

**PSY 603: Psychological Assessment**  
**University of Hawaii at Hilo**  
**4 Credits**

**Course Overview:** This graduate seminar is a required course for the Master of Arts in Counseling Psychology and fulfills the Tests and Measurements course requirement for Licensed Mental Health Counselors in the State of Hawaii.

This course is an introduction to the theory and practice of psychological assessment and will cover the theoretical and historical bases for assessment techniques, assessment methods, including analysis of various types of tests in order to select, administer, interpret, and use assessment and evaluation instruments and techniques in counseling. This course will provide an introduction to some of the most widely used psychological assessment instruments. This course is not a substitute for the extensive supervised experience and training that would be required to use such instruments independently. This course combines lecture and seminar with skills learning in which students learn to administer and score assessments and write psychological assessment reports.

The course will require a deep understanding of research methods, multivariate statistics, and professional ethics. Thus, students are expected to have a sufficient academic background, including graduate courses in Applied Multivariate Statistics, Research Methodology, and Professional Ethics and Legal Issues.

**Student Learning Outcomes:**

1. Define basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations.
2. Describe statistical concepts (e.g., scales of measurement, central tendency, shapes and types of distributions) and measurement concepts such as reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) and validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).
3. Demonstrate the ability to appropriately select, administer, score, and interpret instruments.
4. Demonstrate the ability to complete accurate and comprehensive psychological reports based on assessments using diagnostic interviewing and objective testing.
5. Understand and abide by codes of professional ethics and standards of practice for psychological assessment, with a specific focus on the ACA and APA ethics codes.
6. Summarize social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.

**Required Text:** Neukrug, E. S., & Fawcett, R. C. (2015). *The essentials of testing and assessment: A practical guide to counselors, social workers, and psychologists – 3<sup>rd</sup> Edition*. Cengage Learning. We will be using the e-text version plus MindTap (ISBN-10: 0-357-04058-9). MindTap is required because there are graded assignments embedded in the text that will be counted toward your course grade. These materials are available to you with Cengage Unlimited. If you do not have Cengage Unlimited, you will be given an option to purchase the materials after you register.

To access your course materials, log in to Lualima and navigate to our course page. When you are in our course, click on Cengage MindTap. When prompted, create or log in with your Cengage account and follow the prompts to complete the registration process. If you experience any problems, please click on [Cengage Support](#). You can also click on [Techcheck](#) to see if there are any recently reported problems with MindTap.

Additional required readings as indicated below and available on Lualima or online.

**Course Structure & Expectations:** Although some class time will include lectures, most class time will be devoted to class discussions, hands-on practice with testing materials, and student presentations. As such, it will be your responsibility to

read the assigned material prior to each class session so that you may fully participate in class activities. Punctual class attendance and active participation are essential components to this course. You will be expected to arrive on-time and be ready to actively engage in exchange of ideas and experience related to the course material.

**Course Assignments:** Course assignments will include actively participating in class discussions and practice with testing materials, reading assigned material and completing in-chapter review exercises, completing assessment reports, and completing one assessment presentation.

**Class Attendance & Participation:** Class attendance and active participation are essential components to this course. You will receive attendance and participation credit if you engage in lectures, discussion, and pay attention during class activities or when your classmates are presenting. You will be awarded 10 points per class you attend and actively participate (up to 150 points). If you do not engage in lectures and discussion or are not paying attention, you will not earn attendance credit for that class period. If you are late to class, you will not earn full participation credit for that class period. If there is an unexpected emergency (e.g., car accident, death in the family, etc.) that prevents you from attending class, you must notify me immediately and you must provide documentation of the emergency.

**MindTap Exercises:** Embedded within your e-text are quizzes designed to help you learn course material. Research shows that testing yourself is one of the best ways to learn new material. Quizzes for each chapter will be due at **11:59pm** on the date reflected below in the course schedule. At the end of the semester I will take your total points earned and will convert that into a percentage. For example, if you earn 800 out of 1,000 points in MindTap, your percentage is 80%. I will take this percentage and apply it to the 150 points for your final grade ( $150 \times .80 = 120$  points).

**Assessments and Reports:** As a way to learn more about three different types of assessment instruments and to gain experience interpreting assessment results and presenting this interpretation in a written format, you will complete three different assessments and reports. For all three reports, you must complete a draft, which you will then revise based on my feedback and submit a final report by the deadlines noted below. ***I will not accept late draft assignments (and you will lose all draft assignment points) as I must have adequate time to read and provide feedback on reports so that you have adequate time to revise the reports by the final deadline.*** Late final reports will only be accepted under the most unusual circumstances, documentation must be provided, and you will not receive full credit for the assignment. Please turn in your reports as an attachment and copy/paste in Lulima assignment section. Please use Word so that I can use the Track Changes function to provide you with in-text feedback. For the final version, please keep track changes on so that I can see how you revised the text. You can view a “clean” version of the report by selecting “Simple Markup” or “No Markup” under the Tracking section under Review in Word.

**Intelligence Assessment:** The first assessment will be in-class practice of the WAIS IV (Wechsler Adult Intelligence Scale-Fourth Edition). You will learn and practice how to administer, score, and interpret the WAIS IV in a small group setting in class. By the end of the class, in pairs or groups of three, you will submit a written report of the test outcome.

**Personality Assessment:** The second assessment will be a self-assessment of personality using the NEO-PI (a non-pathological measure of personality). You will administer the measure (to yourself), score the measure, and interpret the results. You will then complete a single-spaced one-page report detailing the results of the assessment. This will be an individual assignment.

**Diagnostic Assessment:** The third assessment will be a clinical diagnostic assessment with a classmate. You will pair up with a classmate – one will play the role of the “client” and one will play the role of the “clinician.” You will have an opportunity to play both the client and the clinician. I will supply the client with background information, symptoms, and a diagnosis that the client will act out during his/her interview with the clinician. **The client should not reveal the diagnosis to the clinician.** The clinician will be supplied with the age of the client and the reason for referral before the start of the interview. You will conduct a semi-structured diagnostic interview with your client; administer objective and informal measures based on the age of the client and the

referral question; score and interpret the measures; and write a four-page single-spaced integrated diagnostic report with treatment recommendations. This assignment includes a required peer-review from a classmate who was not acting as the client (i.e., classmate from another group).

**Presentation:** You will present an assessment technique to the class. This may be a formal psychological instrument or an informal technique. If you choose to present on an informal technique, it should be one for which empirical research information is available. Please obtain approval from me on your presentation topic prior to doing extensive work on your presentation. The presentation should address in detail the four factors discussed in Chapter 5 of your text: reliability, validity, cross-cultural fairness, and practicality. Discuss empirical research on the technique. Discuss the purpose of the technique and how to use and interpret it. Discuss limitations. What types of clients and issues is the technique suitable for? What are its limitations? If feasible, demonstrate the technique. The purpose of these presentations is two-fold—to give you an opportunity to practice teaching and presenting information to your colleagues and to give the class the opportunity to learn something interesting. The presentation should take approximately 30 minutes.

**Evaluation and Grading:** Your grade will be determined based on the following:

Assignment	Points
Attendance and Participation	150
MindTap Chapter Quizzes	150
Draft Group Intelligence Report	25
Final Group Intelligence Report	100
Draft Personality Assessment Report	25
Final Personality Assessment Report	100
Peer Review Diagnostic Assessment Report	50
Draft Diagnostic Assessment Report	50
Final Diagnostic Assessment Report	200
Presentation	150

Grade	A	A-	B+	B	B-	C	D	F
Points	950-1000	900-949	870-899	830-869	800-829	700-799	600-699	<600

**Promoting an Effective Learning Environment:** To promote an effective teaching and learning environment for you, your classmates, and your instructor, please (a) turn off cell-phones unless you have a very good reason for leaving them on, (b) do not surf the Internet, send text messages, or check your email/social media during class, and (c) do not carry on private conversations with classmates during lectures or group discussions.

In addition, out of respect for your other classmates and your instructor, please arrive to class on-time. If you are unable to attend class for a documented emergency (e.g., hospital visit), please notify me as soon as possible and provide documentation upon return to class. There will be no make-up presentations for unexcused absences. Students having more than one unexcused absence will be dropped from the course and will receive either a W or an F for the course.

**Academic Integrity:** Students are strongly encouraged to familiarize themselves with the Student Code of Conduct for UH Hilo, which can be found at [http://www.uhh.hawaii.edu/studentaffairs/conduct/student\\_conduct.php](http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php). I expect you to behave with integrity and hold both yourself and your peers to the highest standards of ethical behavior. Academic dishonesty encompasses, but is not limited to: (1) plagiarism (i.e., copying another individual's words or ideas without appropriately citing the source); (2) turning in assignments that someone else has completed; (3) referring to notes or other written/electronic materials, collaborating with others, copying someone else's work, or providing answers to others in any fashion during an examination. Should I have reason to suspect that academic dishonesty has

occurred; I will conduct a thorough investigation and/or may refer the matter to the Dean's Office for investigation. Possible sanctions should you be found responsible for academic dishonesty could include a failing grade for the course, suspension or even expulsion from the Counseling Psychology Program and/or University. Such consequences could negatively affect your candidacy for graduate/professional programs and future jobs.

**Professional Conduct:** At my discretion and the discretion of the Director of the Counseling Psychology Program, a student who commits one or more serious professional or ethical mistakes, omissions, or violations may be removed from the course and may receive a W or F for the course. In addition, depending on the seriousness of the mistake, omission, or violation, the student may also face expulsion from the Counseling Psychology Program.

**Support for Students:** Please click on this link to download a document describing additional supports available to UHH students: <http://go.hawaii.edu/zAf>

**Course Schedule (includes two weekend meetings):**

Week	Topic	Readings	Assignment
1	Introduction: Overview & History	MindTap Ch. 1	MindTap Ch. 1: Due 1/17
2	Ethics, Legal & Professional Issues Cross-Cultural Fairness & Sensitivity	MindTap Ch. 2 <a href="#">Culturally Responsive Evaluation (Center for Substance Abuse Treatment; steps 1-6)</a>	MindTap Ch. 2
3	Test Worthiness: Validity, Reliability, Practicality	MindTap Ch. 5	MindTap Ch. 5
4	Statistical Concepts: Central Tendency & Normative Comparisons	MindTap Ch. 6 & 7	MindTap Ch. 6 MindTap Ch. 7
5	Objective Personality Assessment • NEO-PI-R administration	MindTap Ch. 11 (11.1-11.3) McCrae & Costa (2010) pp. 1-7; 13-29	
6	Projective Assessment: Controversial & Questionable Approaches • Distribute WAIS kits	MindTap Ch. 11 (11.4-11.7) Hunsley et al. (2003) Norcross et al. (2006)	Draft NEO-PI-R Report MindTap Ch. 11
7	Intelligence Testing • WAIS-IV administration	MindTap Ch. 9 WAIS-IV Administration & Scoring Manual (Guidelines, Intro, Subtests) Lichtenberger & Kaufmann (2009) – Chapter 2 (pp. 41-69; 69-81 optional)	MindTap Ch. 9
8	Intelligence Testing Continued • WAIS-IV scoring & interpretation	Lichtenberger & Kaufmann (2009) – Chapters 3 (pp. 85-103) & 5 (pp. 146-153; 167-168; 172-180) Steps 1, 2, 5, 7, 8	Final NEO-PI-R Report
9	Informal Assessment Routine Outcome Monitoring	MindTap Ch. 12 Miltenberger Ch. 2 Gondek et al. (2016)	Draft WAIS Report MindTap Ch. 12
10	Suicide Risk Assessment	Brodsky et al. (2018) <a href="#">C-SSRS Training Module</a>	
11	Clinical Diagnostic Interviewing • Begin SCID interview	MindTap Ch. 3 & 4 (4.1-4.5) Summerfeldt et al. (2010)	Final WAIS Report MindTap Ch. 3
12	Clinical Diagnostic Interviewing • SCID interviewing	First et al. (2016) SCID-CV DSM-5 User's Guide pp. 1-24	
13	Clinical Diagnostic Interviewing and Writing Integrated Reports • Administer additional measures	MindTap Ch. 4 (4.6-4.8) DeLamatre & Schuerger (2000) pp. 15-33	MindTap Ch. 4
14	Writing Integrated Reports Case Conceptualization	Mumma et al. (2018)	Draft Diagnostic Report
15	Assessment of Trauma and PTSD	Keane et al. (2007) Weathers, Blake et al. (2013) Weathers, Litz et al. (2013)	
16	Child Assessment	Mash & Hunsley (2009)	Peer Review
17	Student Presentations	None	
18	Student Presentations	None	Final Diagnostic Report

**Additional Readings (Available on Laulima):**

- Brodsky, B. S., Spruch-Feiner, A., & Stanley, B. (2018). The zero suicide model: applying evidence-based suicide prevention practices to clinical care. *Frontiers in psychiatry, 9*, 33.
- Center for Substance Abuse Treatment (US). Improving Cultural Competence. Rockville (MD): Substance Abuse and Mental Health Services Administration (US); 2014. (Treatment Improvement Protocol (TIP) Series, No. 59.) 3, Culturally Responsive Evaluation and Treatment Planning. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK248423/>
- Columbia-Suicide Severity Rating Scale (C-SSRS) Online Interactive Training Module  
[http://zerosuicide.edc.org/sites/zerosuicide.actionallianceforsuicideprevention.org/files/cssrs\\_web/course.htm](http://zerosuicide.edc.org/sites/zerosuicide.actionallianceforsuicideprevention.org/files/cssrs_web/course.htm)
- DeLamatre, J. E., & Schuerger, J. M. (2000). The MMPI-2 in counseling practice. In C. E. Watkins Jr., & V. L. Campbell (Eds.), *Testing and assessment in counseling practice - 2nd ed.* (pp. 15-44). Mahwah, NJ: Lawrence Erlbaum.
- Gondek, D., Edbrooke-Childs, J., Fink, E., Deighton, J., & Wolpert, M. (2016). Feedback from outcome measures and treatment effectiveness, treatment efficiency, and collaborative practice: A systematic review. *Administration and Policy in Mental Health and Mental Health Services Research, 43*(3), 325-343.
- First, M.B., Williams, J.B.W., Karg, R.S., & Spitzer, R.L. (2016) *User's Guide for the Structured Clinical Interview for DSM-5 Disorders, Clinical Version (SCID-5-CV)*. Arlington, VA, American Psychiatric Association
- Hunsley, J., Lee, C. M., & Wood, J. M. (2003). Controversial and questionable assessment techniques. In S. O. Lilienfeld, S. J. Lynn, & J. M. Lohr (Eds.), *Science and pseudoscience in clinical psychology* (pp. 39-76). New York: Guilford Press.
- Keane, T. M., Brief, D. J., Pratt, E. M., & Miller, M. W. (2007). Assessment of PTSD and Its Comorbidities in adults. In Friedman, M. J., Keane, T. M. & Resick, P. A. (Eds.), *Handbook of PTSD: Science and Practice* (pp. 279-305). New York: The Guilford Press.
- Lichtenberger, E. O., & Kaufman, A. S. (2009). *Essentials of WAIS-IV Assessment* (pp. 1-207). Hoboken, NJ: John Wiley & Sons.
- Mash, E. J., & Hunsley, J. (2009). Assessment of child and family disturbance: A developmental-systems approach. In E. J. Mash & R. A. Barkely (Eds.), *Assessment of Childhood Disorders – 4<sup>th</sup> Edition* (pp. 3-50). New York: Guilford Press.
- McCrae, R. R., & Costa, P. T., Jr., (2010). NEO Inventories: Professional manual. Lutz, FL: Psychological Assessment Resources, Inc.
- Miltenberger, R. G. (2016). *Behavior modification: Principles and procedures* (pp. 19-42). Cengage Learning.
- Mumma, G. H., Marshall, A. J., & Mauer, C. (2018). Person-specific validation and testing of functional relations in cognitive-behavioural case formulation: Guidelines and options. *Clinical psychology & psychotherapy, 25*(5), 672-691.
- Norcross, J. C., Koocher, G. P., & Garofalo, G. P. (2006). Discredited psychological treatments and tests: A Delphi poll. *Professional Psychology: Research and Practice, 37*, 515–522. doi:10.1037/0735-7028.37.5.515.
- Summerfeldt, L. J., Kloosterman, P. H., & Antony, M. M. (2010). Structured and Semistructured Interviews. In M. M. Antony & D. H. Barlow (Eds.), *Handbook of Assessment and Treatment Planning for Psychological Disorders - 2nd Edition* (pp. 95-137). New York: Guilford Press.
- Weathers, F.W., Blake, D.D., Schnurr, P.P., Kaloupek, D.G., Marx, B.P., & Keane, T.M. (2013). *The Clinician-Administered PTSD Scale for DSM-5 (CAPS-5)*. [Assessment] Available from [www.ptsd.va.gov](http://www.ptsd.va.gov).
- Weathers, F. W., Litz, B. T., Keane, T. M., Palmieri, P. A., Marx, B. P., & Schnurr, P. P. (2013). *The PTSD Checklist for DSM-5 (PCL-5) – Standard* [Measurement instrument]. Available from <https://www.ptsd.va.gov/>
- Wechsler, D. (2008). *The Wechsler Adult Intelligence Scale-IV: Administration and Scoring Manual* (read pp. 1-19 & 21-62; administration pp. 63-204). San Antonio, TX: PsychCorp, Pearson.