

PSYCHOLOGY 694A
Clinical Assessment Practicum
Fall 2022

Instructor: John Allen, Ph.D.
Teaching assistant: Justin Palmer, MA and Riley O'Neill, MA
Justin's Office hours: Rm. 217 H Wednesdays 3:00-4:00
Riley's Office hours: Rm. 405 Tuesdays 12:45 - 1:45
T.A. email address: justinmpalmer@email.arizona.edu ; rmoneill@email.arizona.edu
T.A. phone: 440-476-7085 (Justin's cell); 770-316-7889 (Riley's cell)
Zoom Link for Class: <https://uits-arizona.zoom.us/j/88397780840>

Overview

The focus of the assessment practicum is on learning to administer and interpret four clinical assessment tools: the Minnesota Multiphasic Personality Inventory-3 (MMPI-3), 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 us and with Dr. Allen will help hone and develop test administration and interpersonal skills.

Course modality: This class is scheduled to be taught in-person with available remote options should that be necessary.

Requirements

- § Attendance at the class meetings.
- § Completion of a total of 8 assessments, 2 MMPI-3s, 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.

- § Completion of 8 clinical reports of 2 MMPI-3s, 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 7th meeting, and email a copy of your verification to Justin & Riley 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 or Riley 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.)*

- § Completion of BHC On Boarding Checklist by September 7th

- § Obtain a fingerprint clearance card (will be discussed 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, Justin, or Riley 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 or Riley to allow for live- supervision. Details will be provided in class.

You will schedule your assessments in room 216. You will need to schedule through the Sharepoint, which we will discuss further in class. If you run into scheduling difficulties, please let Justin or Riley know and they will coordinate alternative arrangements with Susan.

| Class Schedule | | Where | What |
|-----------------------|------------|--------------|---|
| Wed., August 24 | 4 – 6:30pm | 250 | Introduction to course & clinic tour (Tag Team) |
| Wed., August 31 | 4 – 6:30pm | 250 | Suicide assessment (Tag Team) |
| Wed., September 7 | 4 – 6:30pm | 250 | Clinical interview and MMPI-3 (Riley) |
| Wed., September 14 | 4 – 6:30pm | 250 | Review MMPI-3 and report writing (Justin) |
| Wed., September 21 | 4 – 6:30pm | 323 | SCID with John |
| Wed., September 28 | 4 – 6:30pm | 250 | SCID Review (Riley) |
| Wed., October 12 | 4 – 6:30pm | 250 | Cognitive screeners and WAIS-IV (Riley) |
| Wed., October 19 | 4 – 6:30pm | 250 | WAIS-IV scoring and report writing (Justin) |
| Wed., November 2 | 4 – 6:30pm | 250 | WMS (Justin) |

Wed., November 9 4 – 6:30pm 250 WMS scoring and report writing (Riley)

Wed., November 30 4 – 6:30pm 250 Final meeting/class wrap up (Tag Team)

Due Dates

De-identified reports need to be submitted to BOX Health by midnight. Any accompanying score reports need to be placed in Justin or Riley's clinic mailbox by 10am the next morning as well.

Wednesday, September 7th Trainings/Keys

Wednesday, September 21st MMPI-3 report #1

Wednesday, September 28th MMPI-3 report #2

Wednesday, October 5th SCID report #1, 1st supervision (Justin/Riley or John)

Wednesday, October 12th SCID report #2, 2nd supervision (Justin/Riley or John)

Wednesday, November 2nd WAIS-IV report #1, 1st supervision (Justin/Riley)

Wednesday, November 9th WAIS-IV report #2

Wednesday, November 23rd WMS-IV report #1, 1st supervision (Justin/Riley)

*Friday, December 2nd WMS-IV report #2

-

-

TA Bios

Justin Palmer: I am a fifth-year clinical psychology student working with Dr. Lee Ryan. My research interests consist of understanding cognitive effects of COVID-19 infection and differentiating between age-related cognitive decline and changes that will lead to future neurodegenerative conditions, such as Alzheimer's disease. We utilize neuropsychological assessments, genetic markers, and neuroimaging to assess cognitive and brain changes associated with aging. Other than research, I enjoy teaching and administering clinical assessments and can see a future career in these areas. Outside of school, I enjoy running on the Rillito trail and am always a fan of trivia nights at local breweries! I am excited to TA for this class and aid in a key course for students in our clinical program.

Riley O'Neill: I am a third-year clinical psychology student working with Dr. John Ruiz. My research interests relate to the pathways linking stress and various psychosocial factors to increased risk for adverse cardiovascular outcomes. I am interested in several stress processes that interact between individuals and environments, such as vigilance for social threats. Our lab uses psychosocial assessments, physiological measurements, in-lab experiments, and real-world data collection to examine relationships between stress and health. I really enjoyed my experiences learning clinical assessments through this class, and I am now excited to share these skills with fellow students in our program! When I get the chance to leave lab, I love to hit a yoga class or catch a movie at The Loft.

Our Goals:

- Broadly, we hope to help students improve their clinical assessment and writing skills.
- We plan to use this experience as peer-supervisors to improve our skills on providing constructive feedback on clinical assessments and report writing.

You can expect from us:

- 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 we 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

-

*We understand that this is one of many classes, and we 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 we 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 that we may have to adjust the schedule and/or deadlines as needed. We cannot adjust deadlines for individuals; however, if extensions need to be made, we will make them for the entire class. If changes need to be made, we will be sure to notify everyone in a timely manner.

University of Arizona Recommended Additions to Syllabus:

- **Classroom attendance/COVID-19:**

- If you feel sick, or may have been in contact with someone who is infectious, stay home. Except for seeking medical care, avoid contact with others and do not travel.
- Notify your instructor(s) if you will be missing a course meeting or an assignment deadline.
- Non-attendance for any reason does **not** guarantee an automatic extension of due date or rescheduling of examinations/assessments.
 - Please communicate and coordinate any request directly with your instructor.
 - If you must miss the equivalent of more than one week of class, you should contact the Dean of Students Office DOS-deanofstudents@email.arizona.edu to share documentation about the challenges you are facing.
- Voluntary, free, and convenient [COVID-19 testing](#) is available for students on Main Campus.
- If you test positive for COVID-19 and you are participating in on-campus activities, you must report your results to Campus Health. To learn more about the process for reporting a positive test, visit the [Case Notification Protocol](#).
- COVID-19 vaccine is available for all students at [Campus Health](#).
- Visit the [UArizona COVID-19](#) page for regular updates.

• **Academic advising:** If you have questions about your academic progress this semester, please reach out to your academic advisor (<https://advising.arizona.edu/advisors/major>). Contact the Advising Resource Center (<https://advising.arizona.edu/>) for all general advising questions and referral assistance. Call 520-626-8667 or email to advising@.arizona.edu

• **Life challenges:** If you are experiencing unexpected barriers to your success in your courses, please note the Dean of Students Office is a central support resource for all students and may be helpful. The [Dean of Students Office](#) can be reached at (520) 621-2057 or DOS-deanofstudents@email.arizona.edu.

• **Physical and mental-health challenges:** If you are facing physical or mental health challenges this semester, please note that Campus Health provides quality medical and mental health care. For medical appointments, call (520) 621-9202. For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334.

• **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.

References

MMPI-3

Ben-Porath, Y. S., & Tellegen, A. (2020). *Minnesota Multiphasic Personality Inventory-3 User's Guide for the Score and Clinical Interpretive Reports*. Bloomington, NC: NCS Pearson, Inc.

Ben-Porath, Y. S., & Tellegen, A. (2020). *Minnesota Multiphasic Personality Inventory-3 Technical Manual*. Bloomington, NC: NCS Pearson, Inc.

Ben-Porath, Y. S., & Tellegen, A. (2020). *Minnesota Multiphasic Personality Inventory-3: Manual for Administration, Scoring, and Interpretation*. Bloomington, NC: NCS Pearson, Inc.

MMPI-2-RF

Ben-Porath, Y. S. (2012). Interpreting the 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.