Multicultural Psychological Assessment II:
Advanced Clinical and Personality Assessment
PSY F687, 3 credits
Summer 2014

Prerequisites:  
PSY 633 (Tests and Measurement in a Multicultural Context)  
PSY 679 (Multicultural Psychological Assessment I)  
Admission to the PhD. Program in Clinical-Community Psychology

Instructor:  
Marti Cranor, PsyD.

Office:  
Phone: 907-457-2700

Email:

Class Time/Place:  
Wednesdays 9:00am – 12:30pm  Gruening 209

Office Hours:  
TBA

Course Description:

This course builds on the knowledge base of Multicultural Assessment I. The primary purpose of this course is to enhance students' knowledge and skill in the administration and interpretation of available measures of personality, psychopathology, and psychological functioning and the integration of those results into a clinical context including diagnosis and treatment planning. Emphasis will be placed on cultural sensitivity in the assessment process. Students will be introduced to projective as well as objective tests and screening measures and will receive didactic and experiential exposure to the interpretive process and the reporting of assessment results.

Other Course Details:

Students will receive hands-on experience in administering and interpreting various projective personality/psychopathology measures, as well as interpreting and reporting the testing results of actual clients, including clients of the various cultural groups residing in Interior and Northern Alaska.

Student Outcomes:

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<th>After successful completion of the course, the students will be able to do the following:</th>
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<tr>
<td>▶ Articulate an understanding of the appropriate and ethical uses of personality assessment.</td>
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<td>▶ Demonstrate skill in interpreting the results of both objective and projective personality measures.</td>
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<td>▶ Demonstrate skill in integrating personality test results into diagnostic formulations and treatment plans.</td>
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<td>▶ Relate testing and assessment data concerning individuals to their life circumstances and cultural environment.</td>
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<td>▶ Write accurate, thorough, and well-reasoned assessment reports.</td>
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<td>▶ Present assessment findings in a logical and coherent manner to classmates and instructor.</td>
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**Required Texts:**


**Recommended Additional Resources:**


**Supplemental Reading Materials:**

Additional reading material may be assigned. When needed, the instructor will make materials available for students' use. When appropriate, students are encouraged to research and obtain materials to assist them in completing assignments.

**Course Policies:**

**Attendance and Class Participation:** Attendance, preparation, and participation in class discussions are required. During each class period, students should be prepared to discuss the topics in the assignments, to answer and ask questions, to challenge ideas presented in class, to actively participate in group activities and to integrate course materials and ideas presented during class discussion into their practice. In the case of a family or medical emergency, a student will be excused from class. The student must inform the instructor immediately if such a situation arises. If a student misses more than 6 contact hours due to an emergency situation, their ability to complete the requirements of the course will be jeopardized.

**Late assignments:** Late assignments (except in the case of a family or medical emergency) will lose 2
percentage points for each day they are late (including weekends). Any situation that may result in late assignments must be discussed with the instructor as soon as possible.

University E-mail and Blackboard Accounts: Students are required to obtain a university-issued username for the use of email and Blackboard. If the university server is not your primary email address, you are expected to set it up so that all emails are forwarded from the university server account. Additionally, students are required to access Blackboard regularly for announcements, changes, assignments, and other postings.

Honor Code: Students must abide by academic integrity standards as outlined in the Student Code of Conduct found in the Student Catalog of each campus (UAA Catalog: Chapter 5; UAF Catalog: Academic and Regulations Chapter). The UAF Code of Conduct can be found online at http://www.uaf.edu/catalog/currentacademics/regs3.html#Student_Conduct.

Support Services: Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, 907-474-5314.

Disability Services: The instructor will work with the Office of Disabilities Services, UAF (203 Whitaker, 907-474-7043) to provide reasonable accommodation to students with disabilities.

Assignments:

Projective test administration (50 pts.): Each student is required to administer the Bender Gestalt and House-Tree-Person to a volunteer. The volunteer must sign the consent form on page of this syllabus prior to completing the test instruments. Students will videotape the administration session and turn in the videotape as evidence of completion of the assignment. Students will also turn in the drawings, interview notes, and scoring sheets with identifying information omitted. Each student will provide written interpretive hypotheses generated by the projective drawings. The videotapes, drawings, and interpretive hypotheses will be presented in class for discussion and feedback.

Interpretation of test results (25 pts. each): Each week students will be given results of various instruments to interpret. Students are required to produce written interpretive hypotheses and summary interpretations which will be presented in class and handed in. The summary should include a description of additional information that would be desirable to clarify and increase confidence in the interpretations. Students will be asked to provide tentative DSM-5 diagnoses in some cases. All written assignments will be graded on accuracy of interpretation, ability to integrate information, ability to articulate reasoning leading to conclusions, and writing style (flow, structure, grammar, spelling).

Final exam (50 pts.): Students will be provided with a case study, including actual test results, and expected to produce a complete assessment report including DSM-5 diagnoses and treatment recommendations.

Class attendance and participation (200 pts.): Attendance and active participation in class discussions are required. Students will be evaluated on the quality of their presentations to the class, knowledge of
the subject matter, and ability to articulate and defend their reasoning and conclusions.

**Evaluation of Course Work:**

- Projective test administration: 50 pts.
- Interpretation of test results: 250 pts.
- Class attendance and participation: 200 pts.
- Final exam: 50 pts.

Total 550 pts.

**Grading:**

- A: 90-100% 495-550 pts.
- B: 80-89% 440-494 pts.
- C: 70-79% 385-439 pts.
- D: 60-69% 330-384 pts.
- F: < 60% < 330 pts.

**Incomplete Grade:** An incomplete grade ("I") will be assigned only if two conditions have been met. First, the student must have completed the majority of the course work, written assignments and examinations, and earned a grade of “B” or better. Second, documented evidence must be submitted to substantiate the fact that course completion was prevented by a serious circumstance (e.g., medical or family emergency). Failure to attend or complete the course, whether due to negligence or indifference, will result in a grade of “F” unless there has been an official course withdrawal. If an “I” is assigned, completion of all course work is the responsibility of the student. All course work must be completed within one year following the semester in which the “I” was assigned.

**Tentative Course Calendar:**

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>May 28</td>
<td>Introduction to the course</td>
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<td>Proper uses of assessment</td>
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<td>Basic interpretive process</td>
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<td>June 4</td>
<td>MMPI-2 profile interpretation</td>
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<td>Case presentations and class discussion</td>
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<td>June 11</td>
<td>MCMI-III profile interpretation</td>
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<td>Case presentations and class discussion</td>
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<td>June 18</td>
<td>Introduction to projective testing and interpretation – Bender Gestalt, House-Tree-Person</td>
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<td>Case presentations and class discussion</td>
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<td>June 25</td>
<td><strong>Videotape of projective testing and test results due!</strong></td>
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<td>Presentation of above and class discussion</td>
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<td>July 2</td>
<td>Integrating results of personality and cognitive tests</td>
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<td>Case presentations and class discussion</td>
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<td>July 9</td>
<td>Multicultural issues in personality assessment</td>
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<td>Case presentations and class discussion</td>
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<td>July 16</td>
<td>Integrating test results into diagnostic formulations</td>
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<td>Case presentations and class discussion</td>
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<tr>
<td>July 23</td>
<td>Translating test results and diagnostic formulations into treatment plans</td>
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<td>Case presentations and class discussions</td>
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<td>July 30</td>
<td>Ethical dilemmas in personality assessment</td>
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<td>Case presentations and class discussion</td>
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<td>August 6</td>
<td>Specialized instruments for risk assessment – Hare PCL-R, CAPI, ODARA</td>
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<td><strong>Final exam case assigned</strong></td>
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<td>August 13</td>
<td><strong>Final exam report due!</strong></td>
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**Informed Consent**

I, _______________________________(volunteer’s name), understand that the task I am about to participate in with ____________________ (student’s name) serves as a practice session for that student. Hence, I understand that the task is in no way designed to reflect an actual assessment session, therapy session, or therapeutic intervention.

Additionally, I understand:
- that I will receive no feedback about the task or intervention practiced by the student.
- that I cannot receive performance feedback based on what the student uncovered with me.
- that I cannot use any of the information that comes to light for current or future legal purposes.
- that I cannot use the session for mental health planning purposes.
- that I cannot have the results of the session released to any therapist I may see or plan to see.
- that I cannot expect the student to give me any warnings or recommendations based upon the results of the session.
- that I cannot hold the student or instructor legally liable for the absence of such warnings.
- that the student and instructor will assume that I am faking my responses.
- that if during the course of this practice session, I indicate or my assessment results indicate, that I am at risk of harm to myself or others, the student may breach confidentiality and inform others in order to ensure the safety of myself and/or others.

I am aware:
- that being a volunteer for psychological assessment practice may result in some painful emotions and am willing to take this risk.
- that I may choose to discontinue the session or task at any time, especially if the process is upsetting to me.
- that the student will do everything possible to guarantee my safety and comfort.
- that I may report any unprofessional, unethical, or otherwise uncomfortable behavior by the student to the instructor, Dr. Marti Cranor at 907-457-2700.
- that I may receive a copy of this form from the student upon request.

I understand that the session will be videotaped (or recorded on a disc) and that the videotape (or disc) will be viewed by the course instructor, the assigned teaching assistant (if any), and the students in the course. However, upon viewing or no later than within four (4) weeks of the session, the videotape (or disc) will be erased. I also understand that the videotape (or disc) may be sent via mail to the instructor, but that the videotape (or disc) will be clearly labeled as “confidential.”

I understand that with my participation:
- I will gain some exposure to various psychological strategies.
- I am doing a much-appreciated service to the student and the instructor.

With my signature below, I acknowledge that I have understood these terms and that I am willing to serve as a volunteer for the student.

__________________________________________                   _______________________________
Volunteer’s Signature                   Date
________________________________________________________________________
Student’s Signature                   Date