This course is intended to introduce you to adult psychological assessment and to acquaint you with the types of assessment devices used by psychologists. During the semester, you will learn how to administer, score, and interpret a variety of psychological tests and how to write a psychological report using a core set of assessment measures commonly used by counseling and clinical psychologists. We will cover some tests in a survey fashion, but the focus will be on providing a detailed treatment of a relatively small number of tests. By the end of the semester, you should be prepared to use these tests with supervision.

Instructor: Kathleen Chwalisz, Ph.D.  
Teaching Assistant: Elom Amuzu, B.A.  
Office Hours: T 10-12, W 10-12, W 12-2 (and by appointment)  
Office Hours: by appointment

TEXTS


GENERAL PROCEDURES

Throughout the semester, much of our time will be devoted to learning to interpret specific tests. About two-thirds of our in-class time will be devoted to lecture or discussion, and the other third will be treated as an assessment lab in which we practice the administration and interpretation of tests. The instructor and T.A. will be available during the lab sessions.

Brief written reports, interpreting each of the tests studied, will be completed throughout the semester. Due dates for the brief reports have been set shortly after the completion of course material on each test. Data for the brief reports will come from students’ administrations, or it will be provided by the instructor. These brief reports will serve as preparation for the comprehensive report, which will be the final project of the semester.

In addition to the reading assignments indicated on the outline, interpretive materials and sample profiles will be distributed as practice materials. You will be expected to familiarize yourself with the material and be prepared to interpret practice profiles in class. The instructor and other members of the class will comment on the interpretation in a helpful manner (e.g., providing additional information, raising questions).

ASSESSMENT PRACTICE

During the semester, you will be required to administer and score 8 tests, and data will be provided for others. For the administrations, you are responsible for finding people to take the test. Arrangements will be made to solicit PSYC 102 students to take those tests for which college students are appropriate.
The purpose for this practice is to further your education (as will be explained to the subjects in obtaining their informed consent). Given that you will have not yet proven competence in administering these tests, you will not be able to provide an interpretation for the volunteer examinees. However, later in the semester you may choose to administer and interpret tests used with clients seen in practicum, and you will work directly with your supervisor (or the instructor as appropriate) to assure that ethical testing standards are maintained.

Students are expected to be fully proficient in administration and scoring by the last administration of each test. That is, the last repetition of a test should be administered and scored without errors.

In the case of the WAIS-IV, students will practice on their own time and demonstrate adequate administration and scoring (only minimal errors) with the teaching assistant prior to administering the test to any volunteer subjects. Practice administrations and the first two required administrations will be recorded (audio or video). The final WAIS-IV administration will be videotaped.

You may receive individualized assistance on days where “LAB” is indicated on the course schedule. Although there will be no lecture on those days, you are expected to attend the lab, unless you have already completed the testing/reports as indicated on the syllabus.

ASSIGNMENTS

Approximate due dates for the assignments are provided on the course schedule (page 4). One test interpretation for each assignment may be turned in for feedback one week prior to the due date (optional). You will receive feedback by two days before the due date for that test. These due dates may be adjusted, in the event that class discussions change the length of time needed to cover course material. Coordinating the use of testing materials with other classes might also cause changes in the schedule.

GRADING

50%  Brief Assessment Reports, Including Administration & Scoring as Applicable
40%  Final Psychological Report
10%  Discussion and Participation

ADDITIONAL READINGS


**Emergency Procedures.** Southern Illinois University Carbondale is committed to providing a safe and health environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down), and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due*</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/13</td>
<td>Course Intro</td>
<td>Syllabus; G-M Ch. 1</td>
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<tr>
<td>2</td>
<td>1/20</td>
<td>MLK Holiday—no class</td>
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<tr>
<td>3</td>
<td>1/27</td>
<td>Lab Day—Familiarize with WAIS-IV Kits</td>
<td>G-M Ch. 5</td>
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<tr>
<td>3</td>
<td>2/3</td>
<td>Interviewing, Assessment, Reporting, Ethics</td>
<td>G-M Ch. 2 &amp; 3, Readings #1, 10</td>
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<td>4</td>
<td>2/10</td>
<td>Cognitive Testing &amp; the WAIS-IV</td>
<td>Readings #2, 12, 17 (2 chapters)</td>
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<td>5</td>
<td>2/17</td>
<td>Lab Day—WAIS-IV Admin &amp; Scoring</td>
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<td>6</td>
<td>2/24</td>
<td>Cultural Issues in Assessment</td>
<td>Readings #7, 14, 15</td>
<td>WAIS-IV Check Out Completed</td>
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<td>7</td>
<td>3/3</td>
<td>Writing the Psychological Report</td>
<td>G-M Ch. 15, Readings #13, 16</td>
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<td>8</td>
<td>3/10</td>
<td>SPRING BREAK—No Class</td>
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<td>9</td>
<td>3/17</td>
<td>Intro to Outcome Assessment</td>
<td>Reading #4, 19, Identify OQ Case</td>
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<tr>
<td>10</td>
<td>3/24</td>
<td>Outcome Assessment Analysis Classification and Diagnosis</td>
<td>DSM-IV Introductory Info.</td>
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<tr>
<td>11</td>
<td>3/31</td>
<td>Intro to MMPI-2</td>
<td>G-M Ch. 7, Appendix D; G Ch. 1, 2, 10, 11</td>
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<td>12</td>
<td>4/7</td>
<td>MMPI-2 Wrap-up/Lab</td>
<td>G Ch. 3-8, Reading #3, MMPI-2 #1</td>
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<tr>
<td>13</td>
<td>4/14</td>
<td>Other Personality/Symptom Instruments (PAI, BDI, NEOPI-R)</td>
<td>DSM-IV Introductory Info.</td>
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<tr>
<td>15</td>
<td>4/28</td>
<td>Personality Disorders Diagnostic Exercise Course Integration &amp; Wrap-up</td>
<td>DSM-IV Chapters/Cases, OQ-45 (Tests Administered for Final Project)</td>
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<td>17</td>
<td>5/8</td>
<td>Final Project Due, Thursday of Finals Week, by 4:30p.m. (Note different day.)</td>
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*Assignments due refers to brief interpretive reports, scoring sheets, and administration recordings (WAIS-IV).

aData provided by the instructor.

bRecordings required.

cThe third WAIS-IV administration may be incorporated into the final project.

dThe due date for the OQ-45 may be adjusted on a case-by-case basis (e.g., client availability).