

# Psychological Assessment II

## Spring 2012

Instructor: Alexandra F. Corning, PhD  
Course Time: 9:00–11:30 am Wednesdays  
Course Number: PSY 61323  
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### COURSE DESCRIPTION AND OBJECTIVES

The purpose of this course is to expose you to commonly used and also classic tests used in the assessment of cognitive ability, intelligence, adaptive functioning, personality, and psychopathology. You will learn the basics of conducting a clinical intake interview and writing an intake report. You will learn to administer, interpret, synthesize, and report the results of a few key assessments (i.e., the SCID, WAIS-IV, and MMPI-2) and you also will be exposed to numerous other tests and measures. This course, then, provides initial training in and practice with a few key assessments and exposure to others; importantly, taking this course does not imply readiness to administer or interpret assessments without further training and experience obtained through practica and other subsequent, supervised training.

### TEXTS

Groth-Marnat, G. (2010). *Handbook of psychological assessment* (5<sup>th</sup> ed.). Hoboken, NJ: John Wiley & Sons.

*Diagnostic and statistical manual (DSM)* website. (Because *DSM-5* soon will replace the current *DSM*, students should access proposed revisions to *DSM-IV* via <http://www.dsm5.org> (vs. purchasing the *DSM-IV*)).

Online course reserves available through library website.

### EXPECTATIONS

This course is a graduate course taught as a seminar and, as such, each class member's professionalism and full participation is important to the seminar's success. Five basic expectations follow.

First, attendance is required at each class for the duration of each class, and consistent participation is expected; the only reasonable absence is an excused absence (i.e., personal illness or death in family); if an absence is anticipated, the class member should inform the instructor in advance via email. It would be very difficult if not impossible to "make up" a missed class given that the class convenes once per week and therefore much material is covered and the material

The grade scheme used in this course is as follows.

|    |        |
|----|--------|
| A  | ≥ 93%  |
| A- | 90-92% |
| B+ | 87-89% |
| B  | 83-86% |
| B- | 80-82% |
| C+ | 77-79% |
| C  | 73-76% |
| C- | 70-72% |
| D  | 60-69% |
| F  | ≤ 59%  |

is heavily discussion-based and also hands-on. Students are expected to attend every class for its duration.

Second, each week's reading assignments should be completed before the class meets that week. Each student should be prepared to participate actively and thoughtfully in the discussion held at each meeting.

Third, the use of laptops is not permitted during class.

Fourth, class members with disabilities are expected to familiarize themselves with the student resources offered by the University and to discuss with the instructor at the outset of the semester how both classroom and outside learning needs can best be met.

Finally, academic integrity is required. I cannot and will not tolerate academic dishonesty in any form. The University provides a clear statement regarding academic dishonesty that reminds our community of our shared purpose both within the institute of academia and as members of a broader humanity; the statement also outlines policy violation procedures. Any questions regarding academic integrity, particularly regarding assignments in this course, should be directed to the instructor.

## REQUIREMENTS

To meet the objectives of the course, the following assignments are required:

|  |           |
|--|-----------|
| Participation  | 15 points |
| Mental Status Exam & SCID Report   | 10 points |
| WAIS-IV Psychological Report Write-Up & Results                                  | 20 points |
| SCID-II Report   | 10 points |
| Class Presentation of Clinical Assessment(s)                                     | 15 points |
| Final Examination: Clinical Intake Interview and Integrated Psychological Report | 30 points |

## SCHEDULE OF EVENTS

| Week | Date   | Course Topic   | Reading Assignment |
|------|--------|--|--------------------|
| 1    | Jan 18 | <p><b>Introduction to Course</b></p> <p><i>Class Activity:</i><br/>A Self-Assessment</p>   |                    |
| 2    | Jan 25 | <p><b>Professional, Practical, and Ethical Considerations in Assessment</b></p> <p><i>Class Activity:</i><br/>Develop WAIS-IV Assessment<br/>Informed Consent Form</p> | Groth-Marnat Ch. 1 |

**SCHEDULE OF EVENTS (continued)**

|   |        |   |                          |
|---|--------|---|--------------------------|
| 3 | Feb 01 | <p style="text-align: center;"><b>The Intake Interview</b></p> <p style="text-align: center;">and</p> <p style="text-align: center;"><b>Mental Status Examinations</b></p> <p style="text-align: center;"><i>Class Activity:</i><br/>Practice Conducting Intakes<br/>and Mental Status Exams</p>  | Groth-Marnat Ch. 2       |
| 4 | Feb 08 | <p style="text-align: center;"><b>Behavioral Assessment</b></p> <p style="text-align: center;">and</p> <p style="text-align: center;"><b>Screening Devices</b></p> <p style="text-align: center;"><i>Class Activity:</i><br/>Student Presentations<br/>of Screening Devices –</p> <p style="text-align: center;">Depression and Anxiety Screens<br/>(BDI-2, BHS, HAM-D, BAI)</p> <p style="text-align: center;">Eating Disorder Screens (EAT, EDI)</p> <p style="text-align: center;">Psychiatric Symptom Screens<br/>(BPRS, BSI, SCL-90-R)</p> <p style="text-align: center;">Relationship Quality Inventories<br/>(DAS, CTS, PCI, RAM)</p> <p style="text-align: center;">and</p> <p style="text-align: center;"><b>Psychological Report Writing (Part I)</b></p> | Groth-Marnat Chs. 4 & 13 |
| 5 | Feb 15 | <p style="text-align: center;"><b>The Clinical Interview</b></p> <p style="text-align: center;">Structured Clinical Interview for DSM-IV<br/>Axis I Disorders<br/>(SCID)</p> <p style="text-align: center;"><i>Class Activity:</i><br/>Practice Administration of SCID</p>  | Groth-Marnat Ch. 3       |

**SCHEDULE OF EVENTS (continued)**

|   |        |   |   |
|---|--------|---|---|
| 6 | Feb 22 | <p><b>Cognitive Ability and Intelligence Testing</b></p> <p>WAIS-IV</p>   | Groth-Marnat Ch. 5  |
| 7 | Feb 29 | <p><b>Neuropsychological Assessment</b><br/> <i>Class Guest 9-10am:</i><br/>           Gary Elliott, PhD<br/>           Clinical Neuropsychologist</p> <p>and</p> <p><b>Cognitive Ability and Intelligence Testing (continued)</b></p> <p>WAIS-IV (continued)</p>   | <p>Groth-Marnat Ch. 12</p> <p><i>Mental Status Exam<br/>           &amp; SCID Report<br/>           Due Today</i></p> |
| 8 | Mar 07 | <p><b>Cognitive Ability and Intelligence Testing (continued)</b></p> <p>WAIS-IV (continued, if needed)</p> <p>and</p> <p><i>Class Activity:</i><br/>           Student Presentations of Additional Cognitive Ability and Intelligence Tests –</p> <p><i>Wechsler Memory Scales-IV</i></p> <p><i>Raven’s Progressive Matrices</i></p> <p><i>Woodcock-Johnson Tests-III</i></p> | Groth-Marnat Ch. 6 (recommended)  |
| 9 | Mar 14 | <p><b>SPRING RECESS</b></p>   |   |

**SCHEDULE OF EVENTS (continued)**

|           |               |   |  |
|-----------|---------------|---|--|
| <p>10</p> | <p>Mar 21</p> | <p><b>Personality Assessment</b></p> <p>MMPI-2</p> <p>and</p> <p><i>Class Activity:</i><br/> <b>Student Presentation of<br/>         Personality Inventory –<br/>         California Psychological Inventory (CPI)</b></p>  | <p>Groth-Marnat Ch. 7<br/>         Simms et al. (2005)</p> <p>Groth-Marnat Ch. 9<br/>         (recommended)</p>  |
| <p>11</p> | <p>Mar 28</p> | <p><b>Personality Assessment (continued)</b></p> <p>MMPI-2 (continued)</p> <p>and</p> <p><i>Class Activity:</i><br/> <b>Student Presentations of Additional<br/>         Personality and Functional Assessments –</b></p> <p><b>Millon Clinical Multiaxial Inventory<br/>         (MCMII-III)</b></p> <p><b>Achenbach Adult Self-Report (ASR) &amp;<br/>         Achenbach Adult Behavior Checklist<br/>         (ABCL)</b></p> | <p><b>WAIS-IV Psychological Report<br/>         Write-Up and Results Due<br/>         Today</b></p> <p>Groth-Marnat Ch. 8<br/>         (recommended)</p> |
| <p>12</p> | <p>Apr 04</p> | <p><b>Personality Disorder Testing</b></p> <p>SCID-II</p>   | <p><b>MMPI-2 Scored<br/>         and Interpreted by Today</b></p>  |
| <p>13</p> | <p>Apr 11</p> | <p><b>Personality Disorder Testing<br/>         (continued)</b></p> <p><i>Out-of-Class Activity:</i><br/>         SCID-II Administration (continued)</p>  | <p>Groth-Marnat Ch. 14</p>   |

**SCHEDULE OF EVENTS (continued)**

|    |        |   |  |
|----|--------|---|--|
| 14 | Apr 18 | <p align="center"><b>Personality Disorder Testing<br/>(continued)</b></p> <p align="center">Schedule for Adaptive<br/>and Non-Adaptive Personality<br/>(SNAP)<br/><i>Class Guest 9-10:30</i><br/>Lee Anna Clark, PhD,<br/>SNAP Developer</p> <p align="center">and<br/><i>Class Activity:</i><br/><b>Student Presentation<br/>of Personality Disorder Assessment –<br/>Personality Disorder Examination (PDE)</b></p> | <p align="center"><i>SCID-II Report Due Today</i></p> <p>Loranger et al. (1987)<br/>Jacobsberg et al. (1995)<br/>Simms &amp; Clark (2006)</p>      |
| 15 | Apr 25 | <p align="center"><b>Psychological Report Writing (Part II)</b></p> <p align="center">and</p> <p align="center"><i>Class Activity:</i><br/>Intake Interview with Instructor<br/>Roleplaying Client<br/>(WAIS-IV and MMPI-2 Results Provided)</p>  | <p align="center">Groth-Marnat Ch. 15</p>  |
| 16 |        | <p align="center"><b>Final Examination</b></p>  | <p align="center"><i>Integrative Psychological<br/>Assessment Report<br/>Due to My Faculty Mailbox by<br/>Monday, April 30th at<br/>4:30pm</i></p> |

**ASSIGNMENTS**

**Participation**

Your openness, contributions, commitment, and willingness to learn are necessary to advance your knowledge base and skill level. Because much of what you will learn in this course is experiential in nature, attendance, promptness, and participation are essential and will be taken into consideration in evaluating your overall performance. You are expected to attend all class meetings. Structured practice will be a regular part of many class meetings. In preparing for class each week, you are expected to have completed the corresponding readings prior to each class meeting. Finally, appropriate ethical and

virtuous behavior is expected – with particular attention paid to the maintenance of your peers' confidentiality should other students share personal information.

### **Individual Test Administrations and Reports**

To learn to think clearly about the meaning of test results and how such results are professionally conveyed, students are required to write 3 individual test reports. The first will summarize the results and meaning of an administered mental status exam and the SCID. The second will comprise a write-up and interpretation of WAIS-IV results. The third will summarize SCID-II results in a behavioral context. Each of these test reports will be evaluated on the basis of their accuracy with regard to the raw data (submitted where possible, e.g., WAIS-IV), their clarity and readability by other professionals, and the degree to which interpretive statements made are reasonable and clearly supported. The due dates and point values for these assignments are listed above.

### **Assessment Presentation and Write-Up**

Class time limits both the number of measures to which students can be exposed as well as the depth of that exposure. To broaden students' exposure, each student will one time during the semester present a measure or set of measures. Measures and dates of presentations are listed on the Schedule of Events. Students will select, or be assigned, a measure or set of measures. For each presentation, you will complete the Test Evaluation Form (to be provided) as thoroughly as possible. You will then distribute copies of your Test Evaluation Form(s) (i.e., one per measure) to your classmates and the instructor, and discuss the results. Each presentation should be approximately 15 minutes (regardless of the number of measures in your set). The student is expected to locate a copy of the test and manual, if possible, and to research the measure to adequately report on its purpose and properties. Some of the measures may be owned by the Department or the instructor; ask at least one week in advance of your presentation. Otherwise, ask peers who may work in labs that have used the measure(s); conduct library and Web searches to provide example items at the least. Evaluation will be based on the accuracy and thoroughness of the final write-up.

### **Final Examination Clinical Intake Interview and Integrated Psychological Report**

Using the skills you developed throughout the semester, you will administer a comprehensive, clinical intake interview. I will play the role of the client and you will interview me; this will provide me with an opportunity to evaluate your clinical interviewing skills and provide relative standardization across student interviews. You also will be provided with fabricated WAIS-IV and MMPI-2 results. You will have to synthesize the information obtained from the clinical interview with the WAIS-IV and MMPI-2 results in an integrated psychological report. This assessment report constitutes the final examination and is due to my faculty mailbox no later than Monday, April 30<sup>th</sup> at 4:30pm.