EDCP 693: ASSESSMENT II IN COUNSELING PSYCHOLOGY
SPRING 2014

INSTRUCTOR: Matthew J. Miller, Ph.D.
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COURSE TIME & ROOM: Tuesday 10:00am – 1:00pm; ED 0206
OFFICE HOURS: by appointment

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. Attention will also be paid to clinical interviewing, assessment of clinical and personality disorders, 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.

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

(b) **Personality testing write up (15 points each):** You will be provided with sample MMPI-2
profiles and will write two (2) practice interpretive reports.

(c) **Intelligence testing write up (20 points each):** 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 (10 points each):** 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 (75 points):** 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 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.

**EVALUATION CRITERIA:**
The course is graded A to F. **Late assignments will not be accepted.** Poorly executed assignments,
papers, or presentations will receive lower grades regardless of the content; it is suggested that
spelling, grammar, and punctuation always be checked.

**Grading Scale:**

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<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<td>C</td>
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<td>D</td>
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**TESTING MATERIALS:** Testing materials for this class are owned by the Department of Psychology and Department of Counseling, Higher Education, and Special 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 Department of Counseling, Higher Education and Special Education 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). 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 (subject to change)

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<thead>
<tr>
<th>DATE</th>
<th>TOPICS, READINGS, AND ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1/28</td>
<td>Course intro and overview&lt;br&gt;   Ethical and multicultural issues&lt;br&gt;   Readings: APA (2002); APA (2003); Spengler et al. (1995)</td>
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### CLINICAL INTERVIEW

| 2/4  | Clinical interviewing<br>   Report writing<br>   Readings: Lichtenberger et al. (2004) chapters 2, 3, & 4; Pope (1992); Zimmerman (1994) pp. 120-125; 132-141<br>   **Note:** Come prepared to role play a client for clinical interviews (as the client you are expected to select a relatively common disorder and present related symptoms during the clinical interview)<br>   **Due:** Schedule clinical interview with “client” (assigned classmate) for next week<br>   **Due:** Schedule WAIS-IV checkout for next week and bring a WAIS-IV kit to next class |

### ASSESSMENT OF INTELLIGENCE

| 2/11 | Assessing intelligence<br>   Overview of Intelligence and Assessment of Intelligence with the WAIS-IV<br>   In class demonstration of WAIS-IV<br>   Readings: Lichtenberger & Kaufman (2009) chapter 1<br>   **Due:** Schedule WAIS-IV checkout for next week and bring a WAIS-IV kit to next class<br>   **Due:** Schedule practice WAIS-IV administration with “client” 1 (assigned classmate) for next week<br>   **Due:** Clinical interview write up |
| 2/18 | In class practice administration of WAIS-IV<br>   Readings: Lichtenberger & Kaufman (2009) chapter 2<br>   **Due:** Schedule WAIS-IV checkout for next week and bring a WAIS-IV kit to next class |
| 2/25 | Scoring and interpretation of WAIS-IV<br>   In class administration of WAIS-IV with “client” 1 (classmate)<br>   **Due:** Schedule WAIS-IV checkout for next week and bring a WAIS-IV kit to next class<br>   **Due:** complete WAIS-IV administration and scoring with “client” 1 this week in not completed in class |
| 3/4  | Scoring and interpretation of WAIS-IV<br>   In class administration of WAIS-IV with “client” 2 (classmate)<br>   Readings: Lichtenberger & Kaufman (2009) chapters 3 & 5<br>   **Due:** WAIS-IV “client” 1 report<br>   **Due:** Bring scored WAIS-IV forms from “client” 1 to class<br>   **Due:** complete WAIS-IV administration and scoring with “client” 2 this week in not completed in class |
ASSESSMENT OF PERSONALITY

3/11 Overview of Personality and MMPI-2
Interpretation of MMPI-2 validity scales
Readings: Graham 2, 3, 9, and 10
Due: WAIS-IV “client” 2 report

3/18 NO CLASS SPRING BREAK

3/25 Interpretation of MMPI-2 clinical scales, code types, and Harris and Lingoes subscales
Readings: Graham 4, 5 and 6

4/1 Interpretation of MMPI-2 content scales and supplemental scales
Readings: Graham 6 and 8
Due: MMPI-2 write 1 up due NEXT week

4/8 Interpreting the MMPI-2 profile
Readings: Graham 11, 12, and 14
Due: Practice MMPI-2 write-up 1 and discussion of write-ups
Due: MMPI-2 write 2 up due NEXT week

ASSESSMENT OF EXECUTIVE FUNCTIONING

4/15 Assessment of executive functioning
Wisconsin Card Sort Test, Stroop Color Word Test, and Trails A and B
In class practice administration of WCST, SCWT, and Trails A and B
Due: Practice MMPI-2 write-up 2 and discussion of write-ups
Due: WCST, SCWT, and Trails administration for “clients” 1 and 2 this week
Due: Schedule clinical interview, MMPI-2, WAIS-IV, WCST, SCWT, and Trails A and B for final integrative report for “client” 3
Due: Schedule WCST, SCWT, and Trails administration for “clients” 1 and 2 for next week

4/22 In class test administration and scoring
Due: Practice WCST, SCWT, and Trails “clients” 1 and 2 reports
Due: Complete interview and testing for “pseudo client” final integrative report by 4/30

4/29 In class test administration and scoring
Due: Bring any completed “client” testing materials for in-class scoring
Due: Bring remaining “client” testing materials for in-class scoring

5/6 In class test administration and scoring
Course review

5/13 CLASS DOES NOT MEET
Due: Paper copy of final report by 12pm (include all relevant test results, scoring summaries, raw data, etc.)
References


