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, much of the time will be devoted to discussion. 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. In preparation for class, you are expected to prepare a short write-up about the readings. The write-up has two parts. First, you will provide answers to a couple of questions about the readings (I will give you the questions in advance). Second, you will write a paragraph that directly relates the readings to your specific area of research. The weekly write-ups will be synthesized and expounded on to create a mini-grant proposal. You will present your mini-grant proposal during our in-class symposium.

Text Books


Grading

15% Weekly Write-Up
20% Class Participation
25% Symposium Presentation
40% Mini-Grant Proposal

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
</tr>
<tr>
<td>A-</td>
<td>92-89%</td>
</tr>
<tr>
<td>B+</td>
<td>88-87%</td>
</tr>
<tr>
<td>B</td>
<td>86-80%</td>
</tr>
<tr>
<td>B-</td>
<td>79%</td>
</tr>
<tr>
<td>C+</td>
<td>77-78%</td>
</tr>
<tr>
<td>C</td>
<td>76-70%</td>
</tr>
<tr>
<td>C-</td>
<td>69-67%</td>
</tr>
<tr>
<td>D</td>
<td>66-60%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>
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 XXX.

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
September 14  No Class
October 26  No Class (Fall Break)
November 23  No Class (Thanksgiving)
November 30  Last day to turn in draft of mini-grant
December 14  In-Class Symposium
December 19  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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 14</td>
<td>No class</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
Not Required, but a good article if interested:  
| October 12 | Assessment of Psychopathology and Personality                           | *Studying the Clinician*, Chapters 1 and 2                                                   |
| October 19 | Behavioral Predictions and Clinical Judgement (Part I)                 | *Studying the Clinician*, Chapter 4                                                          |
|            |                                                                        | *Science & Pseudoscience*, Chapters 1, 2, and 3                                              |
| October 26 | No Class (Fall Break)                                                  |                                                                                             |
| November 2 | Behavioral Predictions and Clinical Judgement (Part II)                | *Studying the Clinician*, Chapters 7, 8, and 9                                               |
November 16  Biological/Genetic Assessment


November 23  No Class (Thanksgiving)

November 30  Projective Assessment


December 7  Neuropsychological and Cognitive Assessment

*Studying the Clinician, Chapter 6*

(Light reading -- more time to work on your grant and presentation)

December 14  In-Class Symposium -- “Advancing Science by Testing Good Theories”

December 19  Mini-Grant Due by 12:00pm