

PSYCHOLOGY 694A
Clinical Assessment Practicum
Fall 2020

Instructor: John Allen, Ph.D.
Teaching assistant: Justin Palmer, M.A.
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Overview

The focus of the assessment practicum is on learning to administer and interpret four clinical assessment tools: the Minnesota Multiphasic Personality Inventory-2-Revised Format (MMPI-2-RF), the Structured Clinical Interview for DSM-5 (SCID), the Wechsler Adult Intelligence Scale-IV (WAIS-IV), and the Wechsler Memory Scale-IV (WMS-IV). Report writing is an important part of learning to convey interpretations to others in a clear and concise way; you will be asked to prepare reports on the assessments that you do. In addition, some time will be spent discussing the development and validation of these instruments in order to increase your awareness of the strengths and weaknesses of these tools. Lastly, in-person feedback with me and with Dr. Allen will help hone and develop test administration and interpersonal skills.

Requirements

- Attendance at the class meetings.
 - **COVID-19 CONTINGENCY:** We will meet synchronously via Zoom for the first few weeks of the semester (until 9/16/20). When we move to in-person meetings, you will still be able to attend via Zoom. Please give Justin a 24-hour notice so he can provide the materials to you in a timely manner.
 - If you are unable to meet at that time due to obstacles related to COVID-19, the class will be recorded and sent to you.
- Completion of a total of 8 assessments, 2 MMPI-2-RFs, 2 SCIDs, 2 WAIS-IVs, and 2 WMS-IVs.
 - You are expected to familiarize yourself with each assessment through practice prior to conducting it with a participant.
 - **COVID-19 CONTINGENCY:** All MMPI assessments will be conducted remotely and you have the option of using the SCID in person or remotely. Decisions for using the WAIS and WMS will be finalized during the semester. If/when we move to in-person assessments, we will clarify what that will look like and provide remote options.
- Completion of 8 clinical reports based on the results of 2 MMPI-2-RFs, 2 SCIDs, 2 WAIS-IVs, and 2 WMS-IVs. (*The format of these reports will be discussed in class.*)
- Completion of the training in the ethical treatment of research subjects: Simply log onto the system at www.citiprogram.org, and register with a user name and a password of your choosing. You can then log on as many times as needed to review all of the required modules and take the quizzes. You will be taking the Social and Behavioral Sciences (SBS) program. You do not need to complete the Bio-Med program. Plan to complete the training prior to the September 4 meeting, and email a copy of your verification to Justin by that meeting. The verification will be the certificate that you receive upon successful completion of all modules in the SBS program.
- Completion of 4 supervision sessions: one for the WAIS-IV, one for the WMS-IV, and two for the SCIDs. (*Justin will observe the first WAIS-IV and the first WMS-IV administrations and then provide feedback. Dr. Allen and Justin will each listen to a different audio-recorded SCID interview and then give feedback.*)

- Obtain a finger print clearance card (done in class)
- Obtain a TB test (at the end of the semester to work at La Frontera)

A note about grades: This section of the course is graded based on pass/fail criteria. In order to pass, the above requirements must be met. A passing or superior grade should not be the motivation for this course, but rather it should be personal improvements throughout the semester in administering tests and writing reports. Please speak to John or Justin if you have any concerns about grades.

Scheduling Assessments

We will be recruiting introductory Psychology students to serve as your participants. For most of the assessments, you will be free to schedule the appointment at your convenience. However, for one of the WAIS-IV and one of the WMS-IV administrations, you will be asked to coordinate with Justin's schedule to allow for observation and feedback. Details will be provided in class.

You will schedule your assessments in room 216. You will need schedule through the clinic google calendar, which we will discuss further in class. If you run into scheduling difficulties, please let Justin know and he will coordinate alternative arrangements with Susan.

Class Schedule		Where	What
Wed. August 26	4:15 – 6:30pm	Zoom	Introduction
Wed., September 2	4:15 – 6:30pm	Zoom	Suicide Assessment
Wed., September 9	4:15 – 6:30pm	Zoom	MMPI
Wed., September 16	4:15 – 6:30pm	250	MMPI review and report writing
Wed., September 23	4:15 – 6:30pm	250	SCID with Dr. Allen
Wed., September 30	4:15 – 6:30pm	250	SCID review and report writing
Wed., October 7	4:15 – 6:30pm	250	WAIS-IV and report writing
Wed., October 21	4:15 – 6:30pm	250	WAIS-IV review and report writing
Wed., November 4	4:15 – 6:30pm	250	WMS
Wed., November 18	4:15 – 6:30pm	250	WMS review and report writing
Wed., November 25	4:15 – 5:00pm	Zoom	Final class

Due Dates

***De-identified reports and score reports need to be emailed to Justin by midnight.**

Friday, September 4	CITI Human Subjects Protection Program training
Monday, September 21	MMPI-2-RF report #1
Monday, September 28	MMPI-2-RF report #2
Monday, October 12	SCID report #1, 1 st supervision (Justin or John)
Monday, October 19	SCID report #2, 2 nd supervision (Justin or John)
Monday, October 26	WAIS-IV report #1, 1 st supervision (Justin)
Monday, November 2	WAIS-IV report #2
Monday, November 16	WMS-IV report #1, 1 st supervision (Justin)
Monday, November 23	WMS-IV report #2

TA Bio

I am a third-year clinical psychology student working with Dr. Lee Ryan. My research interest consists of understanding age-related changes in cognition. Specifically, I want to better differentiate age-related cognitive decline and changes that will lead to future neurodegenerative diseases such as Alzheimer's disease. I am currently investigating how older and younger adults that are at a genetic risk for Alzheimer's disease differ in utilizing contexts and subtle details on memory tasks. Additionally, we evaluate structural and functional brain changes related to aging using functional magnetic resonance imaging (fMRI) techniques. Other than research, I enjoy teaching and administering clinical assessments and can see a future career in these areas. Outside of school, I am passionate about running or playing drums at my local church. I am excited to TA for this class and aid in a key course for students in our clinical program.

My Goals:

- Broadly, I hope to help students improve their clinical assessment skills and writing skills. We will talk more in class on what that will specifically look like for you as an individual
- I plan to use this experience as a peer-supervisor to improve my skills on providing constructive feedback on clinical assessments and report writing

You can expect from me:

- Prepared materials prior to every class. This will include, a weekly agenda, lecture slides and any other relevant materials for that week
- Immediate feedback on clinical assessment skills during supervision
- Timely feedback on written reports (usually about a week)
- An environment where students feel respected, valued, and safe to ask questions and voice concerns

What I expect from you:

- All the requirements of the course mentioned above to be met
- Sincere effort on clinical assessments and written reports*
- Time spent outside of the classroom devoted to practicing administering assessments
- Concerns or questions to be raised respectfully and timely

*I understand that this is one of many classes and I understand that clinical work is one of *many* aspects to this program. However, given that this is the first experience in a clinical setting for many of you, the only way I can help you improve and hone your skills is if you give your best effort on all of the requirements. Your time is being pulled in several different directions, which can be very overwhelming. Please voice any concerns sooner rather than later so we can make adjustments if necessary.

The syllabus is a working document. This means, I understand that I may have to adjust the schedule and/or deadlines as needed. I cannot adjust deadlines for individuals, however, if extensions need to be made, I will make them for the entire class. If changes need to be made, I will be sure to notify everyone in a timely manner.

References

MMPI-2-RF

- Lima, E.N., Stanley, S., Kaboski, B., Reitzel, L.R., Ruchey, A., Castro, Y., et al. (2005). The incremental validity of the MMPI-2: When does therapist access not enhance treatment outcome? *Psychological Assessment, 17*, 462-468.
- Martin, P. K., Schroeder, R. W., Heinrichs, R. J., & Baade, L. E. (2015). Does True Neurocognitive Dysfunction Contribute to Minnesota Multiphasic Personality Inventory-2nd Edition-Restructured Form Cognitive Validity Scale Scores? *Archives of Clinical Neuropsychology, 30*(5), 377-386.
- Osberg, T.M., Haseley, E.N., & Kamas, M.M. (2008). The MMPI-2 Clinical Scales and Restructured Clinical (RC) Scales: Comparative psychometric properties and relative diagnostic efficiency in young adults. *Journal of Personality Assessment, 90*, 81-92.
- Sellborn, M., Ben-Porath, Y.S., Graham, J.R., Arbisi, P.A., & Bagby, R.M. (2005) Susceptibility of the MMPI-2 clinical, restructured clinical (RC) and content scales to overreporting and underreporting. *Assessment, 12*, 79-85.
- Tarescavage, A. M., Wygant, D. B., Boutacoff, L. I., & Ben-Porath, Y. S. (2013). Reliability, validity, and utility of the Minnesota Multiphasic Personality Inventory-2-Restructured Form (MMPI-2-RF) in assessments of bariatric surgery candidates. *Psychological Assessment, 25*(4), 1179-1194.
- Tellegen, A., Ben-Porath, Y.S., & Sellbom, M. (2009). Construct validity of the MMPI-2 Restructured Clinical (RC) Scales: Reply to Rouse, Greene, Butcher, Nichols, and Williams. *Journal of Personality Assessment, 91*, 211-221.

SCID

First, M. B., Williams, J. B., Karg, R. S., & Spitzer, R. L. (2015). *User's guide to structured clinical interview for DSM-5 disorders (SCID-5-CV) clinical version*. Arlington, VA: American Psychiatric Publishing.

WAIS- IV

Loring, D. W., & Bauer, R. M. (2010). Testing the limits: Cautions and concerns regarding the new Wechsler IQ and Memory scales. *Neurology, 74*(8), 685-690.

Miller, D. I., Davidson, P. S. R., Schindler, D., & Messier, C. (2013). Confirmatory factor analysis of the WAIS-IV and WMS-IV in older adults. *Journal of Psychoeducational Assessment, 31*(4), 375–390.

Nelson, J. M., Canivez, G. L., & Watkins, M. W. (2013). Structural and incremental validity of the Wechsler Adult Intelligence Scale–Fourth Edition with a clinical sample. *Psychological Assessment, 25*(2), 618–630.

Tulsky, D.S., Saklofske, D.H., & Ricker, J. (2003). Historical overview of intelligence and memory: Factors influencing the Wechsler scales. In: D.S. Tulsky, D.H. Saklofske, R.K. Heaton, R. Bornstein, & M.F. Ledbetter (Eds.). *Clinical Interpretation of the WAIS-III and WMS-III*, pp. 7-41. Elsevier Science.

WMS-IV

Carlozzi, N. E., Grech, J., & Tulsky, D. S. (2013). Memory functioning in individuals with traumatic brain injury: An examination of the Wechsler Memory Scale–Fourth Edition (WMS–IV). *Journal of Clinical and Experimental Neuropsychology, 35*(9), 906–914.

Loring, D. W., & Bauer, R. M. (2010). Testing the limits: Cautions and concerns regarding the new Wechsler IQ and Memory scales. *Neurology, 74*(8), 685–690.

Miller, D. I., Davidson, P. S. R., Schindler, D., & Messier, C. (2013). Confirmatory factor analysis of the WAIS-IV and WMS-IV in older adults. *Journal of Psychoeducational Assessment, 31*(4), 375–390.

Pauls, F., Petermann, F., & Lepach, A. C. (2013). Memory assessment and depression: Testing for factor structure and measurement invariance of the Wechsler Memory Scale–Fourth Edition across a clinical and matched control sample. *Journal of Clinical and Experimental Neuropsychology, 35*(7), 702–717.

***NOTE:** There will be numerous additional reference materials available in the Clinic to assist you with the understanding of the use of the instruments in this course. Many of them are essential in scoring the results and generating interpretations of your findings. **Please do not EVER take these materials out of the clinic.** This means that much of your scoring and interpretation will take place in one of the available clinic rooms. Thank you on behalf of the instructors and your fellow students.

Accessibility and Accommodations:

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Academic Integrity

Violations of the UA Code of Academic Integrity are serious offenses at the University of Arizona. As your instructor, I will deal with alleged violations in a fair and honest manner. As students, you are expected to do your own work and follow class rules on all tests and assignments unless I indicate differently. Alleged violations of the UA Code of Academic Integrity will be reported to the Dean of Students Office and will result in a sanction(s) (i.e., loss of credit on assignment, failure in class, suspension, etc.) Students should review the UA Code of Academic Integrity which can be found at: <http://deanofstudents.arizona.edu/codeofacademicintegrity>

Comment on academic integrity

Consultation and collaboration are fundamental to the conduct of high quality research and ethical practice of clinical psychology. Collaboration in practicing and interpreting assessments is strongly encouraged, as is peer consultation regarding report writing. Reports should be written in their entirety by each student. The only exception is when describing particular scales or subtests of assessments, which may be difficult to reword and still maintain their meaning. In this case, a general statement at the start of the report may indicate that these descriptions are taken from the assessment manual.

<https://deanofstudents.arizona.edu/welcome/face-coverings>