

Email: _____

Office Hours:

Office Location:

Instructor Phone:

Class Day/Time:

Credit Hours:

TA:

TA email:

Offered: _____

Course Catalog Description

This course is designed to provide clinical psychology doctoral students with the training to obtain professionwide competency in assessments as required by the APA Commission on Accreditation. Students will learn foundational skills in psychometrics and integrative multimethod assessment in the process of learning

9B. Knowledge of Assessment Methods: Demons

Teaching Methodology

This is an active learning course that trains students for applied skills in multiple areas of psychological assessment (including behavioral and personality and psychopathology) that is preparation for

Academic Accommodations

The University of Toledo is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations memo from Student Disability Services, it is essential that you correspond with us as soon as possible to discuss your disability-related accommodation needs for this course. For students not registered with Student Disability Services who would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact the [Student Disability Services Office](#)

Academic Dishonesty

Consistent with University Policy, academic dishonesty is not tolerated. Students are responsible for knowing what constitutes academic dishonesty. If you are uncertain about what constitutes plagiarism or cheating seek the instructor's advice. Examples of academic dishonesty include, but are not limited to: 1) Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation; 2) Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination; 3) Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination; 4) Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it; 5) Giving or receiving substantive aid during the course of an examination; 6) Commencing an examination before the stipulated start time or continuing to work on an examination after the announced conclusion of the examination period; 7) Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination; 8) Submitting the same written work to fulfill the requirements for more than one course. The full University policy on academic dishonesty may be found at <http://www.utoledo.edu/dl/students/dishonesty.html>

Resources Related to Sexual or Gender-Based Violence and Harassment

The University of Toledo cares greatly about the health and wellbeing of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419-30-2497 during regular business hours and 419-30-3431 for 24-hour assistance from a trained advocate. Appointments are also available Monday through Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free services from Tuesday through Friday. For more information, please contact the Center for Student Advocacy and Wellness at 419-30-3431 or visit our website at <http://www.utoledo.edu/centerforstudentadvocacyandwellness>.

Ethical Considerations Some confidential client data is used in this class. The test results and reports are redacted for anonymity, but there are also videos of clients shown in class. Please follow the ethical guidelines regarding protection of assessment data and information. For general assessment purposes, you are expected to be familiar with the *APA Ethical Principles for Psychologists and Code of Conduct* especially Standard 9: <http://www.apa.org/ethics/code/>

Overview of Course Grade Assignment

Grades in this course will be based upon demonstrated competencies in the following domains: the core modules (1) administration, scoring, and interpretation of specific tests and assessment methods, (2) oral case presentation, and (3) report writing

Child Module: Brief Report (10%). In the Child Module, mastery of the material covered will be assessed in the context of a brief report based upon testing data that will be provided to students.

Administration, Scoring, and Test Interpretation Summaries (30%) Each core module of this course will introduce specific approaches and tests relevant to psychological assessment. For each test and approach reviewed, each of the 20 modules (s)-st)-2.Tj au (o)-6.6 (d)2.2(al a)10.6 (s)-1.3 (s)-1.3 (e)-9on-0.7 (r)

Course Schedule

Date	Module	Instructor	Wk	Class Activities		LabActivities	
				Topic	Interpretations & Presentations	Administration	Scoring
1/21	Pers. & Psychopathology	Mihura	1	Orientation to Class Basic Considerations in Personality Assessment (PP)		PAI Software	PAI Software; R-PAS Location & ObjectQuality
1/28	Pers. & Psych.	Mihura	2	New Models of Personality and Psychopathology and Implications for Assessment Broadband Self-Report Personality & Psychopathology Measures: Personality Assessment Inventory (PAI & PAIA)			R-PAS Content

4/01	Behavioral	Tull	11	Oral presentations Behaviora		No Lab, Instructional Break on 3/29/21	
4/08	Pers. & Psych.	Mihura	12	Oral presentations- Personality & Psychopatholo	Behavioral Assessment Report Due 4/08	2 nd R-PAS Adm Due Using Administration Packets during Pandem	

4/15 Child Francis 13 Child Psychopathology Assessment by Informant:

Personality & Psychopathology

Week 1

Bornstein, R. F. (2017). Evidence-based psychological assessment. *Journal of Personality Assessment*, 99(4), 435-445. doi:10.1080/00223891.2016.1236343

Mayer, J. D. (2020). An integrated approach to personality assessment based on the personality systems framework. *Journal of Personality Assessment*, 102(4), 443-456. <https://doi.org/10.1080/00223891.2018.1555539>

Week 2

Kotov, R., Krueger, R. F., Watson, D., Achenbach, T. M., Althoff, R. R., Bagby, R. M., & ... Zimmerman, M. (2017). The Hierarchical Taxonomy of Psychopathology (HiTOP): A dimensional alternative to traditional nosologies. *Journal of Abnormal Psychology*, 126, 454-477.

Sharp, C., & Wall, K. (2020). DSM level of Personality Functioning: Refocusing Personality Disorder on What It Means to Be Human. *Annual Review of Clinical Psychology*. <https://doi.org/10.1146/annurevclinpsy.081219105402>

Groth-Marnat, G., & Wright, A. G. (2016). PAI. *Handbook of psychological assessment* (6th ed.). Wiley.

- PAI Case #1 to interpret in class. **Review before classing GrothMarnat reading*

Week 3

TO BE ADDED: MMPI-3 Oxford chapter in progress not in GrothMarnat

Lead Article and Commentaries

Williams, C. L., & Lally, S. J. (2017). MMPI-2-RF, and MMPA administrations (2007-2014): Any evidence of a "new standard"? *Professional Psychology: Research and Practice*, 48(4), 267-274. <https://doi.org/10.1037/pro0000088>

Ben-Porath, Y. S. (2017). An update to Williams and Lally's (2016) analysis of MMPI-2-RF acceptance. *Professional Psychology: Research and Practice*, 48(4), 275-278. <https://doi.org/10.1037/pro0000115>

Knauss, L. K. (2017). Response to article by Williams and Lally: What is the best test? *Professional Psychology: Research and Practice*, 48, 279-281. doi:10.1037/pro0000114

Lally, S. J., & Williams, C. L. (2017). Response to Ben-Porath's update to Williams and Lally (2016). *Professional Psychology: Research and Practice*, 48(4), 282-285. <https://doi.org/10.1037/pro0000157>

'An update to Williams and Lally's (2016) analysis of MMPI-2-RF acceptance:' Correction to Ben-Porath (2016). (2017) *Professional Psychology: Research and Practice*, 48(4), 285. <https://doi.org/10.1037/pro0000139>

Practical Comparisons Between MMPI-2 and MMPI-2-RF

Dodd, C. G., Courrégé, S. C., Weed, N. C., & Deskovitz, M. A. (2020). A comparison of the descriptive information from the MMPI-2 and MMPI-2-RF. *Journal of Personality Assessment*, 102(1), 45-55. <https://doi.org/10.1080/00223891.2018.1504054>

Review MMPI-3 Case 2 to discuss in class

Week 4

Widiger, T. A., & McCabe, G. A. (2020). The Alternative Model of Personality Disorders (AMPD) from the Perspective of the Five-Factor Model. *Psychopathology*, 53(3), 149-156. <https://doi.org/10.1159/000507378>

Groth-Marnat, G., & Wright, A. G. (2016). NEO PI. *Handbook of psychological assessment* (6th ed.). Wiley.

Groth-Marnat, G., & Wright, A. G. (2016). Brief instruments for ~~test~~ treatment planning, monitoring, and outcome *Handbook of psychological assessment* (6th ed.). Wiley.

Week 5

Mihura, J. L., & Meyer, G. J. (2015). Rorschach Inkblot Test. In R. Cautin & S. Lilienfeld (Eds.), *encyclopedia of clinical psychology*. (p. 1-6). Wiley-Blackwell. doi: 10.1002/9781118625392.wbecp517

Mihura, J. L. & Meyer, G. J. (2018). Introduction to R-PAS. In J. L. Mihura & G. J. Meyer (Eds.). *Using the Rorschach Performance Assessment System (R-PAS)* (pp. 3-22). New York, NY: Guilford Press.

****Both of the above are brief**

Mihura, J. L., Meyer, G. J., Dumitrascu, N., & Bombel, G. (2013). The validity of individual Rorschach variables: Systematic reviews and meta-analyses of the comprehensive system. *Psychological Bulletin*, 139, 548-605.

****Read in more detail**

Wood, J. M., Garb, H. N., Nezworski, M. T., Lilienfeld, S. O., & Duke, M. C. (2015). A second look at the validity of widely used Rorschach indices: Comment on Mihura, Meyer, Dumitrascu, and Bombel (2013). *Psychological Bulletin*, 141(1), 236-249.

Mihura, J. L., Meyer, G. J., Bombel, G., & Dumitrascu, N. (2015). Standards, accuracy, and questions of bias in Rorschach meta-analyses: Reply to Wood, Garb, Nezworski, Lilienfeld, and Duke (2015). *Psychological Bulletin*, 141, 250-260.

****Skim to discuss**

Week 6

TBA: Article on criticisms of the Rorschach

Meyer, G. J., Viglione, D. J., Mihura, J. L., Erard, R. E., & Erdberg, P. (2011). Interpretation (Ch. 10). *Rorschach Performance Assessment System: Administration, coding, interpretation, and technical manual*. Toledo, OH: Author

Meyer, G. J., Viglione, D. J., Mihura, J. L., Erard, R. E., & Erdberg, P. (2011). Clinical case interpretation (Ch. 11). *Rorschach Performance Assessment System: Administration, coding, interpretation, and technical manual*. Toledo, OH: Author.

Mihura, J.L. & Meyer, G. J. (2018). Principles of R-PAS interpretation. In J. L. Mihura & G. J. Meyer (Eds.). *Using the Rorschach Performance Assessment System (R-PAS)* (pp. 23-45). New York, NY: Guilford Press.

Handouts: R-PAS Interpretive Guidelines Printout for Case #1

- R-PAS Case #1 to interpret in class. ****Review before class****

Week 7

Book, H. E. (1998). Identifying the CCRT focus. In *How to practice brief psychodynamic psychotherapy: The core conflictual relationship theme method* (Ch. 2) American Psychological Association.

Book, H. E. (1998). Making the unspoken components of the CCRT explicit. In *How to practice brief psychodynamic psychotherapy: The core conflictual relationship theme method* (Ch. 3) American Psychological Association.

Book, H. E. (1998). Assessment Process: Capturing Relationship Episodes While Taking a History and Carrying Out a Mental Status Examination. In *How to practice brief psychodynamic psychotherapy: The core conflictual relationship theme method* (Ch.7). American Psychological Association.

Luborsky, L. (1998). A guide to the CCRT method. In L. Luborsky & Ch. Critch (Eds.), *Understanding transference: The Core Conflictual Relationship Theme method* (pp. 1542). Washington, DC: APA.

[**This last reading is more detailed re coding CCRT also in research.](#)

- Discussion of Case 1 a ~~CC~~ / View Part of Video

Week8

Blais, M. A., & Smith, S. R. (2014). Improving the integrative process in psychological assessment: Data organization and report writing. In R. P. Archer and S. R. Smith (Eds.), *Personality Assessment*, 2nd ed. (pp. 433-469). New York, NY: Routledge.

Groth-Marnat, G., & Wright, A. G. (2016). The psychological report. *Handbook of psychological assessment* (6th ed.). Wiley.

Ganellen, R. J. (1996). Test interpretation III: Integrating MMPI-Rorschach findings. In *Integrating the Rorschach and the MMPI in personality assessment* (pp. 682). Lawrence Erlbaum Assoc.

Behavioral

Week9

Farmer, R. F., & Chapman, A. L. (2016). Behavioral case formulation and treatment. In *Behavioral interventions in cognitive behavior therapy*, 2nd edition (pp.163). Washington, DC: American Psychological Association.

Kenny, M. C., Alvarez, K., Donahue, B. C., & Winick, C. B. (2008). Overview of behavioral assessment with adults. In M. Hersen & J. Rosqvist (Eds.), *Handbook of psychological assessment, case conceptualization, and treatment, Vol. 1. Adults* (p. 3-25). John Wiley & Sons Inc.

Week10

Hayes, S.N., & O'Brien, W.H. (2011). Behavioral assessment and case formulation (Chapters 8 and 10). New Jersey: Wiley.

Linehan, M.M. (1993). Cognitive behavioral treatment of borderline personality disorder (Chapter 9, Behavioral analysis strategies, pg. 234). New York: Guilford.

Week 11

None

Personality & Psychopathology

Week 12

None

Child

Week 13

Achenbach, T. M. (2011). Commentary: Definitely more

- Achenbach (2010). Multicultural Evidence-Based Assessment of Child and Adolescent Psychopathology. *Transcultural Psychiatry*, 47, 707-726.
- De Los Reyes, A., Augenstein, T. M., & Aldao, A. (2017). Assessment issues in child and adolescent psychotherapy. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidence-Based Psychotherapies for Children and Adolescents, Third Edition* (pp. 537-554). New York: Guilford.
- De Los Reyes, A. (2011). Introduction to the Special Section: More than measurement error: Discovering meaning behind informant discrepancies in clinical assessments of children and adolescents. *Journal of Clinical Child & Adolescent Psychology*, 40, 1-9.

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