



## Syllabus

### **Clinical Mental Health Assessment; Fall 2023**

#### **Course Information:**

PSYC 5368.002 (Tuesday 9:30 – 12:15 pm in-person)

Classroom: BEP 213

**Course Instructor:** Bradley Green, Ph.D. Professor of Psychology

Licensed Clinical Psychologist (Texas, Mississippi)

Office: BEP 252

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Office Hours: Tuesday 12:15-3:15pm or by appointment

**Course Description:** The course covers various methods of clinical mental health assessment including: structured and unstructured interviews (e.g., SCID-V), brief mental status assessment (e.g., MMSE; MOCA), focused or narrow-band measures of specific forms of psychopathology (e.g., BDI II; DASS), and broadband surveys covering multiple forms of psychopathology (MMPI-2-RF; MMPI-3; PAI). There will also be coverage of test interpretation and report writing. The course will begin with a brief overview of mental health assessment history and a short course on test psychometrics necessary to apply clinical instruments competently. The largest portion of the course will be devoted to interpretation of the MMPI-3, as well as changes reflected in the MMPI-3, as the MMPI family are the tests students are most likely to encounter in real-world practice. There will be a brief review of the MMPI-2, but students wanting extensive information of that measure are encouraged to purchase and study the 5<sup>th</sup> Edition of John R. Graham's (2011) book "MMPI-2: Assessing Personality and Psychopathology," as it is the most widely used text on that instrument. Dr. Leslie C. Morey's Personality Assessment Inventory (PAI) will also be covered briefly, but time constraints will not allow in-depth coverage of that instrument. For further information on the PAI refer to the "PAI Professional Manual, 2<sup>nd</sup> Ed." Available from PAR, Inc.

#### **Required Texts:**

Ben-Porath, Y.S., & Tellegen, A. (2020). MMPI-3: Manual for Administration, Scoring, and Interpretation. NCS Pearson: Bloomington, MN. (Borrow from department)

Wright, A.J. (2020). Conducting Psychological Assessment: A Practitioner's Guide, 2<sup>nd</sup> Ed. Wiley: Hoboken, NJ. (Available free from library; linked on CANVAS)

Selected articles and chapters posted on Canvas class page

*Note.* A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Course Evaluation: YOU ARE NOT ALLOWED TO USE ANY FORM OF AI ON ANY ASSIGNMENT IN THIS COURSE. ANY USE OF AI WILL RESULT IN A SCORE OF 0 (ZERO) ON THE ASSIGNMENT.**

Course evaluation is based on performance of:

- 1) 10% of Grade: Psychometrics Take-Home Quiz
- 2) 20% of Grade: Semi-Structured Interview Report
- 3) 10% of Grade: Mini Mental Status Exam Scoring and Report
- 4) 10% of Grade: MMPI-3 Take-Home Quiz
- 5) 10% of Grade: MMPI-3 Interpretive Exercise 1
- 6) 10% of Grade: MMPI-3 Interpretive Exercise 2
- 7) 30% of Grade: Full Integrated Intake Report

**Psychometrics Take-Home Quiz** – After the lectures on basic psychometric concepts students will complete a take-home quiz over the information covered. **Students must work alone**, and can use course lecture slides and any notes they take during class.

**Semi-Structured Interview Report** – A mock interview between a mock patient and therapist will be presented in class. Students will take notes during the interview. Then students will use their notes to complete a semi-structured report using a template provided. **Students CAN collaborate with each other on this assignment and I encourage that.** Everyone must turn in their own final report, however. After initial grading students will have the opportunity to correct the report based on grading feedback.

**Mini Mental Status Exam Scoring and Report** – Administration of the Mini Mental Status Exam (MMSE) will be demonstrated in class. Students will recruit a volunteer to whom they will administer the MMSE. They will score the MMSE and write a brief report of the administration using a report template provided. **Students must work alone**, and can use course lecture slides and any notes they take during class.

**MMPI-3 Take-Home Quiz** – After the lectures on MMPI-3 Scales are completed students will complete a take-home quiz over the MMPI-3. **Students must work alone**, and can use course lecture slides and any notes they take during class.

**MMPI-3 Interpretive Exercise 1 & MMPI-3 Interpretive Exercise 2:** For each MMPI-3 interpretive exercise students will receive a deidentified MMPI-3 Score Report. The students will use the score report to complete an interpretation of the test using the MMPI-3 Manual for Administration, Scoring, and Interpretation and an interpretation guide template that will be provided. **Students must work alone**, and can use course lecture slides and any notes they take during class. After initial grading students will have the opportunity to correct the report based on grading feedback.

**Full Integrated Intake Report** - A mock interview between a mock patient and therapist will be presented in class. Students will take notes during the interview. Then students will use their notes to complete a semi-structured report using a template provided. Students will also include the interpretation of an MMPI-3 and other assessment data into the report (MMSE and DASS), thus resulting in a Full Integrated Report. **Students must work alone**, and can use course lecture slides and any notes they take during class. After initial grading students will have the opportunity to correct the report based on grading feedback.

**It is expected that you attend class, read the assigned chapters and articles in advance, and participate in class discussions.**

### Late Assignments and Tests:

Late assignments and tests/exams lose 10% per day, so don't be late. You will get all tests and assignments well enough in advance that there will be (almost) no acceptable excuses.

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### Official Course Grading Scale:

A = 90 - 100  
B = 80 - 89  
C = 70 - 79  
D = 60 - 69  
F = Below 59

Final Averages with .5 of a point or higher will be rounded to the next higher grade point. For example, a final average of 79.5 would be rounded to a grade of 80. However, a grade of 79.4 would remain a grade of 79. Final grades are not open to negotiation or extra points for other assignments. Changes will be made only if a clerical error is found.

### Tentative Class Schedule\*

<u>Date</u>	<u>Topic, Activities, Assignments</u>
Aug 27/Week 1	Overview of Personality Assessment; Brief course on Psychometrics
Sept 3/Week2	Brief course on Psychometrics (cont.); <b>Take-Home Psychometrics Quiz</b>
Sept 10/Week3	Structured and Semi-structured interviews, SCID-V; <b>Mock interview/Semi-Structured Interview Report-</b> <i>During the Mock Interview you will take notes using the Semi-Structured Interview Template. You will use your notes to write a final draft report like you would submit professionally.</i> <b>Psychometrics Quiz Due</b>
Sept 17/Week 4	MMSE, SCL-90, Narrow-band Measures; <b>Mock Interview / MMSE Volunteer Report-</b> <i>You will obtain a volunteer and administer the MMSE, then write a report using the template provided.</i>
<b>Sept 24/Week 5</b>	MMPI-3 Brief History; Overview; Validity Scales <b>Semi-structured Report Due</b>
<b>Oct 1/Week6</b>	MMPI-3 Higher Order & RC <b>MMSE Volunteer Exercise Report Due</b>
<b>Oct 8/Week 7</b>	MMPI-3 Special Problem & PSY-5 Scales <b>MMPI-3 Take-Home Quiz</b> <b>Semi-structured Report Corrections Due</b>
<b>Oct 15/Week 8</b>	MMPI-3 Interpretive Report/Example Cases <b>MMPI-3 Take-Home Quiz Due</b> <b>MMSE Corrections Due</b>

<b>Oct 22/Week 9</b>	Elements of Integrated Report Writing <b>MMPI-3 Interpretation 1 Due</b>
Oct 29/Week 10	Integrated Report Writing (cont.); <b>Mock interview-Full Integrated Report</b> <i>During the Mock Interview you will take notes using the Semi-Structured Interview Template. You will use your notes and an MMPI-3 Interpretive Report for the mock patient to write a final draft of a full integrated report like you would submit professionally.</i>
<b>Nov 5/Week 11</b>	Overview of PAI <b>MMPI-3 Interpretation 2 Due / MMPI-3 Interp. 1 Corrections Due</b>
Nov 12/Week 12	Overview of MCMI-IV; <b>Mock interview</b>
<b>Nov 19/Week 13</b>	Personality Measures <b>Integrated Report Due / MMPI-3 Interp. 2 Corrections Due</b>
Nov 26	Thanksgiving Holiday
<b>Dec3/Week 14</b>	Last Class; Overview of Projective Tests <b>Integrated Report Corrections due</b>
<b>Dec 10/Week 15</b>	<b>Final Exam</b>

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\* Instructor may alter schedule as needed.

## Weekly Readings (posted on Canvas)

<b>Week 1:</b>	<b>APA Ethics Code (Assessment)</b> <b>Meehl, P.E. (1973) What Can the Clinician Do Well?</b>
<b>Week 2:</b>	<b>Garb, H.N. (1998) Clinical Judgment</b> <b>Garb, H.N. &amp; Boyle, P.A. (2014) Understanding Why Some Clinicians Use Pseudoscientific Methods.</b> <b>Wright book pgs. 1-56.</b>
<b>Week 3:</b>	<b>Original MMSE with instructions.</b> <b>Mental Health Assessment Tools pgs. 11-16, 67-74, 91-103, 131-142</b>
<b>Week 4:</b>	<b>MMPI-3 Manual pgs. 1-26.</b> <b>Wright book pgs. 57-64.</b>
<b>Week 5:</b>	<b>MMPI-3 Manual pgs. 27-39.</b>
<b>Week 6:</b>	<b>MMPI-3 Manual pgs. 39-51.</b>
<b>Week 7:</b>	<b>MMPI-3 Manual pgs. 51-71.</b>
<b>Week 8:</b>	<b>MMPI-3 Manual pgs. 72-100.</b>
<b>Week 9:</b>	<b>Wright book pgs. 65-132.</b>
<b>Week 10:</b>	<b>Canada VA Psychological Assessment Report Guidelines</b> <b>Wright book pgs. 147-228.</b>
<b>Week 11:</b>	<b>No Readings</b>

**Week 12:** Wright book pgs. 229-301.

**Week 13:** Lilienfeld, S.O., Woods, J.M., & Garb, H.N. (2000) *The Scientific Status of Projective Techniques*.  
Woods, J.M., Nezworski, M.T., & Garb, H.N. (2003) *What's Right with the Rorschach?*  
Norcross, J.C., Koocher, G.P., & Garofalo, A. (2006) *Discredited Psychological Treatments and Tests: A Delphi Poll*.

**Week 14:** No Readings

### **University Policies: Excused Absences, Academic Dishonesty, Grade Forgiveness, and Accommodations for Disabilities**

#### **Grade Replacement/Forgiveness**

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

#### **Disability Services**

If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Center located in the University Center. The telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>.

#### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

#### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

#### **Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

#### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;

- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

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### **CEP Mission**

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

### **CEP Vision**

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.