



### **Assessment I**

The University of Toledo

Department of Psychology

PSY 6/7240 CRN: 55676/55677; Section: 001; updated 11/12/19

|                      |   |                  |         |
|----------------------|---|------------------|---------|
| <b>Term:</b>         | Fall  |                  |         |
| <b>Course Time:</b>  | R 10:00-12:40   | <b>Location:</b> | UH 1610 |
| <b>Lab Time:</b>     | TBD   | <b>Location:</b> | TBD     |
| <b>Instructor:</b>   | Gregory J. Meyer, Ph.D. and Joni L. Mihura, Ph.D.   |                  |         |
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| <b>Office Hours:</b> | GM: by appt. M 2-4, F 11-2; JM: W 3-5, F 2-5  |                  |         |
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| <b>Contact Info:</b> | <a href="mailto:Ariana.Vidana@rockets.utoledo.edu">Ariana.Vidana@rockets.utoledo.edu</a>  |                  |         |
| <b>Office Hours:</b> | TBD   |                  |         |

### **Course Catalog Description**

This course is designed to provide clinical psychology doctoral students with the training to attain the profession-wide competency in assessment, as required by the APA Commission on Accreditation. Students will learn foundational skills in psychometrics and integrative multimethod assessment in the process of learning to administer, score, interpret, and communicate about the most commonly used standardized measures for behavioral and cognitive assessment in order to be prepared to engage in evidence-based assessment practice. [Note that this course covers cognitive and neuropsychological assessment, not behavioral and cognitive assessment.]

### **APA Readiness for Practicum Functional Competencies Covered by this Course**

- 8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.
  - 8A. Knowledge and Application of Evidence-Based Practice: Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology
- 9. Assessment: Assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations.
  - 9A. Knowledge of Measurement and Psychometrics: Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing
  - 9B. Knowledge of Assessment Methods: Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam
  - 9C. Application of Assessment Methods: Demonstrates knowledge of measurement across domains of functioning and practice settings
- 9E. Conceptualization and Recommendations: Demonstrates basic knowledge of formulating diagnosis and case conceptualization

- 9F. Communication of Assessment Findings: Demonstrates awareness of models of report writing and progress notes
- 10A. Intervention planning: Displays basic understanding of the relationship between assessment and intervention
- 10B. Skills: Displays basic helping skills

### **Course Goals**

This course serves four main goals. First, it provides the knowledge and skills necessary to administer, score, and interpret commonly used standardized tests of cognitive and neuropsychological ability. Second, to use these instruments in applied practice, it is necessary to understand their psychometric foundations, so the course provides an overview of psychometric theory and reviews relevant data for each test. Third, the course provides a review of applied and theoretical topics, as well as historical and ongoing debates in the field of psychological assessment. Fourth, it provides opportunities to learn how to communicate test findings in professional formats, through written reports and oral presentations.

### **Student Learning Outcomes**

By the end of the course, you should be able to:

1. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
2. Demonstrate an understanding of the history of standardized psychological testing.
3. Demonstrate accurate understanding of the constructs measured by each test reviewed, performed, and reported.
4. Demonstrate knowledge of the main methods for determining the reliability and validity of tests and an understanding of their strengths and limitations.
5. Demonstrate the ability to write meaningful and perceptive behavioral observations.
6. Demonstrate the ability to solicit relevant history information from volunteer clients and to understand assessment data within its context (e.g., family, social, societal, and cultural).
7. Demonstrate accurate administration, scoring, and interpretation of measures that are performed or reported, as demonstrated in written reports and oral presentations; interpret assessment results following current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of the assessment that are subjective from those that are objective.
8. Demonstrate a beginning capacity to integrate results from several tests within a method family and across method families with observed behavior and history information to provide consultation to others and address applied referral questions.

### **Teaching Methodology**

This is an active learning course that trains students for applied skills in cognitive and neuropsychological assessment in preparation for completing integrative assessments as part of subsequent practicum training. The course combines practice administration, scoring, and interpretation with lectures, discussions, case examples, practice interpretation of cases, reports, and a weekly lab.

**Prerequisites and Co-requisites**

There is no prerequisite for this class, though a previous course in measurement and undergraduate statistics would be helpful. Students will be concurrently enrolled in graduate courses in Foundations of Clinical Practice and Foundations of Psychotherapy.

**Required Instructional Materials (Texts and Ancillary Materials)****Required:**

Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment* (6<sup>th</sup> ed.). Hoboken, NJ, US: John Wiley & Sons, Inc.

*Various Handouts and Articles*

**Access Required (Purchase not Necessary):**

*Technical and Administration Manuals* for the WAIS-IV, WIAT-III, WMS-IV, D-KEFS, and R-PAS. These are located in the clinic equipment room. Remember to use standard sign-out procedures and ensure that at least one manual and test kit remains in the equipment room at all times.

Lezak et al. (2012). *Neuropsychological Assessment* (5<sup>th</sup> Edition). Oxford University Press.

**Recommended:**

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

Breaux K. C., & Lichtenberger, E. O. (2016). *Essentials of KTEA-3 and WIAT-III assessment*. Hoboken, NJ: John Wiley & Sons, Inc.

Drozdzick, L. W., Holdnack, J. A., & Hilsabeck, R. C. (2011) *Essentials of WMS-IV assessment*. New York, NY: John Wiley & Sons, Inc.

Flanagan, D. P., & Alfonso, V. C. (2010). *Essentials of Specific Learning Disability Identification*. New York: Pearson Education, Inc.

Flanagan, D. P., & Alfonso, V. C. (2017). *Essentials of WISC-V assessment*. Hoboken, NJ: John Wiley & Sons, Inc.

Flanagan, D., & Harrison, P. L. (2012). *Contemporary intellectual assessment: Theories, tests, and issues* (3<sup>rd</sup> ed.). New York, NY: Guilford.

Holdnack, J. A., Drozdick, L., Weiss, L. G., & Iverson, G. L. (Eds) (2013). *WAIS-IV, WMS-IV, and ACS: Advanced clinical interpretation*. San Diego, CA: Academic Press.

Kaufman, A. S., Raiford, S. E., & Coalson, D. L. (2016). *Intelligent testing with the WISC-V*. Hoboken, NJ: John Wiley & Sons, Inc.

Lichtenberger, E. O., & Kaufman, A. S. (2013). *Essentials of WAIS-IV assessment* (2<sup>nd</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). *A compendium of neuropsychological tests: Administration, norms, and commentary* (3<sup>rd</sup> ed.). New York, NY: Oxford University Press.

Weiss, L. G., Saklofske, D. H., Coalson, D., & Raiford, S. E. (2010). *WAIS-IV clinical use and interpretation: Scientist-practitioner perspectives*. San Diego, CA: Academic Press.

Weiss, L. G., Saklofske, D. H., Holdnack, J. A., & Prifitera, A. (2015). *WISC-V assessment and interpretation: Scientist-practitioner perspectives*. San Diego, CA: Academic Press.

**Other Supplies:** Clipboard, stopwatch, calculator, pencils

## University Policies

### General Academic Policies

All graduate students at UT are expected to read, understand, and follow the academic policies that govern their attendance at the University. These policies include, but are not limited to, academic dishonesty, academic grievance, leave of absence, and transfer of credit. Please use the following URL to read a comprehensive list of academic policies that pertain to you in this class and throughout your graduate education at UToledo: <http://www.utoledo.edu/policies/academic/graduate/>. If you have any questions after reading through the policies, please let me know.

### Academic Accommodations

The University of Toledo is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations memo from Student Disability Services, it is essential that you correspond with me as soon as possible to discuss your disability-related accommodation needs for this course. For students not registered with Student Disability Services who would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact the [Student Disability Services Office](#).

### Academic Dishonesty

Consistent with University Policy, academic dishonesty is not tolerated. Students are responsible for knowing what constitutes academic dishonesty. If you are uncertain about what constitutes plagiarism or cheating, seek the instructor's advice. Examples of academic dishonesty include, but are not limited to: 1) Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation; 2) Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination; 3) Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination; 4) Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it; 5) Giving or receiving substantive aid during the course of an examination; 6) Commencing an examination before the stipulated start time or continuing to work on an examination after the announced conclusion of the examination period; 7) Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination; or 8) Submitting the same written work to fulfill the requirements for more than one course. The full University policy on academic dishonesty may be found at <http://www.utoledo.edu/dl/students/dishonesty.html>.

### Resources Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419-530-2497 during regular business hours and 419-530-3431 for 24-hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty, and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419-241-7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of

sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419-530-3152 to file a complaint or visit the following website for more information and resources:

<http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at:  
<http://www.utoledo.edu/title-ix/policies.html>.

### **Other Resources**

UT also has useful campus resources for students in need. The **Food Pantry** is available for students in need: <http://www.utoledo.edu/studentaffairs/food-pantry/>. For **Other Emergency Needs**, students can contact the Office of Student Advocacy and support (<http://www.utoledo.edu/studentaffairs/student-advocacy/>). Students also may contact the Dean's Office at 530-4616. They aim to do everything they can to get students the assistance they need to be successful in their classes.

### **Course Format**

This course covers 3 modules: (1) overview, (2) cognitive assessment, and (3) neuropsychological assessment; two of these (cognitive and neuropsychological) are core course modules and will require the demonstration of specific competencies, as noted below. The course will consist of one 3-hour class meeting each week, accompanied by one 1-hour weekly lab meeting. The content of the labs will correspond to the didactic material covered in the class as a whole, not necessarily the module covered during the class meeting.

### **Course Expectations and Guidelines**

1. Attend and participate meaningfully in all classes and labs.
2. Read the textbooks, test manuals, articles, and supplemental materials distributed.
3. Administer, score, and interpret tests.
4. Present test data and lead discussion on case material obtained from a volunteer.
5. Understand and demonstrate ethical assessment practices.

### **Discussion and Participation**

You are expected to attend and participate in the class and lab. If you are not participating in a meaningful way in the class discussion, your final grade will be lowered. This decision will not be based on any one class, but an overall assessment of your participation. However, *you should expect to make at least two meaningful contributions to class each week*. A 'meaningful contribution' is minimally defined as indicating knowledge of the class material up to and including that class period (e.g., readings and assignments).

### **Test Administration**

Each of the core course modules will require you to meet with one volunteer practice participant with whom you will practice administering, scoring, and interpreting the tests and assessment techniques covered in that module or previously. Each volunteer practice session will be videotaped and these tapes will be reviewed by the TA.

### **Consent Forms and Confidentiality**

Volunteers must sign a consent form for testing. If a volunteer is younger than 18 years old (which includes some of the undergraduates who sign up for the testing), they will have a signed consent form

from their parent or legal guardian to participate on Sona, but should still sign an assent form. Only use the volunteer's initials on any of the testing materials.

### **Ethical Considerations.**

Some confidential client data is used in this class. The test results and reports are redacted for anonymity, but there are also videos of clients shown in class. Please follow the ethical guidelines regarding protection of assessment data and information. For general assessment purposes, you are expected to be familiar with the *APA Ethical Principles for Psychologists and Code of Conduct*, especially Standard 9: <http://www.apa.org/ethics/code/>

### **Overview of Course Grade Assignment**

Grades in this course will be based upon demonstrated competencies in the following domains for the core modules: (1) administration, scoring, and interpretation of specific tests and assessment methods, (2) oral case presentations, and (3) report writing.

In the Overview Course Module, mastery of the material covered will be assessed in the context of an integrative paper (10%) in which students demonstrate knowledge of the general principles and theories underlying psychological assessment in the context of ethical and diversity issues salient to assessment.

Administration, scoring, and interpretation (30%). Each core module of this course will introduce specific approaches and tests relevant to psychological assessment. For each test and approach reviewed in each of the core modules, you will be required to demonstrate competency with respect to administration, scoring, and interpretation. The first two competencies will be assessed primarily in the context of the lab component of the course; the third will be assessed in the context of written reports and oral presentations.

Oral Case Presentations (30%). For each core course module, you will be required to give one oral presentation to the class in which the practice assessment with your volunteer participant is covered. This oral presentation will include the presentation of data relevant to the assessment case, an interpretation of the data collected, and a synthesis of the data to inform treatment planning. The instructor may also provide you with case material to present as an alternative to your volunteer.

Written Reports (30%). For each core course module, you will be required to submit a written report pertaining to the assessment of your volunteer participant or case data provided to you. This written report will include as a minimum a history, behavioral observations, a summary of the assessment data collected, a case formulation, and recommendations based upon the assessment data. Case data provided to you may include history and behavioral observations for you to integrate with the assessment data.

### **Grading**

Lowest percentage values for grades: A = 93%, A- = 90%, B+ = 87%, B = 83%, B- = 80%, C+ = 77%, C = 73%, C- = 70%, D+ = 67%, D = 63%, D- = 60%, F = 0%

### Tentative Course Schedule

| Date  | Module      | Wk | Class Topic  | Text             | Lab Admin   | Lab Score & Interp.                      | Lab Readings                           |
|-------|-------------|----|--|------------------|---|--|--|
| 8/29  | Overview GM | 1  | Intro; Methods of Knowing & Issues in Measurement; Test definition   |                  |   |  |  |
| 9/05  | Overview GM | 2  | Frequency of test use; Collaborative and Therapeutic Assessment; WAIS basics   | Ch. 1            | WAIS Self-Administration                            |  | WAIS CL, AM Ch. 1, TM Ch. 1            |
| 9/12  | Overview GM | 3  | Role and Limits of Human Judgment; Biases and de-biasing; Assessment Consultation and Supervision; Ethics in assess.   | Ch. 1 & 2        | WAIS Profic. with Partner                           |  | WAIS AM (Ch. 2 & 3), TM (Ch. 2 - skim) |
| 9/19  | Overview JM | 4  | Construct Validity & the Method of Assessment; Multimethod Assessment  | Ch. 1-4          | WIAT Self-Administration                            | WAIS Scoring 1                           | WIAT CL, AM                            |
| 9/26  | Overview JM | 5  | Multicultural and Diversity Issues; Considerations for Test Selection and Use (the construct, method effects, norms, reliability, validity in research and practice) | Ch. 1 & 2        | WIAT Proficiency with Partner                       | WAIS Interpretation                      | WAIS TM Ch. 6                          |
| 10/03 | Overview GM | 6  | Psychometrics (true score theory, reliability, validity)   | Ch. 1            | WAIS & WIAT with Volunteer                          | WIAT Scoring 1                           | WIAT EM                                |
| 10/10 |             | 7  | FALL BREAK   |                  | WMS Self-Administration                             | WIAT Interp. 1; Vol. WAIS Scoring        | WMS CL, AM; WIAT EM                    |
| 10/17 | Cog. GM     | 8  | Brain structure and function; Models of cognitive ability: Galton to Cattell-Horn-Carroll; Structure of Cognitive Abilities  | Ch. 5            | WMS Prof. with Partner                              | Volunteer WIAT Scoring                   |  |
| 10/24 | Cog. GM     | 9  | WAIS psychometrics and interpretation  | Ch. 5            | <i>D-KEFS Self-Ad</i>                               | Vol. Interpretation                      |  |
| 10/31 | Cog. GM     | 10 | WIAT psychometrics and interpretation  |                  | <i>D-KEFS Self-Ad. or Prof w/ Part.</i>             | WMS Scoring 1                            | D-KEFS EM; WMS AM                      |
| 11/07 | Neuro. GM   | 11 | Neuropsychological Assessment; key measures for assessing functions; WMS: structure, psychometrics, and interpretation   | Ch. 6            | <i>D-KEFS Prof. w/ Partner or Vol</i>               | WMS Interpretation 1                     | WMS AM                                 |
| 11/14 | Neuro. GM   | 12 | Delis-Kaplan Executive Function Scales: psychometrics and interpretation; Neuropsych. Assessment; brief review of other instruments (TOMM, CPT, MOCA, PASAT)         | Ch. 6, 12 to 633 | <i>2-Sub WAIS, WMS, &amp; D-KEFS with Volunteer</i> | <i>D-KEFS Scoring 1</i>                  | D-KEFS EM                              |
| 11/21 | Neuro. GM   | 13 | Assessment of ADHD; Assessment of LD [ABCT]; Mon Nov 18, 1:00-3:40   | Ch. 5            |   | <i>Vol. WMS Scoring D-KEFS Interp. 1</i> | D-KEFS EM                              |
| 11/28 |             | 14 | THANKSGIVING BREAK   |                  |   | <i>Vol. D-KEFS Scoring</i>               |  |
| 12/05 | Cog. GM     | 15 | Oral presentations (WAIS & WIAT) Mon Dec 2, 3:30-6:10  |                  |   | <i>Vol. Interpretation</i>               |  |
| 12/12 | Neuro. GM   | 16 | Oral presentations (WMS & D-KDEFS, with Est IQ)  |                  |   |  |  |

| 2019 PSY 6270 Schedule of Lab Assignments Due |       |         |       |         |          |       |         |         |       |         |            |       |         |
|---|-------|---------|-------|---------|----------|-------|---------|---------|-------|---------|------------|-------|---------|
| Week/Class                                    |       | WAIS-IV |       |         | WIAT-III |       |         | WMS-IV  |       |         | D-KEFS     |       |         |
| #   | Date  | Admin   | Score | Interp. | Admin    | Score | Interp. | Admin   | Score | Interp. | Admin      | Score | Interp. |
| 01  | 8/29  |         |       |         |          |       |         |         |       |         |            |       |         |
| 02  | 9/05  | Self    |       |         |          |       |         |         |       |         |            |       |         |
| 03  | 9/12  | TA w/ P |       |         |          |       |         |         |       |         |            |       |         |
| 04  | 9/19  |         | C1    |         | Self     |       |         |         |       |         |            |       |         |
| 05  | 9/26  |         |       | C2      | TA w/ P  |       |         |         |       |         |            |       |         |
| 06  | 10/03 | V1      |       |         | V1       | C3    |         |         |       |         |            |       |         |
| 07  | 10/10 |         | V1    |         |          |       | C2      | Self    |       |         |            |       |         |
| 08  | 10/17 |         |       |         |          | V1    |         | TA w/ P |       |         |            |       |         |
| 09  | 10/24 |         |       | C4      |          |       | C4      |         |       |         | Self       |       |         |
| 10  | 10/31 |         |       |         |          |       |         |         | C5    |         | Self or TA |       |         |
| 11  | 11/07 | V2 (SF) |       |         |          |       |         | V2      |       | C6      | TA or V2   |       |         |
| 12  | 11/14 | V2 (SF) |       |         |          |       |         | V2      |       |         | V2         | C7    |         |
| 13  | 11/21 |         |       |         |          |       |         |         | V2    |         |            |       | C6      |
| 14  | 11/28 |         |       |         |          |       |         |         |       |         |            | V2    |         |
| 15  | 12/05 |         |       |         |          |       |         |         |       | C8      |            |       | C8      |
| 16  | 12/12 |         |       |         |          |       |         |         |       |         |            |       |         |

**Note:** C = case material given to you; P = partner; Self = self-administered; TA = proficiency administration with teaching assistant; V = volunteer subject; 1 - 6 = subject number (e.g., V1 = 1st volunteer subject, C4 = 4th case provided to you, etc.).



## Supplemental Required or Optional Readings

### Overview Section

**Week 1** (for all, skim abstracts, and read if it sparks your interest)

- Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin*, 56, 81-105
- Cronbach, L. J., & Meehl, P. E. (1955). Construct validity in psychological tests. *Psychological Bulletin*, 52, 281-302.
- Henry, B., Moffitt, T. E., Caspi, A., Langley, J., & Silva, P. A. (1994). On the "remembrance of things past": A longitudinal evaluation of the retrospective method. *Psychological Assessment*, 6, 92-101. <http://dx.doi.org/10.1037/1040-3590.6.2.92>
- Kagan, J. (1988). The meanings of personality predicates. *American Psychologist*, 43, 614-620. <http://dx.doi.org/10.1037/0003-066X.43.8.614>
- Meyer, G. J., Finn, S. E., Eyde, L., Kay, G. G., Moreland, K. L., Dies, R. R., Eisman, E. J., Kubiszyn, T. W., & Reed, G. M. (2001). Psychological testing and psychological assessment: A review of evidence and issues. *American Psychologist*, 56, 128-165. <http://dx.doi.org/10.1037/0003-066X.56.2.128>
- Michell, J. (1997). Quantitative science and the definition of measurement in psychology. *British Journal of Psychology*, 88, 355-383. <http://dx.doi.org/10.1111/j.2044-8295.1997.tb02641.x>
- Michell, J. (2000). Normal science, pathological science and psychometrics. *Theory & Psychology*, 10, 639-667. <http://dx.doi.org/10.1177/0959354300105004>
- Michell, J. (2008). Is psychometrics pathological science? *Measurement: Interdisciplinary Research and Perspectives*, 6, 7-24. <http://dx.doi.org/10.1080/15366360802035489>
- Michell, J. (2012). Alfred Binet and the concept of heterogeneous orders. *Frontiers in Psychology*, 3, Article ID 261. <http://dx.doi.org/10.3389/fpsyg.2012.00261>
- Michell, J. (2013). Constructs, inferences, and mental measurement. *New Ideas in Psychology*, 31, 13-21. <http://dx.doi.org/10.1016/j.newideapsych.2011.02.004>
- Mischel, W. (2004). Toward an integrative science of the person. *Annual Review of Psychology*, 55, 1-22. <http://dx.doi.org/10.1146/annurev.psych.55.042902.130709>
- Reuben, A., Moffitt, T. E., Caspi, A., Belsky, D. W., Harrington, H., Schroeder, F., . . . Danese, A. (2016). Lest we forget: Comparing retrospective and prospective assessments of adverse childhood experiences in the prediction of adult health. *Journal of Child Psychology and Psychiatry*, 57, 1103-1112. <http://dx.doi.org/10.1111/jcpp.12621>
- Widom, C. S., & Morris, S. (1997). Accuracy of adult recollections of childhood victimization, Part 2: Childhood sexual abuse. *Psychological Assessment*, 9, 34-46. <http://dx.doi.org/10.1037/1040-3590.9.1.34>
- Widom, C. S., & Shepard, R. L. (1996). Accuracy of adult recollections of childhood victimization: Part 1. Childhood physical abuse. *Psychological Assessment*, 8, 412-421. <http://dx.doi.org/10.1037/1040-3590.8.4.412>
- Widom, C. S., Weiler, B. L., & Cottler, L. B. (1999). Childhood victimization and drug abuse: A comparison of prospective and retrospective findings. *Journal of Consulting and Clinical Psychology*, 67, 867-880. <http://dx.doi.org/10.1037/0022-006X.67.6.867>

**Week 2** (read both articles by Finn; for the others, review Methods and the tables)

- Camara, W. J., Nathan, J. S., & Puente, A. E. (2000). Psychological test usage: Implications in professional psychology. *Professional Psychology: Research and Practice*, 31, 141-154.  
<http://dx.doi.org/10.1037/0735-7028.31.2.141>
- Mihura, J. L., Roy, M., & Graceffo, R. A. (2017). Psychological assessment training in clinical psychology doctoral programs. *Journal of Personality Assessment*, 99, 153-164.  
<http://dx.doi.org/10.1080/00223891.2016.1201978>
- Rabin, L. A., Paolillo, E., & Barr, W. B. (2016). Stability in test-usage practices of clinical neuropsychologists in the United States and Canada over a 10-year period: A follow-up survey of INS and NAN members. *Archives of Clinical Neuropsychology*, 31, 206-230.  
<http://dx.doi.org/10.1093/arclin/acw007>
- Wright, C. V., Beattie, S. G., Galper, D. I., Church, A. S., Bufka, L. F., Brabender, V. M., & Smith, B. L. (2017). Assessment practices of professional psychologists: Results of a national survey. *Professional Psychology: Research and Practice*, 48, 73-78.  
<http://dx.doi.org/10.1037/pro0000086>
- Finn, S. E. (2007). Introduction: What is therapeutic assessment? *In our clients' shoes: Theory and techniques of therapeutic assessment* (pp. 3-15). Mahwah, NJ: Lawrence Erlbaum Assoc.
- Finn, S. E., & Tonsager, M. E. (1997). Information-gathering and therapeutic models of assessment: Complementary paradigms. *Psychological Assessment*, 9, 374-385.  
<http://dx.doi.org/10.1037/1040-3590.9.4.374>

**Week 3** (Read Spengler, Westen & Weinberger, and Finn; read at least the abstracts of the others)

- Ashton, R. H. (2000). A review and analysis of research on the test–retest reliability of professional judgment. *Journal of Behavioral Decision Making*, 13, 277-294. [http://dx.doi.org/10.1002/1099-0771\(200007/09\)13:3<277::AID-BDM350>3.0.CO;2-B](http://dx.doi.org/10.1002/1099-0771(200007/09)13:3<277::AID-BDM350>3.0.CO;2-B)
- Grove, W. M., Zald, D. H., Lebow, B. S., Snitz, B. E., & Nelson, C. (2000). Clinical versus mechanical prediction: A meta-analysis. *Psychological Assessment*, 12, 19-30.  
<http://dx.doi.org/10.1037/1040-3590.12.1.19>
- Ægisdóttir, S., White, M.J., Spengler, P.M., Maugherman, A.S., Anderson, L.A., Cook, R.S., Nichols, C.N., Lampropoulos, G.K., Walker, B.S., Cohen, G. & Rush, J.D. (2006). The Meta-Analysis of Clinical Judgment Project: Fifty-six years of accumulated research on clinical versus statistical prediction. *Counseling Psychologist*, 34, 341-382.
- Spengler, P. M. (2013). Clinical versus mechanical prediction. In J. R. Graham, J. A. Naglieri, & I. B. Weiner (Eds.), *Handbook of psychology: Assessment psychology* (pp. 26-49). Hoboken, NJ: John Wiley.
- Westen, D. & Weinberger, J. (2004). When clinical description becomes statistical prediction. *American Psychologist*, 59, 595-613.
- Miller, D. J., Spengler, E. S., & Spengler, P. M. (2015). A meta-analysis of confidence and judgment accuracy in clinical decision making. *Journal of Counseling Psychology*, 62, 553-567.  
<http://dx.doi.org/10.1037/cou0000105>
- Spengler, P. M., & Pilipis, L. A. (2015). A comprehensive meta-reanalysis of the robustness of the experience-accuracy effect in clinical judgment. *Journal of Counseling Psychology*, 62, 360-378.  
<http://dx.doi.org/10.1037/cou0000065>
- Finkelstein, H., & Tuckman, A. (1997). Supervision of psychological assessment: A developmental model. *Professional Psychology: Research and Practice*, 28, 92-95.

- Tawfik, S. H., Landoll, R. R., Blackwell, L. S., Taylor, C. J., & Hall, D. L. (2016). Supervision of clinical assessment: The Multilevel Assessment Supervision and Training (MAST) approach. *The Clinical Supervisor*, 35, 63-79.
- Finn, S. E. (2007). One-up, one-down, and in-between: A collaborative model of assessment consultation. *In our clients' shoes: Theory and techniques of therapeutic assessment* (pp. 97-116). Mahwah, NJ: Lawrence Erlbaum Assoc.

#### **Week 4**

- Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review*, 8, 231–259. [Read/skim not to memorize the details of the research cited, but as a classic article on the limits of self-report.](#)
- Baumeister, R. F., Vohs, K. D., & Funder, D. C. (2007). Psychology as the science of self-reports and finger movements: Whatever happened to actual behavior? *Perspectives on Psychological Science*, 2, 396-403. [What do the authors say about increase in the use of self-report in research and why?](#)
- Cronbach, L. J., & Meehl, P.E. (1955). Construct validity in psychological tests. *Psychological Bulletin*, 52, 281-302. [Classic article to define construct validity. What are the key issues, solutions, and potential challenges?](#)
- Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin*, 56, 81-105. [Read Pages: 81-85, 100-104. Classic article on construct validity: Read to understand why the MTMM model is recommended.](#)
- Borsboom, D., Mellenbergh, G. J., & van Heerden, J. (2004). The concept of validity. *Psychological Review*, 111, 1061-1071. [SKIM to understand what he is arguing \(against classic construct validity\) and why. How would you implement this model in research?](#)

#### **Recommended**

- Bornstein, R. F. (2009). Heisenberg, Kandinsky, and the heteromethod convergence problem: Lessons from within and beyond psychology. *Journal of Personality Assessment*, 91, 1-8. [Read for a broader view of cross-method divergences.](#)

#### **References**

- Achenbach, T. M., McConaughy, S. H., & Howell, C. T. (1987). Child/adolescent behavioral and emotional problems: Implications of cross-informant correlations for situational specificity. *Psychological Bulletin*, 101, 213-232. <http://dx.doi.org/10.1037/0033-2909.101.2.213>
- Achenbach, T. M., Krukowski, R. A., Dumenci, L., & Ivanova, M. Y. (2005). Assessment of adult psychopathology: Meta-analyses and implications of cross-informant correlations. *Psychological Bulletin*, 131, 361-382. <http://dx.doi.org/10.1037/0033-2909.131.3.361>
- De Los Reyes, A., Augenstein, T. M., Wang, M., Thomas, S. A., Drabick, D. A. G., Burgers, D. E., & Rabinowitz, J. (2015). The validity of the multi-informant approach to assessing child and adolescent mental health. *Psychological Bulletin*, 141, 858-900. <http://dx.doi.org/10.1037/a0038498>
- McClelland, D. C., Koestner, R., & Weinberger, J. (1989). How do self-attributed and implicit motives differ? *Psychological Review*, 96, 690-702. <http://dx.doi.org/10.1037/0033-295X.96.4.690>
- Wilson, T. D., & Dunn, E. W. (2004). Self-knowledge: Its limits, value, and potential for improvement. *Annual Review of Psychology*, 55, 493–518. [\(An update to Nisbett & Wilson's \[1977\] classic paper\)](#)

## Week 5

Kotov, R., Krueger, R. F., Watson, D., Achenbach, T. M., Althoff, R. R., Bagby, R. M., & ... Zimmerman, M. (2017). The Hierarchical Taxonomy of Psychopathology (HiTOP): A dimensional alternative to traditional nosologies. *Journal of Abnormal Psychology, 126*, 454-477. [HiTOP is a new dimensionalized hierarchically organized approach to understanding, assessing, and treating psychopathology. What might be the challenges of implementing this approach rather than the DSM-5? What would be the benefits?](#)

Mihura, J. L., & Graceffo, R. A. (2014). Multimethod assessment and treatment planning. In C. J. Hopwood & R. F. Bornstein (Eds.), *Multimethod clinical assessment* (pp. 285-318). Guilford Press. [Read as a beginning understanding of the implications of major methods of assessment.](#)

De Los Reyes, A., Thomas, S. A., Goodman, K. L., & Kunder, S. A. (2013). Principles underlying the use of multiple informants' reports. *Annual Review of Clinical Psychology, 9*, 123-149. [Read to understand the model they are proposing to account for cross-method convergences and divergences.](#)

### [Read the following two chapters as a background to discuss case vignettes in class:](#)

Hays, P. A. (2016). Using standardized tests in a culturally responsive way. In *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy.*, 3rd ed. (pp. 161-193). Washington, DC: American Psychological Association.

Brabender, V. M., & Mihura, J. L. (2016). The construction of gender and sex, and their implications for psychological assessment. In V. M. Brabender & J. L. Mihura (Eds.), *Handbook of gender and sexuality in psychological assessment* (pp. 3-43). New York, NY: Routledge.

## Week 6 (Read Streiner, Fan, and Meyer's "Overview" document; read abstracts of the other articles):

Streiner, D. L. (2003). Starting at the beginning: An introduction to coefficient alpha and internal consistency. *Journal of Personality Assessment, 80*, 99-103.

[http://dx.doi.org/10.1207/S15327752JPA8001\\_18](http://dx.doi.org/10.1207/S15327752JPA8001_18)

Raykov, T., & Marcoulides, G. A. (2016). On the relationship between classical test theory and item response theory: From one to the other and back. *Educational and Psychological Measurement, 76*, 325-338. <http://dx.doi.org/10.1177/0013164415576958>

Hambleton, R. K., & Jones, R. W. (1993). Comparison of classical test theory and item response theory and their applications to test development. *Educational Measurement: Issues and Practice, 12*, 38-47. <http://dx.doi.org/10.1111/j.1745-3992.1993.tb00543.x>

Fan, X. (1998). Item response theory and classical test theory: An empirical comparison of their item/person statistics. *Educational and Psychological Measurement, 58*, 357-381. <http://dx.doi.org/10.1177/0013164498058003001>

DeVellis, R. F. (2006). Classical test theory. *Medical Care, 44*, S50-S59. <http://dx.doi.org/10.1097/01.mlr.0000245426.10853.30>

Meyer, G. J. (2019). Overview of Psychological Testing and Assessment, True Score Theory, and Forms of Reliability. (Handout)

## Week 7: Fall Break

### Cognitive Section

## Week 8 (Read Nisbett et al. and Woodcock et al.; skim Deary; read abstracts of the others):

- Deary, I. J. (2012). Intelligence. *Annual Review of Psychology*, 63, 453-482.  
<http://dx.doi.org/10.1146/annurev-psych-120710-100353>
- Lubinski, D. (2004). Introduction to the Special Section on Cognitive Abilities: 100 Years After Spearman's (1904) "'General Intelligence,' Objectively Determined and Measured". *Journal of Personality and Social Psychology*, 86, 96-111. <http://dx.doi.org/10.1037/0022-3514.86.1.96>
- Nisbett, R. E., Aronson, J., Blair, C., Dickens, W., Flynn, J., Halpern, D. F., & Turkheimer, E. (2012). Intelligence: New findings and theoretical developments. *American Psychologist*, 67, 130-159.  
<http://dx.doi.org/10.1037/a0026699>
- Sauce, B., & Matzel, L. D. (2018). The paradox of intelligence: Heritability and malleability coexist in hidden gene-environment interplay. *Psychological Bulletin*, 144, 26-47.  
<http://dx.doi.org/10.1037/bul0000131>
- Geary, D. C. (2019). The spark of life and the unification of intelligence, health, and aging. *Current Directions in Psychological Science*, 28, 223-228. <http://dx.doi.org/10.1177/0963721419829719>
- Cucina, J. M., & Howardson, G. N. (2017). Woodcock-Johnson-III, Kaufman Adolescent and Adult Intelligence Test (KAIT), Kaufman Assessment Battery for Children (KABC), and Differential Ability Scales (DAS) support Carroll but not Cattell-Horn. *Psychological Assessment*, 29, 1001-1015. <http://dx.doi.org/10.1037/pas0000389>
- Schneider, W. J., & McGrew, K. S. (2018). The Cattell-Horn-Carroll theory of cognitive abilities. In D. P. Flanagan & E. M. McDonough (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues* (pp. 73-163). New York, NY, US: Guilford Press.
- Woodcock, R. W., Maricle, D. E., Miller, D. C., & McGill, R. J. (2018). Functional Cattell-Horn-Carroll nomenclature for practical applications. In D. P. Flanagan & E. M. McDonough (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues* (pp. 901-911). New York, NY, US: The Guilford Press.

Supplemental (Not for review)

- Geary, D. C. (2018). Efficiency of mitochondrial functioning as the fundamental biological mechanism of general intelligence (g). *Psychological Review*, 125, 1028-1050.  
<http://dx.doi.org/10.1037/rev0000124>
- Benson, N. F., Beaujean, A. A., McGill, R. J., & Dombrowski, S. C. (2018). Revisiting Carroll's survey of factor-analytic studies: Implications for the clinical assessment of intelligence. *Psychological Assessment*, 30, 1028-1038. <http://dx.doi.org/10.1037/pas0000556>
- Calamia, M., Markon, K., & Tranel, D. (2013). The robust reliability of neuropsychological measures: Meta-analyses of test-retest correlations. *The Clinical Neuropsychologist*, 27, 1077-1105.  
<http://dx.doi.org/10.1080/13854046.2013.809795>
- Warne, R. T., & Burningham, C. (2019). Spearman's g found in 31 non-Western nations: Strong evidence that g is a universal phenomenon. *Psychological Bulletin*, 145, 237-272.  
<http://dx.doi.org/10.1037/bul0000184>

**Week 9** (Read the Word files, Benson et al. (2010), Canivez (2013), and van Aken et al. (2017); read abstracts of others provided to you)

WAIS-IV Age Trend Graphs.docx

WAIS-IV Norms and Psychometrics.docx

WIAT-III Psychometrics - Norms, Reliability, Max SSs.docx

WIAT-III Factor Structure.docx



- Benson, N., Hulac, D. M., & Kranzler, J. H. (2010). Independent examination of the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV): What does the WAIS-IV measure? *Psychological Assessment*, 22, 121-130. <http://dx.doi.org/10.1037/a0017767>
- Canivez, G. L. (2013). Incremental criterion validity of WAIS-IV factor index scores: Relationships with WIAT-II and WIAT-III subtest and composite scores. *Psychological Assessment*, 25(2), 484-495. <http://dx.doi.org/10.1037/a0032092>
- Canivez, G. L., & Watkins, M. W. (2010). Investigation of the factor structure of the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV): Exploratory and higher order factor analyses. *Psychological Assessment*, 22, 827-836. <http://dx.doi.org/10.1037/a0020429>
- Carlozzi, N. E., Kirsch, N. L., Kisala, P. A., & Tulskey, D. S. (2015). An Examination of the Wechsler Adult Intelligence Scales, Fourth Edition (WAIS-IV) in individuals with complicated Mild, moderate and severe Traumatic Brain Injury (TBI). *The Clinical Neuropsychologist*, 29, 21-37. <http://dx.doi.org/10.1080/13854046.2015.1005677>
- Erdodi, L. A., Abeare, C. A., Lichtenstein, J. D., Tyson, B. T., Kucharski, B., Zuccato, B. G., & Roth, R. M. (2017). Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) processing speed scores as measures of noncredible responding: The third generation of embedded performance validity indicators. *Psychological Assessment*, 29, 148-157. <http://dx.doi.org/10.1037/pas0000319>
- McDermott, P. A., Watkins, M. W., & Rhoad, A. M. (2014). Whose IQ is it?-Assessor bias variance in high-stakes psychological assessment. *Psychological Assessment*, 26, 207-214. <http://dx.doi.org/10.1037/a0034832>
- McFarland, D. J. (2017). Evaluation of multidimensional models of WAIS-IV subtest performance. *The Clinical Neuropsychologist*, 31, 1127-1140. <http://dx.doi.org/10.1080/13854046.2017.1320426>
- Molenaar, D., Kő, N., Rőza, S., & Mészáros, A. (2017). Differentiation of cognitive abilities in the WAIS-IV at the item level. *Intelligence*, 65, 48-59. <http://dx.doi.org/10.1016/j.intell.2017.10.004>
- Roberts, R. M., & Davis, M. C. (2015). Assessment of a model for achieving competency in administration and scoring of the WAIS-IV in post-graduate psychology students. *Frontiers in Psychology*, 6, Article ID 641.
- Staffaroni, A. M., Eng, M. E., Moses, J. A., Jr., Zeiner, H. K., & Wickham, R. E. (2018). Four- and five-factor models of the WAIS-IV in a clinical sample: Variations in indicator configuration and factor correlational structure. *Psychological Assessment*, 30, 693-706. <http://dx.doi.org/10.1037/pas0000518>
- Styck, K. M., & Walsh, S. M. (2016). Evaluating the prevalence and impact of examiner errors on the Wechsler scales of intelligence: A meta-analysis. *Psychological Assessment*, 28, 3-17. <http://dx.doi.org/10.1037/pas0000157>
- van Aken, L., van der Heijden, P. T., van der Veld, W. M., Hermans, L., Kessels, R. P. C., & Egger, J. I. M. (2017). Representation of the Cattell-Horn-Carroll theory of cognitive abilities in the factor structure of the Dutch-language version of the WAIS-IV. *Assessment*, 24, 458-466. <http://dx.doi.org/10.1177/1073191115607973>
- Canivez, G. L., Watkins, M. W., & Dombrowski, S. C. (2016). Factor structure of the Wechsler Intelligence Scale for Children-Fifth Edition: Exploratory factor analyses with the 16 primary and secondary subtests. *Psychological Assessment*, 28, 975-986. <http://dx.doi.org/10.1037/pas0000238>
- Canivez, G. L., Watkins, M. W., & Dombrowski, S. C. (2017). Structural validity of the Wechsler Intelligence Scale for Children-Fifth Edition: Confirmatory factor analyses with the 16 primary and secondary subtests. *Psychological Assessment*, 29, 458-472. <http://dx.doi.org/10.1037/pas0000358>

- Dombrowski, S. C., Canivez, G. L., Watkins, M. W., & Beaujean, A. A. (2015). Exploratory bifactor analysis of the Wechsler Intelligence Scale for Children-Fifth Edition with the 16 primary and secondary subtests. *Intelligence*, 53, 194-201. <http://dx.doi.org/10.1016/j.intell.2015.10.009>
- Reynolds, M. R., & Keith, T. Z. (2017). Multi-group and hierarchical confirmatory factor analysis of the Wechsler Intelligence Scale for Children-Fifth edition: What does it measure? *Intelligence*, 62, 31-47. <http://dx.doi.org/10.1016/j.intell.2017.02.005>

**Week 10** (read Caemmerer et al.; in Wahlstrom et al., read the WIAT sections [p. 259-267, 270-272, 276-277])

EC WAIS and WIAT for Discussion

JS WAIS and WIAT for Discussion

- Caemmerer, J. M., Maddocks, D. L. S., Keith, T. Z., & Reynolds, M. R. (2018). Effects of cognitive abilities on child and youth academic achievement: Evidence from the WISC-V and WIAT-III. *Intelligence*, 68, 6-20. <http://dx.doi.org/10.1016/j.intell.2018.02.005>
- Wahlstrom, D., Raiford, S. E., Breaux, K. C., Zhu, J., & Weiss, L. G. (2018). The Wechsler Preschool and Primary Scale of Intelligence—Fourth Edition, Wechsler Intelligence Scale for Children— Fifth Edition, and Wechsler Individual Achievement Test—Third Edition. In D. P. Flanagan & E. M. McDonough (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues* (pp. 245-282). New York, NY, US: Guilford Press.

**Week 11** (read the Word file for the WMS and skim Bouman et al.; for Drozdick et al., 2013, read pp. 17-33, skim pp. 34-42; read Hale et al.)

WMS-IV Norms, Domain Structure, Reliability, and Selected Validity.docx

- Casaleto, K. B., & Heaton, R. K. (2017). Neuropsychological assessment: Past and future. *Journal of the International Neuropsychological Society*, 23(9-10), 778-790. <http://dx.doi.org/10.1017/S1355617717001060>
- Gass, C. (2018). Neuropsychological assessment. In J. N. Butcher & J. M. Hooley (Eds.), *APA handbook of psychopathology: Psychopathology: Understanding, assessing, and treating adult mental disorders* (pp. 201-220). Washington, DC, US: American Psychological Association. <http://dx.doi.org/10.1037/0000064-009>
- Hale, J. B., Wilcox, G., & Reddy, L. A. (2016). Neuropsychological assessment. In J. C. Norcross, G. R. VandenBos, D. K. Freedheim, & R. Krishnamurthy (Eds.), *APA handbook of clinical psychology: Applications and methods* (pp. 139-165). Washington, DC, US: American Psychological Association. <http://dx.doi.org/10.1037/14861-007>
- Puente, A. E., & Puente, A. N. (2013). Assessment of neuropsychological functioning. In K. F. Geisinger, B. A. Bracken, J. F. Carlson, J.-I. C. Hansen, N. R. Kuncel, S. P. Reise, & M. C. Rodriguez (Eds.), *APA handbook of testing and assessment in psychology, Vol. 2. Testing and assessment in clinical and counseling psychology* (pp. 133-152). Washington, DC, US: American Psychological Association. <http://dx.doi.org/10.1037/14048-009>
- Bouman, Z., Hendriks, M. P. H., Aldenkamp, A. P., & Kessels, R. P. C. (2015). Temporal stability of the Dutch Version of the Wechsler Memory Scale-Fourth Edition (WMS-IV-NL). *The Clinical Neuropsychologist*, 29, S30-S46. <http://dx.doi.org/10.1080/13854046.2015.1137354>

- Drozdzick, L. W., & Cullum, C. M. (2011). Expanding the ecological validity of WAIS-IV and WMS-IV with the Texas Functional Living Scale. *Assessment*, 18, 141-155.  
<http://dx.doi.org/10.1177/1073191110382843>
- Drozdzick, L. W., Holdnack, J. A., Weiss, L. G., & Zhou, X. (2013). Overview of the WAIS-IV/WMS-IV/ACS. In J. A. Holdnack, L. W. Drozdzick, L. G. Weiss, & G. L. Iverson (Eds.), *Practical resources for the mental health professional. WAIS-IV, WMS-IV, and ACS: Advanced clinical interpretation* (pp. 1-73). San Diego, CA, US: Elsevier Academic Press. <http://dx.doi.org/10.1016/B978-0-12-386934-0.00001-8>
- Drozdzick, L. W., Raiford, S. E., Wahlstrom, D., & Weiss, L. G. (2018). The Wechsler Adult Intelligence Scale-Fourth Edition and the Wechsler Memory Scale-Fourth Edition. In D. P. Flanagan & E. M. McDonough (Eds.), *Contemporary intellectual assessment: Theories, tests, and issues* (pp. 486-511). New York, NY, US: Guilford Press.
- Holdnack, J. A., Zhou, X., Larrabee, G. J., Millis, S. R., & Salthouse, T. A. (2011). Confirmatory factor analysis of the WAIS-IV/WMS-IV. *Assessment*, 18, 178-191.  
<http://dx.doi.org/10.1177/1073191110393106>
- Kent, P. L. (2017). Evolution of Wechsler's Memory Scales: Content and structural analysis. *Applied Neuropsychology: Adult*, 24, 232-251. <http://dx.doi.org/10.1080/23279095.2015.1135798>

**Week 12** (Read the Word files, the MoCA instructions with test form, Flanagan et al., and Martin et al.; skim Mace et al., Nasreddine et al., and Zane et al.)

D-KEFS Norms and Psychometrics.docx

Handout - Primer on Diagnostic Efficiency Statistics.docx

TOMM Administration Guidelines.docx

Nasreddine (2004) Montreal Cognitive Assessment (MoCA) Instructions - English.pdf

Nasreddine (2004) Montreal Cognitive Assessment (MOCA) Test Form - English.pdf

#### D-KEFS

- Anderson, L. B., Jaroh, R., Smith, H., Strong, C.-A. H., & Donders, J. (2017). Criterion validity of the D-KEFS Color-Word and Verbal Fluency switching paradigms following traumatic brain injury. *Journal of Clinical and Experimental Neuropsychology*, 39, 890-899.  
<http://dx.doi.org/10.1080/13803395.2016.1277513>
- Crawford, J. R., Sutherland, D., & Garthwaite, P. H. (2008). On the reliability and standard errors of measurement of contrast measures from the D-KEFS. *Journal of the International Neuropsychological Society*, 14, 1069-1073. <http://dx.doi.org/10.1017/S1355617708081228>
- Flanagan, D. P., Alfonso, V. C., & Dixon, S. G. (2014). Cross-battery approach to the assessment of executive functions. In S. Goldstein & J. A. Naglieri (Eds.), *Handbook of executive functioning* (pp. 379-409). New York, NY, US: Springer Science + Business Media. [http://dx.doi.org/10.1007/978-1-4614-8106-5\\_22](http://dx.doi.org/10.1007/978-1-4614-8106-5_22)
- Karr, J. E., Hofer, S. M., Iverson, G. L., & Garcia-Barrera, M. A. (2019). Examining the latent structure of the Delis-Kaplan Executive Function System. *Archives of Clinical Neuropsychology*, 34, 381-394.  
<http://dx.doi.org/10.1093/arclin/acy043>
- Mace, R. A., Waters, A. B., Sawyer, K. S., Turrisi, T., & Gansler, D. A. (2019). Components of executive function model regional prefrontal volumes. *Neuropsychology*, 33, 1007-1019.  
<http://dx.doi.org/10.1037/neu0000563>
- Mohamed, Z., Carlisle, A. C. S., Livesey, A. C., & Mukherjee, R. A. S. (2019). Comparisons of the BRIEF parental report and neuropsychological clinical tests of executive function in fetal alcohol



- spectrum disorders: Data from the UK national specialist clinic. *Child Neuropsychology*, 25, 648-663. <http://dx.doi.org/10.1080/09297049.2018.1516202>
- Stephens, T. L. (2014). The assessment of executive functioning using the Delis-Kaplan Executive Functions System (D-KEFS). In S. Goldstein & J. A. Naglieri (Eds.), *Handbook of executive functioning* (pp. 209-222). New York, NY, US: Springer Science + Business Media. [http://dx.doi.org/10.1007/978-1-4614-8106-5\\_13](http://dx.doi.org/10.1007/978-1-4614-8106-5_13)
- Williams, P. G., Rau, H. K., Suchy, Y., Thorgusen, S. R., & Smith, T. W. (2017). On the validity of self-report assessment of cognitive abilities: Attentional control scale associations with cognitive performance, emotional adjustment, and personality. *Psychological Assessment*, 29, 519-530. <http://dx.doi.org/10.1037/pas0000361>

#### TOMM

- Martin, P. K., Schroeder, R. W., Olsen, D. H., Maloy, H., Boettcher, A., Ernst, N., & Okut, H. (2019). A systematic review and meta-analysis of the test of memory malingering in adults: Two decades of deception detection. *The Clinical Neuropsychologist*. Advance online publication. <http://dx.doi.org/10.1080/13854046.2019.1637027>
- Mossman, D., Wygant, D. B., Gervais, R. O., & Hart, K. J. (2018). Trial 1 versus Trial 2 of the Test of Memory Malingering: Evaluating accuracy without a “gold standard”. *Psychological Assessment*, 30, 74-85. <http://dx.doi.org/10.1037/pas0000449>

#### MOCA

- Dong, Y., Lee, W. Y., Basri, N. A., Collinson, S. L., Merchant, R. A., Venketasubramanian, N., & Chen, C. L.-H. (2012). The Montreal Cognitive Assessment is superior to the Mini-Mental State Examination in detecting patients at higher risk of dementia. *International Psychogeriatrics*, 24, 1749-1755. <http://dx.doi.org/10.1017/S1041610212001068>
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**Week 13** (Read the SJ report and review test results; for LD, read Flanagan et al. (2018) and read the abstract or skim Cormier et al., Giofre et al., and Hale et al.; for ADHD, read Moffitt et al. and Nigg et al. (2018); read the abstract or skim Alderson et al., Karalunas et al., Sharma et al., Suhr & Berry)

SJ Assessment Report and WAIS, WMS, and D-KEFS results

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**Week 14: Thanksgiving**

**Week 15: Presentations**

**Week 16: Presentations**