroom. Please turn your phones to silent mode and do not use them during class or you will be asked to leave the classroom.

Changes in Course Content, Schedule, Requirements

The information contained in this syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Graduate Student Resources

For resources, please visit the University of Arizona's Basic Needs Resources page:

<http://basicneeds.arizona.edu/index.html>

Approximate Schedule of Topics and Readings

Class Date	Topics	Readings
21 August	DSM-5: History and Use of the Manual Schizophrenia and Psychotic Disorders Phenomenology of Psychosis Structured Clinical Interview for the DSM (SCID)	American Psychiatric Association (2022). <i>Diagnostic and statistical manual of mental disorders: Fifth Edition Text Revision (DSM-5-TR)</i> . Washington, D.C.: Author. pp. 5-20, 21-28, 101-138. Kaplan, B. (1964). <i>The Inner World of Mental Illness</i> (pp.89-115). New York: Harper & Row.
28 August	DSM-5: ∞ Depressive disorders ∞ Bipolar and Related Disorders Stigmata and Labeling Proliferation of Disorders and the DSM-5	DSM-5-TR, pp. 177-214, 139-176. ➤ Rosenhan, D.L. (1973). On being sane in insane places. <i>Science</i> , 179, 250-258. First, M. B., Yousif, L. H., Clarke, D. E., Wang, P. S., Gogtay, N., & Appelbaum, P. S. (2022). DSM-5-TR: Overview of what's new and what's changed. <i>World Psychiatry</i> , 21(2), 218–219. https://doi.org/10.1002/wps.20989 ➤ Widiger, T.A., & Crego, C. (2015). Process and Content of DSM-5. <i>Psychopathology Review</i> , 2, 162-176. <i>Optional</i> Regier, D.A., Narrow, W.E., Kuhl, E.A., & Kupfer, D.J. (2009). The conceptual development of DSM-V. <i>American Journal of Psychiatry</i> , 166, 645-650. Frances, A. (2009). Whither DSM-V? <i>The British Journal of Psychiatry</i> , 195, 391-392.
4 September	Labor Day Holiday!	
11 September	DSM-5: ∞ Anxiety Disorders, ∞ Obsessive-Compulsive and Related Disorders Reliability of DSM-5 Prevalence of Disorders RDoC as an alternative to DSM	DSM-5-TR, pp. 215-262, 263-294. ➤ Freedman, R., Lewis, D.A., Michels, R., et al. (2013). The Initial Field Trials of DSM-5: New Blooms and Old Thorns. <i>American Journal of Psychiatry</i> , 170, 1-4. Kessler, R.C., Berglund, P, Demler, O., Jin, R., & Walters, E.E. (2005) Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the national comorbidity survey replication. <i>Archives of General Psychiatry</i> , 62, 593-602. ➤ Kozak, M., & Cuthbert, B. (2016). The NIMH Research Domain Criteria Initiative: Background, Issues, and Pragmatics. <i>Psychophysiology</i> , 53, 286-297.
18 September	DSM-5: ∞ Trauma- and Stressor-Related Disorders Dissociative Disorders, Somatic Symptom and Related Disorders Disruptive, Impulse-Control, and Conduct Disorders HiTOP as an alternative to DSM Pros and Cons of RDoC	DSM-5-TR, pp. 295-328, 329-348, 349-370, 521-542. Kotov, R., Krueger, R.E., & Watson, D. (2018). A paradigm shift in psychiatric classification: the Hierarchical Taxonomy Of Psychopathology (HiTOP) <i>World Psychiatry</i> , 17, 24-25. ➤ Kotov, R. et al (2017). The Hierarchical Taxonomy of Psychopathology (HiTOP): A Dimensional Alternative to Traditional Nosologies. <i>Journal of Abnormal Psychology</i> , 126, 454-477. Heckers, S. (2015). The Value of Psychiatric Diagnosis. <i>JAMA Psychiatry</i> , 72, 1165-1166. ➤ Yee, C.M., Javitt, D.C., & Miller, G.A.. (2015). Replacing DSM categorical analyses with dimensional analyses in psychiatric research. <i>JAMA Psychiatry</i> , 72, 1159-1160. ➤ Weinberger, D.R., Glick, I.D., & Klein, D.F. (2015). Wither Research Domain Criteria (RDoC)? The Good, the Bad, and the Ugly. <i>JAMA Psychiatry</i> , 72, 1161-1162. Kraemer, H.C. (2015). Research Domain Criteria (RDoC) and the DSM – Two Methodological Approaches to Mental Health Diagnosis. <i>JAMA Psychiatry</i> , 72, 1163-1164.

Class Date	Topics	Readings
25 September	<p>DSM-5: ∞ Substance-Related and Addictive Disorders Neurocognitive Disorders Neurodevelopmental Disorders Feeding and Eating Disorders Elimination Disorders Sleep-Wake Disorders (Insomnia)</p> <p>Conceptual and psychometric issues in diagnosis: The role of cultural and individual differences</p>	<p>DSM-5-TR: pp. 543-666 (skimming specific substances), 667-732, 35-100, 371-398, 399-406, 407-417 (Insomnia section).</p> <ul style="list-style-type: none"> ➤ Shim, R.S. (2021). Dismantling structural racism in psychiatry: A path to mental health equity. <i>American Journal of Psychiatry</i>, 178, 592-598. ➤ Paralikar V.P., Deshmukh, A., & Weiss, M.G. (2019). Qualitative analysis of cultural formulation interview: Findings and implications for revising the outline for cultural formulation. <i>Transcultural Psychiatry</i>, 0, 1-29 <p>APA Council (2017). Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality. Read pages: 1-13</p> <p><i>Optional:</i> Clark, L.A., Cuthbert, B., Lewis-Fenández, R., Narrow, W.E., & Ward, G.M. (2017). Three Approaches to Understanding and Classifying Mental Disorder: ICD-11, DSM-5, and the National Institute of Mental Health's Research Domain Criteria (RDoC). <i>Psychological Science in the Public Interest</i>, 18, 72-145.</p>
2 October	<p>DSM-5: ∞ Comorbidity Sexual Dysfunctions Gender Dysphoria Paraphilic Disorders Personality Disorders</p> <p>Conceptual and psychometric issues in diagnosis: Positive Predictive Power, Negative Predictive Power, impact of Base Rates, and related concepts;</p>	<p>DSM-5-TR: pp. 477-510, 511-520, 779-802, 733-778.</p> <ul style="list-style-type: none"> ➤ Meehl, P.E., & Rosen, A. (1955). Antecedent probability and the efficacy of psychometric signs, patterns, or cutting scores. <i>Psychological Bulletin</i>, 52, 194-216. Blashfield, R.K., Keeley, J.W., Flanagan, E.H., & Miles, S.r. (2014). The cycle of classification: DSM-I Through DSM-5. Annual Review of <i>Clinical Psychology</i>, 10, 25-51
9 October	<p>Conceptual and psychometric issues in diagnosis: ROC curves</p>	<ul style="list-style-type: none"> ➤ Somoza, E., & Mossman, D. (1991). Neuropsychiatric decision making: making: Designing nonbinary diagnostic tests. <i>Journal of Neuropsychiatry</i>, 3, 197-200. ➤ Mossman, D. & Somoza, E., (1991). ROC curves, test accuracy, and the description of diagnostic tests. <i>Journal of Neuropsychiatry</i>, 3, 330-333. ➤ Somoza, E., & Mossman, D. (1991). ROC curves and the binormal assumption. <i>Journal of Neuropsychiatry</i>, 3, 436-439.
16 October	Exam #1	
23 October	<p>The Mental Status Exam MMSE The unstructured interview Assessor qualifications Special Populations</p>	<p>Norris, D., Clark, M.S., & Shipley, S. (2016) The Mental Status Examination. <i>American Family Physician</i>, 94, 635-641.</p> <p>Turner, S.M., DeMers, S.T., Fox, H.R., & Reed, G.M. (2001). APA's guidelines for test user qualifications. <i>American Psychologist</i>, 56, 1099-1113.</p>
30 October	<p>Measurement Concepts Item Analysis</p> <p>Suicide Assessment</p>	<ul style="list-style-type: none"> ➤ Mann, J.J., Apter, A., Bertolote, J., et al. (2005). Suicide prevention strategies: A systematic review. <i>Journal of the American Medical Association</i>, 294, 2064-2074. Swanson, J.W., Bonnie, R.J., & Appelbaum, P.S. (2015). Getting serious about reducing suicide: More "how" and less "why." <i>JAMA</i>, 314, 2229-2230. ➤ Meichenbaum (2005) "35 years of working with suicidal patients : Lessons learned" <i>Canadian Psychology</i>, 46, 64-72. Kaplan, R.M., & Saccuzzo, D.P. (2008). <i>Psychological Testing</i>. Chapters 1, 2, 3. ➤ McFall, R.M. (1991). Manifesto for a science of clinical psychology. <i>The Clinical Psychologist</i>, 44, 75-88. <p><i>Optional:</i> Beck, J.G., Castonguay, L.G., Chronis-Tuscano, A., Klonsky, E.D., McGinn, L.K., & Youngstrom, E.A. (2014). Principles for training in evidence-based psychology: Recommendations for the graduate curricula in clinical psychology. <i>Clinical Psychology Science and Practice</i>, 21, 410-424.</p>

Class Date	Topics	Readings
6 November	More Measurement Concepts Item Response Theory, and application to test bias Reliability	Kaplan, R.M., & Saccuzzo, D.P. Chapters 4 & 5. ➤ Campbell, D.T., & Fiske, D.W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. <i>Psychological Bulletin</i> , 56, 81-105. Sechrest, L. (2005). Validity of measures is no simple matter. <i>Health Services Research</i> , 1584-1604.
13 November	More Reliability Validity Issues in Assessment I	Kaplan, R.M., & Saccuzzo, D.P. Chapter 6. ➤ Forer, B.R. (1949). The fallacy of personal validation: A classroom demonstration of gullibility. <i>Journal of Abnormal and Social Psychology</i> , 44, 118-123. American Psychological Association (2014). <i>Standards for Educational and Psychological Testing</i> . Washington, D.C.: Author. Pages TBD.
20 November	Test Theory Issues in Assessment II	➤ Dawes, R.M., Faust, D., & Meehl, P.E.(1989). Clinical versus actuarial judgment. <i>Science</i> , 243, 1668-1674. ➤ Dawes, R.M. (2005). The ethical implications of Paul Meehl's work on comparing clinical versus actuarial prediction methods. <i>Journal of Clinical Psychology</i> , 61, 1245-1255. <i>Skim:</i> Lilienfeld, S.O., Wood, J.M., & Garb, H.N. (2000). The scientific status of projective techniques. <i>Psychological Science in the Public Interest</i> , 1, 27-66. <i>Optional:</i> Amhad, A.A. et al. (2020). Fairness in Machine Learning for Healthcare. KDD '20: Proceedings of the 26th ACM SIGKDD International Conference on Knowledge Discovery & Data Mining. August 2020, 3529–3530.
27 November	Test Theory Issues in Assessment III	➤ Chapman, L.J., & Chapman, J.P. (1978). The measurement of differential deficit. <i>Journal of Psychiatric Research</i> , 14, 303-311. ➤ Chapman, L.J., & Chapman, J.P. (1969). Illusory correlation as an obstacle to the use of valid psychodiagnostic signs. <i>Journal of Abnormal Psychology</i> , 74, 271-280.
4 December	Issues in Intelligence Testing	➤ Jensen, A.R. (1980). Précis of "Bias in mental testing." <i>Behavior and Brain Sciences</i> , 3, 325-333. (Not necessary to read commentary unless you wish) ➤ Devlin, B. Daniels, M., & Roeder, K. (1997). The heritability of IQ. <i>Nature</i> , 388, 468-471. ➤ Johnson, W. (2010). Understanding the Genetics of Intelligence: Can Height Help? Can Corn Oil? <i>Current Directions in Psychological Science</i> , 19, 177-182. ➤ Sternberg, R.J. (1995). For whom the Bell Curve Tolls: A review of "The Bell Curve." <i>Psychological Science</i> , 6, 257-261. ➤ Tucker-Drob, E.M., & Bates, T.C.. (2015). Large Cross-National Differences in Gene x Socioeconomic Status Interaction on Intelligence. <i>Psychological Science</i> , 27, 138-149. ➤ Smedley, A., & Smedley, B.D. (2005). Race as Biology Is Fiction Racism as a Social Problem is Real. <i>American Psychologist</i> , 60, 16-26.
11 December	Final Exam (3:00-5:00 p.m.) Data Exercise Due	

Other rather useful information in the form of unsolicited advice for first-year students, in no particular order of importance, to be discussed after we discuss the syllabus:

- ✓ Useful Reference Materials to Obtain for Clinical Assessment
 - ✓ Medical Dictionary (download an Android or iPhone app: <https://asoftclick.com/best-medical-dictionary-apps/>)
 - ✓ UpToDate Access free: ahsl.arizona.edu/uptodate (from campus computer or VPN)
- ✓ Use a reference manager (e.g., Zotero, Endnote, or Mendeley or similar)
- ✓ Join Professional Societies while a student (APA, APS, [SSCP](#), Discipline Specific Organizations) and Attend Professional Meetings
- ✓ Start documenting clinical hours now, rather than waiting until right before the application deadline in your fourth year, when you'd have to reconstruct your first year by going back to reports (if you have them) or to loose scraps of paper with scribbles and circles and arrows and a paragraph on the back of each one explaining what each one was. Visit the APPIC website to see what is required, or use TimeToTrack tool to track your hours: <https://time2track.com>.
- ✓ Great resources for clinical graduate students: <https://www.acadpsychclinicalscience.org/for-students.html>
- ✓ Be sure to have (or develop) a hobby!