Learning Goals
The course has 5 main learning goals: (1) identify and describe the major classes of psychological measures, (2) use empirical evidence to critique the reliability and validity of psychological measures, (3) develop a deeper appreciation for the role of measurement in theory construction and theory testing, (4) evaluate the status of psychological measurement in your area of research, and (5) gain further experience writing and presenting your scientific arguments. The issues discussed in this course should leave an indelible mark on the way you think about your research and clinical work.

Note. The course is the first component of a two-semester series in psychological assessment. You will not learn to administer psychological assessments this semester. Rather, the course will provide a conceptual/theoretical overview of psychological assessment. You will learn to administer, interpret, and present the results of specific assessment instruments next semester.

Basic Structure
This is a seminar course. Although each class will have a short lecture, most of the time will be devoted to discussion. This means you are expected to dive deeply into the readings. The course assignments are designed to facilitate discussion, and more importantly, provide you with experiences directly related to your academic future -- debating scientific topics, writing grants, and presenting your research.

Each week we will discuss a set of readings, and YOU will be partially responsible for leading discussion. Each week, one of you will be in charge of starting and stimulating discussion about the readings. To this end, you will prepare a set of 5-10 discussion questions that you will email to the class before the end of week (i.e., the Monday before Wednesday’s class). All students should come to class with the questions answered, in writing, and be ready to discuss and debate the articles. Be creative when creating your discussion questions! The articles you will read are among the most famous, stimulating, and debated articles in all of psychology -- if they do not get you thinking, then you are likely pursuing the wrong career! Take advantage of these articles and see how lively you can get the discussion. Think deeply about the issues, be critically minded, and think outside the box. The discussion format is wide open (e.g., you can put your classmates on the spot, create a game or debate, etc.).

Text Books


Grading
15% Class Participation
20% Leading Class Discussion
25% Symposium Presentation
40% Mini-Grant Proposal

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Individual Psychological Assessment -- Fall Syllabus
Assignment Descriptions

Mini Grant Proposal:
The proposal should be modeled, in part, after the NIH F31/F32, which is a fellowship for graduate students/postdocs, (http://grants.nih.gov/grants/funding/416/phs416.htm). The proposal will consist of sections A, B, and D from the NIH Research Training Plan: Specific Aims, Background and Significance, and Research Design and Methods. Consistent with the NIH guidelines, your proposal cannot exceed 10 pages (single spaced), including tables and figures (references excluded). I will provide you with some hand-outs and suggestions that will help with “grantsmanship.” The basis for your proposal should be the issues discussed in class -- a critical analysis of the status of measurement in your area of research, theory construction, and theory testing. Decide on a major limitation of the field, and then propose a research study that addresses the problem. Be theoretical! Please run your proposal ideas by me prior to starting the mini-grant. I will be willing to review one draft of your mini grant proposal prior. The draft is due by November 17.

Symposium Presentation:
You will prepare a 20 minute presentation of your mini-grant proposal. Following your presentation, there will be 10 minutes for questions. Remember to frame your presentation in the context of a theory. We will discuss presentation strategies and grading criteria prior to the in-class symposium. Feedback about your presentation can be used to add the final touches to your mini-grant.

Important Dates
October 21 No Class (Fall Break)
November 25 No Class (Thanksgiving)
December 2 In-Class Symposium
December 9 Mini-grant due

Policies
All submitted work must be your own. You are encouraged to discuss the readings and issues from class with your colleagues. However, you must complete the course assignments (short write-ups, grant, and presentation) individually. Remember, “As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty.”
Topics & Readings

August 26  
**Introductions and Overview**


September 2  
**Progress of Psychology and Theory Testing**


September 9  
**Progress of Psychology and Psychological Constructs**


Fall 2009

Individual Psychological Assessment

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September 16  
Validity, Reliability, and Scale Construction


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September 23  
Classification of Psychopathology


Not Required, but a good article if interested:

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September 30  
Assessment of Psychopathology and Personality

*Studying the Clinician,* Chapters 1 and 2

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October 7  
Behavioral Predictions and Clinical Judgement (Part I)

*Studying the Clinician,* Chapter 4

*Science & Pseudoscience,* Chapters 1, 2, and 3

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<td>October 14</td>
<td>Behavioral Predictions and Clinical Judgement (Part II)</td>
<td><em>Studying the Clinician</em>, Chapters 7, 8, and 9</td>
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Transcripts from 8/09 SSCP DISCUSSION |

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November 18  Animal Research, Neuropsychological and Cognitive Assessment


*Studying the Clinician, Chapter 6*

December 2  In-Class Symposium -- “Advancing Science by Testing Good Theories”

December 9  No Class --- Mini-Grant Due by 12:00 pm