

Syllabus

Course Information:

Clinical Mental Health Assessment

Psyc 5368.560

Long Summer Session 2018

Monday 1 - 3:30pm

Room: HPR 135

Instructor: Dennis R. Combs, Ph.D.

Professor of Psychology

Licensed Psychologist (Texas, Clinical)

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Course Description: An examination of personality assessment instruments that are employed in a variety of settings: Administration, scoring, interpretation, and psychological report writing for selected personality instruments will be covered.

*****It is expected that each student has basic knowledge of psychometrics prior to taking this class. A class in test and measurements would be helpful as we proceed through the material. If you feel you need a refresher on psychometrics, I have provided some additional readings. This is a clinical training class meant to prepare students for clinical assessment practice.*****

Required Texts:

1) Graham, J. R. (2012). *MMPI-2: Assessing personality and psychopathology* (5th Edition). New York: Oxford University Press.

2) Selected Weekly Readings

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.

CACREP Learning Outcomes: studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

Knowledge:

1) Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans (III.G.1).

2) Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments (III.G.2).

3) Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified (III.G.3).

4) Identifies standard screening and assessment instruments for substance use disorders and process addictions (III.G.4).

Skills and Practices:

- 1) Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols (III.H.1).
- 2) Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (III.H.2).
- 3) Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders (III.H.3).

Course Evaluation:

Grading will consist of a mid-term examination, exam over the MMPI-2, and a final psychological assessment report. The mid-term and MMP-2 examinations will count 60% of your grade (30% each) and the final assessment report will count 40%.

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 Ida MacDonald in 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, Room 282. 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 Schedule of Topics*

<u>Date</u>	<u>Topic</u>
5/21	Introduction to Personality Assessment/Assessment Ethics
5/28	No Class Memorial Day Holiday
6/4	Psychological Report Writing (tegrity)
6/11	Clinical Interviewing/Mental Status Examination
6/18	Structured Diagnostic Interviews (SCID-I and SCID-II) (tegrity)
6/25	Projective Assessment Methods
7/2	Mid-Term Examination
7/9	No Class
7/16	MMPI-2/Introduction/Validity (Tegrity)
7/23	MMPI-2/Clinical Scales/Code Types
7/30	MMPI-2/Content/Supplementary
8/6	MMPI-2 Quiz and Report Turn in Date

* The professor has the right to alter the schedule as needed.

Assigned Weekly Readings

Introduction to Personality Assessment:

No required readings for this week

Optional/Recommended Readings for Update on Psychometrics if needed:

- Crocker, L., & Algina, J. (1986). Procedures for estimating reliability. In *Introduction to Classical and Modern Test Theory* (Chapter 7). New York: Harcourt, Brace, & Jovanovich.
- Crocker, L., & Algina, J. (1986). Introduction to validity. In *Introduction to Classical and Modern Test Theory* (Chapter 10). New York: Harcourt, Brace, & Jovanovich.
- Crocker, L., & Algina, J. (1986). Norms and standard scores. In *Introduction to Classical and Modern Test Theory* (Chapter 19). New York: Harcourt, Brace, & Jovanovich.

Psychological Report Writing:

G. Groth-Marnat (1997). The psychological report. In *Handbook of Psychological Assessment (3rd Edition)*, pp 619-670.

Harvey, V.V. (1997). Improving readability of psychological reports. *Professional Psychology: Research and Practice*, 28, 271-274.

Clinical Interviewing/Mental Status Examination:

Trull, T. (2007). The assessment interview. In *Clinical Psychology (7th Edition)*. New York: Wadsworth Press. (Chapter 6).

Lezak, M. (2004). Mini-mental status examination. In *Neuropsychological Assessment (4th Edition)*. New York: Oxford Press (pp. 706-710).

Structured Clinical Interviews/SCID:

Summerfeldt, L.J., & Antony, M.M. (2002). Structured and semi-structured diagnostic interviews. In M. Antony & D. Barlow (Eds.), *Handbook of Assessment and Treatment Planning for Psychological Disorders* (pp. 3-37). New York: Guilford Press.

SCID-Clinician Version (SCID-CV); do not print out, Dr. Combs will bring to class.

SCID-II Personality Disorders Questionnaire; do not print out, Dr. Combs will bring to class.

MMPI-2/Introduction/Validity:

Graham Chapters 1, 2, and 3

Recommended Readings:

- Arbisi, P.A., & Ben-Porath, Y.S. (1998). The ability of the Minnesota Multiphasic Personality Inventory-2 validity scales to detect fake-bad responses in psychiatric patients. *Psychological Assessment*, 10, 221-228.
- Clark, M.E., Girona, R.J., & Young, R. W. (2003). Detection of back random responding: Effectiveness of MMPI-2 and Personality Assessment Inventory Validity Indices. *Psychological Assessment*, 15, 223-234.

MMPI-2/Clinical Scales/Code Types:

Graham Chapters 4 and 5

MMPI-2/Content/Supplementary Scales:

Graham Chapters 6 and 8