



**Tennessee State University**

**College of Education**

**Department of Psychology**

**Assessment of Psychopathology**

**Course 7256-81**

**Fall Semester 2018 (draft)**

|  |  |
| --- | --- |
| Basic information on Instructor/Course | |
| **Instructor:** | Marie S. Hammond, Ph.D. |
| **Phone:** | 615.963.5191 (o); 615.630.2703 (c) |
| **E-mail:** | vocpsych@comcast.net; mhammond1@tnstate.edu Given the vagaries of email systems, please send emails to both of the email addresses listed, in order to decrease response time |
| **Office Location:** | 317A Clay Hall |
| **Class Days/Times:** | Thursdays, 5: 30 – 8: 20 p.m. |
| **Office Hours:** | Tuesdays 11:30 am – 2:30 pm |
|  | Thursdays, 2:00 – 5:00 pm |
| **Pre-requisites:** | 1.Admission into the Doctoral program in Psychology |
|  | 2. Successful completion of PSYC 7255 |

##### Textbooks and Reading Information

## Required Text(s): (Articles/Chapters as assigned)

Groth-Marnat & Wright. (2016). *Handbook of Psychological Assessment* (6th ed.). Wiley. ISBN 978-1-118-96064-6 (abbreviated G-M & W)

Wright. (2011). *Conducting psychological assessment: A guide for practitioners*. Wiley. ISBN 978-0-470-53675-9 (abbreviated W)

## Supplemental texts:

Butcher, J.N. (2002). *Clinical Personality Assessment: Practical Approaches* (2nd ed.). Oxford University Press. ISBN 978-0-19-514258-7

Graham, John R. (2011). *MMPI-2: Assessing Personality and Psychopathology* (5th ed.). Oxford University Press. ISBN 978-0-19-537892-4

Groth-Marnat, G. & Davis, A. (2014). *Psychological report writing assistant*. Wiley. ISBN 978-0-470-88899-5.

Kennedy, C.H. & Zillmer, E.A. (2012). *Military Psychology*. Guilford. ISBN 9781462506491

Standards for Educational and Psychological Testing. (2014), Washington, DC: American Educational Research Association, American Psychological Association, National Council on Measurement in Education. ISBN 978-0-935302-35-6 (paperback); ISBN 978-0-935302-41-7 (eBook)

## Testing Guidelines:

*Standards for Educational and Psychological Testing*. (2014), Washington, DC: American Educational Research Association, American Psychological Association, National Council on Measurement in Education. (see above)

Joint Committee on Testing Practices (2004). *Code of fair testing practices in education* (PDF, 803KB). National Council on Measurement in Education. (<http://www.apa.org/science/programs/testing/fair-testing.pdf> )

Testing Guidelines (cont.):

*Professional Practice Guidelines for Occupationally Mandated Psychological Evaluations* (<http://www.apa.org/practice/guidelines/psychological-evaluations.aspx>)

*Guidelines for Child Custody Evaluations in Family Law Proceedings* (<http://www.apa.org/practice/guidelines/child-custody.aspx> )

*Rights and Responsibilities of Test Takers: Guidelines and Expectations* (<http://www.apa.org/science/programs/testing/rights.aspx>)

*Guidelines for the Evaluation of Dementia and Age-Related Cognitive Change* (<http://www.apa.org/practice/guidelines/dementia.aspx> )

*Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations* (<http://www.apa.org/pi/oema/resources/policy/provider-guidelines.aspx>)

## Supplemental Readings:

As assigned, also see reference section at end of syllabus

Catalog Description

PSYC 7256. ASSESSMENT OF PSYCHOPATHOLOGY. (3) Theory, research and application of assessment to diagnosis of deviant behavior patterns throughout the lifespan. Emphasis on most current version of the Diagnostic Statistical Manual (DSM) and objective appraisal techniques. Prerequisite: PSYC 7255.

Course Competencies (Knowledge, Skills, Dispositions)

After successful completion of this course, the student should be able to demonstrate:

• The ability to select, administer, score, and interpret major personality/psychopathology assessments.

• The ability to write an integrated psychological assessment report.

• The ability to appropriately select, administer, score, and interpret assessments completed by individual(s) from diverse backgrounds.

• The ability to evaluate the professional and ethical issues involved in the assessment of psychopathology

• The ability to evaluate the risks and benefits of psychopathology assessment instruments in a particular setting, situation, or for a particular client

Instructional Strategies

Lecture, Discussion, Laboratory Exercises, Technology, Case Studies, Individual Presentations, Group Discussions, Group Presentations, Report/Paper

| Expectations and General Information |
| --- |
| 1. Students are expected to read the material being covered and **be** **prepared to discuss the material** prior to the assigned date. Students are expected to be prepared to engage in thoughtful discussion of the assigned material and respond with thoughtfully and with relevant information when addressed by either the instructor or other students. |
| 1. Developing **your professional “voice”** – You are strongly encouraged to continue the development of your “voice” as a Counseling Psychologist. That “voice” is your contribution to the field, as grounded in the knowledge of our field, as enhanced by knowledge from other relevant fields (e.g., impact of organizational culture on work functioning; the impact of economic forces on movement between social classes). You are encouraged and expected to move beyond simply reporting others’ words to integrating and interpreting trends and patterns in the literature you are reading. In order to provide additional feedback to assist you in progressing in this area, originality checker will be turned “on” for all elearn assignment dropboxes. The dropboxes will also be set to allow multiple uploads, with only the most recent upload reviewed for grading purposes. |
| 1. **Academic Integrity** - You are responsible for what you achieve in this class; therefore **neither cheating nor plagiarism will be tolerated**. Any material taken from others sources must be documented. In no case should one represent another’s work as one’s own. This includes information received from others during examinations or submitting another’s assignments, papers, etc. as one’s own. To avoid questions of plagiarism, students involved in collaborative research should exercise extreme caution. If in doubt, students should check with their major professor. In addition to the other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “F” in the course. |
| 1. **Classroom Conduct** –The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity. The classroom instructor can order the temporary or permanent removal from the classroom, any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution. The use of cell phones and text messaging are not allowed in the classroom. |
| 1. **Classroom Attendance** - Students are expected to attend classes regularly and punctually. The instructor will keep an accurate record of class attendance. It is the responsibility of the student to inform the instructor of any anticipated absences and contact the instructor to find out what work was missed during a period of absence. Missing more than 3 classes (20% of the course) will result in a one letter drop in the student’s grade; missing additional classes will result in an additional one-half grade drop. |
| 1. **Late Assignments –** Scores for late assignments will be reduced by 10% per day late. To be considered “on time” the assignment must be turned in by the end of class. Emailed assignments for which there are dropboxes in elearn will not be accepted. |
| 1. **Official Course Enrollment** - Students who are not on the official class roll may not remain in class. These students must leave class and may not return to class until they have enrolled in the course and their names show up on the official class roster. Please make sure that you are in the correct section. |
| 1. **DISABILITY ACCOMMODATION STATEMENT.** TSU is committed to creating inclusive learning environments and providing all students with opportunities to learn and excel in their course of study. Any student with a disability or condition which might interfere with his/her class performance or attendance may arrange for reasonable accommodations by visiting the Office of Disability Services (ODS). ODS is located in Kean Hall, room 131 and can be reached at 963-7400 or [www.tnstate.edu/disabilityservices](file:///C:\Users\mhammond1\Documents\Coursework\Stats_Research\7137\7137%20Spring%202017\www.tnstate.edu\disabilityservices). You will be required to speak with ODS staff and provide documentation of the need for an accommodation. If you qualify for an accommodation you will be provided with a document stating what type of classroom accommodations are to be made by the instructor. It is your responsibility to give a copy of this document to the instructor as soon as you receive it. Accommodations will only be provided AFTER the instructor receives the accommodation instructions from ODS; accommodations are not retroactive. You must follow this process for each semester that you require accommodations. |
| 1. **SEXUAL MISCONDUCT, DOMESTIC/DATING VIOLENCE, STALKING**. TSU recognizes the importance of providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or is experiencing any of these incidents, there are resources to assist you in the areas of accessing health and counseling services, providing academic and housing accommodations, and making referrals for assistance with legal protective orders and more. Please be aware that most TSU employees, including faculty and instructors, are “responsible employees”, meaning that they are required to report incidents of sexual violence, domestic/dating violence or stalking. **This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator.** Although I have to report the situation, you will still have options about how your situation will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. You are encouraged to contact TSU’s Title IX Coordinator to report any incidents of sexual harassment, sexual violence, domestic/dating violence or stalking. The Title IX coordinator is located in the Office of Equity and Inclusion, McWherter Administration Building, Ste. 260 and can be reached at 963-7494 or 963-7438. For more information about Title IX and TSU’s SART or policies and procedures regarding sexual, domestic/dating violence and stalking please visit: [www.tnstate.edu/equity](file:///C:\Users\mhammond1\Documents\Coursework\Stats_Research\7137\7137%20Spring%202017\www.tnstate.edu\equity). If you wish to speak to someone confidentially, who is not required to report, you can contact the TSU Counseling Center, located in the basement of Wilson Hall, at 963-5611 or TSU Student Health Services, located in the Floyd Payne Campus Center room 304, at 963-5084. You may also contact the following off campus resources: Sexual Assault Center of Nashville at 1-800-879-1999 or [www.sacenter.org](file:///C:\Users\mhammond1\Documents\Coursework\Stats_Research\7137\7137%20Spring%202017\www.sacenter.org) or the Tennessee Coalition to End Domestic & Sexual Violence at 615-386-9406 or [www.tncoalition.org](file:///C:\Users\mhammond1\Documents\Coursework\Stats_Research\7137\7137%20Spring%202017\www.tncoalition.org). |
| 1. **HARASSMENT & DISCRIMINATION.** Tennessee State University is firmly committed to compliance with all federal, state and local laws that prohibit harassment and discrimination based on race, color, national origin, gender, age, disability, religion, retaliation, veteran status and other protected categories. TSU will not subject any student to discrimination or harassment and no student shall be excluded from participation in nor denied the benefits of any educational program based on their protected class. If a student believes they have been discriminated against or harassed because of a protected class, they are encouraged to contact the Office of Equity and Inclusion at McWherter Administration Building, Ste. 260, 615-963-7494 or 963-7438, [www.tnstate.edu/equity](file:///C:\Users\mhammond1\Documents\Coursework\Stats_Research\7137\7137%20Spring%202017\www.tnstate.edu\equity). |
| 1. **Changes to Course Syllabus** – The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus must be clearly communicated to students. |

| TENTATIVE WEEKLY SCHEDULE |
| --- |
|  |
| Week Date Topic, Readings, etc. |
|  |
| 1 8/24 Introduction & Psychometrics review |
| Readings for next week: G-M & W chapters 1 & 2, W Introduction |
|  |
| ***Part I: Setting the Stage*** |
|  |
| 2 8/31 Preparing to select, assign, and administer assessments of psychopathology |
| Readings for next week: G-M & W chapter 3, W chapter 2 & 7 |
| Due next week: instructor approval of assessment topic |
|  |
| 3 9/7 The Clinical Assessment Interview & Testing Session |
| Readings for next week: G-M &W chapter 3, W chapters 3 & 8 |
|  |
| 4 9/14 Behavioral & Brief Assessments |
| Readings for next week: G-M & W chapter 7, MMPI Manual |
|  |
| ***Part II: The Major Assessments*** |
|  |
| 5 9/21 MMPI-2 |
| Readings for next week: W chapter 9, MMPI Manual |
|  |
| 6 9/28 MMPI-2 Continued (Mid-term Exam Week) |
| Readings for next week: G-M & W chapter 8 |
| Due next week: Complete interview and MMPI-2 administration |
|  |
| 7 10/5 Midterm Exam Administered; intro to PAI |
| Readings for next week: W chapter 10, PAI Manual |
|  |
| 8 10/12 PAI |
| Readings for next week: G-M & W 10, NEO Manual |
|  |
| 9 10/19 NEO-3 |
| Readings for next week: W chapter 11, NEO Manual |
|  |
| 10 10/26 NEO-3; Presentations 1 & 2 |
| Readings for next week: G-M & W chapter 13 |
|  |
| ***Part III: Therapy Evaluation and Assessment Report Writing*** |
|  |
| 11 11/2 Brief Assessments for Treatment Planning, Monitoring, and Outcome Assessment |
| Readings for next week: G-M & W chapter 15, W chapter 5 & 12 |
| Due next week: Assessment paper |
|  |
| 12 11/9 Integrating data and preparing the report; Assessment Presentations (2) |
| Readings for next week: W chapter 6 |
|  |
| 13 11/16 Providing Feedback; Assessment Presentations (2) |
| Due next week: Integrated Psychological Assessment Reports |
|  |
|  |
| 14 11/23 Fall Break- no class |
|  |
| 15 11/30 Assessment Presentations (4; Last Day of Class) |
|  |
| 16 12/7 Final Exam |

Course Assignments

|  |
| --- |
| 1. **Class Participation** - A seminar format has been chosen for this course in order to enable students to grapple with the material and its application in assessment practice. The student will best benefit from the learning activities in this course by: |
| 1. prepare for each class, including uploading all required assignments to the dropbox and bringing materials needed for topic, application, and research team discussions; 2. actively participating in discussions and raise relevant questions; 3. bring into the discussion relevant information from the texts, readings, and references; and 4. engage in appropriate, professional behavior (see PPE for more information). |
| Active, appropriate participation class, being prepared for each class, active/appropriate research team participation, incorporating information from readings, as well as being on time for class and not leaving early nor requesting early termination of the class are aspects of professional behavior that should be demonstrated by all students. See rubric for more detailed information on the evaluation of the quality of participation. |
|  |
| 1. **Psychological Assessment Reports.** Each student will administer 3 short batteries of psychological tests to 3 individuals and write 3 integrative psychological evaluation reports. Each report should include a clinical interview, an MMSE, and all assessment instruments covered in class. In sum, each report should describe the person’s psycho-social history, interpretations of assessment findings, and recommendations given the referral question/problem. Each student is expected to present to the class one of his/her psychological evaluations. |
|  |
| Note: Testing participants may be regular clients from your practicum site (yours or another clinician’s from your Agency) or volunteers from the TSU Psychology Department’s Subject Pool. Be sure to obtain written informed consent from the client or volunteer for the testing. If the participant is a client, provide test results feedback. On the other hand, for volunteers, inform the person that there will be no feedback on the test results. This is due to the fact that there will be no identifying information on testing materials (except for demographic data) and to avoid initiating a therapeutic relationship |
|  |
| 1. **Assessment Paper/Presentation.** Each student is expected to complete the following tasks: |
| * 1. Select a measure from the following list and submit your preferred measure to instructor for approval. |
| * 1. Review the assessment literature on one of the following **major** instruments measuring aspects of psychopathology: MMPI-A, MMCI-III, 16PF, SCL-90-R/BSI or SA, CPI, Hare Psychopathy Checklist-revised (PCL-R), etc. |
| * 1. Review the research for best practices in using/interpreting this assessment. |
| * 1. Make a professional, oral presentation to the class on the interpretation, measurement issues, counseling implications, treatment-planning and decision-making, etc. |
| 1. **Ethical and Practical use of Assessments** with Under-represented Minorities and Diverse Groups. Each student is expected to complete the following tasks: |
| * 1. Each student will identify an under-represented group about which they would like to better understand with regards to the use of assessments of psychopathology. |
| * 1. After obtaining approval from the instructor, they will review the literature and draft a literature review on best practices on the use of assessments with this population, as well as issues in the interpretation and assignment of diagnoses based upon assessment results. |
| * 1. Make a professional, oral presentation to the class, based upon the written paper. |

Evaluation of Competence Details

|  |  |
| --- | --- |
| Assignment Points: | |
| Participation | 30 points |
| Assessment Battery (3 total; 30 points each) | 90 points |
| Assessment topic paper | 40 points |
| Assessment topic presentation | 10 points |
| Use of Assessments w/Diverse Populations | 40 points |
| Assessments w/Diverse Populations presentation | 10 points |
| Midterm Exam | 40 points |
| Final Exam | 40 points |
| Grand Total: | 300 points |

|  |
| --- |
| Grading Criteria |
| A = 270-300 points (the student demonstrates a depth of knowledge and scholarship that goes significantly beyond the minimum requirements for successful completion of the course; completed work demonstrates understanding and integration of the concepts and information at a level beyond minimum goals; the student demonstrates the ability to apply course content, their knowledge & skills to new situations; the student completes assignments thoroughly and accurately, using APA format; the student demonstrates originality, leadership, and the ability to communicate effectively in both written and spoken form.) |
|  |
| B = 240-269.5 points (the student demonstrates a level of knowledge and scholarship that more than meets minimum requirements for successful completion of course; completed work demonstrates an understanding and integration of the concepts and information at more than a minimal level acceptable for doctoral-level work; the student demonstrates minimal, yet consistent, ability to apply the course content and their knowledge & skills to new situations; the student completes assignments at a minimally acceptable level for doctoral-level training, but uses APA format consistently; the student demonstrates thorough understanding of knowledge, skills, and attitudes essential to adequate preparation for practice in this area; the student demonstrates some originality; leadership, and communication (written and oral) are minimally acceptable for doctoral-level training.) |
|  |
| C = 210-249.5 points (The student demonstrates a level of knowledge and scholarship that is at the minimum for successful completion of the course requirements; completed work demonstrates an understanding and integration of the concepts and information at a minimal level acceptable for doctoral-level training, but uses APA format consistently; the student demonstrates a minimal understanding of the knowledge, skills, and attitudes essential to adequate preparation for practice in this area; the student demonstrates little originality, leadership, and/or has poor communication (written and/or oral) skills.) |
|  |
| D = 180-209.5 points (The student demonstrates a level of knowledge and scholarship that is less than the minimum for successful completion of the course requirements; completed work demonstrates an understanding and integration of the concepts and information less than a minimal level acceptable for doctoral-level training, and/or uses APA format inconsistently; the student demonstrates less than a minimal understanding of the knowledge, skills, and attitudes essential to adequate preparation for practice in this area; the student demonstrates little originality, leadership, and/or has poor communication (written and/or oral) skills.) |
|  |
| F < 180 points (unsatisfactory knowledge or understanding of subject material, skills not developed to a minimal level, attitudes essential to practice remain undeveloped, work not completed, or student engage in cheating and/or plagiarism) |
|  |
| Grading issues: Per TSU/TBR policy and your professional ethical standards, if you are found to have used another student’s work (cheating) or provided someone your work that they represent as their own, you will receive zero points for each assignment on which this occurs. Again, per TSU/TBR policy and your professional ethical standards, plagiarizing information from a website, journal article, or any other source is considered unacceptable behavior. **Once your work is turned in for grading, you are claiming that it is your own work, except for documented ideas and quotes from others.**  If your work contains material taken from another source that is not appropriately cited or attributed to another, you are claiming it as your own, which is plagiarism. If the work contains plagiarism, you will receive zero points for that work. This will apply separately for each assignment/task in which plagiarism occurs. |

|  |
| --- |
| **Writing Rubric** (from the University of California) |
| **http://www.sdcoe.k12.ca.us/score/actbank/subja.htm** |
|  |
| The categories below describe the characteristics typical of papers at six different levels of competence. Six points of the total points for each assignment will be reserved for providing an evaluation of the writing in the assignment using the scale below: |
|  |
| **Score 6** |
| A 6 paper commands attention because of its insightful development and mature style. It presents a cogent analysis of or response to the text, elaborating that response with well-chosen examples and persuasive reasoning. The 6 paper shows that its writer can usually choose words aptly, use sophisticated sentences effectively, and observe the conventions of written English. |
|  |
| **Score 5** |
| A 5 paper is clearly competent. It presents a thoughtful analysis of or response to the text, elaborating that response with appropriate examples and sensible reasoning. A 5 paper typically has a less fluent and complex style than a 6, but does show that its writer can usually choose words accurately, vary sentences effectively, and observe the conventions of written English. |
|  |
| **Score 4** |
| A 4 paper is satisfactory, sometimes marginally so. It presents an adequate analysis of or response to the text, elaborating that response with sufficient examples and acceptable reasoning. Just as these examples and this reasoning, will ordinarily be less developed than those in 5 papers, so will the 4 paper's style be less effective. Nevertheless, a 4 paper shows that its writer can usually choose words of sufficient precision, control sentences of reasonable variety, and observe the conventions of written English. |
|  |
| **Score 3** |
| A 3 paper is unsatisfactory in one or more of the following ways. It may analyze or respond to the text illogically; it may lack coherent structure or elaboration with examples; it may reflect an incomplete understanding of the text or the topic. Its prose is usually characterized by at least one of the following: frequently imprecise word choice; little sentence variety; occasional major errors in grammar and usage, or frequent minor errors. |
|  |
| **Score 2** |
| A 2 paper shows serious weaknesses, ordinarily of several kinds. It frequently presents a simplistic, inappropriate, or incoherent analysis of or response to the text, one that may suggest some significant misunderstanding of the text or the topic. Its prose is usually characterized by at least one of the following: simplistic or inaccurate word choice; monotonous or fragmented sentence structure; many repeated errors in grammar and usage. |
|  |
| **Score 1** |
| A 1 paper suggests severe difficulties in reading and writing conventional English. It may disregard the topic's demands, or it may lack any appropriate pattern of structure or development. It may be inappropriately brief. It often has a pervasive pattern of errors in word choice, sentence structure, grammar, and usage. |

Draft Additional Readings/Resources

Example Journals –

Journal of Psychopathology and Behavioral Assessment

Anastasia, A (1985). Interpreting results from multi-score batteries. *Journal of Counseling and Development, 64,* 84-86.

Bersoff, D.N. (1981). Testing and the law. *American Psychologist, 356:* l047~l056.

Cole, N.S. (1981). Bias in testing. *American Psychologist, 36,* 1067-1077.

Fujii, D. (2016). *Conducting a Culturally Informed Neuropsychological Evaluation*. Washington, DC: American Psychological Association. ISBN: 978-1-4338-2294-0

Goldman, L. (1972) Test and counseling: The marriage that failed. *Measurement and evaluation in Guidance 4,* 213-220.

Goodyear, R. K. (1990) Research on the effects of test interpretation: A review. *The Counseling Psychologist, 18,* 240-257.

Green, B.F. (1981) A primer of testing. *American Psychologist, 36,* 1001-1011.

Haney, W. (1981). Validity, vaudeville, and values: A short history of social concerns over standardized testing. *American Psychologist. 36,* 1021 - 1034.

Laing, J. (1988) Self-report: can it be of value as an assessment technique? *Journal of Counseling and Development, 67,* 60-61.

Lovett, B.J. & Lewandowski, L.J. (2015). *Testing Accommodations for Students With Disabilities: Research-Based Practice*. Washington, DC: American Psychological Association. ISBN: 978-1-4338-1797-7

Meehl P.E. (1945). The dynamics of “structured" personality tests. *Journal of Clinical Psychology, 1,* 296-303.

Meehl, P.E. (1957). When shall we use our heads instead of the formula? *Journal of Counseling Psychology, 4,* 268-273.

Mehrens, W.A., & Lehmann, U. (1985). Interpreting test scores to clients: what score should one use? *Journal of Counseling and Development, 63*, 317-20.

Pope, K.S., Butcher, J.N., & Seelen, J. (2006). The MMPI, MMPI–2, and MMPI–A in Court: A Practical Guide for Expert Witnesses and Attorneys, (3rd Ed.). Washington, DC: American Psychological Association. ISBN: 978-1-59147-397-8.

Shertzer, B. & Linden, J. (1979). *Fundamentals of Individual Appraisal* (Appendix E: Test Evaluation Form). New York: Houghton Mifflin.

Thorndike, R.L. (1985). Reliability. *Journal of Counseling and Development, 63,* 528-530.

Tinsley, H.E.A., & Bradley, R.W. (1986). Test interpretation*. Journal of Counseling and Development, 64*, 462-266.

Tyler, L.E. (1984). What tests don’t measure? *Journal of Counseling and Development, 63,* 48-50

VanDenberg, T.F., Schmidt, J.A., & Kiesler, D.J. (1992). Interpersonal assessment in counseling and psychotherapy. *Journal of Counseling and Development. 71,* 84-90.

Syllabus Appendices

## **Voluntary Consent Agreement**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (volunteer participant’s full name) agree to participate in an educational training, which includes the administration of diagnostic interviews and psychological assessment by

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (student’s full name), a graduate student at Tennessee State University enrolled in PSYC 7256, Assessment of Psychopathology.

I am aware that the interview and/or testing will be reported anonymously (without any identifying information being disclosed). This is an educational exercise conducted solely for the purpose of the student being trained and evaluated by Dr. Marie S. Hammond, Ph.D., Licensed Psychologist, HSP, a faculty member at Tennessee State University. No one outside of the PSYC 7256 class will be allowed to observe the test materials and related documents. Questions should be directed to:

Marie S. Hammond, Ph.D.

Tennessee State University

Department of Psychology

Tennessee State University

3500 John A. Merritt Blvd

Nashville, TN 37209

E-mail: 615.963.5191[mhammond1@tnstate.edu](mailto:mhammond1@tnstate.edu)

Office Phone: 570-348-6211 ext. 2367

I have been informed that the assessments conducted do not constitute a valid personality assessment and that feedback will not be provided. I recognize that my participation in this process is entirely voluntary. I have been told that I will receive a copy of this consent form, and Dr. Hammond will keep another copy in a secure, academic file for up to five years after the class has been completed and will then be securely destroyed.

I am also aware that if the process of completing these assessments and/or interview evokes awareness of mental health issues or distress, I may appropriately seek professional assistance through any of the following ways:

* I may call my physician/primary care provider or seek a referral from my insurance provider;
* I may directly and confidentially contact a licensed mental health professional or my regional community mental health center;
* I may contact the campus counseling center; and/or
* I may go directly to a hospital emergency room or telephone emergency services (such as “911”).

Participant Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## **Assessment Battery Report Form**\*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Education Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Age: \_\_\_\_\_\_\_\_\_\_\_ Gender: \_\_\_\_\_\_\_ Race/ethnicity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment date(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Examiner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Report date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Report writer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessment purpose:** X was assigned to complete an assessment of vocational diagnostic and developmental measures as part of Psych 1011 – Career Exploration & Planning. The assessments are designed to provide the professor with diagnostic information to use in structuring activities to facilitate career development. The developmental assessments are to provide feedback to the student to facilitate their career choice and decision-making activities.

**Assessment procedures:** [list assessment titles here, including intake interview]

**Behavioral observations:** [state your observations here]

**Relevant history:** [summarize relevant history here]

**Assessment Results:**

[list scale title here]

Depending upon the nature of the scores reported use one of the example tables below (or, adapt as needed) to report summary statistics.

|  |  |  |  |
| --- | --- | --- | --- |
| Component | T-score | Percentile | Deviation |
| XXX total |  |  |  |
| Subscale score 1 |  |  |  |
| Subscale score 2 |  |  |  |
| Subscale score 3 |  |  |  |

[or]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Component | Mean | SD | Gender percentile | Score |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

[discuss the results more fully, with interpretations here]

[rinse and repeat for each measure separately]

**Summary and Recommendations:**

[This section should identify overall patterns, critical information for diagnostic and treatment planning, as well as treatment recommendations]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name, title, licensure/certification Date

\*Note: Please note that the reporting of assessment score results can be rather formulaic. This does not constitute plagiarism, as this is appropriate professional protocol. However, the Behavioral Observations, Relevant History, and Summary & Recommendations sections should be uniquely your own.

## **Example Report on a Vocational Assessment Battery**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Education Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Age: \_\_\_\_\_\_\_\_\_\_\_ Gender: \_\_\_\_\_\_\_ Race/ethnicity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment date(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Examiner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Report date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Report writer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assessment purpose:** X was assigned to complete an assessment of vocational diagnostic and developmental measures as part of Psych 123 – Career Exploration & Planning. The assessments are designed to provide the professor with diagnostic information to use in structuring activities to facilitate career development. The developmental assessments are to provide feedback to the student to facilitate their career choice and decision-making activities.

**Assessment procedures:** the Intake Scale, My Vocational Situation, Career Thoughts Inventory, Myers-Briggs Type Indicator, Strong Interest Inventory, Career/Life Planning History form, and Skillscan (v.2).

**Behavioral observations:** Assessments were completed as part of the class period. X arrived early and sat quietly in her seat. Attempts to make conversation resulted in minimal responses, with positive affect noted. X appeared quiet, anhedonic, and self-contained. Concentration was high, responding was appropriate, if not brief. X worked quickly, but not carelessly, through the materials. X appears to have responded in a manner that suggests valid results. Testing conditions were appropriate to obtaining valid and reliable results (small desk may have made some assessees feel cramped.)

**Relevant history:** X is an 18 y.o., single, female, Caucasian, freshman at the X University, who is taking the Career Exploration and Planning class in order to help her choose a major. Her extended family is employed in positions in sales, fitness instruction, business owner, janitor, and homemaker. Two divergent occupations within the family are an aunt in an environmental career and her late father, who was a professional motorcycle racer. Her mother is the fitness instructor/janitor, and X is working in a customer service position, having also worked as a receptionist and in sales. These positions have been part-time and began approximately two years ago . X reported her earliest career goal was to be in medicine (age 10), in order to help people and use her interest in science. At age 14 she switched to computers due to family pressure to “make more money.” However, at age 16 she became interested in psychology because she could help people and became curious about “how the mind works.” She is currently enrolled as an English major, even though this was one of her least liked courses in High School, as were trigonometry and pre-calculus. X listed human biology, zoology, & ecology courses as her favorites during the same period. X did not participate in extra-curricular activities during High School, but was involved in church and some volunteer work with elementary school children. Her current career goal is to become a private practice (solo) child and family psychologist, with a base in Christian values. X has spoken with someone in her career of interest, but has engaged in no other career exploration activities prior to beginning this course. Money concerns dominate her fears about choosing a career, in addition to self-doubts about here abilities and interest level. She sees her career choice as something she will have to do for the rest of her life.

**Assessment Results:**

Hope/Intake Scale: X obtained a score on Agency/Goal setting (24) which places her in the middle range. This score suggests that X is moderately optimistic, with fluctuating self-esteem, motivation, and control over her life. She may sometimes doubt her ability to succeed. X’s score of Pathways (28) places her in the top range of scores. This suggests that she enjoys challenges, having effective coping strategies and problem-solving skills. While this suggests that, overall, she knows what she wants and can find ways to reach er goals, the lower score on Agency/Goal setting suggest that her lower self-esteem levels can undercut her confidence in decisions she makes.

My Vocational Situation: X’s score on the Vocational Identity scale (9) falls within one SD of the mean for college students. A review of the items marked “T” suggests that her current uncertainty is due to a lack of knowledge about occupations rather than herself. This is reinforced by her score on Information (0). This score further suggests a moderately stable set of goals, interests, and talents, with some difficulty making decisions, especially under ambiguous circumstances. She reported no barriers to achieving her career goals, which is somewhat at odds with her expressed concerns about money. X lists career interests as child/clinical psychologist, medicine, and religion. All areas for elaboration were left blank.

Career Thoughts Inventory: X responded to all items on the assessment. X obtained scores on the Career Thoughts Inventory suggesting that dysfunctional thoughts are interfering with her career development. Scores at this level suggest that she would benefit from an item level analysis of her dysfunctional thoughts, and cognitive restructuring with rehearsal and practice to effectively change her career related decision making and problem solving abilities.

|  |  |  |  |
| --- | --- | --- | --- |
| Component | T-score | Percentile | Deviation |
| CTI total | 58 | 79 | .8 |
| DMC | 53 | 62 | .31 |
| CA | 65 | 93 | 1.51 |
| EC | 67 | 96 | 1.71 |

X’s score on CTI total suggests that she has lower levels of vocational identity, certainty, and occupational related knowledge; higher levels of indecision, worry about career choice, negative affect, psychological distress, neuroticism, vulnerability, hopelessness, and stress. X’s score on DMC suggests some lack of clarity on the decision making process, that she is feeling overwhelmed, and that negative emotions may be derailing attempts to move forward. X’s scores on CA suggest significant anxiety related to committing to a choice, even though valid choices have been identified. X may be having difficulties letting go of less appropriate choices, may be having difficulties prioritizing her choices, or may be experiencing secondary gain from this stance (not angering her family, who may not see psychology as a high income career field). X’s score on EC reinforces the previous statement, since this component reflects the ability or inability to balance one’s own self-perceptions with those of others’. She may be less separated from significant others, reducing her ability to evaluate and discern the relative value of these perceptions. Overall, X could benefit from additional one-on-one work to strengthen her ability to deal with dysfunctional thoughts that may be interfering with her career planning and decision making.

Summary of diagnostic assessments: X possesses some ideas about her career direction, but appears to have difficulties with dysfunctional thoughts that interfere with her activities in this area. In particular, she may have difficulty sorting through and evaluating others’ and her own perceptions, and may be having difficulty separating the two.

Myers-Briggs Type Indicator (MBTI): X responded to all items on the assessment. X’s responses to the assessment suggest that her preference type is ESFP. Approximately 10% of the U.S. population identifies this preference type as their own, being the fourth most popular preference type among women. X’s scores indicated the least clarity (slight) on the E/I continuum, and the most clarity of preference (clear) on the T/F continuum. Moderate levels of clarity were observed on both the S/N and J/P continua.

Since those with a preference for Introversion tend to internalize blame, X may see herself as less competent and “at fault” for not having worked out her career and other issues. X may benefit from having a clearer “context” for career planning, as well as from clear communication from the therapist about his or her intentions. Silences in session to allow for processing will be beneficial with X, as well as providing concrete examples and alternatives. X is likely to be uncomfortable using her intuition, imagery techniques and such, as her orientation is towards reality based experience and knowledge. This may also be part of her underlying difficulty choosing psychology, especially since she may over- or under-interpret others’ behavior. Values will be important in X’s career choice, so clarification of these will enhance her movement towards a decision, however, her assumption that others already know her values and a tendency to ignore information that conflicts with her values may call for gentle confrontation. She may also benefit from assistance examining the their difficulties with decision making and developing skills in this area.

Strong Interest Inventory (SII) – college edition: X completed all items on the assessment. Her infrequent response rate (4) occurs infrequently (99.5 percentile) but is within the acceptable range for interpretation. Administrative indices indicate some extreme responding, with low percentages of “Indifferent” across all sections. Sections in which larger than normal percentages were found include: School Subjects (54%), Activities (54%), Leisure Activities (59%), and Types of People (65%). These percentages are, respectively, .75 SD, 1.07 SD, 1.53 SD, and 1.42 SD above the mean. This is not adequately explained by scale correlations, which lie in the moderate to moderately high range. Similarly, X has several dislike scales that fall abnormally high. Her Occupations percentage of 70% is 1.22 SD’s above the mean and her Subtotal dislikes of 56% falls 1.29 SD’s above the mean.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Theme | Interest Level | SD | Gender percentile | Score |
| S | Very High | 1.55 above | Top 10% | 67 |
| I | Average | .39 above | Middle 50% | 53 |
| A | Average | .17 below | Middle 50% | 51 |
| C | Little | 1.20 below | Lowest 11% | 38 |
| R | Very Little | 1.40 below | Lowest 10% | 34 |
| E | Very Little | 1.78 below | Lowest 10% | 33 |

On the face of it, this suggests that occupations in the Social are most closely fit X’s interests, with consideration of Investigative and Artistic work settings as a compliment to her career choice. However, only two of her highest ranking Occupational Scales (Child Care Provider, Special Education Teacher) fell within the group of 15 highest rank ordered occupations for the Social GOT, nor does her preferred career (at this time) Psychologist appear within this rank ordering. Highest rank ordered majors for the Social GOT does include social sciences, psychology, and medicine/health services.

| BIS | Interest Level | SD | Gender Percentile | Score |
| --- | --- | --- | --- | --- |
| Religious Activities | Very High | 2.00 above | 100% | 70 |
| Medical Science | Very High | 1.93 above | 91% | 64 |
| Medical Service | Very High | 1.66 above | >91% | 68 |
| Social Service | Very High | 1.5 above | >91% | 67 |
| Teaching | High | 1.08 above | 76-90% | 61 |

X’s top five Basic Interest Scales included all four of the Social BIS’s, and the Medical Science (Investigative BIS). Although her Religious Activities BIS is her highest, none of the occupations in the 15 highest rank ordered occupations for this BIS appeared in her top 10. Only two (Pharmacist & Respiratory Therapist) of the highest ranked occupations in the Medical Science BIS fell in her top 10; 2 (Respiratory Therapist and Radiologic Technologist) for the Medical Services BIS; 4 (Child Care Provider, Social Worker, Special Education Teacher, and Speech Pathologist) for Social Services BIS; and none of her top 10 occupations occurred in the highest ranked occupations for the Teaching BIS. X’s lowest five BIS’s included, from lowest to highest, Merchandising, Agriculture, Athletics, and Computer activities. The scores for these BIS’s all fell approximately 1.5 SD below the mean for women or more. These extremely low interest levels suggest that she avoid occupations that involve a significant amount of activity in these areas.

|  |  |  |  |
| --- | --- | --- | --- |
| Theme | Similar | Mid-range | Dissimilar |
| Social | 11 | 5 | 2 |
| Investigative | 9 | 7 | 7 |
| Artistic | 0 | 9 | 9 |
| Conventional | 1 | 2 | 13 |
| Realistic | 1 | 3 | 9 |
| Enterprising | 0 | 2 | 17 |

Examination of overall patterns of similar interests among the occupational scales indicates that the greatest number of occupations with interest patterns similar to X’s falls in the Social and Investigative area. Psychologist is included in the list of occupations that have interest patterns similar to X’s, although it is not one of the occupations at the highest similarity level. X’s ten most similar occupations include six in the health care field, two dealing with children, rounded out by social worker and college professor. Examined by similarity level, six occupations fell at or above 55: Audiologist, Child Care Provider, RN, Social Worker, Special Education Teacher, and Speech Pathologist. Common denominators among these occupations include: physical health, children & adolescents, and a developmental perspective. No occupations fell between 50 and 55, while 16 occupations fell between 40 and 50: Small Business Owner, Biologist, College Professor, Dietitian, Pharmacist, Physician, Psychologist, Respiratory Therapist, Science Teacher, Elementary School Teacher, High School Counselor, Minister, Occupational Therapist, Physical Therapist, Social Science Teacher, and Paralegal. These occupations support the overall pattern identified earlier of a heavy emphasis on physical health care and work with children and adolescents. This pattern suggests that X would benefit from further exploring these occupations to clarify the setting and type of activities in which she would like to be involved.

| Personal Style Scales | Level | SD | Score |
| --- | --- | --- | --- |
| Work Style | Approx. 70th percentile | .51 above | 58 |
| Learning Environment | 50th percentile | .10 above | 51 |
| Leadership Style | 76th percentile | .89 above | 59 |
| Risk taking/Adventure | Approx. 70th percentile | 1.04 above | 57 |

Three of the four Personal Style Scale scores for X fall within the middle 50% of women, suggesting that she does not have a clear, absolute preference for one style over the other on the continua. For example, her score on the Work Style scale suggests that she enjoys working with people more than approximately 70% of women. Since this is not higher, X might want to try to work or volunteer in a setting that allows experience differing levels of involvement with others in order to better understand her needs in this area. Note that her score on the Learning Environment Scale is similar to that of individuals completing professional degrees, such as medicine, law, etc. X’s risk taking/adventure style scale score falls at approximately the 70th percentile, but is more than one standard deviation above the mean for women. This suggests that she tends to be more willing to experiment, take a chance, or engage in activities in which somewhat more risk is required than other women. While she may not incorporate that into her work, she may become involved in more active/adventurous leisure activities.

Skillscan, version II: The client completed all three sections of the Skillscan Skills assessment and printed off information about her skills and related occupations. A summary of her results follow:

Personal Skill Profile: Core Skill Wheel:

Relationship (5/3) *Relationship* (group facilitation, counseling, supporting, multicultural

Communication (3/3) focus, training/instruction)

Leadership/Management (3/5) *Communication* (speaking/interacting, listening, consulting,

Analytical (2/2) interviewing)

Creative (1/4) *Leadership/Management* (decision-making, initiating, goal- setting,

Physical (0/1) envisioning, leading)

*Analytical* (problem-solving, observing/identifying, evaluation,

developing conceptual models).

Portable Skill Set:

*Relationships* (Counsel/Teach, Core relationship, Support/service)

*Communication* (Instruction, Core Communication, Consultation/Influencing)

*Leadership/Management* (Organizational Management, Leadership/Leadership Potential)

*Creative* (Synthetic/Holistic patterns, Intuition)

The client’s strengths in the areas of Communicating, Relationship-building, Leadership/Management, and Analysis suggest career options involving heavy interpersonal contact, with a goal of facilitating the functioning of the target of her communications. These types of occupations will involve her analytical and creative skills in both problem-solving and creating an acceptable solution. Depending upon the arena in which she would like to use these skills, the client’s skills might be appropriately used in business management, marketing, consulting, counseling/psychotherapy, and/or training/development activities. The client should explore these and related areas in order to scan for interesting career options.

**Summary and Recommendations:**

Diagnostic assessment suggest that X is having difficulty with the career planning process due to lower self-efficacy, the strong influence of others in her life, and dysfunctional thinking about career choice and development. X seems to lack a clear vocational identity as well as occupational knowledge. She appears to have gotten into an approach-avoidance cycle that has increased her negative feelings about herself and the career choice process. This may be exacerbated by X’s interpersonal style, one that prefers to gather all information possible before making a decision, and one in which harmony among important others is a primary value. Interest patterns reflect the poor vocational identity development in the duality of her interests – medicine and “working with people.”

In addition to the classroom skill/knowledge development, one-on-one assistance, using cognitive restructuring, to facilitate X’s processing of affect, beliefs, and cognitions related to herself, careers, and her vocational identity may facilitate her development of self-efficacy adequate to support her career exploration efforts. Additional attention to developing her issues of circumscription of career options and identity development should also have a facilitative effect. In working with X, greater effectiveness should be noted if reality-based techniques are used, gentle confrontations, along with silences for processing of information. X’s likely difficulties understanding others’ behavior may impede her own growth and development, as well as sway her career choice. Assistance in this area may increase her functioning and facilitate an appropriate career choice.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name, title, licensure/certification Date