

## PSYCHOLOGY 811: ASSESSMENT II

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**Lecture:** Thursday 9 – 11:40 a.m., Psychology Clinic

**Office Hours:** Thursdays after class, by appointment

**LABS:** TBA

This is a two-semester sequence of linked courses on psychological assessment. Both semesters are required. The goal of the courses is to give students a foundation in theories, strategies, techniques, and issues in psychological assessment, focusing on theories and strategies that have empirical support and practical clinical utility.

The two semester series is not intended to provide exhaustive coverage of the many issues and skills related to psychological assessment. However, it is expected that the skills developed in the courses (i.e., ability to critically evaluate an instrument's validity, reliability, and clinical utility; ability to develop competence in the administration of novel testing instruments and techniques; ability to adhere to ethical "best practices" in test administration and interpretation) will provide a foundation for future training experiences and skill development.

### **Course Structure and Requirements:**

For Assessment II, you will be required to complete the following:

#### Clinical Interview

You will be conducting a minimum of three clinical interviews with volunteers this semester. The two of the interviews must incorporate a mental status exam. Two of the interviews will be videotaped, and turned in to your TAs for feed-back. Only one of the interviews will be conducted independently; the remaining interviews will be conducted as part of a comprehensive evaluation. **You will choose *one* of your videotaped interviews to be turned in to the instructor for feed-back and grading.**

#### Test Administrations:

<i>Test</i>	<i># Administrations</i>	<i>#Scorings</i>	<i># interpretives</i>
Interview	3	-	3
MSE	2		2
WAIS	1	1	1
SB	1	1	1

MMPI-2*	2	2	2
PAI*	2	2	2
BDI	1	1	1
BHS	1	1	1
BAI	1	1	1
Inc. Sent.	2		2
TAT or Roberts		Administration optional – review in lab	

**\*MMPI and PAI will be administered, scored, and interpreted for two volunteers. One administration/interpretation will be turned in to your TA for lab feedback only; the second administration/interpretation will be used as part of your comprehensive evaluation.**

### Comprehensive Evaluation Reports

The list of tests above includes those which will be incorporated into two complete comprehensive evaluations, to be turned in to the instructor for grading. Each report must consist of a reason for referral, background section, behavioral observation, results section, and summary/recommendations.

The comprehensive reports will be conducted on two adult volunteers. Each report will first be turned in to the instructor in draft form, for feedback. A corrected, final version will be submitted for grading.

Each comprehensive evaluation will consist of a diagnostic interview, a cognitive assessment as well as the administration of several instruments covered this semester. The cognitive portion of the report will consist of a relatively brief summation of your findings.

Comprehensive #1: diagnostic interview (with MSE), plus:  
WAIS; MMPI; BDI or BAI; Incomplete Sentences. (TAT: optional)

Comprehensive #2: diagnostic interview; WAIS or Stanford Binet; PAI, BDI or BAI, Incomplete Sentences.

*Comprehensive Option: For one of your comprehensives, you may choose to assess a child, rather than an adult. If you have access to a child from last semester, you may OMIT the cognitive assessment, and instead summarize your findings from last semester. For the additional assessments, administer: BASC self report, BASC parent report, and Incomplete Sentences (child version).*

### *Sample Volunteer Schedule*

Volunteer 1: clinical interview

Volunteer 2: interview and MMPI administration

Volunteer 3: interview, WAIS, MMPI administration, BDI, Sentence completion

Volunteer 4: interview and PAI administration

Volunteer 5: interview, SB, PAI, VMI, Incomplete Sentences.

### **Labs**

The lab portion will be used to provide feedback on interviewing, report writing, and test administration/scoring. All protocols will be handed in to your Lab Instructors for review and feedback. Your Lab Instructor will also review your videotaped interviews with a volunteer. The work you submit to your lab instructors will be graded as satisfactory/unsatisfactory. Unsatisfactory work will be re-submitted until it is satisfactory. Attendance and participation in lab will be part of your final grade. Failing to turn in assignments on time will also be factored into your grade.

Your completion of two intellectual assessments for the Gifted/Talented program will be included as part of your final lab grade. These assessments will be supervised by GMU clinic staff, who will provide feedback for grading purposes to the course instructor and TAs.

**Volunteers:** Adult volunteers will be obtained through the GMU subject pool, and child volunteers will be obtained through the community. 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.). When working with the volunteers, you must conduct yourself in a professional manner. Failure to do so (I.e., arriving late to appointments; failing to contact volunteer if appointment must be changed or cancelled) could result in a failing grade for the course.

### **Lecture:**

Attendance, preparation, and participation in class will be part of your final grade. Assigned readings are to be completed by the date they are listed on the syllabus (with the exception of the readings listed for the first class). Your lecture grade will also include the following components:

(1) For designated lectures in both Assessment I and II, one (or two) students will be assigned to be the “lead” for the class discussion. The responsibility for the “lead” will be to (a) write a brief (two page, maximum) summation of the major points of the articles assigned for class, as well as your individual reaction/thoughts regarding the readings; and (b) to lead the class discussion of the readings. Your “reaction” papers will be turned in, but will not be given formal grades.

(2) Review a testing instrument/technique not covered in class. Your review should be brief (two page maximum), but include major strengths, limitations, as well as recommended usages. Your reviews will be presented in class, and distributed to classmates.

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.

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.

## **811 – Assessment II: Topic and Assignment Schedule**

JANUARY 26: -Interviewing—Special topics in interviewing adults (Mental status exam, structured diagnostic interviewing, gathering contextual and historical information)

**Wiger and Huntly, 5 – 8; Butcher, Ch. 3**

FEBRUARY 2: -Interviewing Continued: suicide risk assessment and crisis intervention. Introduction to Cognitive-behavioral interviewing

**Eels, Ch. 12; Butcher, Ch. 24**

FEBRUARY 9: -Cognitive-behavioral interviewing; problem focused case formulation.

**Wiger and Huntly, ch. 6; Lichtenberger, et. al (Essentials of Report Writing) ch. 1 and 2**

*Turn in 1<sup>st</sup> videotaped interview and write-up to TAs*

FEBRUARY 16: -Objective personality assessment—(MMPI)

**Handbook of Psych Assess, ch. 7; Lichtenberger, ch. 6**

FEBRUARY 23: -Objective personality assessment continued (MMPI)

***Helms and Reddon (1993); Matarazzo, (1986); Butcher et. al (1995)\*\****

**Lichtenberger et al., ch. 7**

*Turn in 1<sup>st</sup> MMPI protocols and interpretation to TAs.. Bring copy of MMPI protocols to class*

MARCH 2: -Objective personality assessment continued (PAI, Millon)

**Start Morey; Handbook of Psych Assess, ch. 8**

*Turn in 2<sup>nd</sup> MMPI protocol and WAIS protocols to TAs. Bring copy of protocols to class*

MARCH 9: -Problem-focused instruments for clinical practice (depression, anxiety, marital satisfaction).

***Shwartz (1999); Council (1993) \****

*Turn in draft comprehensive 1 to instructor*

*Turn in 1<sup>st</sup> PAI scoring and interpretive to TAs. Bring copy of protocols to class.*

**\*\*\*MARCH 16 – NO CLASS, SPRING BREAK\*\*\***

MARCH 23: -Projective assessment.

***Chapman&Chapman (1967); Lilienfeld, Wood and Garb (2003); TBA\*\****  
**Handbook of Psych.Assess ch. 10, 11**

MARCH 30: -Neuropsychological assessment: Basic concepts and issues (no practice)

**TBA**

*Turn in final Comprehensive 1 to instructor*

*Turn in 2<sup>nd</sup> PAI scoring to TAs; turn in SB protocols to TAs*

APRIL 6: -Assessment of human strengths.

**TBA**

APRIL 13: -Community-based assessment and program evaluation.

*Turn in draft Comprehensive 2 to instructor*

**TBA**

APRIL 20 -Integrating assessment information and planning interventions.

***Butcher (1992); American Psychological Association (1997)***  
**Wiger and Huntly, ch. 9**

APRIL 27: -Report writing.

**Lichtenberger et al., ch. 8, 9**

*Turn in final comprehensive to instructor*

*Turn in final videotaped interview to instructor*

MAY 4: -Providing effective feedback and recommendations

**Lichtenberger, ch. 11**  
*American Psychological Association (1992b)*  
*Test reviews presented in class*

**Grading:**

Videotaped Interview: 50  
Comprehensive 1: 125  
Comprehensive 2: 125  
Lab: 75  
Lecture: 25

**Required Readings/Text Books (Assessment I and II)**

J. Butcher, Ed. (2002) Clinical Personality Assessment: Practical Approaches (2<sup>nd</sup> Edition). New York: Oxford University Press.

Groth-Marnot, G. (2003). The Handbook of Psychological Assessment

Morey, Leslie C. (2003) Essentials of PAI Assessment. Hoboken, N.J.: John Wiley & Sons.

American Educational Research Association. (1999). Standards for educational and psychological testing. Washington, DC: AERA. [ISBN: 0935302255]

Deary, I. J. (2001). Intelligence: A very short introduction. New York: Oxford University Press. [ISBN: 0192893211]

Flanagan, D. P., & Kaufman, A. S. (2004). Essentials of WISC-IV assessment. New York: John Wiley & Sons. [ISBN 0471-476919]

Lichtenberger, E.O., Mather, N., Kaufman, N.L., Kaufman, A.S. (2004). Essentials of Report Writing. New York: Wiley & Sons [ISBN: 0471394874]

Kaufman, A. S., & Lichtenberger, E. O. (1999). Essentials of WAIS-III assessment. New York: John Wiley & Sons. [ISBN: 0471282952]

Mather, N., Wendling, B. J., & Woodcock, R. W. (2001). Essentials of WJ III Tests of Achievement assessment. New York: John Wiley & Sons. [ISBN: 0-471-33059-0]

Roid, G. H., & Barram, R. A. (2004). Essentials of Stanford-Binet (SB5) assessment. New York: John Wiley & Sons. [ISBN: 0-471-22404-9]

Sattler, J. M. & Dumont, R. (2004). Assessment of children: WISC-IV and WPPSI-III supplement. Jerome M. Sattler, Publisher. [ISBN 0-97202671-1-8]

### Articles:

- Alexander (1998) Personality, psychological assessment, and psychobiography. *Journal of Personality*, 56, 265-294
- American Psychological Association (2002). Ethical Principles of Psychologists and Code of Conduct. *American Psychologist*, 57, 1060-1073.
- American Psychological Association (1992b). Special section: Providing psychological feedback to clients. *Psychological Assessment*, 4, 267-287.
- American Psychological Association (1997). Special Section: Assessment in Psychological Treatment – A Necessary Step for Effective Intervention. *Psychological Assessment*, 9, 331-385
- American Psychological Association (1992a). Special Section: Assessing personality characteristics in clinical settings. *Psychological Assessment*, 4, 3-25.
- Borum R. and Grisso, T. (1995). Psychological test use in criminal forensic evaluations *Professional Psychology: Research and Practice*, 26, 465-473.
- Bouchard, T.J., Jr. (1994). Genes, environment and personality. *Science*, 264, 1700-1701.
- Butcher, J.N., Graham, J.R. & Ben-Porath, Y.S. (1995). Methodological problems and issues in MMPI, MMPI-2, and MMPI-A research. *Psychological Assessment*, 7, 320-329.
- Chapman, L.J. & Chapman, J.P. (1967). Genesis of popular but erroneous psychodiagnostic observations. *Journal of Abnormal Psychology*, 72, 193-204
- Council, J.R. (1993) Context effects in personality assessment. *Current Directions in Psychological Science*, 2, 31-34
- Dawes, R.M., Faust, D., & Meehl, P.E., (1989) Clinical versus actuarial judgement. *Science*, 243, 1668-1674
- Garb, H.N. & Boyle, P.A. (2003). Why some clinicians use pseudoscientific methods. In S.O. Lilienfeld, S.J. Lynn, & J.M. Lohr (Eds.) *Science and Pseudoscience in Clinical Psychology*, (p. 17- 38). New York: Guilford.
- Garb, H.N., Wood, J.M., Lilienfeld, S.O. & Nezworski, M.T. (2001). Effective use of projective techniques in clinical practice: Let the data help with selection and interpretation. *Professional Psychology: Research and Practice*, 33, 454-463.
- Grove, W.M., & Meehl, P.E. (1996) Comparative efficiency of informal (subjective, impressionistic) and formal (mechanical, algorithmic) prediction procedures: The clinical-statistical controversy. *Psychology: Public Policy and Law*, 2, 293-323.
- Harkness, A.R., & Lilienfeld, S.O. (1997) Individual differences science for treatment planning: Personality traits. *Psychological Assessment* 9, 349-360.
- Helems, E. & Reddon, J.R., (1993) A perspective on developments in assessing psychopathology: A critical review of the MMPI and MMPI-2. *Psychological Bulletin*, 113, 454-471.
- Hiller, J.B., Rosenthal, R., Bornstein, R.F., Beffy, D.T.R., & Brunell-Neuleib, S. (1999). A comparative meta-analysis of Rorschach and MMPI validity. *Psychological Assessment*, 11, 278-296.
- Kenrick, D.T. & Funder, D.C. (1988) Profiting from Controversy; Lessons from the person-situation debate. *American Psychologist*, 43, 23-34.

- Lilienfeld, S., Wood, J.M. & Garb, H. (2000). The scientific status of projective techniques. *Psychological Science in the Public Interest*, 1, 27-66.
- Matarazzo, J.D. (1986). Computerized clinical psychological test interpretations: Unvalid plus all mean and no sigma (and replies-same issue). *American Psychologist*, 41, 14-24.
- Meyer, G.J., Finn, S.E., Eyde, L.D., Kay, G.G., Moreland, K.L., Dies, R.R., Eisman, E.J., Kubiszyn, T.W. and Read, G.M. (2001). Psychological testing and psychological assessment: A review of evidence and issues. *American Psychologist*, 56, 128-165.
- Nicholls, J.G., Licht, B.G., & Pearl, R.A. (1982). Some dangers of using personality questionnaires to study personality. *Psychological Bulletin*, 92, 572-580.
- Schwartz, N. (1999). Self-reports: How the questions shape the answers. *American Psychologist*, 54, 93-105.
- Simmons, R., Goddard, R., & Patton, W. (2002). Hand-scoring error rates in psychological assessment. *Assessment*, 9, 292-300.
- Smith, D. & Dumont, F. (1995). A cautionary study: Unwarranted interpretations of the Draw a Person tests. *Professional Psychology: Research and Practice*, 26, 298-303.
- Watkins, C.E., Jr., Campbell, V.L., Nieberding, R. & Hallmark, R. (1995). Contemporary practice of psychological assessment by clinical psychologists. *Professional Psychology: research and practice*, 26, 54-60.
- Westermeyer, J. (1987). Cultural factors in Clinical Assessment. *Journal of Consulting and Clinical Psychology*, 55 (4), 471-478
- Wood, J.M., Garb, H.N., Lilienfeld, S.O. and Nezworski, M.T. (2002) Clinical assessment. *Annual Review of Psychology*, 53, 519-543
- Wood, J.M., Nezworski, T.M., Garb, H.W. (2003). What's right with the Rorschach? *The Scientific Review of Mental Health*, 2(2), Fall/Winter 2003.

Others as assigned....

***\*not all of the above articles have been assigned for class---I included several that I thought you might find useful or interesting\****