

**PSY626 Advanced Psychological Assessment Theory**  
**(3 credit hours)**  
**Course Syllabus**

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### **Course Description**

This course will explore the various assessment instruments used in clinical and forensic psychology that assess individuals. It will address the psychological factors to be assessed, clinical tools, interviews, projective tests, TAT, WISC-R, and other psychological tools. The course will review the gamut of approaches to assessment and treatment. Goal evaluation (of offender/victim/client) will be discussed. Goal plans (evaluation of the entire context/course of treatment) will be examined. Concepts such as the therapeutic alliance, transference, resistance, clarification and confrontation, interpretation, and termination will be covered.

### **Course Learning Outcomes**

By the end of this course, you will be able to:

1. Describe and discuss the historical development and measurement language of psychological assessments in clinical, criminal, and forensic psychology settings.
2. Research test structure, format, bias, and application in psychological assessments in clinical, criminal, and forensic psychology settings using a lifespan approach.
3. Research the psychometric properties of psychological assessments (statistics, measures, scores, underlying assumptions, techniques) used for psychological assessments in clinical, criminal, and forensic psychology settings, using a lifespan approach.
4. Research the underlying theoretical structure, assumptions, and appropriate applications of psychological assessments in clinical, criminal, and forensic psychology settings, using a lifespan approach.
5. Distinguish the facets of measurement and evaluation of treatment goals and plans for treatment through clinical, criminal, and forensic psychology assessments, using a lifespan approach.
6. Research and discern various types of assessment instruments for clinical and forensic settings (achievement, aptitude, behavioral, cognitive, competency, diagnostic, neuropsychological, personality), using a lifespan approach.
7. Negotiate the clinical versus legal aspects and applications of psychological assessment, using a lifespan approach.

- Utilize a practical approach when developing clinical and forensic psychology assessments, using a lifespan approach.

## Required Textbook(s) and Resources

Ackerman, M. J. (2010). Essentials of forensic psychological assessment. (2nd ed.). John Wiley & Sons, Inc.

Spores, J. (2013). Clinician's guide to psychological assessment and testing. Springer Publishing Company.

Urbina, S. (2014). Essentials of psychological testing. (2nd ed.). John Wiley & Sons, Inc.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

## Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

- All times assume Eastern Time (GMT-4).
- Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
- Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
- Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
- Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

## Learning Activities

This course has a variety of intellectually stimulating activities. Weekly discussions on a variety of topics regarding assessment set the stage for critical thinking. Weekly short papers on assessment considerations and diverse topics allow for exploration and research to enhance the learning outcomes of the course. The critical component of the learning assessment of the course is a case study in week 6 and 7 which students will simulate conducting an assessment on a mock case study provided in the class taking the client from start to finish choosing

assessments that should be conducted based on symptoms presented in the case study to best help diagnose and evaluate the client. Week 7 will continue the case study with treatment planning and other assessment considerations.

### Key Assessment (Taskstream Submission)

For this course, you will be submitting your “Final Project Case Study Assessment” into Taskstream at the end of Week 6.

### Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
<b>Forums</b> Activity 1.1 (n/a)	<b>Forums</b> Activity 2.1 (25)	<b>Forums</b> Activity 3.1 (25)	<b>Forums</b> Activity 4.1 (25)	<b>Forums</b> Activity 5.1 (25)	<b>Forums</b> Activity 6.1 (25)	<b>Forums</b> Activity 7.1 (25)	<b>300</b>
Activity 1.2 (25)	Activity 2.2 (25)	Activity 3.2 (25)	Activity 4.2 (25)	Activity 5.2 (25)	Activity 6.2 (25)		
<b>Assignments</b> Activity 1.3 (75)	<b>Assignments</b> Activity 2.3 (75)	<b>Assignments</b> Activity 3.3 (75)	<b>Assignments</b> Activity 4.3 (75)	<b>Assignments</b> Activity 5.3 (75)	<b>Assignments</b> Activity 6.3 (200)	<b>Assignments</b> Activity 7.2 (125)	<b>700</b>
<b>100</b>	<b>125</b>	<b>125</b>	<b>125</b>	<b>125</b>	<b>250</b>	<b>150</b>	<b>1000</b>

### Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | F: <69%

### Course Schedule and Weekly Checklist

#### Start Here

- MON: Activity 1.1: Look at Me - Introductory Post

#### Week 1 – Introduction to Psychological and Forensic Mental Health Assessments

- WED: Activity 1.1: Look at Me – Secondary Post
- WED: Activity 1.2: The Uses and Gravity of Psychological Testing
- SAT: Activity 1.2: The Uses and Gravity of Psychological Testing
- SUN: Activity 1.3: Paper - A Brief History of Psychological Testing/Evolution/Changes and Progress

## **Week 2 – Measurement Methods, Statistics, Reliability, and Validity**

- ❑ WED: Activity 2.1: Statistical Concept
- ❑ WED: Activity 2.2: Test Conditions
- ❑ SAT: Activity 2.1: Statistical Concept
- ❑ SAT: Activity 2.2: Test Conditions
- ❑ SUN: Activity 2.3: Paper – Evaluation of a Psychological Test

## **Week 3 – Assessing Children**

- ❑ WED: Activity 3.1: Assessing Intelligence in Children
- ❑ SAT: Activity 3.1: Assessing Intelligence in Children
- ❑ SAT: Activity 3.2: Assessing Children’s Behavioral or Emotional Problems
- ❑ SUN: Activity 3.2: Assessing Children’s Behavioral or Emotional Problems
- ❑ SUN: Activity 3.3: Paper – Custody Evaluations

## **Week 4 – Assessment of Adolescents and Juveniles**

- ❑ WED: Activity 4.1: Trends and Research on the Treatment of Juvenile Offenders
- ❑ SAT: Activity 4.1: Trends and Research on the Treatment of Juvenile Offenders
- ❑ SAT: Activity 4.2: Assessing Juveniles for Mental Health
- ❑ SUN: Activity 4.2: Assessing Juveniles for Mental Health
- ❑ SUN: Activity 4.3: Paper – Assessing Abuse and Neglect in Children and Adolescents

## **Week 5 – Assessment of Adults**

- ❑ WED: Activity 5.1: Assessing Adults
- ❑ SAT: Activity 5.1: Assessing Adults
- ❑ SAT: Activity 5.2: Competency to Stand Trial
- ❑ SUN: Activity 5.2: Competency to Stand Trial
- ❑ SUN: Activity 5.3: Paper – Developmental Disabilities Assessments

## **Week 6 – Personality Assessment**

- ❑ WED: Activity 6.1: Personality Testing Across Lifespan Part 1
- ❑ SAT: Activity 6.1: Personality Testing Across Lifespan Part 1
- ❑ SAT: Activity 6.2: Personality Testing Across Lifespan Part 2
- ❑ SUN: Activity 6.2: Personality Testing Across Lifespan Part 2
- ❑ SUN: Activity 6.3: Final Project Case Study Assessment

## **Week 7 – Test Items, Ethical Test Use, Adaptive Behavior, and Older Adult Assessment**

- ❑ WED: Activity 7.1: Reflection on Assessments/Ethical Use
- ❑ SAT: Activity 7.1: Reflection on Assessments/Ethical Use
- ❑ SAT: Activity 7.2: Case Study Continued – Treatment Planning and Other Case Study/Test Considerations

## Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

## For More Information:

Be sure to review the [Support, Policies, and Procedures](#) addendum.