

College of Education Department of Educational Psychology

COE VISION STATEMENT

We develop educational leaders who create tomorrow's opportunities.

COE MISSION STATEMENT

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

EPS 737: Psychodiagnostics

Semester/Year (dates or format)

Instructor Information

Instructor:

Office:

Phone / eMail:

Office Hours:

General Course Information

Course Format: (e.g., In-Person: On Site Only)

Days/Times: (e.g., Wednesdays 1:05 p.m. – 3:35 p.m.)

Credit Hours: 3

Course Prerequisites

Prerequisite: EPS 591 or PSY 610 and EPS 664 and admission to required program: M.A. Counseling or Ph.D. Counseling Psychology or Ph.D. School Psychology.

Course Description

This course is designed to provide students with knowledge and skills in the selection, administration, and interpretation of objective and projective measures of personality. Various interviews, self-report, behavioral, and projective measures of the affective domain in adolescents and adults will be covered. The instructional format will consist of lectures, class discussion, and conducting psychological assessments with clients. Students will be responsible for administering, interpreting, and writing reports on each instrument covered in class. This report will include the assessment interview conducted prior to the test administration process.

Student Learning Expectations / Outcome for this Course

Upon completion of this course, students will:

- 1. Acquire and refine knowledge about evaluating psychological tests.
- 2. Acquire and refine knowledge about the ethical practice of assessment.
- 3. Understand and use systematic steps in treatment planning.

Note: While it is the intention of this syllabus to capture necessary aspects of this course, I reserve the right to amend and/or add necessary information as we progress through the semester.

- 4. Know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. (CACREP CMHC C2)
- 5. Know the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. (CACREP CMHC G1)
- 6. Understand various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. (CACREP CMHC G2)
- 7. Identify standard screening and assessment instruments for substance use disorders and process addictions. (CACREP CMHC G4)
- 8. Select appropriate comprehensive assessment interventions to assist in diagnosis & treatment planning, with an awareness of cultural bias in the implementation & interpretation of assessment protocols. (CACREP CMHC H1)
- 9. Know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). (CACREP CMHC K1).
- 10. Understand the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care. (CACREP CMHC K2)
- 11. Know the impact of co-occurring substance use disorders on medical and psychological disorders. (CACREP CMHC K3)
- 12. Understands the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and side effects can be identified. (CACREP CMHC G3)
- 13. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations. (CACREP CMHC K4)
- 14. Demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (CACREP CMHC L1)
- 15. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. (CACREP CMHC L2)
- 16. Students will demonstrate competency in administration and interpretation of each assessment techniques covered in class. Students will also demonstrate competency in writing integrated comprehensive reports regarding a person's behavioral/personality functioning. The following tests/techniques to be covered include:
 - a. Minnesota Multiphasic Personality Inventory-2 (MMPI-2)
 - b. Minnesota Multiphasic Personality Inventory-Adolescent (MMPI-A)
 - c. Millon Clinical Multiaxial Inventory-III (MCMI-III)
 - d. Millon Adolescent Clinical Inventory (MACI)

- e. Personality Assessment Inventory (PAI)
- f. Thematic Apperception Test (TAT)
- g. Wechsler Abbreviated Scale of Intelligence (WASI)
- h. Rotter Incomplete Sentence Blank
- i. Symptom Checklist (SCL-90-R)
- j. Beck Depression Inventory (BDI-2)
- k. Beck Anxiety Inventory (BAI)
- 1. Projective Drawings
- m. Assessment Interviewing, & Structured Clinical Interview for Diagnosis (SCID)
- n. Mental Status Exam
- o. SASSI, MAST and other current substance abuse/dependence scales

Course Structure / Format / Approach

Lecture, Discussion, Role-play, Presentations, Group Work, Research, Report-Writing, Project Completion.

Textbook and Required Materials

- Groth-Marnat, G. (most recent edition). *Handbook of psychological assessment*. New York, NY: Wiley.
- Current edition of: American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders. Washington, DC, American Psychiatric Association.

Recommended Optional Materials / References (attach Reading List)

• Kaufman, A., Kaufman, N., Lichtenberger, E., Mather, N. (2004). Essentials of Assessment Report Writing. Somerset, NJ: Wiley.

Testing Materials

- 1. All non-expendable testing materials will be checked out of the Academic Library or through the instructor.
- 2. All test protocols (expendable materials) will be purchased by the student via their course fees.

Assessment of Student Learning Outcomes

Self-Assessment Project

In an effort to better understand the testing process, each student will complete a group of tests on themselves. Each student will complete, score, and interpret the tests assigned. The results will be reviewed with you individually with the professor to discuss response patterns and significant findings. (125 points Total)

- a. Tests completed will be as follows:
 - MMPI-2, MCMI-3, RISB, SCL-90-R, PAI
 - ii. A Clinical Interview will be conducted as a classroom exercise.
- b. The format for the typed interpretation summary of your tests results will be discussed and reviewed in class.

Comprehensive Evaluation

Each student will complete a test battery on an adult and pre-adolescent/adolescent volunteer. This test battery will include the objective personality and clinical instruments discussed throughout this course including a mental status exam. Your evaluation process will be conducted as follows:

- a. Complete a Clinical Interview with each volunteer. (20 points)
- b. Develop a Test Selection Rubric tracking your clinical decision making process for the tests chosen to administer to your volunteer client. Present interview findings and rubric in Case Consultation #1 exercise. (20 points)
- c. Administer the appropriate/recommended test(s) to your client.
- d. Score your test using the various scoring templates or technique.
- e. Interpret the results using resources discussed in class. (40 points)
- f. Organize a summary of the clinically significant test results, observations, and interpretative information to be included in comprehensive evaluation. This will include utilizing one published test review from Mental Measurements Yearbook. (20 points) Format to be provided for summary layout.
- g. Present summary in Case Consultation #2 including recommendations for treatment planning.
- h. Final comprehensive evaluation to be typed and handed in when conducting Case Consultation #3 where treatment recommendations and plan of care will be presented. (50 points)
- i. Throughout the course of the Evaluation process with the volunteers they will complete a Feedback Form which will be included in the final written evaluation. This Feedback Form will be provided in class and discussed further.
- This evaluation process will be intensive and you can expect out of class clinical work. It is vital that you remain on task with the testing schedule. This will reduce your workload outside of the class. Format for comprehensive report will be discussed and reviewed as the course progresses. (Refer to Ch. 15)
- k. Below is a general overview of the Case Consultation process: Each student will present a brief presentation on their client volunteer. They will present the information gained via the clinical interview and testing process. This presentation is to include the following information:

- i. A brief overview of client's history and Test Selection Rubric (Consultation 1 only).
- ii. A discussion of each set of test results and any clinically significant information.
- iii. Clinical observations noted throughout evaluation process; Mental Status Exam.
- iv. Rational for continued testing with additional assessment tools, etc. Potential information they are seeking, current diagnostic impression, or possible diagnostic rule outs.
- 1. Points: 150 points for adult evaluation, 150 points for adolescent evaluation

Final Exam

Written final exam to be administered in class. Format will include short answer, essay, and multiple choice. (150 points)

Grading System

Self-Assessments = 125 points

Adult Comprehensive Evaluation Total = 150 points

Pre-Ad/Adolescent Comprehensive Evaluation Total = 150 points

Course participation = 75 points

Final Exam = 150 points

Total Points = 600

Grading Scale

A = 540-600 points D = 360-419 points

B = 480-539 points F = < 360 points

C = 420-479 points

Course Outline / Schedule

Week	Topic	Learning Outcome/CACREP Standards addressed	Readings	Assignment Due	Client Process Completion
1	Intro, Assessment Instruments, Ethics, Evaluating Tests	SLO 1, 2, 3 CACREP CMHC H1, K4	Chs.1-2		
2	Assessment & Diagnostic Interviews, Case Hist, & Ment Stat Exam	G2, G3	Ch. 3		
3	Personality Assessment Inventory (PAI) Sentence Completions	G1, G2	Ch. 8	Take MMPI-2	
4	TAT & substance abuse scales	G1, G2, G4, K3, L1	Ch. 10	As Inter/MSE Sum CPI Self	
5	Assess Interv Presentations	SLO 1-3, CMHC G1, G2, G4, K3, L1		CPI Sum	Assess Interviews Completed
6	Assess Interv Presentations	SLO 1-3, CMHC G1, G2, G4, K3, L1		TAT Sum & Sent Comp Sum	
7	DSM & Treatment Plans; MMPI-2	SLO 3; C2, G1, G2, G4, K1, K2, K4, L1	Ch. 6	MMPI-2 Self Com	CPI's, TAT's, & Sent Comp Completed
8	MMPI-2 Psy & Feedback Report	C2, G1, G2, G4, K1, K2, K4, L1	Ch. 6	MMPI-2 Sum	MMPI's Completed
9	MMPI-A; SCL-90-R	C2, G1, G2, G4, K1, K2, K4, L1	Chs. 6 & 14	Comp. Report #1 & Client Fdbk Report	
10	Proj. Drawings & Substance Abuse Assessment	C2, G1, G2, G4, K1, K2, K3, K4,L1	Ch. 11		Client #1 Fdbk Given

^{*} All CACREP standards referenced below are from CACREP II, CMHC section

Course Outline / Schedule, continued

Week	Topic	Learning Outcome/CACREP Standards addressed	Readings	Assignment Due	Client Process Completion
11	MCMI-III & MACI	C2, G1, G2, G4, K1, K2, K4, L1	Ch. 7	KFD Sum & HTP Sum	
12	Rorschach, BAI, BDI-2	C2, G1, G2, G4, K1, K2, K4	Ch. 9	MCMI-III Self Comp. Report #2 & Client Fdbk Rpt	KFD's & HTP's Completed
13	Behav. Assess, Treat Planning	C2, G1, G2, G4, K1, K2, K4, L1	Chs. 4 & 13	MCMI or MACI Sum & Open Assess Sum	Client #2 Fdbk Given MCMI or MACI & Open Assess Completed
14	WASI; Case Presentations	SLO 1-3; CACREP C2, G2, G2, G4, H1, K1, K2, K3, K4, L1, L2; SLO 15		Comp. Report # 3 & Client Fdbk Rpt	•
15	Case Presentations	SLO 1-3; CACREP C2, G2, G2, G4, H1, K1, K2, K3, K4, L1, L2; SLO 15			Client # 3 Fdbk Given
16	Final	SLO 1-3; CACREP C2, G2, G2, G4, H1, K1, K2, K3, K4, L1, L2; SLO 15			

^{*} All CACREP standards referenced below are from CACREP II, CMHC section

Course Policies

Class Participation

Course information is best learned by being an active member of the class. Please come to class prepared and ready to discuss your out-of-class assignments.

Participant Volunteers

You will need to identify and secure volunteers for testing. You may **not** test relatives, friends or significant others. Students will schedule assessment sessions with volunteer clients in the Practicum Lab outside of class time during M-F normal operating hours, during which authorized supervision is available. **A signed consent for participation in the assessment process for learning purposes will be obtained from either the volunteer client or the guardian of the volunteer client.** A copy of the consent must be handed in with your assessment reports (see attached).

Confidentiality

Not only do the university's policies on academic honesty apply to this course, but the ethical standards of APA or ACA will be followed. Of particular concern is confidentiality. The names of volunteer clients will never be used in this process. Their names will be removed from all test materials and replaced with a code number of your choosing. Information that you obtain and test materials will be maintained in a secure location. You will not provide the identities or discuss obtained information from the volunteer clients with anyone inside or outside the class except the instructor.

Northern Arizona University: Policy Statements

In the event there is a need to evacuate the building if the fire alarm is sounded, students are to leave in an orderly fashion. If the fire alarm is sounded during an examination, students are to leave their exam face down on the desk and exit the building.

IMPORTANT LINKS

All students are expected to review and be familiar with the information contained at each of the following links as well as those identified in the NAU Policy Statements.

ACADEMIC POLICES (INCLUDING ATTENDANCE AND ACADEMIC INTEGRITY) http://www4.nau.edu/stulife/StudentHandbook/AcademicPolicies.htm

STATEMENT ON PLAGIARISM AND CHEATING http://www4.nau.edu/stulife/StudentHandbook/Appendix_G_AcademicDishonesty.htm

STUDENT HANDBOOK

http://www4.nau.edu/stulife/StudentHandbook/TableofContents.htm

STUDENT CODE OF CONDUCT www.nau.edu/~stulife/code

The following link will take you to the NAU Policy Statements, which contains the Safe Environment Policy, Students with Disabilities, Institutional Review Board, Academic Integrity, Academic Contact Hour Policy, and Sensitive Course Materials.

http://www4.nau.edu/avpaa/UCCPolicy/plcystmt.html

CLASSROOM MANAGEMENT STATEMENT

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner that does not interrupt nor disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption/disruption has occurred must be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, a student will be warned if his/her behavior is considered by the faculty member to be disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations of this policy may result in an administrative withdrawal of the student from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review in an effort to implement corrective action up to and including suspension or expulsion from the University.



College of Education

Box 5774 Flagstaff, AZ 86011

CONSENT FORM

1,	,	give	permission	to be	evaluated	by
	, a g	graduate	student curre	ently em	rolled in a co	urse
(EPS 737) in which he	/she is learning to admin	ister psy	chological te	sts. I u	nderstand that	t the
purpose of this evaluati	on is instructional in natur	re and is	s being condu	cted only	as part of co	urse
requirements, that the	results will be kept conf	idential,	and that the	y should	l not be used	l for
decision-making purpo	ses. I further understand	that bec	ause the grad	luate stud	dent involved	is a
novice and is learning	g to administer such tes	sts, the	results may	not be	reliable or v	alid.
Therefore, it would be	inappropriate to have th	e result	s discussed w	vith me	beyond provi	ding
general information.	However, should any in	formatic	on gathered v	vithin th	e context of	this
evaluation suggest a c	lear intent to harm eithe	er onese	elf or another	the fac	culty at North	hern
Arizona University re	eserve the right to info	orm ap	propriate par	ties in	accordance	with
professional standards	and legal mandates. I ma	ay conta	ct the instruc	tor for th	ne course, [in	ıseri
Instructor Name and Co	ontact Number] should I h	ave que	stions or conc	erns.		
Volunteer's Signature:				_	Date:	
Date of Birth:	Telephone #:					



College of Education

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CONSENT FORM

I,, give permission for my child,, to be	e
evaluated by, a graduate student currently enroll	ed
in a course (EPS 737) in which he/she is learning to administer psychological tests. I understa	nd
that the purpose of this evaluation is instructional in nature and is being conducted only as par	t of
course requirements, that the results will be kept confidential, and that they should not be used	f
for decision-making purposes. I further understand that because the graduate student involved	d is
a novice and is learning to administer such tests, the results may not be reliable or valid.	
Therefore, it would be inappropriate to have the results discussed with me beyond providing	
general information. However, should any information gathered within the context of this	
evaluation suggest a clear intent to harm either oneself or another, the faculty at Northern	
Arizona University reserve the right to inform appropriate parties in accordance with	
professional standards and legal mandates. I may contact the instructor for the course, [insert	t
Instructor Name and Contact Number] should I have questions or concerns.	
Volunteer's Signature: Date:	
Date of Birth:	
Guardian's Signature: Date:	
Telephone #:	