

University of Florida
College of Public Health & Health Professions Syllabus
CLP 6430 – Clinical Assessment Across the Life Span (4 credits)
Spring 2019; Tuesdays & Thursdays, 12:50-2:45, HPNP Room G-110
Delivery Format: On-Campus
Course Website or E-Learning: <http://lss.at.ufl.edu/>

Module 1	Instructor: Patricia E. Durning, Ph.D.	Office: Shands HSC G-042.1 (<i>Clinical Faculty suite</i>) Phone: 273-6037 Email: pdurning@phhp.ufl.edu
Module 2	Instructor: Erika M. Cascio, Psy.D.	Office: HPNP 3140 (3 rd Floor) Phone: 273-5117 Email: emellott@phhp.ufl.edu
TAs	Ke Ding, Sara Voorhees	
Office Hours	<i>Available Upon Arrangement</i>	Location: Shands HSC G-036 (<i>Clinical Faculty Suite</i>)

Prerequisites: To enroll in this course, you must be a student of the UF Clinical Psychology doctoral program.

PURPOSE AND OUTCOME

Course Overview

This course provides an introduction to concepts, theory, and practices in clinical psychological assessment across the lifespan.

Relation to Program Outcomes

This is an introductory core clinical course that focuses on methods and objective measures used in the assessment of child, adolescent and adult patients across a wide range referral questions. It is designed to cover major domains of *clinical assessment* across the life span – an important aspect of practicing clinical psychology. It is also designed to give you a variety of observational experiences in the Psychology Clinic throughout the semester. Our objective is to provide you with both didactic information and clinical experiences that will give you the foundational skills for conducting psychological assessment in general and to help prepare you for your core clinical practica experiences.

Course Objectives and/or Goals

Upon successful completion of the course, students will be able to:

1. Describe different sources of information and methods that can be employed for psychological assessment.
2. Appreciate the threats to valid assessment and be able to appropriately minimize or avoid such threats when they arise (e.g., clinician biases, tests with poor psychometric properties, behavioral obstacles during assessment).
3. Evaluate the psychometric properties of psychological assessment measures.
4. Perform a clinical interview to acquire information necessary for psychological diagnosis and case formulation.
5. Administer, score, and interpret results the WAIS-IV and WISC-V tests of intelligence according to guidelines discussed in class and those provided in the test manuals.
6. Interpret and integrate results of assessment procedures into a clearly written clinical report that is appropriate for the intended audience and contains appropriate diagnoses, case conceptualization, and treatment recommendations.

Instructional Methods

Course Structure: This course has a unique structure that capitalizes upon the topical expertise of the two separate instructors. The course content and schedule is divided into two distinct modules: 1) a psychological/adult assessment module led by Dr. Durning, and 2) a cognitive/child assessment module led by Dr. Cascio. Given the nature of these two assessment domains, there will be some overlap in information addressed across the modules. For example, both instructors will discuss the nature and role of diagnostic interview in their respective topical areas. Furthermore, Dr. Cascio will cover issues pertaining specifically to psychological assessment of children and adolescents while Dr. Durning will cover a variety of topics pertaining to psychological/personality assessment of adults. Thus, the modules have distinct areas of emphasis matched to the expertise of the two instructors, with some isolated topic areas appearing in both modules. Each week, there will be both lecture/didactic days and lab days. Dr. Durning will instruct Module 1 during the first portion of the semester, with hands-on lab activities and lectures across Tuesdays and Thursdays. Module 2 with Dr. Cascio occurs in the second portion of the semester, with Tuesday labs and Thursday lecture/didactics.

DESCRIPTION OF COURSE CONTENT - Topical Outline/Course Schedule

Please note that this schedule is subject to change as necessary throughout the semester. The instructors will announce any such changes in class as well as post them to the class e-learning website. Readings should be completed prior to relevant class - more details will be available throughout the semester

MODULE 1 (DR. DURNING)				
Readings/Assignments	Tuesday		Thursday	
Groth-Marnat Chapters 1 & 2 (Thu) Assignments 2 & 3: begin shadowing and lit search	1/8	Course Intro & Clinic Tour	1/10	Intro to Assessment, Diversity, Ethics
Groth-Marnat Chapter 15 (Thu) Assignment 1: Self-assessment (due 1/15)	1/15	Introduction to Core Rotations	1/17	Intro to Report Writing
Groth-Marnat Chapters 3 (Tue) and 4 (Thu) Assignment 2: Practice write-up (due 1/20)	1/22	Intro to Interviewing and Behavioral Observations	1/24	Behavioral and Emotional Assessment
Groth-Marnat Chapters 13 (Tue) and 7 (pp. 243-261; Thu) Assignment 3: Literature search (due 1/27) Assignment 2a: Shadowing summary (due 1/31) Assignment 4: Report part 1 (due 2/1)	1/29	Behavioral and Emotional Assessment Measures	1/31	Personality Assessment and the MMPI-2
Groth-Marnat Chapters 8, 9, 10 (pp. 371-377; 417-432; 489-495; Tue) Andrasik, Goodie, Peterson Chapters 1 & 2 (Thu)	2/5	Personality Assessment Measures	2/7	Health Psychology Assessment
Groth-Marnat Chapter 15 (review; Tue) Assignment 5: Report part 2 (due 2/10) Individual feedback meetings between 2/11 and 2/15	2/12	Report Writing: Summary, Integration, Recs.	2/14	Health Psychology Assessment Measures
Readings TBA Assignment 6: Report part 3 (due 2/19 – tentative) INS is 2/20-2/23	2/19	Projective Assessment	2/21	Interviewing
Readings for class on 2/28: * Sattler Ch. 4	2/26	Interview practice	2/28	Introduction to Cognitive Assessment, Standardized Testing & Test Psychometrics (Dr. Cascio)
<i>March 5 and March 7 – no class (Spring Break)</i>				
MODULE 2 (DR. CASCIO)				
Readings/Assignments	Tuesday (Lab)		Thursday (Lecture)	
3/13- Assignment 7 (due in lab): Psychometric Properties 3/15- * Sattler Ch. 7 & 8; Groth –Marnat Ch. Pgs. 139-159	3/12	<u>Using Tests</u> Testing/Scoring Overview Examining Psychometrics	3/14	<u>Intelligence:</u> What is it & how do we measure it?
3/20- *WAIS Essentials Chs. 2-3 [For Assignment 8] 3/22- *Mapou Slides (pdf); * Fletcher et al. Chs. 2-4	3/19	<u>Introduction to IQ Tests</u>	3/21	<u>Academic Achievement:</u> Assessing for SLD
Assignment 8: Admin & Score IQ (due 3/28) 3/29- * Groth-Marnat Ch. 5 (pgs 159-213) [for A9]; WAIS Essentials Chs. 4, 5 & 10 [for A9]; WAIS Technical Manual [for A9] Assignment 9: Plot & Interpret IQ Scores (due 4/4)	3/26	<u>Introduction to Academic Tests</u>	3/28	<u>IQ Administration Review:</u> Your questions
4/5- No readings view case video & do chart review	4/2	<u>WAIS Results Interpretation</u> Class Review of Levels of Interpretation (for A9)	4/4	Integrating Cognitive & Psychological Information
4/12- Lezak Chs. 2-4 (additional short reading will be sent to you via email)	4/9	<u>Group Supervision:</u> Full Case (for report)	4/11	Assessing Cognition: Common diagnostic populations & special considerations when assessing children
4/17- *Groth-Marnat Ch 15 & Feedback that Sticks Assignment 10: Full report (due 4/17 by 5pm)	4/16	Overview of common cognitive measures	4/18	Utility of Questionnaires & Giving Useful Feedback; Mock feedbacks

Feedback on your reports will be emailed to you by 4/26				
Practical Exams should be scheduled by 4/16 for this week {note: 4/23 is last day of classes – not formally “exam week”}	4/23	Exam week- no lab	4/25	Exam week-no class

Course Materials and Technology

- Course Readings*

This course utilizes one *required* textbook: **Handbook of Psychological Assessment**, 6th Ed. (Groth-Marnat, 2016). Assigned readings will consist of chapters from this textbook as well as any additional readings added by the instructors. Readings may also be available for download in PDF format at the class e-learning website noted above. Any materials not provided in the textbook, in class, or on the website will be distributed electronically (in .pdf form) via email to the email address provided the first day of class. If your email address changes or you miss the first day of class, it will be your responsibility to contact Dr. Durning and Dr. Cascio with your desired email address in order to receive course readings. Instructors will also endeavor to make handouts/slides available to students in advance of the lecture date.

- Course Equipment*

Each student is required to purchase a **SILENT testing stopwatch** and an opaque **clipboard**. Both of these items will be used during the second half of the course as well as in your clinical practica. For the clinical observation activities (i.e., shadowing interviews or testing sessions), you may be asked to observe via monitors in the Clinic observation room or you may be asked to observe in the room with the clinicians. Therefore, appropriate dress will be expected of you while you are in the Clinic area. You will be given access to class-owned test kits and associated record forms for certain cognitive assessments so that you may practice with them. You will also be instructed on how to use the computerized scoring programs owned by the Clinic. When you are using the class test kits, you will be responsible for the security of the materials. You are ethically responsible for the security of copyrighted tests and financially responsible for their loss (IQ test kit costs \$450 & forms are \$3 each). Thus, materials must be placed in a secure location when not in use and must be kept “on site” (i.e., not in your car or home).

- Course Website*

This course uses a Canvas site through UF e-learning. You will be responsible for ensuring that you have access to the site in order to access course readings and assignment instructions, submit assignments, and participate in electronic discussions. Instructors will also post any updates to the course schedule within the Canvas site. In addition, you will be granted access to a limited-access PPHP p-drive that is accessible only to this class. The p-drive will contain some case materials (e.g., videos, test records) for the sample cases used for course assignments.

For technical support for this class, please contact the UF Help Desk at: Learning-support@ufl.edu, (352) 392-HELP [select option 2], or <https://lss.at.ufl.edu/help.shtml>.

ACADEMIC REQUIREMENTS AND GRADING

Assignments and Grading

In addition to **participation in class** discussions and exercises, your performance in this course will be evaluated based upon **10 practical assignments** that require you to integrate information and skills gained from readings, lectures, lab, and through shadowing/observation of clinical assessments. There is also a TA-administered **practical exam** (scheduled outside of class times) assessing your IQ test administration & scoring skills. Your overall course grade is based upon class participation across both modules, performance on the 10 written assignments, and the practical exam. See the table below for further details. Detailed assignment instructions will be provided before work begins on each assignment.

Requirement	Description	Points	% of Grade
Module 1	Psychological/Adult Assessment	150	30%
<i>Assignment 1</i>	<i>Questionnaire self-assessment & reflection</i>	10	2%
<i>Assignment 2</i>	<i>Clinic shadowing & practice write-up</i>	10	2%
<i>Assignment 3</i>	<i>Literature search</i>	5	1%
<i>Assignment 4</i>	<i>Report part 1: Interview and behavioral observations write-up*</i>	50	10%
<i>Assignment 5</i>	<i>Report part 2: Mood, behavioral, personality measure write-up*</i>	25	5%
<i>Assignment 6</i>	<i>Report part 3: Integration/interpretation/recommendations write-up*</i>	50	10%
Module 2	Cognitive/Child Assessment	150	30%
<i>Assignment 7</i>	<i>Psychometrics Exercise (Completed in Lab)</i>	5	1%
<i>Assignment 8</i>	<i>Administer IQ Test & Score Items (WISC-V or WAIS-IV w/classmate)</i>	40	8%
<i>Assignment 9</i>	<i>Write-up WAIS-IV Levels of Interpretation (report WAIS-IV results)</i>	25	5%

Assignment 10	Assessment Report (IQ, Academic, & Questionnaires from Clinic case)**	80	16%
Class participation	Participation in class discussion and lab activities throughout semester	100	20%
Practical Exams	Part 1: WAIS-IV administration, Part 2: WISC-V administration	100	20%
TOTAL		500	100%

*Assignments 4 - 6 & 9 are based on sample patients seen through our clinic (video & materials will be provided).

**Assignment 10 is based upon a sample patient seen through our clinic (live observation required; all test scores will be provided).

Course grade is based on percentage of total points earned in the course. Scores will be rounded to the nearest percent (up or down, whichever is closest) for grade determination in accordance with the grading table below:

Percent of points earned	93%-100%	90%-92%	87%-89%	83%-86%	80%-82%	77%-79%	73%-76%	70%-72%	67%-69%	63%-66%	60%-62%	Below 60%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

The resulting letter grade corresponds to the following grade points toward your cumulative GPA:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

The two-part practical exam involves individual administration of the WAIS-IV and WISC-V to a course TA who will be acting as a mock patient and will be grading your performance; grading will be based on how well you adhere to test administration and scoring rules and handle situations that arise during test administration.

Policy Related to Make up Exams or Other Work

Assignments submitted after the stated deadline will be docked points according to the following *unless arranged with instructors prior to assignment deadline*:

- ½ to 6 hours late = grade docked by 10% (i.e., grade won't be higher than B+)
- 24 to 48 hours late = grade docked by 18% (i.e., grade won't be higher than B-)
- > 48 hours (2 days) late = assignment will not be accepted

Any assignment that receives a failing grade of < 80% (below B-) must be revised and resubmitted for grading within 1 week of receiving feedback. The highest grade that can be obtained after re-submission is 85% (B). Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them (or a PPHP IT service request ticket if pphp email is the technical issue). The ticket number will document the time and date of the problem. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

On time attendance is expected and affects the participation grade. Students needing to miss class for personal or professional reasons should consult with the instructor prior to the date on which they will be unable to attend. It is the student's responsibility to acquire any handouts or notes from a colleague in the class for any sessions missed. Being late to class, regardless of reason, is considered sub-optimal participation and is disruptive to student learning. If a substantial portion of class is missed, students must contact us no later than 2 days after missing a class (ideally beforehand) to arrange a make-up assignment/experience for any class days missed in order to avoid impact to their participation grade. Students are expected to complete assigned readings prior to coming to class. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

We expect active participation from all students during each class meeting. During lectures, we expect students to raise questions or add comments to help foster understanding of the lecture topics. During in-class activities, we expect full engagement in the activities as well as questions and comments. When possible, we will provide lecture notes and/or handouts summarizing the information covered in class. We want students to focus on discussions and activities rather than

note-taking during class. Therefore, we have instituted a policy of no laptop, tablet, or other electronic device use during class unless otherwise instructed.

Cell phones are distracting. Please turn off your cell phone when class begins; if you forget and it rings, turn it off without answering.* Use of other technologies (MP3s, etc.) that interfere with attention and participation during class is also prohibited. [**If you have a special circumstance when contact by cell phone is vital, see the instructor in advance, make sure that you turn the phone to "vibrate," and take the call outside of the classroom so as to not disturb your classmates.*]

Communication Guidelines

During Module 1, Dr. Durning would prefer that you send any individual, course-related emails through e-learning. During Module 2, Dr. Cascio would prefer that you submit assignments via email. During both modules, however, it will be useful for you to post many of the questions or comments that you might send through individual emails to the discussion board in Canvas. For example, if you want clarification of part of an assignment's instructions, it is likely that your classmates could benefit from seeing the response to your question. In addition, portions of some assignments include posting to the class discussion board in Canvas. Please make sure to follow the UF Netiquette Guidelines: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

***"We, the members of the University of Florida community,
pledge to hold ourselves and our peers to the highest standards of honesty and integrity."***

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> <http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Since this course is constructed around two discrete modules lead by two separate instructors, you will be asked to complete two separate evaluations for this course (one for each module/instructor). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already

negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from the Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads,

“The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act.”

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu
