

Psychological Assessment II (PSYC 811) Spring 2012 9:00-11:40, Wednesdays at clinic

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Office Hours: 1:45 - 2:45 Tuesdays & Thursdays

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Lab: Tuesdays 2:00 - 3:50 pm, Center for Psychological Services

This is the second semester of a two-semester sequence on psychological assessment. The goal of the course is to give students a foundation in theories, strategies, techniques, and issues in psychological assessment, focusing on empirical support and practical clinical utility. At the conclusion of the course, it is expected that each student will, when presented with a client with a specific area of concern, be able to: (1) conduct a semi-structured clinical interview, (2) choose the appropriate assessment instruments/techniques needed to provide information regarding the specific area of concern/difficulty; (3) provide an accurate, clear and effective interpretation of the results of the assessment; (4) use this information to develop specific recommendations, tailored to the needs of the individual client that address the reason for referral, and (5) provide accurate and helpful feedback to the client in person and in a written report.

The topics in the second semester of the sequence will include: (1) a review of the basics of clinical interviewing and report writing, (2) how to select, critically evaluate, and use empirically based assessments; (3) utility of the multi-method assessment approach for research and practice; (4) cognitive behavioral case formulation; (5) reliable administration of diagnostic interviews including the SCID-I, SCID-II, and KID-SCID; (6) administration and write-up of empirically based personality inventories including the PAI and MMPI-2; and (7) exposure to the Millon Inventories and projective personality assessment instruments.

Course Structure and Requirements:

Interviews/Assessments:

- 2 intellectual assessments of clients referred from the CAP program
- 3 clinical interviews (these will be completed as part of the assessments below)
- 2 Mental Status Exams (MSE), BAI, BDI-II, & SCL-90
- 1 MMPI-2
- 1 PAI
- 1 SCID-I

Written Assignments/Reports:

- 2 WISC-IV reports of children for the CAP program
- Report 1 Volunteer: MSE, MMPI-2, BAI, BDI-II, & SCL-90 (with clinical interview)
- Report 2 Volunteer: MSE, PAI, BAI, BDI-II, & SCL-90 (with clinical interview)
- Report 3 Volunteer: SCID-I (with clinical interview)

You will need a total of three volunteers. All clinical interviews and SCID interviews should be audiotaped and turned in for review.

Prior to administering any testing instrument to a volunteer, you will: practice administering the instrument in class and lab; thoroughly read the essentials books or relevant articles; and practice administering the clinical interview and SCID-I & II outside of lab/class (with a classmate).

You will recruit adult volunteers through the GMU subject pool. At all times, you must behave with the volunteers in the same manner that you would an *actual client*. Thus, you cannot conduct an assessment of a volunteer with whom you have any type of outside relationship (i.e., a student in one of your classes; a co-worker; a relative; etc.). Failure to conduct yourself in a professional manner at all times (i.e., arriving late to appointments; failing to contact volunteer if appointment must be changed or cancelled; unprofessional dress or conduct) could result in a failing grade for the course.

In-class Presentations: There is a 15-minute presentation/discussion of each of your volunteers. Presentation should include information regarding the interview, your behavioral observations, test results, and your thoughts about integration and interpretation of all of this data.

Grading. I will base your final grade on your percentage as defined below.

A+ = 97% or more A = 93 – 96% A- = 90 - 92% B+ = 87 - 89% B = 83 - 86%
C = 75 - 85% F = below 75%

Grade for Lecture: (75 % of total grade)

5 Integrated Reports (2 CAP cases, 3 volunteers)
Class Participation (includes case presentations)

Grade for Lab: (25% of total grade)

Timely and thorough completion of all test protocols and recordings
Completion of professional interviews
Lab test administration practicals
Protocol scoring accuracy and effort; learning from corrections
Test administration and scoring quizzes

Labs

Your Lab Instructors will provide feedback on your interviewing, administration and scoring, report writing, and general professional interaction skills. You will turn in your protocols and videotaped interviews to your Lab Instructors for review and feedback. They will grade your work and you will re-submit unsatisfactory work until it is satisfactory. **You will make copies of lab materials at your own expense.**

Honor code: The Honor Code of George Mason University deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing. Students should be familiar with the code and connected policies, set out at <http://www.gmu.edu/catalog/apolicies>. This course will be conducted in accordance with those policies. **All students will abide by the American Psychological Association 2002 Ethical Principles of Psychologists and Code of Conduct.**
Accommodations for students with disabilities: If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center

(DRC) at 703-993-2474. All accommodations must be arranged through that office, and must be initiated immediately, prior to any anticipated need.

Jan 25: Clinical Assessment Basics: MSE & Multiaxial diagnosis

Wiger & Huntley (2002), Chapter 7: Diagnostic Interviewing

Wiger & Huntley (2002), Chapter 8: Mental Status Exam

Wiger & Huntley (2002), Chapter 9: The Report

Lab Activity: Providing Feedback on WISC-IV reports

Feb 1: Multi-Method Assessment

Hunsley, J. & Mash, E.J. (2007) Evidence based assessment. *Annual Review of Clinical Psychology*, 3, 29-51.

Eid & Diner (2006), Chapter 23: Measuring Emotions, Implications of a Multi-Method Assessment

Nelson-Gray, R.O. (2003). Treatment utility of psychological assessment. *Psychological Assessment*, 15, 521-531.

Lab Activity: Mental Status Exam, Risk Assessment

Feb 8: MMPI-2 & MMPI-A

Nichols (2001), *Essentials of MMPI-2 Assessment*, Chapters 1-10

Weiner & Greene (2008), Chapter 7, MMPI-A

Lab Activity: Introduction to commonly used symptom assessments (SCL-90, BDI-II, BAI, CBCL, BASC)

Feb 15: PAI

Morey (2003), *Essentials of PAI Assessment*, Chapters 1-8

Lab Activity: Scoring and Interpretation of MMPI-2 Part 1 (schedule MMPI volunteer)

Feb 22: Projective Assessment

Weiner & Greene (2008), Chapter 11: Rorschach Inkblot Method

Weiner & Greene (2008), Chapter 12: Thematic Apperception Test

Weiner & Greene (2008), Chapter 13: Figure Drawing Methods

Weiner & Greene (2008), Chapter 14: Sentence Completion Methods

Garb, H.N., Wood, J.M., Lilienfeld, S.O., & Nezworski, M.T. (2005). Roots of the Rorschach controversy. *Clinical Psychology Review*, 25, 97-118.

Lilienfeld, S.O., Wood, J.M., & Garb, H.N. (2000). The scientific status of projective techniques. *Psychological Science in the Public Interest*, 1, 27-66.

Lab Activity: Scoring and interpretation of MMPI-2 Part 2, PAI Part 1 (schedule PAI volunteer)

Feb 29: Assessment of Mood

* Volunteer 1 Report due *

DSM-IV-TR Mood Disorders Section / SCID Mood Modules / KID-SCID Mood Modules
Hunsley & Mash (2008), Chapter 4, Depression in Children & Adolescents
Hunsley & Mash (2008), Chapter 5, Adult Depression
Hunsley & Mash (2008), Chapter 6, Bipolar Disorder
Joiner, T.E., Walker, R.L, Pettit, J.W., Perez, M., & Cukrowicz, K.C. (2005). Evidence-based assessment of depression in adults. *Psychological Assessment, 17*(3), 267-277.

Lab Activity: Scoring and interpretation of PAI, Part 2, Projectives

March 7: Assessment of Adult Anxiety

* Volunteer 2 report due *

DSM-IV-TR Anxiety Disorders Section / SCID Anxiety Disorder Modules
Hunsley & Mash (2008), Chapters 10: Specific & Social Phobia
Hunsley & Mash (2008), Chapter 11: Panic Disorder & Agoraphobia
Hunsley & Mash (2008), Chapter 12: Generalized Anxiety Disorder

Lab Activity: Introduction to SCID and SCID Mood Disorders

March 14: Spring Break

March 21: Assessment of Adult Anxiety (cont.)

DSM-IV-TR Anxiety Disorders Section / SCID Anxiety Disorder Modules
Hunsley & Mash (2008), Chapter 13: Obsessive-Compulsive Disorder
Hunsley & Mash (2008), Chapter 14: Post-Traumatic Stress Disorder

Lab Activity: SCID Anxiety Disorders

March 28: Assessment of Substance Abuse

DSM-IV-TR Substance Use Disorders Section / SCID & KID-SCID Alcohol and Substance Use Disorder Modules
Hunsley & Mash (2008), Chapter 15: Substance Use Disorders
Hunsley & Mash (2008), Chapters 16: Alcohol Use Disorders

Lab Activity: SCID Adjustment Disorder, GAF

April 4: Assessment of Eating Disorders

DSM-IV-TR Eating Disorders Section / SCID & KID-SCID Eating Disorder Modules
Hunsley & Mash (2008), Chapter 23: Eating Disorders

Lab Activity: SCID Substance Use

April 11: Personality Assessment/ Cluster A (Paranoid/Schizoid/Schizotypal), Cluster B (Antisocial, Borderline, Histrionic, Narcissistic), Cluster C (Avoidant, Depending, Obsessive/Compulsive)

DSM-IV-TR Cluster A Section / SCID-II Cluster A Modules
DSM-IV-TR Cluster B Section / SCID-II Cluster B Modules
DSM-IV-TR Cluster C Section / SCID-II Cluster C Modules

Kraus, G. & Reynolds, D.J. (2001). The ABCs of the Cluster Bs: identifying, understanding, and treating Cluster B personality disorders. *Clinical Psychology Review, 21*, 345-373.

Hunsley & Mash (2008), Chapter 19: Personality Disorders

Miller, A.L., Muehlenkamp, J.J., & Jacobson, C.M. (2008). Fact or fiction: Diagnosing borderline personality disorder in adolescents. *Clinical Psychology Review, 28*, 969-981.

Lab Activity: SCID Eating Disorders (Schedule SCID volunteer)

April 18: Assessment of Youth Anxiety & Externalizing Behavior

DSM-IV-TR Attention-Deficit/Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), Conduct Disorder (CD) Sections / KID-SCID Anxiety, ADHD, ODD, CD Modules

Hunsley & Mash (2008), Chapter 2: Child Attention-Deficit/Hyperactivity Disorder

Hunsley & Mash (2008), Chapter 3: Child and Adolescent Conduct Problems

Hunsley & Mash (2008), Chapter 9: Child and Adolescent Anxiety Disorders

Ollendick, T.H., King, N.J., & Muris, P. (2002). Fears and phobias in children: Phenomenology, epidemiology, and aetiology. *Child and Adolescent Mental Health, 7*, 98-106.

Palmiter, D.J. (2004). A survey of assessment practices of child and adolescent clinicians. *American Journal of Orthopsychiatry, 74*, 122-128.

American Psychological Association (2002a). *Developing Adolescents: A Reference for Professionals*. American Psychological Association.

Can be downloaded free of charge from APA website

Lab Activity: SCID-II

April 25: Couple and Family Assessment

Alderfer, M.A., Fiese, B.H., Gold, J.I., Cutuli, J.J., Holmbeck, G.N., Goldbeck, L., Chambers, C.T., Abad, M., Spetter, D., & Patterson, J. (2008). Evidence-based assessment in pediatric psychology: Family measures. *Journal of Pediatric Psychology, 33*(9), 1046-1061.

Snyder, D.K., Heyman, R.E., & Haynes, S.N. (2005). Evidence-based approaches to assessing couple distress. *Psychological Assessment, 17*(3), 288-307.

Lab Activity: SCID-II

May 2: Cultural Issues

* Volunteer Report 3 due *

- James, S. & Prilleltensky, I. (2002). Cultural diversity and mental health: Towards integrative practice. *Clinical Psychology Review*, 22, 1133-1154.
- Okazaki, S. & Sue, S. (1995). Methodological issues in assessment research with ethnic minorities. *Psychological Assessment*, 7, 367-375.
- Westermeyer, J. (1987). Cultural factors in Clinical Assessment. *Journal of Consulting and Clinical Psychology*, 55 (4), 471-478

Lab Activity: Other Assessment Instruments

Required Readings/Text Books:

- American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders (Fourth Edition-Text Revision)*. Washington, D.C.: American Psychiatric Association.
- American Psychological Association (2002a). *Developing Adolescents: A Reference for Professionals*. American Psychological Association.
Can be downloaded free of charge from APA website
- American Psychological Association (2002b). Ethical principles of psychologists code of conduct. *American Psychologist*, 57, 1060-1073.
- Eid, M. & Diener, E. (2006). *Handbook of Multimethod Measurement in Psychology*. DC: American Psychological Association.
- Hunsley, J. & Mash, E.J. (2008). *A Guide to Assessments That Work*. New York: Oxford University Press.
- Mash, E.J. & Barkley, R.A. (2010). *Assessment of Childhood Disorders* (fourth edition). New York: Guilford Press.
- Morey, L.C. (2003). *Essentials of PAI Assessment*. New Jersey: John Wiley & Sons.
- Nichols, D.S. (2010). *Essentials of MMPI-2 Assessment*. New York: John Wiley & Sons.
- Weiner, I.B. & Greene, R.L. (2008). *Handbook of Personality Assessment*. New Jersey: John Wiley & Sons. [ISBN 978-0-471-22881-3]
- Wiger, D.E. & Huntley, D.K. (2002). *Essentials of Interviewing*. New York: John Wiley & Sons.