

**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, & COUNSELING**

**SYLLABUS**

**1. Course Number: COUN 8120**

**Course Title: Appraisal in Counseling and Psychology**

**Credit Hours: 3 semester hours**

**Prerequisites: Enrollment in COUN doctoral program**

**Corequisites: None**

**Meeting: Haley Center 2011 Mondays 2:00 PM**

**Instructor: Joseph A. Buckhalt, Ph.D.**

**GTA:**

**Office Hours: By Appointment**

**Instructor Email: buckhja@auburn.edu**

**GTA email:**

**2. Date Syllabus Prepared: August 2018**

**3. Texts and Primary Resources:**

Graham, J. R. (2011). *MMPI-2: Assessing personality and psychopathology* (5th ed.). New York: Oxford. ISBN: 9780195378924 [note, readings are listed for chapters in the newest edition, chapters may differ if you have an older edition]

Morey, L. C. (1996). *An interpretive guide to the Personality Assessment Inventory* (PAI). Lutz, FL: Psychological Assessment Resources, Inc.

ISBN: 0191190722X

Boyle, G.J., Matthews, G., & Saklofske, D.H. (2008). *The SAGE handbook of personality and assessment: Volume 2 – Personality measurement and testing.* London: Sage http://dx.doi.org/10.4135/9781849200179.n1

Print ISBN: 9781412946520

Online ISBN: 9781849200479

(Relevant Chapters are online in Canvas)

AERA (2014). *Standards for educational and psychological testing***.** Washington, DC**:** AERA, APA, NCME (Not Required)

Assigned Articles

To include, but not limited to:

1. Weiner, I. B. (1995). How to anticipate ethical and legal challenges in personality assessment. In J. N. Butcher (Ed.), *Clinical* *personality assessment: Practical approaches* (pp. 95-103). New York: Oxford.
2. Acevedo-Polakovich, I., Reynaga-Abiko, G., Garriott, P. O., Derefinko, K. J., Wimsatt, M. K., Gudonis, L. C. et al. (2007). Beyond instrument selection: Cultural considerations in the psychological assessment of U.S. Latinas/os. *Professional Psychology: Research & Practice, 38*, 375-384.
3. Dana, R. H., & Whatley, P. R. (1991). When does a difference make a difference? MMPI scores and African-Americans. *Journal of Clinical Psychology, 47*, 400-406.
4. Hall, G. C. N., Bansal, A., & Lopez, I. R. (1999). Ethnicity and psychopathology: A meta-analytic review of 31 years of comparative MMPI/MMPI-2 research. *Psychological assessment*, *11*(2), 186-197
5. Joiner, T. E. Jr., Walker, R. L., Pettit, J. W., Perez, M., & Cukrowicz, K. C. (2005). Evidence-based assessment of dep.ression in adults. *Psychological Assessment, 17*, 267-277.
6. Widiger, T. A., & Samuel, D. B. (2005). Evidence-based assessment of personality disorder. *Psychological Assessment, 17*, 278-287.
7. Antony, M. M., & Rowa, K. (2005). Evidence-based assessment of anxiety disorders in adults. *Psychological Assessment, 17*, 256-266.
8. Millon, T., Strack, S., Millon-Niedbala, C. M., & Grossman, S. D (2008). Using the Millon College Counseling Inventory to assess student mental health needs. J*ournal of College Counseling, 11*, 159-172.

Useful Websites:

<http://www.apa.org/science/programs/testing/>

<http://www.apa.org/science/programs/testing/standards.aspx>

<http://buros.org/>

<https://www.ets.org/>

<http://fairtest.org/>

<http://www.ericae.net/>

<http://www.ncme.org/NCME>

<https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures>

YOU ARE ALSO RESPONSIBLE FOR READING THE MANUALS FOR ALL TESTS USED IN THIS COURSE PRIOR TO USING THE TESTS.

**4. Course Description:**

Development, administration, scoring and interpretation of personality, interest, aptitude, achievement, attitude tests. Includes assessment interview, behavioral observation.

Topics will include methodological, theoretical, and psychometric concerns as well as cultural, individual differences, and ethical issues. The course will emphasize appropriate use of these measures for client assessment including strengths and limitations of their use. While all areas of assessment listed in the course description will be covered at some level, primary emphasis will be on use of measures most commonly used for diagnosis and treatment in counseling psychology practice.

**5. Course Objectives:**

Through assigned readings, in-class exercises, practice administration of assessments, comprehensive presentation to peers on assessment related topic, and satisfactory performance in writing assessment reports, students will demonstrate:

1. Understanding of the purpose, advantages, and limitations of assessment, including tests, interviews, and observations;

2. Skill in selecting, administering, scoring, interpreting, and using in treatment, various assessment measures and techniques;

3. Familiarity with evidence based research on assessment for treatment utility;

4. Ability to write professional reports to document assessment results and convey those results to other professionals;

5. Communicate test results in an empathetic fashion that can be understood by a lay individual;

 6. Understanding of ethical issues involved in assessment and knowledge of psychologists’ ethical obligations in appropriate use of assessment;

7. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors within the context of family, society, & culture to the assessment and/or diagnostic process;

8. Awareness of issues of cultural diversity involved in assessment.

**Course Content and Schedule:** (Students should have read the assignments listed each week PRIOR to class)

**NOTE: INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS SYLLABUS. In general, however, no additions to requirements will be made; changes are more likely to be in scheduling readings, topics, and assignments.**

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| **Date** | **Class Focus/Content** | **Readings**  | **Assignments Due** |
| **Week 1 Aug 20** | Introductions Testing Experiences SheetTesting Course Sheet Overview of SyllabusTesting resources –APA/ETS/Buros/FairtestStandards for Educational and Psychological TestingInformed Consent Forms Report Formats | Read Graham Chapters 1 & 2Review your course material and/or textbook from an assessment principles course | Bring AU ID for LRC check out of MMPI-2 |
| **Week 2 Aug 27** | Review of Basic Assessment & Psychometric Principles Test ConstructionNorms & StandardizationReliabilityValidityMMPI-2 Introduction-Psychometrics | Graham Chapters 1, 2, 3, 9MMPI-2 Manual | Reading QuestionsPretest on Psychometrics(Take to mastery criterion) |
| **Week 3 Sep 3** | Labor Day Holiday No Class Meeting | Read Graham |  |
| **Week 4 Sep 10** | InterviewingMental Status ExamBehavioral ObservationsMMPI-2 Clinical and RC Scales, Content InterpretationPractice Interpreting Code Types and Relevant Scales | Graham Chapters 4,5,6,7 | Reading Questions/Homework |
| **Week 5 Sep 17** | MMPI-2 Code TypesMMPI-2 Content Interpretation Practice interpreting scales | Graham Chapters 5 & 6 | Reading Questions/Homework |
| **Week 6 Sep 24** | MMPI-2 Supplementary Scales MMPI-2 Treatment PlanningPractice Interpreting Code Types and Relevant Scales | Graham Chapter 8 & 11 | 1st Report Due |
| **Week 7 Oct 1** | MMPI-2 Special Populations, Cross-cultural Applications & Limitations with the MMPIMMPI-2 Restructured Clinical (RC) & Personality (PSY-5) scales  | Graham Chapter 7 & 10 Articles 2,3,4 | Reading Questions/Homework |
| **Week 8 Oct 8** | Computerized MMPI Report writing Forensic Applications | Graham Chapters 12 & 13 | Reading Questions/Homework |
| **Week 9 Oct 15** | NEO-PI-3 NEO-FFI-3FFPI-C | Handbook Chapters 9, 13, 14 | 2nd Report Due |
| **Week 10 Oct 22** | Assessment for DSM diagnosis SuicideDepressionAnxietyTraumaAlcohol & DrugPersonality DisordersAmerican Psychiatric Association Online Measures | Articles 10, 11, 12Handbook Chapter 29(DSM Personality Disorders)Start Reading Morey | Reading Questions/ Homework |
| **Week 11 Oct 29** | Sleep and HealthSleep and Health DisparitiesHealth Assessment MeasuresAssessment of Sleep: Sleep Quality  Sleepiness  Morningness-Eveneingness | Readings on Sleep & HealthBuckhalt (2011)Buckhalt (2017)El-Sheikh et al (2014 | Reading Questions |
| **Week 12 Nov 5** | PAI Introduction and Validity | Morey Chapters 1, 2, 3, 4 | Reading Questions/Homework |
| **Week 13 Nov 12** | PAI Clinical ScalesScoring the PAIPAI & DiagnosesFeedback Demos | Morey Chapters 5, 6, 7, 8 | 3rd Report Due |
| **Week 14 Nov 19** | Thanksgiving Holiday No Class Meeting |  |  |
| **Week 15 Nov 26** | Feedback DemosMillon Adolescent Clinical Inventory (MACI)Millon College Counseling Inventory (MCCI) | Handbook Chap 32(Millon)Article 13 | 4th report Due |
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**7. Course Requirements/Evaluation:**

1. **Reading** of text, assigned articles, and handouts.

1. **Graded Assignments** will consist of brief exercises (in and out of class) and 4 integrative assessment reports.
2. **Nongraded Assignment:** You will complete the assessments we cover in this course yourself to increase your understanding of what a client experiences in the process of completing these measures. The purpose of completing the profiles is to allow you to experience what it is like to take the instrument, familiarize you with all items of the instrument, and introduce you to the scoring process. Please note that if you choose to do this you may experience some discomfort with the questions or your results. **You should not turn this in, as this is your personal information.**

 **4. Feedback Demonstration:** Students will schedule, in groups of two, a twenty minute block each for

the night of class described as feedback demonstration. The feedback will be on a practice case

 where the student met with a volunteer to gain experience with assessment such that each student

 will have unique results to discuss. I will provide the student acting as a client with a series of

 questions they might ask and they will ask questions of the individual providing feedback. Students

 will then demonstrate their skills in answering questions about the protocol, explaining findings in a

 way that a lay person could understand them, and communicating test results empathically.

1. *Assigned Reports*. You will complete 4 reports for this course. All reports should follow the guidelines in the Psychological Reports Canvas Folder. reports should also have a header that says **NOT A REAL CLIENT**. You will always be expected to turn in your reports via email PRIOR to the start of class on the day they are due. Also, bring all completed test record forms and a signed consent form for each person tested to turn in.

Report 1 Interview, MSE, Behavioral Observations, MMPI-2 Client 1

Report 2 Interview, MSE, Behavioral Observations, MMPI-2 Client 2

Report 3 Interview, MSE, Behavioral Observations, MMPI-2, NEO-PI-3, 2 other measures\* Client 1

Report 4 Interview, MSE, Behavioral Observations, MMPI-2, PAI, 2 other measures \*Client 2

 \*For Report 3, Choose 2 Sleep (PSQI, Epworth, M-E), Diary (optional), Health (Rand or other)

 \*For Report 4, Choose any two other measures (family, alcohol, depression, trauma, anxiety, etc.)

For these assessments and reports you will use volunteers who will simulate having stress and psychological problems. You will follow the procedures outlined for this purpose and use an appropriate consent form. You SHOULD NOT test someone you know, but you may volunteer people you know for peers who do not know (and are unlikely to know) the individual. Testing non-client individuals, particularly those who may be close acquaintances of a peer, requires that the individual alter their responding to items so as to protect their own privacy. Thus, all volunteers (unless you are testing an actual client) should respond as though they feel a little more stressed with their current circumstance than they actually feel. This will allow you to have an opportunity to build skills related to interpretation while minimizing ethical concerns that arise from administration of the tests.

If you are seeing clients and have a supervisor who approves, you may test a client but you will need to also have the client’s consent and produce a report that will be entered into the client’s file. You should only test a client if it is relevant, not because it is easier than finding other participants (this will require careful discussion with the supervisor given the use of tests that assess overlapping content). You **cannot** provide feedback about the results of the test unless you tested an actual client in which case your supervisor would need to supervise you providing feedback. Given the limitations of this class and the way in which we have set up practicum, I cannot supervise this task unless I am currently supervising you on that case. It is also important to note that you cannot count tests administered to non-clients for internship application purposes.

Your reports cannot contain the actual name of the individual, but must include an alias. You will be expected to follow LRC procedures for checking out testing materials and returning them in a timely manner. You must share these with your colleagues so it is advisable that you complete these interviews and assessments more than one week prior to the due dates to avoid a situation where you are unable to access the needed materials. Having completed the interview and testing portion of these reports that early will also provide adequate time for you to complete your reports. Your grade for these reports will not only include the reports, but your scoring will also be evaluated.

*Home-based exercises.* In order to ensure that interpretation of reports is not an overwhelming experience and due to the restrictions on time available in class, you will have several homework assignments to complete. The point value of the assignments varies to reflect the time required and effort required to complete the assignment.

**3. Grading**: 90% - 100% =A, 80%-90%=B, 70%-79%=C, 60%-69%=D, 59% and below=F.

Psychometrics Pretest = 10 pts

Reading Questions, Homework & In-class Participation Exercises = 100pts

Feedback demonstration = 30 pts

Report 1 = 75 pts.

Report 2 = 125 pts

Report 3 = 150 pts

Report 4 = 150 pts

Scoring MMPI-2s = 20pts

Scoring NEO-PI-3 = 20pts

Scoring PAI = 20pts

Total = 700 pts

**4. Class Policy Statements:**

1. Attendance: Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the AU Student Policy E-Handbook <http://www.auburn.edu/student_info/student_policies/> for more information on excused absences.
3. Late Assignments and Make-Up Policy: Arrangements to make up a missed or late assignment due to properly authorized excused absences must be limited and must be initiated by the student as soon as possible within one week of assignment’s due date. Late assignments may be subject to reductions in grade.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code found in the AU Student Policy E-Handbook <http://www.auburn.edu/student_info/student_policies/> will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes. The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. These forms are available in the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
6. Course contingency: The instructor reserves the right to make modifications in the assignments and requirements of the course and students will make those changes on their copies of the syllabus. Any changes made will be made with sufficient advance notice. If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality

**9. Justification for Graduate Credit:**

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21 1997 apply. This course is designed to assist students in developing skills specific to their profession. Students learn to administer and interpret measures of personality and psychopathology assessment, and they will complete a series of reading assignments and discussions to facilitate critical thinking about assessment research and application. Finally, students will develop skills necessary to communicate assessment findings in written and oral reports to other professionals. **Only students enrolled in the COUN Ph.D. programs in the SERC department at Auburn University are allowed to enroll in this course.**