**PSYC-370: Adult Psychological Assessment**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Jill M. Holm-Denoma, Ph.D.</th>
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<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:Jill.Holm-Denoma@uvm.edu">Jill.Holm-Denoma@uvm.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>(802)656-3497</td>
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<tr>
<td>Office Hours</td>
<td>Wed. 3-4pm and by appointment, John Dewey rm. 302</td>
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<tr>
<td>Class Meetings</td>
<td>Tuesdays, 12:30pm-3:20pm</td>
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<tr>
<td>Location</td>
<td>John Dewey Hall, room 100</td>
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**TA INFORMATION:**

General TA: Lauren Brush ([lauren.n.brush@uvm.edu](mailto:lauren.n.brush@uvm.edu))
2nd Year Student’s Additional TA: Anka Vujanovic ([anka.vujanovic@uvm.edu](mailto:anka.vujanovic@uvm.edu))

**COURSE OBJECTIVES:**

- Facilitate knowledge of considerations when choosing an assessment battery (e.g., psychometric properties, validity, norms)
- Familiarize students with commonly-used and scientifically-validated assessment tools for adults
- Help students achieve at least minimal competence in the administration, scoring, and interpretation of common adult assessment tools such as structured diagnostic interviews and personality & intellectual measures
- Teach students to interpret and integrate psychological data from a variety of sources and to produce meaningful written and oral feedback
- Increase awareness of ethical and practical issues that impact the assessment process

**COURSE EXPECTATIONS/HINTS FOR SUCCESS:**

1. You will be expected to complete required readings before each week’s class. During class, I will regularly solicit summary statements and critical comments about each reading from students. The degree to which you are prepared to engage in discussions of this nature will impact my evaluation of your class participation.
2. All information collected from volunteer examinees is strictly confidential. Do not discuss an examinee or his/her performance outside of class. Protect volunteer examinee’s identify by using pseudonyms on reports and record forms.
3. It is expected that you will spend a good deal of time outside of class practicing the administration of assessments, reading, and thinking about course material. The workload is heavy, so please plan accordingly. Sufficient and regular practice is the only way to become proficient at the administration and interpretation of assessments!
4. Efficiency and timeliness are highly prized commodities in the world of assessment. Therefore, late assignments are highly discouraged and will be penalized during the grading process.
5. Please come to me with comments, suggestions for change, and concerns. There is always room for improvement of this course, and I am happy to work with you to make this a positive learning experience. I’d much rather hear your concerns as they come up than be surprised with dissatisfied comments at the end of the semester.
ATTENDANCE

In graduate seminar courses, the expectation is that you will attend 100% of classes. Missed classes will negatively impact your participation grade, with a few important exceptions.

1. Religious Holidays: Students have the right to practice the religion of their choice. Students should submit in writing by the end of the second full week of classes their documented religious holiday schedule for the semester. I will permit students who miss work for the purpose of religious observance to make up their work assuming I know about their absence ahead of time.
2. Family Emergencies: In the unfortunate event that you must leave campus to attend to a family emergency, please do your best to alert me of the situation. I will work with you to ensure you know what you have missed in class. It will also be important for you to get class notes from a peer.
3. Sickness: It will be important for you to learn to balance your mental and physical well-being with the demands placed upon you in graduate school. If you miss class due to a legitimate illness, please contact me about your situation. Also, get class notes from a peer. If you are experiencing a medical condition that might require you to miss class multiples classes, please alert me early in the semester so we can formulate a plan that will be most likely to help you succeed.

READINGS:

Required Texts:


If you’re someone who’s interested in assessment, you may decide to purchase the following book:


Additional Readings will be provided on a weekly basis (see list at end of syllabus).

EVALUATION OF LEARNING:

Graded Assignments:

1. Check-outs: You will meet with one of the TA’s and administer a subset of WAIS subtests and SCID modules. You will be graded according to your proficiency of the standardized administration protocol. Furthermore, you cannot conduct an assessment with a volunteer examinee until you have passed the check-out with at least 80% proficiency.
2. Videotaped administrations: You will videotape yourself administering a complete SCID and WAIS to a volunteer examinee. You will be evaluated according to your proficiency in the standardized administration protocol.

3. WAIS record form scoring: The WAIS record form you use with your volunteer examinee will be scored for accuracy.

4. MMPI-2 exam: An in-class MMPI-2 exam will be conducted. You will be graded on your ability to accurately interpret the MMPI-2 profiles with which you are presented.

5. Written reports: You will write a report that integrates the SCID and WAIS data with the relevant history of the volunteer examinee. The report will be graded for content, accuracy of interpretation, and writing style (grammar, spelling, organization, etc.).

6. Final project: You will be given a set of assessment data and asked to write a complete assessment report. This report is expected to be completed without help from your classmates or TAs. The report will be graded for content, accuracy of interpretation, and writing style (grammar, spelling, organization, etc.).

Grading Breakdown:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>10%</td>
<td>Class participation</td>
</tr>
<tr>
<td>10%</td>
<td>SCID check-out</td>
</tr>
<tr>
<td>Pass/Fail</td>
<td>Videotaped SCID/MSE/Relevant History administration</td>
</tr>
<tr>
<td>15%</td>
<td>SCID/MSE/Relevant History written report</td>
</tr>
<tr>
<td>10%</td>
<td>WAIS check-out</td>
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<tr>
<td>Pass/Fail</td>
<td>Videotaped WAIS administration</td>
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<tr>
<td>10%</td>
<td>WAIS protocol</td>
</tr>
<tr>
<td>15%</td>
<td>WAIS written report</td>
</tr>
<tr>
<td>10%</td>
<td>MMPI-2 exam</td>
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<tr>
<td>20%</td>
<td>Final project</td>
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RESPONSIBILITIES:

1. **Academic Integrity**: One of the greatest responsibilities of an academic community is to uphold the highest standards of academic integrity. Please familiarize yourself with UVM’s academic integrity code at [http://www.uvm.edu/~uvmpg/ppg/student/acadintegrity.pdf](http://www.uvm.edu/~uvmpg/ppg/student/acadintegrity.pdf). I will not tolerate any violations of these policies in my classroom.

2. **Respect for Others**: In my classroom, I attempt to treat each student with respect, and I ask that each of my students do the same. We all come from different backgrounds and can contribute unique experiences to the learning environment. Disrespectful comments or actions towards others will not be tolerated in my classroom, nor will be direct or indirect discriminations against anyone based upon characteristics such as gender, ethnicity, sexual orientation, etc.

3. **Flourishing in Class**: If you have any conditions that may interfere with your ability to learn in this class, please let me know within the first 2 weeks of class. You should also contact the Access Office (656-7753) to have them help with documentation of your learning disability and/or arranging for accommodations during this class.

4. **Student Conduct**: Please be attentive and courteous during class sessions and interactions with the professor and TAs. Keep your cell phone off (no texting or answering calls).
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>PROJECT</th>
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<tbody>
<tr>
<td>8/28</td>
<td>Syllabus; Intro; Why Assess? (including therapeutic utility of assessment)</td>
<td></td>
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<tr>
<td>9/4</td>
<td>Psychometrics; Norms; Choosing which Assessment(s) to Use; Empirically-Based Assessment</td>
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<tr>
<td>9/11</td>
<td>Building Rapport; Behavioral Observations; Mental Status; Obtaining a Relevant History</td>
<td>Role play w/peers and/or observe at BTPC</td>
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<tr>
<td>9/18</td>
<td>Structured Clinical Interviews (SCID; SCID-II; MINI)</td>
<td>Practice SCID sessions held w/TAs</td>
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<tr>
<td>9/25</td>
<td>IQ Tests – Background/Administration</td>
<td>SCID check-outs (Mon./Tues./Wed.); practice WAIS w/peers</td>
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<td>10/2</td>
<td>IQ Tests - Scoring/Interpreting</td>
<td>SCID/MSE/Relevant History assessments w/volunteer examinees; practice WAIS sessions held w/TAs</td>
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<tr>
<td>10/9</td>
<td>Adult Learning Disabilities &amp; ADHD</td>
<td>WAIS check-outs (Mon./Tues./Wed.)</td>
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<tr>
<td>10/16</td>
<td>Writing Assessment Reports</td>
<td>WAIS assessments w/volunteer examinees</td>
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<td>10/23</td>
<td>MMPI-2</td>
<td>WAIS protocols due by Mon. (10/22) at 9am [graded assignments will be available by Thursday (10/25) at 1pm]</td>
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<td>10/30</td>
<td>MMPI-2</td>
<td>WAIS/SCID report due when class begins; MMPI homework assigned</td>
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<td>11/6</td>
<td>Other Objective Personality Measures &amp; Symptom Inventories; Assessment of Dangerousness</td>
<td>MMPI homework due [graded assignments will be available by Friday (11/9) at 3pm]</td>
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<tr>
<td>11/13</td>
<td>The Rorschach; Neuropsych Screenings</td>
<td>MMPI in-class test</td>
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<td>11/20</td>
<td>THANKSGIVING WEEK – no class</td>
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<td>11/27</td>
<td>Providing Assessment Feedback</td>
<td>Assessment data given for Final Project</td>
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<tr>
<td>12/3</td>
<td>Ethics</td>
<td>Continue work on Final Project</td>
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<tr>
<td>Finals</td>
<td>FINALS WEEK – no class</td>
<td>Final Project due by 12/10/07 at 9am</td>
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READING LIST:

**Week 1:** (29 pages)


**Week 2:** (129 pages)


**Week 3:** (54 pages)


Week 4: (21+ pages + structured interviews and user’s manuals)


*Read through the SCID-I & SCID-II and their user’s guides, and the MINI before class.

Week 5: (…. pages + WAIS manual)


*Read through WAIS Administration and Scoring Manual before class.

Week 6: (15 pages)


*Read through WAIS Administration and Scoring Manual (focus on Scoring and Appendix materials) before class.

Week 7: (62 pages)


Week 8: (50 pages)
Week 9: (233 pages)


*This week, I'd like you to get through chapters 1-7 and 9. It's a ton of dense reading, so what I recommend is that you divide up the chapters, write good outlines, and share them with one another a few days before class.*


Week 10: (169 pages)

*This week, I'd like you to get through chapters 8 and 10-13. It's a lot of dense reading, so what I recommend is that you divide up the chapters, write good outlines, and share them with one another a few days before class.*

Week 11: (107 pages)


Week 12: (76 pages)


**Week 13**: (0 pages!!!!)

Enjoy your Thanksgiving break!

**Week 14**: (37 pages)


Handout entitled “The MMPI-Considerations for Offering Feedback to Clients. (8 pages)

**Week 15**: (57 pages)


