**Psychological Assessment II Lab (PSYC 811-201)**

Spring 2023 Mondays 1:30 – 3:00 pm at Clinic

Instructor: Dr. Jerome Short jshort@gmu.edu 703.993.1368

Office Hours: Tuesdays 1:00 – 3:00 pm, online

**Last day to add course:** Jan. 30 **Drop Deadlines:** Feb. 6 (100% refund); Feb. 13 (50% refund)

**Course Objectives:**

This is the lab section for the second semester of a two-semester sequence on psychological assessment. The goal of the course is to give students practice in administering, scoring, and interpreting assessment instruments and writing assessment reports. Students will gain the skills to: (1) conduct a semi-structured clinical interview; (2) choose appropriate assessment techniques to learn about clients’ concerns and difficulties; (3) provide accurate, clear and effective interpretation of assessment results; (4) develop recommendations tailored to the needs of clients, and (5) provide helpful feedback to clients in person and through written reports.

The topics in the second semester will include: (1) reliable administration of diagnostic interviews including the Structured Clinical Interview for DSM disorders (SCID), Mini-International Neuropsychiatric Interview For Children And Adolescents (MINI-KID), and Achenbach System of Empirically Based Assessment (ASEBA); (2) brief assessments for anxiety (DASS-21), depression (PHQ-9), and substance use (AUDIT and DAST); (3) reliable and valid interpretation of personality measures including the Personality Assessment Inventory (PAI); (4) assessment of ADHD and executive functioning; (5) assessments of achievement and cognitive abilities with the Woodcock-Johnson test batteries; (6) clinical interviewing and report writing; (7) how to select, critically evaluate, and use empirical tests; (8) uses of the multi-method assessment approach for research and practice; and (9) cognitive behavioral case formulation;

**Required Book.**

First, M. B., Williams, J. B. W., Karg, R. S., & Spitzer, R. L. (2016). *Structured Clinical Interview for DSM-5 Disorders* *(SCID-5-CV)*. Washington, DC: American Psychiatric Association.

The schedule of class topics is:

| **Lab Date** | **Topics Covered** | **Assignments Due** |
| --- | --- | --- |
| January 23 | Introduction to SCID-5, SCID mood modules, DASS-21, PHQ-9 |  |
| January 30 | SCID anxiety, OCD, and PTSD modules |  |
| February 6 | SCID substance use, eating disorder modules; AUDIT and DAST |  |
| February 13 | SCID Proficiency Tests on Mood, Anxiety, OCD, and PTSD Modules |  |
| February 20 | PAI administration and scoring |  |
| February 27 | PAI interpretation |  |
| March 6 | CPT, CATA, D-KEFS and BRIEF administration and practice | **\*\*Turn in report with PAI, DASS-21, PHQ-9, AUDIT, DAST, and SCID modules to TA\*\*** |
| March 20 | WJ-Ach and Nelson Denny administration and practice |  |
| March 27 | WJ-Cog administration and practice  |  |
| April 3 | Introduction to MINI-KID; ADHD, ODD, and CD modules |  |
| April 10 | Finish MINI-KID; ADHD, ODD, and CD modules; review ASEBA |  |
| April 17 | SCID-II Personality Disorders Assessment |  |
| April 24 | Supervision on Assessment cases |  |
| May 1 | Supervision on Assessment cases | **\*\*Turn in comprehensive assessment report to TA\*\*** |

*Interviews/Assessments/Reports:*

* 1 adult clinical interview with a college student volunteer; PAI; Depression, Anxiety, and Stress Scales (DASS-21); PHQ-9; AUDIT, DAST, and SCID modules
* 1 comprehensive assessment report with a clinic client, clinical interview, and appropriate tests (e.g., WAIS-IV, PAI, Conners’ ADHD Rating Scales, BRIEF, DASS-21, PHQ-9, D-KEFS, Nelson Denny Reading Test, Woodcock-Johnson-IV Achievement and Cognitive Abilities)

Protocols for practice administrations should be completed and turned in with videotaped interviews to the 811 mailbox **within 72 hours of administration**. Please email the TA when you place materials in the 811 mailbox. **De-identify, password-protect, and submit reports via email for review and grading.**

**Lab Grading Criteria**

**1. Proficiencies (Pass/Fail – 90% passing grade)**

**50 points - SCID**

**= 50 points – Total Proficiency Score**

**2. Test Administration and Protocols**

**50 points – PAI**

**50 points – WAIS-IV**

**50 points – WJ-Achievement**

**= 150 points – Total Test Administration/Protocol Score**

**3. Report Writing**

**50 points – PAI, DASS-21, PHQ-9, AUDIT, DAST, and SCID**

**50 points – WAIS-IV/PAI/WJ-Achievement and other scales**

**= 100 points – Total Report Writing Score**

**4. Interviewing, class participation, ethical and professional conduct, implementing feedback – 100 points**

**400 points – Total Lab Grade**

**Grade for lab counts for 25% of total grade for PSYC 811**

Lab grades will be based on class participation, test proficiencies, timely and accurate completion of test administrations, protocol scoring, report writing, completion of interviews in a professional manner, and implementing feedback. Lab TAs will provide feedback on your interviewing, administration and scoring, report writing, and general professional interaction skills. You will turn in protocols and videotaped interviews to TAs for review and feedback. They will grade your work and you will re-submit unsatisfactory work until it is satisfactory.

\*\***You will be charged a lab fee at the end of the semester for the cost of protocols and copies incurred.**

Prior to administering a testing instrument to a volunteer, you will read the manual; practice administering the instrument in lab and outside of class with a classmate; and earn 90% or above on the SCID lab proficiency.

**Volunteers:** You will recruit an adult volunteer through the GMU research participant pool. At all times, you must behave with a volunteer in the same manner that you would with actual clients. Thus, you cannot assess a volunteer with whom you have any type of outside relationship (i.e., a student in one of your labs or classes; a co-worker; a relative; etc.). You should always conduct yourself in a professional manner (e.g., arrive on time to appointments; contact volunteer if appointment must be changed or cancelled; and dress and conduct yourself professionally).

# University Policies and Resources

1. Student Responsibilities About Communication: Mason uses electronic mail to provide official information to students. Examples include communication from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
2. [Honor Code and Academic Honesty:](http://oai.gmu.edu/) You need to know and abide by George Mason University’s Honor Code. The Code requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. You should contact me if you have questions about these policies. All violations of the Honor Code will be reported to the Honor Committee.
3. Students must follow the university policy for [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) and registration on the [Registrar’s website.](http://registrar.gmu.edu/)
4. Student services: The University provides range of services to help you succeed academically and you should make use of these if you think they could benefit you. I also invite you to speak to me (the earlier the better). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the [Student Support and Advocacy Center](https://ssac.gmu.edu/) at 703.380.1434.
5. [The George Mason University Counseling and Psychological Services (CAPS)](http://caps.gmu.edu/) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance. Counseling Center: Student Union I, Room 364, 703.993.2380.
6. Accommodations: Students with disabilities who seek accommodations in a course must be registered with the [George Mason University Office of Disability Services (ODS)](http://ods.gmu.edu/) and inform their instructor, in writing, at the beginning of the semester. If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Services (DRS) at 703.993.2474.
7. [The George Mason University Writing Center](http://writingcenter.gmu.edu/) staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. University Writing Center: Robinson Hall Room A114, 703.993.1200. The writing center includes assistance for students for whom English is a second language.
8. [Library](http://library.gmu.edu/for/online): Most University Libraries resources are available to you from home. They have a variety of online services.
9. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
10. [Diversity](http://ctfe.gmu.edu/professional-development/mason-diversity-statement/): George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.
11. [Religious Holidays](http://ulife.gmu.edu/calendar/religious-holiday-calendar/): It is the obligation of students, within the first two weeks of the semester, to provide professors with the dates of major religious holidays on which they will be absent or unable to turn in work due to religious observances.
12. [Student Privacy](http://registrar.gmu.edu/ferpa/): All students at Mason control access to their educational records and must give consent before that information is disclosed to any third party, including parents.
13. Netiquette:Use proper netiquette (i.e., the culture of communicating digitally). Learn more about netiquette from this [useful guide](https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/) from Rasmussen College.
14. Class Cancellation Policy: If class is cancelled, I will notify you by email/blackboard on how we will make up the time.
15. Mandatory reporting of sexual assault, interpersonal violence, and stalking: As a professor, I am designated as a “Non-confidential Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center at 703.380.1434 or Counseling and Psychological Services at 703.993.2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703.993.8730 or emailing titleix@gmu.edu.