

<b>General Information</b>			
<b>Course name</b>	Psychodiagnostics of Adults	<b>ECTS Credits</b>	<b>6</b>
		<b>Semester</b>	<b>winter</b>
<b>Aims</b>			
<p>The aim of the course is to present a systematic overview of psychological assessment methods and introduce the principles of adult psychodiagnostics. The focus of the course is on practical training of abilities and skills needed in psychological assessment. The absolvent of the course will master the theoretical and practical principles of diagnostics and evaluation with a focus on the adult client.</p>			
<b>Contents</b>			
<p><b>Brief outline of the course:</b>  Principles and specifics of adult psychological diagnosis. Clinical and test methods. Assessment of intelligence, partial and special abilities. Evaluating individual mental functions. Personality assessment: Questionnaire methods - single and multi-dimensional. Rating scale. Projective methods.</p> <p>Topics</p> <ol style="list-style-type: none"> <li>1. Psychological Testing and Assessment - definition of key terms - psychological testing, psychological tests, psychological assessment, psychological measurement, and surveys. The characteristics of psychological tests. Similarities and differences between tests. Assumptions of psychological testing. Classification of assessment methods. Brief overview of history of development and use of methods. User qualifications and professional competencies – responsibilities of test users in specific contexts. Cultural, ethical and legal context of psychological assessment.</li> <li>2. Non-testing methods - observation, interview, case history. Definition. Types of Clinical Interviews (intake, diagnostic, mental status exam, case history - structure). The interviewer general and specific skills. Components of the interview (rapport, technique). Type of observation. Note-taking – cultural, ethical and technical issues. Advantages and disadvantages of non-testing methods.</li> <li>3. Intelligence tests - definition of intelligence, A brief overview of models of intelligence (Spearman, Cattell, Thurstone, Vernon, Sternberg, Piaget, Gardner). Assessment of intelligence. Intelligence Quotient. Simple (partial) tests of Intelligence - Raven's Progressive Matrices (SPM, APM), Kohs Block Design Test. Complex tests of Intelligence: group-administered - Intelligence Structure Analysis (ISA), Intelligence Structure Test (IST), individually administered - Wechsler Adult Intelligence Scale, Stanford-Binet Intelligence Scale.</li> <li>4. Tests of mental functions, special abilities – attention, memory, creativity, reaction time (Bourdon Test, Trail Making Test, Rey Complex Figure Test, Stroop Test, Wechsler Memory Scale, WCST, Torrance Tests of Creative thinking) - application possibilities, advantages and disadvantages.</li> <li>5. Tests of organicity - neuropsychological assessment, Neurological damage and the Concept and definition of a cognitive deficit. Neuropsychological testing vs. standard psychological testing. Conditions and objectives of neuropsychological assessment. Test selection, Test administration, and preparation of the patient. (Verbal Learning Test, Bender-Gestalt, Benton Visual Retention Test, Delis-Kaplan Executive Function System.....)</li> <li>6. Personality measurement – Projective methods. Characteristic</li> </ol>			

and theoretical foundations of projective methods. Advantages and limits of use (reliability, validity). The difference between the methods, techniques and tests. Classification (verbal, drawing and handling projective tests – association, construction, completion, expressive choice ordering). Word Association Experiment, Hand test, The Thematic Apperception Test (History and Development, Theoretical Perspectives, Reliability and Validity, Advantages and Limitations, Administration, Typical Themes Elicited, Scoring Procedures, Interpretation) Baum test ("Tree test"), The Luscher Color Test. 7. Personality measurement - questionnaires, inventories, rating scales - the principle, overview, classification, advantages and limits of use. Unidimensional questionnaires (Manifest Anxiety Scale, The State-Trait Anxiety Inventory, Beck Depression Inventory, Beck Depression Inventory, Hamilton Rating Scale for Depression, Hamilton Anxiety Scale, Zung Self-Rating Depression Scale, Multidimensional questionnaires (Eysenck Personality Inventory, Eysenck Personality Questionnaire, Sixteen Personality Factor Questionnaire, Big Five Inventory, Minnesota Multiphasic Personality Inventory) 8. Psychological Report – Findings of assessment and proper formulations. General guidelines (length, style, terminology, topics, presenting test interpretations, use of raw data, feedback ). Format for a psychological report (referral question, evaluation procedures, behavioral observations, relevant history, test results, impressions and interpretations, summary and recommendations).

### **Evaluation**

Students are evaluated based on class participation, class presentation (20p) (the topic of presentation should relate to the field of psychological assessment. Example: multicultural issues in assessment, controversies in assessment, or the use of a specific instrument (provide a brief overview of its intended use as well as its technical features) Write a report (20p.) of 4 assessment instruments, each report will include the following: the possibility of using a diagnostic tool, advantages and disadvantages user qualification level

Next, please answer the following questions:

How did results confirm or disconfirm your knowledge of yourself?

What are the implications of your findings as far as your understanding of yourself as a therapist ?

Any surprises? Please elaborate.

The reports should be at least two pages and no longer than four pages and a final exam. Activities during semester are evaluated max. 40 p, final exam max 60 p.

(written form with openend questions)

Final evaluation (sum of all points):

For A is needed minimum 90 points, for B minimum 80 points, for C minimum 70 points, for D minimum 60 points, for E minimum 50 points, for FX = 49 and less

### **Bibliography**

Groth-Marnat, G. Handbook of Psychological Assessment, 5th Edition, ISBN: 978-0-470-08358-1, 768 pages, May 2009

Gregory, R. 2014: Psychological Testing: History, Principles, and Applications, 7th Edition, 592 pages, ISBN13: 9781292058801, ISBN10: 1292058803

Kaplan, R.M., Saccuzzo, P.D. 2011: Specifications of Psychological Testing and Assessment 1<sup>st</sup> Edition, Publisher: Wadsworth, , ISBN-139788131512395, ISBN-108131512398 Chapter 2 –p- 39-51.