

SYLLABUS

PCO 6317C Psychological Assessment II: Fall 2022

Class Time: Tuesdays 5:00 pm-8:00 pm

Location: UF Counseling and Wellness Center #101

Instructor- Saloni Taneja, Psy.D.

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Office hours- By appointment

COURSE DESCRIPTION

The purpose of this course is to introduce you to concepts and methods of objective personality assessment, familiarize you with several major self-report objective personality assessment instruments, and enable you to develop skills in administering, scoring, interpreting personality tests writing psychological test reports, and providing therapeutic test feedback. The course content will include test history and development, psychometrics, and test applications, with focus on scoring/interpretation of the MMPI-3, PAI, and MCMI-IV. You will also become acquainted with multicultural and cross-cultural assessment issues and some of the current research in personality assessment, including research-based information on assessing diverse individuals and groups. The broad competencies to be achieved in this course are as follows:

Knowledge	Psychometric and theoretical knowledge.
Skills	Proficiency in test administration, scoring, and interpretation; collection of relevant background information through interviewing and observation; effective integration of various sources of information; report writing.
Abilities	Rapport building; critical and integrative thinking; psychological mindedness.
Other Characteristics (Values, Attitudes)	Respect for the person of the client; appreciation of diversity; appreciation of testing as a clinical/therapeutic activity and the value of test-based information; facilitative capacities including precision/accuracy, attention to detail, and effective communication.

*adapted from Krishnamurthy et al. (2004). Achieving competency in psychological assessment: Directions for education and training, *Journal of Clinical Psychology*, 60, 725-739.

TEXTS

1. Morey, L. C. (2003). *Essentials of PAI Assessment*. New York: Wiley.
2. Smith, S., & Krishnamurthy, R. (Eds.) (2018). *Diversity Sensitive Personality Assessment*. New York, New York: Routledge.
3. Ben-Porath, Y.T., Tellegen, A., *Minnesota Multiphasic Personality Inventory-3 (MMPI-3) Manual for Administration, Scoring and Interpretation*. Pearson. (Provided by the instructor)
4. Ben-Porath, Y. S. (2012). *Interpreting the MMPI-2-RF*. U of Minnesota Press. (Provided by the instructor)
5. Grossman, S. D., & Amendolace, B. (2017). *Essentials of MCMI-IV Assessment*. John Wiley & Sons. (Provided by the instructor)

* **additional readings (chapters, articles, handouts) will be made available by the instructor.**

COURSE REQUIREMENTS

1. **Presence and Participation** (15% of grade): Participation in this class is fundamental to improve skills of conceptualization, interpretation, and clinical judgment. Regular attendance and staying for the entire duration of the class period is imperative given the course is both theoretical and applied.
2. **Practice exercises** (10% of grade): You will receive 2 practice exercises: (a) evaluating MMPI-3/RF profile validity, and (b) interpreting the substantive scales of the MMPI-3. The purpose of these exercises is to develop familiarity and skill in basic-level interpretation.
3. **Interpretive reports** (50% of grade): Three psychological reports are required for this course. Report 1 will be based on a MMPI-3 (20%) administered by you to a volunteer. The grade for this report will also include an evaluation of the student's Clinical Interview and Mental Status Examination skills and competence. The remaining 2 reports will be based on data given to you. Report 2 will involve PAI (10%) scoring/interpretation, and Report 3 will be an integrated MMPI-3/MCMI-IV (20%) report. Each report would contain the following sections: Identifying Information (list only the person's initials to protect identity, age, sex, ethnicity, education, occupation), Reason for Referral, Background Information, Assessment Procedure(s), Mental Status Examination, Test Results and Interpretation, Summary/Conclusions (including diagnosis when relevant), Recommendations and, Signature. Reports should contain a running head with volunteer initials and page number. *All raw data should be attached along with a signed consent form when applicable. Volunteer confidentiality should be observed on all materials – raw data and report.*
4. **Presentation** (10% of grade): The purpose of this presentation is to provide exposure to additional self-report measures that are not otherwise discussed in the course. The presentation should contain a description of the test including its development, norms and other psychometric properties, description of test structure and methods of scoring/interpretation, discussion of its strengths and weaknesses and evaluation of the test in relation to the Standards. In addition to examining bibliographical literature on the test, you must incorporate reviews of the test published in the Buros Mental Measurements Yearbook (go to MMY in library databases). The presentation should not simply reproduce the test manual information; you are expected to include later research on the test published in journals, including earlier editions of the test when applicable. A one-page handout describing the major components of the test should be distributed electronically to the entire class and instructor.
5. **Feedback narrative** (15%): You will provide a write-up reflecting the test feedback you will provide to a client based on a MMPI-3 profile. Write using non-technical language, as if you were *talking* with the client. The narrative should be organized as follows: first describe all test results, organized in terms of "levels" of feedback, then proceed to answering the client's questions, and wrap-up with recommendations/directions.

LATE ASSIGNMENTS

Late assignments will result in reduction in 1 point per day after the deadline. Extenuating circumstances will be reviewed on a case-by-case basis.

LIST OF TESTS

1. Beck Anxiety Inventory (BAI)
2. Beck Depression Inventory-II (BDI-II)
3. NEO Personality Inventory-3
4. MMPI-A-RF
5. Millon College Counseling Inventory (MCCI)
6. BASC-3 Behavioral and Emotional Screening System

DISABILITY ACCOMMODATION POLICY AND PROCEDURE STATEMENT

To receive reasonable accommodations for a disability at The University of Florida, students are to meet with a support coordinator through the Disability Resource Center (DRC) in the Dean of Students Office and develop a support strategy. Please keep in mind that a specific process must be completed before the DRC staff can make any accommodation recommendations to faculty. On average, the process takes at least two weeks to complete; however, if the student's documentation does not meet all of the requirements listed from the documentation guidelines, the process will be delayed. For more detailed information about our services, please see below or contact the DRC Monday – Friday between 8:00 a.m. and 5:00 p.m. at (352) 392-8565.

EVALUATION OF THIS COURSE

Your feedback is valued and important in continual improvement of the course and its instruction. You can complete the evaluation online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SOFTWARE USE

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

STUDENT PRIVACY

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. More information - <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

UF HONESTY POLICY

As a result of completing the registration form at UF, every student has signed the following statement: *“I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.* Additionally, the university's policy regarding cheating, plagiarism, etc. states: “UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

SEXUAL HARASSMENT

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. For more information about UF's Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.

CONFIDENTIALITY & PROFESSIONALISM

Due to the experiential and practical nature of this course, professionalism is critical. Students will need to use discretion and uphold privacy and confidentiality, particularly related volunteer assessment, test and data protection, and discussions regarding test profiles. All class discussion and information revealed during class sessions must include deidentified data and is not to be discussed outside the confines of this course.

STUDENT RESOURCES

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.

Week	Date	Topic	Reading/Assignment Due
1	8/30	Introduction to the course History and evolution of assessment Clinical Interview	Smith & Krishnamurthy chs. 2 and 3 <i>In-class exercise</i>
2	9/6	Clinical Interview Mental Status Examination	Smith & Krishnamurthy chs. 3 and 13 <i>In-class exercise</i> *Select topic for paper
3	9/13	Mental Status Examination	<i>In-class exercise</i>
4	9/20	Defining personality History and evolution of assessment Assessment overview: Purposes, test construction & scores, ethical issues	Smith & Krishnamurthy chs. 16, 18 and 20
5	9/27	MMPI-3 development and description MMPI-2-RF/MMPI-2/MMPI Psychometrics MMPI-3 administration and scoring	Coursepack Ben-Porath chs. 1-4 MMPI-3 manual chs. 1-4 <i>In-class exercise</i>
6	10/4	MMPI-3 administration and scoring Validity assessment	MMPI-3 manual chs. 4 and 5 Additional readings to be provided by the instructor <i>In-class exercise</i>
7	10/11	Higher Order Scales RC Scales Somatic-Cognitive Scales	MMPI-3 manual ch. 5 *Validity scale exercise due
8	10/18	Internalizing/Externalizing Scales Interpersonal Scales Psy-5 Scales Interpretation and Report Writing	MMPI-3 manual ch 5 Smith & Krishnamurthy Part II; ch. 17 *Validity scale exercise due *Schedule and complete volunteer testing this week
9	10/25	Interpretation and Report Writing Volunteer Test Scoring	Smith & Krishnamurthy Part II Substantive scale exercise due *Schedule and complete volunteer testing this week
10	11/1	Therapeutic Assessment Model Provide assessment feedback	Smith & Krishnamurthy ch. 15 Additional readings to be provided by the instructor *Volunteer report due
11	11/8	PAI overview, administration, & scoring PAI Validity and Clinical scales & subscales	Morey chs. 1-6 *Volunteer report due
12	11/15	PAI Clinical scales & subscales Integration of Multiple Tests	Morey Chs 5 and 6 *Feedback narrative due
13	11/22	MCMI-IV overview, theory and structure MCMI-IV scales and interpretation	Coursepack MCMI-IV materials *PAI report due
14	11/29	Bringing it all together Student presentations	Readings to be provided by the instructor
15	12/6	Student presentations Wrapping Up	*MCMI-IV/MMPI-3 report due

***The syllabus, topics and readings for each week may be adjusted over the course of the semester.**