

Syllabus

Course Information:

Clinical Mental Health Assessment; Fall 2021

PSYC 5368.001 (Tuesday 9:30 – 12:15 pm in person)

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

Licensed Clinical Psychologist (Texas, Mississippi)

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

Information for Classrooms and Laboratories: Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff. Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

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-2-RF, as well as changes reflected in the MMPI-3, as these 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 5th 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, 2nd Ed." Available from PAR, Inc.

Required Text:

Ben-Porath, Y.S. (2012). Interpreting the MMPI-2-RF. University of Minnesota Press: Minneapolis.

(available on Amazon.com)

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.

Recommended Text:

Wright, A.J. (2020). *Conducting Psychological Assessment: A Practitioner's Guide*, 2nd Ed. Wiley: Hoboken, NJ.

(available on Amazon.com)

Course Evaluation:

Course evaluation is based on performance of an MMSE and written results, Performance of a semi-structures interview and written results, performance in interpretation of two MMPI-2-RF protocols, and completion of two integrative reports combining psychosocial case interview information, MMSE results, MMPI-2-RF results, and results from various narrow-band measures.

The MMSE exercise and report will count for 10% of the final grade in the course. The semi-structured interview and report will count for 10% of the final grade. The MMPI-2-RF interpretations will each count for 15% of the final grade. The two integrative reports will each count for 25% of the final grade. **It is expected that you attend class, read the assigned 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.

Official Course Grading Scale:

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

Final Averages of over .5 of a point 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.

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.

College of Education and Psychology Mission Statement:

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Vision:

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Tentative Class Schedule

<u>Date</u>	<u>Topic</u>
Aug 24/Week 1	History of Assessment; Brief course on Psychometrics
Aug 31/Week2	Structured and Semi-structured interviews
Sept 7/Week3	MMSE, SCL-90, Narrow-band Measures
Sept 14/Week 4	MMPI-2 Brief History/MMSE Exercise Report Due
Sept 21/Week 5	MMPI-2-RF/MMPI-3 Overview; MMPI-2-RF/MMPI-3 RC Scales
Sept 28/Week6	MMPI-2-RF/MMPI-3 Higher Order and Special Problems/Semi-structured Report Due
Oct 5/Week 7	MMPI-2-RF/MMPI-3 PSY-5 Scales and Validity Scales
Oct 12/Week 8	MMPI-2-RF/MMPI-3 Example Cases
Oct 19/Week 9	READING DAY (you will need this reading day)
Oct 26/Week 10	Elements of Integrated Report Writing
Nov 2/Week 11	Overview of PAI/MMPI-2-RF Interpretation 1 Due
Nov 9/Week 12	Overview of MCMI-IV
Nov 16/Week 13	Normal and Abnormal Personality Measures/MMPI-2-RF Interpretation 2 Due
Nov 23	Thanksgiving Holiday
Nov 30/Week 14	Overview of Projectives/Integrated Report 1 Due

*** Instructor may alter schedule as needed.**

Weekly Readings (posted on Canvas)

- Week 1:** **APA Ethics Code (Section 9: Assessment)**
Meehl, P.E. (1973) What Can the Clinician Do Well?
- Week 2:** **Garb, H.N. (1998) Clinical Judgment**
Garb, H.N. & Boyle, P.A. (2014) Understanding Why Some Clinicians Use Pseudoscientific Methods.
- Week 3:** **Original MMSE with instructions.**
Mental Health Assessment Tools pgs. 11-16, 67-74, 91-103, 131-142
- Week 4:** **Ben-Porath book pgs. 1-38.**
- Week 5:** **Ben-Porath book pgs. 39-96.**
- Week 6:** **Ben-Porath book pgs. 97-174.**
- Week 7:** **Ben-Porath book pgs. 175-251.**
- Week 8:** **Ben-Porath book pgs. 175-240.**
- Week 9:** **Ben-Porath book pgs. 241-354.**
- Week 10:** **Canada VA Psychological Assessment Report Guidelines**
- Week 11:** **Ben-Porath book pgs. 355-400, 424-471.**
- Week 12:**
- Week 13:**
- Week 14:** **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.