EDCP 693: ASSESSMENT II
SPRING 2011

INSTRUCTOR: Matthew J. Miller, Ph.D.
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COURSE TIME & ROOM: Tuesday 10:00am – 1:00pm; ED 1210B
OFFICE HOURS: Tuesday 1:00 – 2:00pm

COURSE DESCRIPTION: Assessment is an inescapable and indispensable component of the daily functioning of psychologists, regardless of one’s specific area. Whether assessment takes the form of standardized testing, clinical assessment, measuring a construct for empirical study, or informal evaluation of a client’s level of functioning, psychologists are consistently engaging in assessment. Regardless of the form, the process of assessment is the same, i.e., collecting data and drawing inferences from the data. Having knowledge of a diverse array of assessment techniques will prove invaluable when choosing the most appropriate assessment tool or measurement device for a given client, situation, or research question. Therefore, the purpose of this course is to provide an overview of the development, administration, scoring, and interpretation of widely used personality, ability, and neuropsychological assessment instruments. Special attention will be paid to clinical interviewing, integrative report writing, and ethical and multicultural issues in assessment.

COURSE OBJECTIVES: At completion of this course, students are expected to:
(a) Develop competence in the administration, scoring and interpretation of assessment instruments
(b) Bolster clinical interview skills
(c) Integrate data from multiple sources in order to write integrative psychological assessment reports
(d) Understand ethical and multicultural issues related to psychological assessment

REQUIRED TEXTS:

RECOMMENDED TEXTS:

INSTRUCTIONAL METHOD: Most classes will consist of a combination of lecture, discussion, and practice exercises. Active participation is critical in order to gain the skills necessary to administer, score and interpret the instruments used in this class. This class requires a significant amount of work to ensure a minimum level of competency in assessment. Please be prepared to repeatedly practice the administration and scoring of the instruments and to compose several test write-ups.
EVALUATION CRITERIA:
The course and each assignment are graded on a pass/fail basis. Late assignments ARE NOT accepted. You are expected to demonstrate assessment competency at the beginning level.

COURSE REQUIREMENTS: All students must have successfully completed EDCP 692 or an equivalent (determined by the instructor) course. Students are expected to attend all class meetings and actively participate in class. This is critical given the nature of this course and the importance of the practice exercises.

(a) **Clinical interview write up**: You will interview a “client” (classmate) and write a case write up

(b) **Personality testing write up**: You will be provided with a sample MMPI-2 profiles and will write two (2) practice interpretive reports.

(c) **Intelligence testing write up**: You will administer the WAIS-IV to two (2) “clients” (classmates). You will score the WAIS-IV and write two (2) reports based on the results.

(d) **Executive functioning testing write up**: You will administer a battery of neuropsychological tests to two practice “clients” (classmates). You will score each battery and write two (2) reports based on the results.

(e) **Final Integrative Test Report**: You will conduct a clinical interview and administer the MMPI-2, WAIS-IV and an executive functioning test battery to a pseudo client. You must recruit a pseudo client and inform this person that you are conducting a comprehensive psychological assessment as a course requirement. You will record (audio) the clinical interview, MMPI-2 administration instructions, WAIS-IV, and executive functioning test battery administration; you will turn in the audio recording with your final report. You will inform your pseudo client that they should pretend to be a person with some type if mental health difficulty and respond to the interview and assessment in a similar fashion. It is important to inform this person that this is a PRACTICE assessment and that they should NOT provide actual personal experiences. You will write an integrative, comprehensive report (including recommendations; cf. Pope, 1992) based on your assessment. Your report will integrate “client” history with findings from personality, intelligence, and executive functioning testing. Your report will provide a formulation of “client” difficulties and what might be of help to the “client”. Further information will be provided in class.

TESTING MATERIALS: Testing materials for this class are owned by the Department of Psychology and Department of Education. Responsibility for the materials will be shared by class members. Each student will be paired with a classmate with whom to share testing materials. Materials
that are lost or damaged must be paid for by the student(s) responsible. Finally, it is critical that students bring the tests that we are studying to class.

**ACADEMIC INTEGRITY:** It is expected that your work will be characterized by academic integrity and honesty. You are expected to be familiar with the University policy on academic dishonesty, as this policy applies to our class as well as to others. One aspect of this expectation is that your work will be referenced and documented appropriately. If you have any questions about proper documentation or any other issues pertaining to academic integrity, please consult appropriate resources (e.g., APA Publication manual).

**ACADEMIC ACCOMMODATIONS FOR PERSONS WITH UNIQUE NEEDS:** In compliance with and in the spirit of the Americans With Disabilities Act (ADA), I would like to work with you if you have a disability that is relevant to your work in this course. If you have a documented disability and wish to discuss academic accommodations, please do not hesitate to contact me.

**MULTICULTURAL STATEMENT:** The CAPS department is committed to creating a multicultural training environment, which is broadly defined as a place where diversity and opinions are respected. All faculty members strive to integrate multicultural and diversity issues in their courses in ways that are relevant to course content and process. It is hoped that students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity and respecting others’ worldviews throughout this course.

**CourseEvalUM:** Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations at the end of the spring semester ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)). By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.
# COURSE SCHEDULE*

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<th>TOPICS, READINGS, AND ASSIGNMENTS</th>
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| 1/25    | Course intro and overview  
Ethical and multicultural issues  
Readings: APA (2002); APA (2003); Spengler et al. (1995)                                                                 |
| 2/1     | Clinical interviewing  
Report writing  
**Due:** Come prepared to role play a client for clinical interviews  
**Due:** Schedule clinical interview with “client” (assigned classmate) for week of 2/8 |

## ASSESSMENT OF PERSONALITY

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| 2/8     | Overview of MMPI-2  
Interpretation and hand scoring of MMPI-2 validity scales  
Readings: Greene (2010) chapters 1 & 3                                                                 |
| 2/15    | Interpretation and hand scoring of MMPI-2 clinical scales, code types, and Harris and Lingoes subscales  
Readings: Greene (2010) chapters 4 & 5  
**Due:** Clinical interview write up                                                                 |
| 2/22    | Interpretation and hand scoring of MMPI-2 content scales and supplemental scales  
Readings: Greene (2010) chapters 6 & 7                                                                 |
| 3/1     | Interpreting the MMPI-2 profile  
Readings: Greene (2010) chapter 10  
**Due:** Practice MMPI-2 write-ups 1 and 2; class discussion of write-ups |

## ASSESSMENT OF INTELLIGENCE

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| 3/8     | Assessing intelligence  
Overview of WAIS-IV  
Readings: Lichtenberger & Kaufman (2009) chapter 1  
**Due:** Schedule WAIS-IV checkout for week of 3/15  
**Due:** Schedule practice WAIS-IV administration with “client” 1 (assigned classmate) for week of 3/15 |
| 3/15    | Administration of WAIS-IV  
Readings: Lichtenberger & Kaufman (2009) chapter 2  
**Due:** Practice WAIS-IV administration with “client” 1 |
3/22  
No Class – Spring break
Due: Schedule practice WAIS-IV administration with “client” 1 (assigned classmate) for week of 3/29

3/29  
Administration of WAIS-IV
Due: Practice WAIS-IV administration with “client” 2

4/5  
Scoring and interpretation of WAIS-IV
Readings: Lichtenberger & Kaufman (2009) chapters 3 & 5
Due: Practice WAIS-IV “client” 1 report
Due: Bring scored WAIS-IV forms to class; WAIS-IV forms are to be scored by the tester and checked by test taker
Due: Schedule WCST, SCWT, and Trails administration for “clients” 1 an 2 for week of 4/12

ASSESSMENT OF EXECUTIVE FUNCTIONING AND MEMORY

4/12  
Assessment of executive functioning
Wisconsin Card Sort Test, Stroop Color Word Test, and Trails A and B
Due: Practice WAIS-IV “client” 2 report
Due: Practice WCST, SCWT, and Trails administration for “clients” 1 and 2
Due: Schedule clinical interview, MMPI-2, WAIS-IV, WCST, SCWT, and Trails A and B for final integrative report for “pseudo client” 1 and 2 week of 4/19 or 4/26

4/19  
Assessing Memory
Overview and interpretation of WMS-IV
Due: Practice WCST, SCWT, and Trails “clients” 1 and 2 reports
Due: Complete interview and testing for “pseudo client” final integrative report by 4/29

4/26  
Assessing Memory
Overview and interpretation of RBANS
In-class scoring MMPI-2, WAIS-IV, WCST, SCWT, and Trails for final report
Due: Bring any completed “pseudo client” testing materials for in-class scoring

ALTERNATIVE APPROACHES TO ASSESSING PERSONALITY

5/3  
In-class scoring MMPI-2, WAIS-IV, WCST, SCWT, and Trails for final report
Due: Bring remaining “pseudo client” testing materials for in-class scoring

5/10  
Objective and Projective Personality Assessment
Overview and interpretation of CPI
Overview and interpretation of Rorschach Inkblot and Thematic Apperception Test

5/17  
Due: Final report by 12pm
References


