Courses

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Office hours: by appointment before or after class

COURSE DESCRIPTION:

This course aims to teach the practical application of personality and intellectual assessment instruments. The primary goal is for the students to acquire proficiency in the administration and interpretation of selected psychological tests. The students are expected to learn the basic skills necessary to utilize both personality and intelligence test results in diagnostic examinations and therapeutic interventions. The course is "hands-on" in order to promote skills and knowledge that will generalize to practical "real-world" settings. The students will also gain an understanding of various legal, ethical, and cultural issues related to psychological testing. Additionally, the students will develop familiarity with malingering/symptom validity measures.

The course will balance lectures, in-class discussions, and assigned readings with the administration, scoring, and interpretation of selected tests. Students are expected to participate in discussions and will routinely be called upon to share their perspectives on course material.

COURSE OBJECTIVES:

1. To provide an understanding of personality and intellectual assessment, including historical development and terminology.
2. To provide an understanding and appreciation of the ethical, legal, and cultural issues related to psychological testing.
3. To provide a framework for critically evaluating and selecting testing instruments.
4. To provide an understanding of the process of personality testing and how its methods can be applied to answering diagnostic questions in a variety of settings.
5. To acquire or sharpen skills in clinical interviewing.
6. To develop the ability to synthesize clinical information and test data/results into a professional testing report.

IDEA OBJECTIVES:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

4. Developing skill in expressing oneself orally or in writing

REQUIRED TEXTS:


RECOMMENDED TEXTS (OPTIONAL):


ADDITIONAL READINGS:

Throughout the course, the instructor will provide copies of selected articles and readings.

ASSIGNMENTS / EXAMINATION:

This course includes three major assignments and one examination (300 points total). A detailed discussion of each assignment will be provided in class.

1. **Clinical Interview / Mental Status Report**: You will conduct a clinical interview and mental status examination of an adult volunteer. You will write a three page (single spaced) report in the format discussed in class.

2. **MMPI-2 Self Report**: You will self-administer, score, and interpret the MMPI-2 and write a one page (single spaced) report.

3. **WAIS-IV Report**: You will score and interpret test data obtained during an in-class exercise and then write a one page (single spaced) report.

4. **Examination** based on lectures and readings.

5. **Final Report**: You will conduct a clinical interview, mental status examination, and psychological assessment of an adult volunteer and use the data to prepare a five page (single spaced) report with diagnostic impressions.
**GRADING:**

Your grade for this course will be determined by the following:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Clinical interview / MS report</td>
<td>50</td>
</tr>
<tr>
<td>MMPI-2 Self Report</td>
<td>50</td>
</tr>
<tr>
<td>WAIS-IV Report</td>
<td>50</td>
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<tr>
<td>Examination</td>
<td>100</td>
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<tr>
<td>Final Paper</td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>350</strong></td>
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<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89.99%</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79.99%</td>
<td>C</td>
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<tr>
<td>60 – 69.99%</td>
<td>D</td>
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<tr>
<td>Below 60</td>
<td>F</td>
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*Note.* I do not change grades after they have been posted on LOCUS. I also cannot offer extra credit on individual basis. Please do not ask to do extra work at the end of the semester to improve your grade, as I will be unable to help you at that point.

**Late Assignments:** Students are expected to turn in all assignments during the designated class period. Late assignments, when permitted, will be penalized one letter grade per day. Exceptions will only be made for extreme circumstances (e.g., death, serious illness which requires medical attention/hospitalization, etc.).

**Make-Up Exams:** You are expected to be in class and on-time for the scheduled exams. Make-up exams will only be given in an extreme emergency. Students are to inform me, if possible, prior the examination date. Few exceptions will be made and only for extreme circumstances (e.g., death, serious illness which requires medical attention/hospitalization, etc.).

**CAUTION REGARDING PSYCHOLOGICAL ASSESSMENTS:**

You will be required to recruit and select two adult (> 18-years-old) volunteers to participate in a clinical interview and psychological assessment. These individuals should not be closely associated with you. Do not assess anyone who has previous experience with psychological testing or anyone currently or recently involved in mental health treatment.

You are expected to clearly inform your volunteers that their participation is strictly voluntary and that feedback is broad and not to be considered a professional recommendation or diagnostic impression. You are also to discuss the limits of confidentiality. Additionally, you are to advise them that you are an unlicensed *student in training* (not a “psychologist”) and that their participation is done for your educational purposes only. Do not use the actual name or identifying information of the individual your reports.

**TEST SECURITY AND RESPONSIBILITY:**

Students enrolled in this course are responsible for all test materials loaned to them by the university or the instructor. The contents of the test kits should be complete and in proper order when they are returned.
Students are to adhere to the APA Ethical Principles of Psychologists and Code of Conduct guidelines concerning the use and protection of psychological test instruments and data.

**COURSE EMPHASES:**

**Social Action Through Education:**

As a counseling psychologist, you can be a vehicle for justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. In this course, many issues related to psychological testing and social justice will be addressed by way of lectures, case examples, and assigned readings. The School of Education conceptual framework is described here: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

**Diversity:**

Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This course will discuss and demonstrate how psychological testing and assessment directly relate to various cultural factors, including but not limited to test selection, test development, language issues, etc. Additionally, it will directly discuss how one should consider and factor in cultural issues to a psychological assessment.

**Dispositions:**

The disposition of Professionalism will be assessed in this class. Professionalism is assessed by examining your conduct as an examiner with volunteer testing subjects, as well as with the instructor and other students. Students who show impairment in this regard may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on this dimension.

Please see the following link for additional information on University policies listed below: [http://luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/)

**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**LiveText**

LiveText is used to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. Use this link for additional information about LiveText.

**PLEASE SEE THE ATTACHED SYLLABUS ADDENDUM.**
SCHEDULE
Fall 2019

Note: Schedule is tentative and is subject to change.

Week 1: August 29
Introduction and Organization

Week 2: September 5
Clinical / Diagnostic Interviewing
Mental Status Examination
- Reading: Groth-Marnat Chapter 3

Week 3: September 12
History of personality assessment
Major approaches / theories of personality assessment
- Reading: Groth-Marnat Chapters 1 and 2

Week 4: September 19
Introduction to the MMPI-2
- Reading: Groth-Marnat Chapter 7
  Graham Chapter 2
  Medoff (2003) article

Week 5: September 26
MMPI-2, continued
MMPI-2 Scoring (in class exercise)
- Reading: Graham Chapters 3 and 4
- DUE: Clinical Interview / Mental Status Report

Week 6: October 3
Response Style and Malingering
Test demonstration (in class exercise)
- Reading: Rogers and Bender (2013) chapter
- DUE: MMPI-2 Self Report

Week 7: October 10
Introduction to Intelligence and Intellectual Testing
- Reading: Groth-Marnat Chapter 5

Week 8: October 17
Introduction to the WAIS-IV
- Reading: Lichtenberger Chapter 1
  Benson, Hulac, & Kranzler (2010) article
  Schwartz (2013) article

Week 9: October 24
In Class WAIS-IV exercise and workshop
- Reading: Lichtenberger Chapter 2, 3, and 4

Week 10: October 31
WAIS-IV scoring and interpretation
Week 11: November 7
Introduction to Abbreviated Intelligence Measures (WASI-II)
- Reading: Irby and Floyd (2013) Article
- DUE: WAIS-IV Report

Week 12: November 14
Introduction to Projective Testing: How to Incorporate into Objective Personality Assessment
In Class Test Demonstration (Rorschach / TAT)
Review for Examination
- Reading: Groth-Marnat Chapter 11

Week 13: November 21
Examination

Week 14: November 28
No Class- Thanksgiving Holiday

Week 15: December 5
Psychological Report Writing: How to Integrate Personality and Intelligence Test Results into Diagnostic Formulations and Treatment Recommendations
- Reading: Groth-Marnat Chapters 14 and 15

Week 16: December 12
DUE: Final report

Note: Copies of all articles will be provided by the instructor.
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Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice.** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link
- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education.**