Instructor: Glenn M. Callaghan, Ph.D.
Office Location: DMH 322
Telephone: 408-924-5610
Email: Glenn.Callaghan@sjsu.edu
Office Hours: M, W: 8:30 - 9:00; W: 1:00 - 2:30
Class Days/Time: M 12:00 - 2:45
Classroom: DMH 308
Prerequisites: Prerequisite: PSYC 117 (or equivalent). Admission to MS Clinical Program.

Course Description
From Course Catalog: An in-depth introduction to objective, projective and behavioral assessment techniques used in the clinical evaluation of the behavior and functioning of adults, children and families.

This course is designed to teach students to develop knowledge and skills in the assessment of psychological disorders and other forms of human suffering using standardized and non-standardized testing and idiographic approaches. The goal of this course is to provide core competency in collecting and using client data as part of an evidence based practice of psychology. There will be a constant emphasis on learning to critically think about choosing an assessment strategy for clients that will best guide their intervention and provide data for the efficacy of treatment. Students will be exposed to the key features of standardized assessment including norming and psychometrics and tests frequently used in this nomothetic approach to evaluation. Students will develop skills in using rapid assessment inventories that are normed and disorder/symptom specific and learn when and how to use these devices. Most importantly, students will begin to develop idiographic assessment skills tailored to individual clients' case formulations. While no course can provide exposure to all of the assessment devices or psychological tests one may encounter in service delivery, the aim of this course is to provide the background to learn to select, evaluate, and provide those assessment when the clinician is able to in the context of therapy as a Marriage Family Therapist or Licensed Professional Clinical Counselor. Key issues surrounding
culture and gender bias in assessment and the ethics of gathering assessment data are also discussed.

Course Goals and Student Learning Objectives

Course Content Learning Outcomes (CLOs)

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

CLO1: Understand the role and appropriate use of standardized tests and assessments idiographic data tracking.

CLO2: Identify and explain key psychometric properties such as norms, means, deviations, reliability, types of validity, and cut scores.

CLO3: Develop the skills to select rapid assessment inventories that are specific to disorders or problem areas that provide meaningful data for clients.

CLO4: Develop the skills to create an idiographic assessment instrument for specific client problems.

CLO5: Recognize the purpose, strengths, and weaknesses of commonly used tests and assessment approaches.

CLO6: Develop the skills to track and present data for individual as part of evidence based practice of psychology.

Note: This course is approved as meeting the Competency in Written English requirement set by Graduate Studies and Research at SJSU under the Graduate Writing Assessment Requirement (GWAR).

Program Learning Outcomes (PLOs)

Upon completion of the MS in Clinical Psychology:

PLO1.1 Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention

PLO1.2 Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature

PLO2.1 Students will demonstrate effective integration and communication of clinical case material

PLO2.2 Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials

PLO2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers

PLO2.4 Students will be able to think and discuss cases other than their own, applying
theories, principles, and relevant empirical findings to those cases

PLO3.1 Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches

PLO4.1 Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases

PLO5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

This course primarily meets PLOs 3.1, and 4.1 but also partially meets 2.1, 2.2, 2.3, and 2.4, and 5.1.

Licensure Learning Outcomes (LLOs)

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

LLO1: For the LPCC requirements, this course meets requirement [E] Assessment, appraisal, and testing of individuals, including basic concepts of standardized and nonstandardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling.

LLO2: For the MFT requirements, this course includes instruction in diagnosis, assessment, prognosis, and treatment of mental disorders, including severe mental disorders, evidence-based practices, psychological testing, psychopharmacology, and promising mental health practices that are evaluated in peer reviewed literature as specified in BPC Section 4980.36(d)(2)(A).

Required Texts/Readings

The required chapters and articles have been loaded onto the course website. Additional articles or readings may be added as needed.

Canvas and E-Campus

This course webpage is on Canvas. You are responsible for regularly checking the website. Announcements will be made there.
Office Hours

My office is room DMH 322. My phone number there is 924-5610. If I am not in my office, please leave a message for me at this number. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can call, e-mail, or see me after class to set an appointment. I want to be available to you. If you call or email me, you can generally expect a response back in 48 hours during the week. If you call or email on a Friday or over the weekend, you will not hear back from me until the next business day (typically Monday).

The best time to catch me is right after class, but let me know if you need to see me at another time. With office hours it is first come, first served. If you do not want to wait or were not able to see me, please set a time with me individually. During office hours we can discuss course questions, psychology as a career, or other topics of interest to you.

Please note that I am a busy professor, but I absolutely want to make time for our meetings. If I am unavailable at a time you try to see me, let me know, and we will make time to meet together.

Course Requirements and Assignments

The emphasis of this class is placed on learning to assess and conceptualize cases. The goal will be to develop skills in understanding how and why assessments are used and how those will guide an intervention. The majority of our work will be developed in class and continued by the student through assignments.

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

The expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Grading Policy

There will be 230 points available in the course.

All of the assignments are up on Canvas. Each Response Paper is different and focuses on what we are covering at the time. These assignments are designed to be applied and help show me what you understand and don’t yet get in the class. They are all clearly articulated on the web, but we will talk about them in class as well.
The Major paper is also posted online. It is a culmination of our learning objectives for this course and are directly tied to both the program learning objectives and our goals for you as a clinician.

All assignments will be loaded directly to Canvas. We will not do hard copies of the assignments with the exception of your data presentation.

Grading is based on the following:

1. Major vignette assignment (3000 word minimum) [100 points]
2. Opinion paper [30 points]
3. Response Papers (10 at 10 points each) [100 points]

The grading scheme for this course is determined as follows:

<table>
<thead>
<tr>
<th></th>
<th>A+ = 100-99%</th>
<th>A = 98-93%</th>
<th>A- = 92-90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+ = 89-87%</td>
<td>B = 86-83%</td>
<td>B- = 82-80%</td>
<td></td>
</tr>
<tr>
<td>F = 79-0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Classroom Protocol**

This is a graduate seminar, so I expect you to be attentive in meetings, participate in discussions, and limit other distractions. Please place cell phones in silent mode during meetings. If you must make or answer a call, please excuse yourself from class for such activity. Please do not browse the web during out meetings. Most importantly, please be respectful of your classmates’ opinions, as this is a seminar course and we are likely to discuss topics for which students will have differing opinions. Also, if you discuss patient-related content in class, please be sure to protect that person’s confidentiality. Students are asked not to share these discussions outside of class.

Attendance is essentially required, but it is strongly encouraged. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. If you have to miss a class, please let me know ahead of time. If you have to miss a few classes, please make an appointment with me so that we can discuss your progress in the course and your reasons for not attending class.

**Classroom Etiquette**

There are only a few real issues here, and they are easy. In general, the guiding principles are to **be respectful and attend to what is going on in class**. These issues are not typically a problem; that said, doing any of these will not be tolerated and will be grounds for dismissal from the class.
1. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.

2. Do not carry on conversations with others during class. (If you have a question or point to make, just say it so we can all hear it!)

3. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.

4. Do not text message during class.

5. Attend to the class material. Do not work on any other course material during class, including studying for other exams.

6. Do not sleep during class.

**Professional Communication**

The best method of contacting me is via email. Please allow 1-2 business days for a response. I do not typically respond to email on weekends. Please use the email address listed on this syllabus. I do not respond to emails sent to Canvas as frequently.

Email is NOT a place to get extensive help with exam questions or with papers. If you have questions about a paper or larger assignment, you must come to office hours to discuss them; I will not read drafts of papers over email. If you have specific questions about an upcoming exam with respect to material covered, please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer to make it better, if need be. Please do not send more than two questions at a time. If you have more than two questions, office hours are the place to get those answered.

As a graduate student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., Joe.Student@internet.com). If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7, absence on 7-11-07).

2. In the greeting, please address your professor by his or her title (e.g., Dr. or Professor).

3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.

4. Be clear in your statement about what you are asking for or of what you are informing the reader.

5. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your
request, please ask. If you have overslept, are tired, hangover, or whatever, please do not make requests based on those reasons.

6. Use a polite and respectful tone.

7. Use complete sentences.

8. Do not use abbreviations for words that are often used in text messages.

9. Use upper and lower case letters.

10. Be sure to use correct grammar and spelling in your message.

11. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.

12. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

Personal Computer (Laptop) Use

You may take notes on a laptop. If you are observed to be disengaged from the class, surfing the web, or otherwise not attending to course discussions, you will not be able to bring your laptop again to class. This goes for smart phones, too. Then we will have a very hard conversation about your place in a graduate training program. Please don’t do these things.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/ latdrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.
Please ask before you record a lecture. Do not share recorded material from my lectures without notifying me in advance.

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University’s continued advocacy and commitment to increasing accessibility and inclusivity on campus.

**Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital...
still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling).
# Psychology 203A, Clinical Assessment, Fall, 2015

This schedule is approximate and we will likely deviate from it. It is your responsibility to know where we are in the readings and if the assignment dates have been changed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Aug 24   | Introduction to course
The Big Picture (Case conceptualization) | 1. Course Syllabus
2. Meier (chapter 1)
3. Patterson et al. (article) | Begin reading! |
| Aug 31   | Theory and Epistemology
- Reasons and Causes for Human Suffering
- Scientific Evidence
- Considerations and Choices
- Progress and Process (intro) | 1. Meier (chapter 2)
2. Smith (chapter 1)
3. Houts (article) |  |
| Sept 7   | No class                                                               |                                                                         |                |
| Sept 14  | Overarching Considerations
- Method and Style
- Evidenced Based Practice
  - Accountability
  - Single Case Designs
- Contextual Variables Awareness | 1. Acierno et al. (chapter)
2. Sue (article)
3. Davison (article) | Opinion paper |
| Sept 21  | Approaches to Assessment
- Purpose, assumptions
- Ethics
- Case formulation
- Observational Assessment | 1. Meier (chapter 3)
2. Ethics codes from MFT and ACA (LPC) |  |
| Oct 5    | Case Conceptualization (continued)
- Mechanisms of Pathology and Change
- Theory Driven Hypotheses
- Problem list development and evidenced based treatments | 1. Perlman (article in reader)
2. Johnstone & Dallos (chapter in reader) | Response 1 |
| Oct 12   | Diagnoses vs. Mechanisms
- Symptom-based assessments vs. behavioral targets
- Progress and Process (revisited) | 1. Morganstern (in reader) | Response 3 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resources</th>
<th>Response</th>
</tr>
</thead>
</table>
| Oct 19 | **Nomothetic and Standardized assessment** | o Construction  
  o Psychometrics  
  o Cut-scores  
  o Batteries, RAIs  
  o Assumptions of takers  
  o Clinical vs. statistical change | 1. John & Benet-Martinez (chapter)  
  2. Clark & Watson (article)  
  3. BDI review (article) | 4        |
| Oct 26 | **Common Measures**                        | o Common RAIs                                                            | 1. RAIs  | 5        |
| Nov 2  | **Tracking & Presenting Data**             |                                                                           | 1. Meier (chapter 4)  
  2. Callaghan (article) | 6        |
| Nov 9  | **Idiographic Assessment**                 | o How to build an assessment  
  o How to track meaningful data | 1. Molenaar (article)  
  2. Paunonen & Jackson (article)  
  3. Runyan (article) | 7        |
| Nov 16 | **The Intake**                             | o Organizing your approach  
  o Essential information  
  o Safety issues and Mental status  
  o CPS, Crisis Teams, Mini-Mental | 1. Cormier & Nurious Chapter 9 (chapter) | 8        |
| Nov 23 | **Gathering Assessment data**              | o Initial contact, the intake, ongoing collection, termination  
  o Outcome, Progress, and Process measurement  
  o Definitions and mechanisms of change | Practice opportunity | 9        |
| Nov 30 | **The Real World of Assessment, Data, and EBPP** |                                                                           | 10       |
| Dec 7  | **Final paper due/discussions**           |                                                                           | 10       |
| Dec 10 | **Final is Thursday, December 10 at 9:45 am until 12:00 am** |                                                                           | 10       |
References


