

**Psychology 811 – Diagnostic Interviewing
Summer, 2023**

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Goals:

- 1) To gain knowledge of the empirical and theoretical strengths and limitations of some of the most commonly used diagnostic interview techniques and instruments, including the mental status exam, the SCID I and II, the ADIS, and the DIAMOND as well as various disorder specific clinician interviews such as the Hamilton Depression and Anxiety Scales, the Yale-Brown Obsessive Compulsive Scale, and various ADHD self-report Scales.
- 2) To provide an introduction to conducting structured and unstructured clinical interviews, including establishing rapport, taking family and patient histories, probing for difficult material (e.g. suicidality, sexuality, substance abuse) and how to know what to ask.
- 3) To gain working knowledge of the DSM-5 diagnostic categories and to establish competence in applying the diagnostic criteria in arriving at accurate diagnoses and case conceptualizations.

Required Texts:

American Psychiatric Association - Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5) (2013). American Psychiatric Press, Inc., Washington, D.C.

Groth-Marnat, G. (2016). *Handbook of Psychological Assessment*, 6th Edition. John Wiley & Sons.

Antony, M.M. & Barlow, D. H. (Eds.) *Handbook of Assessment and Treatment Planning for Psychological Disorders – 3rd Edition*, 2020. The Guilford Press, NY, London.

Hays, P.A. (2022). *Addressing Cultural Complexities in Counseling and Clinical Practice: An Intersectional Approach*, 4th Edition. American Psychological Association

Strongly Recommended:

Lukach, M. (2017). *My Lovely Wife in the Psych Ward*. Harper Collins, NY, NY.

Bailey, L. (2019). *Because We Are Bad: OCD and a Girl Lost in Thought*. Harper Collins, NY, NY.

Note: Articles with authors in **RED** are available online through Penn library system. Authors in **BLUE** are graduates of or faculty here at Penn. I don't LOOK for them. I just FIND them when I search on topics to update the syllabus. But it's always fun to assign them!

Class: **Topic:**

- Week 1 Introduction to Diagnostic Interviewing
- Establishing rapport.
 - Identifying the presenting problem.
 - Taking a history.
 - Figuring out what to ask.
 - The Mental Status Exam.

Required:

Groth-Marnat, pages 39-76 (The Context of Assessment) and 77-112 (The Assessment Interview)

Hays, Chapter 7 pages 135-159 Conducting a culturally responsive assessment.

Moleiro, C. (2018). Culture and psychopathology: New perspectives on research, practice, and clinical training in a globalized world. *Frontiers in Psychiatry, 9*, <https://doi.org/10.3389/fpsy.2018.00366>

Mosher, Hook, Captari et al. (2017). Cultural humility: A therapeutic framework for engaging diverse clients. *Practice Innovations, 2(4)*, 221-233.

Recommended:

Wright, A.J. (2021). Conducting Psychological Assessment: A Guide for Practitioners, 2nd Edition. Page 3-38 - The Hypothesis Testing Model and Clinical Interviewing and Hypothesis Building.

Week 2 Structured Diagnostic Interviewing for Axis I Disorders

- (SCID-5), ADIS, DIAMOND
- Self-report Inventories for gauging severity

DSM 5 pages 5-24 (introduction), 749-759 (cultural formulation)

Hays, P.A. (2022). Chapter 10 – Making a culturally responsive diagnosis. In *Addressing Cultural Complexities in Counseling and Clinical Practice: An Intersectional Approach, 4th Edition*. American Psychological Association.

Summerfeldt, L.J., Ovanessian, M.M. & Antony, M.M. Structured and Semistructured Diagnostic Interviews. In *Antony & Barlow, Handbook of Assessment and Treatment Planning for Psychological Disorders*, 74-115.

Nakash, Naga, Bentov-Gofrit, Amiaz, Lev-Ran & Westen (2018). Validity and clinical utility of DSM and prototype diagnosis for depressive and anxiety spectrum disorders in predicting adaptive functioning. *Psychiatry Research*, 270, 50-56.

Clark, L.A., Cuthbert, B., Lewis-Fernandez, R. et al. (2017). Three approaches to understanding and classifying mental disorders: ICD-11, DSM-5, and the National Institute of Mental Health's Research Domain Criteria (RDoC). *Psychological Science in the Public Interest*, 18(2), 72-145.

Note: This paper is VERY long and not all of it is equally relevant/important. You can skip a lot of the material in the middle and the last third on the ICD system, since it's not particularly relevant to your training here in the US. But please do read the historical overview at the beginning and the sections on etiology, categories, thresholds and comorbidity in DSM-5 and RDoC fairly carefully.

Recommended (both are classics that touch on core historical trends in diagnosis):

Westen, D. & Weinberger, J. (2004). When clinical description becomes statistical prediction. *American Psychologist*, 59(7), 595-613.

Westen, D. & Weinberger, J. (2005). In Praise of Clinical Judgment: Meehl's Forgotten Legacy. *Journal of Clinical Psychology. Special Issue: A Great Pioneer of Clinical Science Remembered: Special Issue in Honor of Paul E. Meehl. Vol 61(10)*, 1257-1276.

Recommended to skim:

Tolin, D.F., Gilliam, C., et al., & Hallion, L.S. (2016). Psychometric properties of a structured diagnostic interview for DSM-5 Anxiety, Mood, and Obsessive-Compulsive and Related Disorders. *Assessment, March*, 1-11.

Week 3 Anxiety Disorders and Trauma and Stressor-Related Disorders

- Phobias
- Panic
- Social Anxiety
- GAD
- Acute Stress and PTSD

DSM 5 pages 189-233, 265-290

Chapters 6, 7, 8 and 10 in *Antony & Barlow, Handbook of Assessment and Treatment Planning for Psychological Disorders*

These chapters cover panic and agoraphobia, social anxiety, GAD and Trauma disorders.

MacIntyre, M. M., Zare, M., & Williams, M. T. (2023). Anxiety-related disorders in the context of racism. *Current Psychiatry Reports*, 1-13.

Recommended:

Asnaani, A. & Hall-Clark, B. (2017). Recent developments in understanding ethnocultural and race differences in trauma exposure and PTSD. *Current Opinion in Psychology*, 14, 96-101.

Williams M, Zare M. (2022). A Psychometric Investigation of Racial Trauma Symptoms Using a Semi-Structured Clinical Interview With a Trauma Checklist (UnRESTS). *Chronic Stress* (Thousand Oaks). 2022 Dec 21;6:24705470221145126. doi: [10.1177/24705470221145126](https://doi.org/10.1177/24705470221145126)

Price, M. A., Weisz, J. R., McKetta, S., Hollinsaid, N. L., Lattanner, M. R., Reid, A. E., & Hatzenbuehler, M. L. (2022). Meta-analysis: Are psychotherapies less effective for black youth in communities with higher levels of anti-black racism?. *Journal of the American Academy of Child & Adolescent Psychiatry*, 61(6), 754-763.

Week 4 OCD Spectrum and Health/Illness Anxiety

- Obsessive-Compulsive Disorder
- Hoarding
- Trichotillomania
- Skin Picking
- Body Dysmorphic Disorder
- Somatic Symptom and Related Disorders (illness anxiety)
- Anorexia
- Tic Disorders and Tourettes
- OCPD

DSM 5 pages 235-264, 309-327

Chapter 9 in *Antony & Barlow*, Handbook of Assessment and Treatment Planning for Psychological Disorders (OCD and Related Disorders)

Dougherty, Brennan, Stewart, Wilhelm, et al. (2018). Neuroscientifically informed formulation and treatment planning for patients with obsessive-compulsive disorder: A Review. *JAMA Psychiatry*, *75(10)*, 1081-1087.

Fang, A., Matheny, N.L. & Wilhelm, S. (2014). Body dysmorphic disorder. *Psychiatric Clinics of North America*, *37*, 287-300.

Franklin, M. E., Zgrabbe, K., & Benavides, K. L. (2011). Trichotillomania and its treatment: A review and recommendations. *Expert Review of Neurotherapeutics*, *11(8)*, 1165-1174.

Scarella, T. M., Boland, R. J., & Barsky, A. J. (2019). Illness anxiety disorder: psychopathology, epidemiology, clinical characteristics, and treatment. *Psychosomatic medicine*, *81(5)*, 398-407.

Farhat, L. C., Olfson, E., Nasir, M., Levine, J. L., Li, F., Miguel, E. C., & Bloch, M. H. (2020). Pharmacological and behavioral treatment for trichotillomania: An updated systematic review with meta-analysis. *Depression and anxiety*, *37(8)*, 715-727.

Kress, V. E., Stargell, N. A., Zoldan, C. A., & Paylo, M. J. (2016). Hoarding disorder: Diagnosis, assessment, and treatment. *Journal of Counseling & Development*, *94(1)*, 83-90.

Greenberg, J. L., Berman, N. C., Braddick, V., Schwartz, R., Mothi, S. S., & Wilhelm, S. (2018). Treatment utilization and barriers to treatment among individuals with olfactory reference syndrome (ORS). *Journal of Psychosomatic Research*, *105*, 31-36.

Recommended: Wise, P. M., Eades, J., Tjoa, S., Fennessey, P. V., & Preti, G. (2011). Individuals reporting idiopathic malodor production: demographics and incidence of trimethylaminuria. *The American journal of medicine*, *124(11)*, 1058-1063.

Song, W.; Wang, W.; Yu, S.; Lin, G.N. (2021). Dissection of the Genetic Association between Anorexia Nervosa and Obsessive–Compulsive Disorder at the Network and Cellular Levels. *Genes*, *12*, 491. <https://doi.org/10.3390/genes12040491>

Read: DSM 5 pages 155-188

Chapter 11 in *Antony & Barlow*, Handbook of Assessment and Treatment Planning for Psychological Disorders (Depression – pages 335-377).

Lamers, F., Milaneschi, Y., de Jonge, P. & Giltay, E.J. (2018). Metabolic and inflammatory markers: associations with individual depressive symptoms. *Psychological Medicine*, 48(7), 1102-1110.

Sampogna, G., Del Vecchio, V., et al. (2020). Diagnosis, clinical features, and therapeutic implications of agitated depression. *Psychiatric Clinics of North America*, 43(1), 47-57.

Liu, C. H., Stevens, C., Wong, S. H., Yasui, M., & Chen, J. A. (2019). The prevalence and predictors of mental health diagnoses and suicide among US college students: Implications for addressing disparities in service use. *Depression and anxiety*, 36(1), 8-17.

Alvarez, K., Polanco-Roman, L., Samuel Breslow, A., & Molock, S. (2022). Structural racism and suicide prevention for ethnoracially minoritized youth: A conceptual framework and illustration across systems. *American journal of psychiatry*, 179(6), 422-433.

Guz, Kattari, Atteberry-Ash, et al. (2021). Depression and suicide risk at the cross-section of sexual orientation and gender identity for youth. *Journal of Adolescent Health*, 68(2), 317-323.

Recommended:

Homberg, J.R. & Jagiellowicz, J. (2022). A neural model of vulnerability and resilience to stress-related disorders linked to differential susceptibility. *Molecular Psychiatry*, 27, 514-524.

Homberg, J.R. & Lesch, K.P. (2011). Looking on the bright side of serotonin transporter gene variation. *Biological Psychiatry*. Vol 69(6), 513-519

DSM 5 pages 87 - 154

Gitlin, M. & Malhi, G.S. (2020). The existential crisis of bipolar II disorder. *Int J Bipolar Disord* **8**, 5. <https://doi.org/10.1186/s40345-019-0175-7>

Chiang, K.S. & Miklowitz, D.J. (2023). Psychotherapy in bipolar depression: Effective yet underused. *Psychiatric Annals*, *53*(2).
<http://dx.doi.org.proxy.library.upenn.edu/10.3928/00485713-20230119-01>

McIntyre, R.S., Alda, M. Baldessarini, R.J. et al. (2022). The clinical characterization of the adult patient with bipolar disorder aimed at personalization of management. *World Psychiatry*, *21*(3), 364-387. (This article is quite long, but really excellent overview of everything you need to know about bipolar disorder.)

Chapter 14 in *Antony & Barlow*, Handbook of Assessment and Treatment Planning for Psychological Disorders (Schizophrenia pages 447-493).

Florentin, S., Reuveni, I. Rosca, P., et al. (2023). Schizophrenia or schizoaffective disorder? A 50-year assessment of diagnostic stability based on a national case registry. *Schizophrenia Research*, *252*, 110-117.

Recommended:

M. Jäger, S. Haacka, T. Beckera, K. Frascha (2011). Schizoaffective disorder—an ongoing challenge for psychiatric nosology. *European Psychiatry*, (26,3), 159-165.

Gkintoni, E., Pallis, EG, Bitsios, P & Giakoumaki, SG (2017). Neurocognitive performance, psychopathology and social functioning in individuals at high risk for schizophrenia or psychotic bipolar disorder. *Journal of Affective Disorders*, *208*, 512-520.

For Historical Perspective:

Hunt, R.C. & Appel, K.E. (1936). Prognosis in the psychoses lying midway between schizophrenia and manic-depressive psychoses. *American Journal of Psychiatry*, *93*, 313-339.

For a wonderful patient/family perspective:

Lukach, M. (2017). My Lovely Wife in the Psych Ward. Harper Collins.

DSM 5 pages 645-684 (also review 761-782)
SCID-II

Antony, M.M. & Barlow, D. H. (Eds.) Handbook of Assessment and Treatment Planning for Psychological Disorders – chapter 16 – Personality Disorders

Shedler, J., Beck, A., Fonagy, P., Gabbard, G. O., Gunderson, J., Kernberg, O., ... & Westen, D. (2010). Personality disorders in DSM-5. *American Journal of Psychiatry*, 167(9), 1026-1028.

Krueger, R. F., & Hobbs, K. A. (2020). An overview of the DSM-5 alternative model of personality disorders. *Psychopathology*, 53(3), 126-132.

Lenzenweger, M. F. (2018). Schizotypy, schizotypic psychopathology and schizophrenia. *World Psychiatry*, 17(1), 25.

Gunderson, J.G., Fruzzetti, A. Unruh, B & Choi-Hain, L. (2018). Competing theories of borderline personality disorder. *Journal of Personality Disorders*, 32(2), 148-167. Note: I actually take issue with much of this article, but it is a good review of how many clinicians think about BPD. In my opinion, Marsha Linehan is the only BPD theorist anyone should pay attention to.

May, J.M., Richardi, T.M. & Barth, K.S. (2016). Dialectical behavior therapy as treatment for borderline personality disorder. *MentHealthClin*;6(2):62-7.
<https://doi.org/10.9740/mhc.2016.03.62>

Raine, A. (2018). Antisocial personality as a neurodevelopmental disorder. *Annual Review of Clinical Psychology*, 14, 259-289.

Isomura, K., Boman, M., Rück, C., Serlachius, E., Larsson, H., Lichtenstein, P., & Mataix-Cols, D. (2015). Population-based, multi-generational family clustering study of social anxiety disorder and avoidant personality disorder. *Psychological Medicine*, 45(8), 1581-1589. doi:10.1017/S0033291714002116

Paris, J. (2011). Pharmacological treatments for personality disorders. *International Review of Psychiatry*, 23, 303-309.

Read: DSM 5 pages 481-590,

Antony, M.M. & Barlow, D. H. (Eds.) Handbook of Assessment and Treatment Planning for Psychological Disorders – Chapter 15 – Substance Use Disorders

Palmer, A. M., Toll, B. A., Carpenter, M. J., Donny, E. C., Hatsukami, D. K., Rojewski, A. M., ... & Benowitz, N. L. (2022). Reappraising choice in addiction: novel conceptualizations and treatments for tobacco use disorder. *Nicotine and Tobacco Research*, 24(1), 3-9.

Babor, TF & Robaina, K. (2016). The Alcohol Use Disorders Identification Test (AUDIT): A review of graded severity algorithms and national adaptations. *International Journal of Alcohol and Drug Research*, 5(2), 17-24.

Gruber, SA & Sagar, KA (2017). Marijuana on the mind? The impact of marijuana on cognition, brain structure, and brain function, and related public policy implications. *Behavioral and Brain Sciences*, 4(1), 104-111.

Mandelbaum, D. E., & de la Monte, S. (2017). Adverse structural and functional effects of marijuana on the brain: Evidence reviewed. *Pediatric Neurology*, 66, 12-20.

<https://nam.edu/dismantling-buprenorphine-policy-can-provide-more-comprehensive-addiction-treatment/>

Haight, B. R., Learned, S. M., Laffont, C. M., Fudala, P. J., Zhao, Y., Garofalo, A. S., ... & Wiest, K. L. (2019). Efficacy and safety of a monthly buprenorphine depot injection for opioid use disorder: a multicentre, randomised, double-blind, placebo-controlled, phase 3 trial. *The Lancet*, 393(10173), 778-790.

Recommended:

Murray, RM, Quigley, H, et al. (2016). Traditional marijuana, high-potency cannabis and synthetic cannabinoids: increasing risk for psychosis. *World Psychiatry*, 15(3), 195-204

Smith, J.E., Meyers, R.J., Austin, J.L. (2008). Working with family members to engage treatment-refusing drinkers: The CRAFT program. *Alcoholism Treatment Quarterly*, 26(1-2), 169-193.

Fun, compelling read if you're interested:

Dodes, L & Dodes, Z. (2014). *The Sober Truth: Debunking the bad science behind 12-step programs and the rehab industry*. Beacon Press, Boston.

**Psychology 810 – Psychological Assessment
Summer - 2023**

Instructor: Melissa Hunt, Ph.D. (she/her)
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Goals:

1) To gain knowledge regarding the empirical and psychometric properties, strengths, limitations and appropriate uses of the most commonly utilized clinical assessment instruments (e.g. the Wechsler Intelligence, Achievement and Memory Scales, the Minnesota Multiphasic Personality Inventory – 2, Delis-Kaplan Executive Function System, Wisconsin Card Sort, TOVA and the Rorschach – RPAS System.)

2) To develop competence in the administration, scoring and interpretation of these instruments, as well as the ability to integrate the information into professional reports and provide clinical feedback to referring specialists, clients and their families.

Required Texts:

Lichtenberger, E.O. & Kaufman, A.S. (2013) *Essentials of WAIS-IV Assessment*, 2nd Edition. Wiley & Sons.

Ben-Porath, Y.S. & Tellegen, A. (2020). *MMPI 3 Manual for Administration, Scoring, and Interpretation*. Pearson. Available through Q Global Account.

Recommended:

Schwarz, A. (2016). *ADHD Nation: Children, Doctors, Big Pharma, and the Making of an American Epidemic*. Scribner: Simon and Schuster, Inc., NY, NY.

Wood, J.M., Nezworski, M.T., Lilienfeld, S.O & Garb, H.N. (2003). *What's Wrong with the Rorschach?* Jossey-Bass, A Wiley Imprint.

Class: **Topic:**

- Week 1 General Introduction to Psychological Assessment
- Introduction to Cognitive Testing
 - The Wechsler Adult Intelligence Test (WAIS– IV)

Read:

WAIS manual on administration and scoring

Lichtenberger & Kaufmann, pages 1-215

Groth-Marnat, G. (2016). *Handbook of Psychological Assessment*. Wiley & Sons, NJ. Chapter 5 - Wechsler Intelligence Scales.

Hays, P.A. (2022). Chapter 9 - Culturally responsive testing. In *Addressing Cultural Complexities in Counseling and Clinical Practice: An Intersectional Approach, 4th Edition*. American Psychological Association.

Weiss, L.G. & Saklofske, D.H. (2020). Mediators of IQ test score differences across racial and ethnic groups: The case for environmental and social justice. *Personality and Individual Differences, 161*, <https://doi.org/10.1016/j.paid.2020.109962>

Lynn, R. (2019). Editorial: Reflections on sixty-eight years of research on race and intelligence. *Psych, 1*, 123-131.

NOTE: Lynn (2019) is appalling. I assign it precisely because it so clearly summarizes a large body of research that is overtly racist, profoundly disturbing, and lacking in both methodological sophistication and common sense. If Lynn is to be believed, the Greeks (who gave us Plato, the Parthenon and Democracy) and the Polynesians (who used celestial navigation and deep understanding of ocean currents and sailing to migrate thousands of miles over the open ocean) have Low Average IQs while the !Kung people (who not only survive but thrive in the Kalahari desert - one of the most hostile environments on the planet) have mean IQs in the range of *moderately severe intellectual disability*. It's absurd on its face, and yet...the claims persist.

Practice: Administer the WAIS to a friend

Recommended:

Wright, A.J. (2021). *Conducting Psychological Assessment: A Guide for Practitioners, 2nd Edition*. Pages 39-64 Chapters 2 – Selecting Tests and 3 – Testing.

Week 2 Learning Disabilities and ADD/ADHD

- The Wechsler Individual Achievement Test (WIAT)
- The TOVA

Marshall, P., Hoelzle, J. & Nikolas, M. (2021). Diagnosing Attention-Deficit/Hyperactivity Disorder (ADHD) in young adults: A qualitative review of the utility of assessment measures and recommendations for improving the diagnostic process. *The Clinical Neuropsychologist*, 35(1), 165-198.

Milioni, A. L. V., Chaim, T. M., Cavallet, M., de Oliveira, N. M., Annes, M., dos Santos, B., . . . Cunha, P. J. (2017). High IQ may “mask” the diagnosis of ADHD by compensating for deficits in executive functions in treatment-naïve adults with ADHD. *Journal of Attention Disorders*, 21(6), 455-464.

Peterson, RL & Pennington, BF (2015). Developmental dyslexia. *Annual Review of Clinical Psychology*, 11, 283-307.

Schwarz, A. (2016) ADHD Nation. Chapters 1-9. This book should be required reading for ALL clinical psychologists.

Guidelines for the Assessment of a Learning Disability and Guidelines for the Assessment of ADHD – University of Pennsylvania, Learning Resources Center, Student Disabilities Services <https://weingartencenter.universitylife.upenn.edu/learning-disabilities-documentation-guidelines/>

WIAT manual on administration and scoring

TOVA manual on administration and interpretation

Barkley Adult ADHD Rating Scale – IV (BAARS-IV) manual – chapter 6 on Scoring and Interpretation

Practice:

Administer WIAT to a friend.

Take the TOVA yourself.

Recommended:

Kamradt, J.M., Momany, A.M. & Nikolas, M.A. (2017). Sluggish cognitive tempo symptoms contribute to heterogeneity in adult ADHD. *Journal of Psychopathology and Behavioral Assessment*, 40(2), 206-223.

Ziegler, Perry & Zorzi (2020). Learning to read and dyslexia: From theory to intervention through personalized computational models. *Current Directions in Psychological Science*, 29(3), <https://doi.org/10.1177/0963721420915873>

Elliot, J.G. (2020). It’s time to be scientific about dyslexia. *Reading Research Quarterly*, 55, S61-S75.

- Week 3 Introduction to Neuropsychological Assessment
- Screening for Cognitive Injury and Impairment.
 - Wechsler Memory Scale (WMS)

DSM 5 pages 591-643

Possin, K.L., Tsoy, E. & Windon, C.C. (2021). Perils of race-based norms in cognitive testing: The case of former NFL players. *JAMA Neurol.* 2021 April 01; 78(4): 377–378. doi:10.1001/jamaneurol.2020.4763

Byrd, D.A., Rivera-Mindt, M.G. Neuropsychology’s race problem does not begin or end with demographically adjusted norms. *Nat Rev Neurol* **18**, 125–126 (2022). <https://doi.org/10.1038/s41582-021-00607-4>

Prince, C. & Bruhns, M.E. (2017). Evaluation and treatment of mild traumatic brain injury: The role of neuropsychology. *Brain Sciences*, 7(105) 1-14. doi:10.3390/brainsci7080105

Rauchman, S.H., Zubair, A., Jacob, B., Rauchman, D., Pinkhasov, A., Placantonakis, D.G. & Reiss, A. B. (2023). Traumatic brain injury: Mechanisms, manifestations, and visual sequelae. *Frontiers in Neuroscience*, 17, doi: [10.3389/fnins.2023.1090672](https://doi.org/10.3389/fnins.2023.1090672)

Eakin, K., Baratz-Goldstein, R., Pick, C.G., Zindel, O, et al. (2014). Efficacy of N-Acetyl Cysteine in traumatic brain injury. *PLoS One*. 2014 Apr 16;9(4):e90617. doi: 10.1371/journal.pone.0090617. PMID: 24740427; PMCID: PMC3989181.

Mashima, P; Waldron-Perrine, B; Seagly, K; Milman, L; Ashman, T; et al. (2019). Looking Beyond Test Results: Interprofessional Collaborative Management of Persistent Mild Traumatic Brain Injury Symptoms. *Topics in Language Disorders: Volume 39 - Issue 3m* p 293-312 doi: 10.1097/TLD.0000000000000189

Practice: Administer the WMS to a friend

Recommended Reading:

Apostolo, J. et al., (2016). Mild cognitive decline: A position statement of the cognitive decline group of the European Innovation Partnership for Active and Healthy Ageing (EIPAAH). *Maturitas*, 83, 83-93.

Gallagher, D., Kiss, A., Lanctot, K & Herrmann, N (2016). Depressive symptoms and cognitive decline: A longitudinal analysis of potentially modifiable risk factors in community dwelling older adults. *Journal of Affective Disorders*, 190, 235-240.

Week 4 Neuropsych testing continued...

- Delis-Kaplan Executive Function System (D-KEFS)

Keifer, E. & Tranel, D. (2013). A neuropsychological investigation of the Delis-Kaplan Executive Function System. *Journal of Clinical and Experimental Neuropsychology*, 35(10), 1048-1059.

Cornelis, E., Gorus, E., Van Schelvergem, N., & De Vriendt, P. (2019). The relationship between basic, instrumental, and advanced activities of daily living and executive functioning in geriatric patients with neurocognitive disorders. *International Journal of Geriatric Psychiatry*, 34(6), 889-899.

Nowrangi, MA, Rosenberg, PB & Leoutsakos, JM (2016). Subtle changes in daily functioning predict conversion from normal to mild cognitive impairment or dementia: an analysis of the NACC database. *International psychogeriatrics*, 28(12), 2009-2018.

González, D. A., Gonzales, M. M., Resch, Z. J., Sullivan, A. C., & Soble, J. R. (2022). Comprehensive Evaluation of the Functional Activities Questionnaire (FAQ) and Its Reliability and Validity. *Assessment*, 29(4), 748–763.
<https://doi.org/10.1177/1073191121991215>

Recommended:

Mitchell, M. & Miller, S. (2008). Prediction of functional status in older adults: The ecological validity of four Delis-Kaplan Executive Function System tests. *Journal of Clinical and Experimental Neuropsychology*, 30 (6), 683–690.

Jekel, Damian, Wattmo, et al. (2015). Mild cognitive impairment and deficits in instrumental activities of daily living: a systematic review. *Alzheimer's Research and Therapy*, 7, DOI 10.1186/s13195-015-0099-0.

Selvackadunco, S., Langford, K., Shah, Z. et al. (2019). Comparison of clinical and neuropathological diagnoses of neurodegenerative diseases in two centres from the Brains for Dementia Research (BDR) cohort. *J Neural Transm* 126, 327–337.
<https://doi.org/10.1007/s00702-018-01967-w>

Hackett, K., Mis, R., Drabick, D.A. & Giovannetti, T. (2020). Informant reporting in mild cognitive impairment: Sources of discrepancy on the Functional Activities Questionnaire. *J Int Neuropsychol Soc*, 26(5), 503-514.

Practice: Administer D-KEFS to a friend.

Week 5 Introduction to Objective Personality Assessment

- The Minnesota Multiphasic Personality Inventory – 2 (MMPI-2)

Read:

Ben-Porath & Tellegen. (2020). MMPI 3: Manual for Administration, Scoring, and Interpretation. NCS Pearson. Pages 1-100.

Burchett, D., & Bagby, R. M. (2022). Assessing negative response bias: A review of the noncredible overreporting scales of the MMPI-2-RF and MMPI-3. *Psychological Injury and Law*, 1-15.

Sellbom, M., Kremyar, A. J., & Wygant, D. B. (2021). Mapping MMPI-3 scales onto the hierarchical taxonomy of psychopathology. *Psychological Assessment*, 33(12), 1153.

Practice: Complete and score the MMPI 3 yourself *before* class.

- Week 6 Introduction to Projective Personality Tests
- The Rorschach
 - TAT, Draw a Person, Sentence Completion, etc.

Read: Groth-Marnat, pages 385-446

Meyer, G.J., Viglione, D.J., Mihura, J.L., et al (2011). Rorschach Performance Assessment System: Administration, Coding, Interpretation and Technical Manual. Pages 5-155. (Available in the assessment clinic)

Meyer, G. J., & Mihura, J. L. (2021). Rorschach Performance Assessment System (R-PAS) for assessing disordered thought and perception. In I. B. Weiner & J. H. Kleiger (Eds.), *Psychological assessment of disordered thinking and perception* (pp. 151–168). American Psychological Association. <https://doi.org/10.1037/0000245-010>

Dao, T.K., Prevatt, F. & Horne, H.L. (2008). Differentiating psychotic patients from nonpsychotic patients with the MMPI-2 and Rorschach. *Journal of Personality Assessment, 90*(1), 93-101.

Viglione D1, Giromini L, Gustafson ML, Meyer GJ. (2014). Developing continuous variable composites for Rorschach measures of thought problems, vigilance, and suicide risk. *Assessment, 21*(1), 42-49. doi: 10.1177/1073191112446963.

Strongly recommended:

Wood, Nezworski, Lilienfeld, et al., Chapters 1, 2, 3, 6 and 9.

Hilsenroth, M.J., Eudell-Simmons, E. M., DeFife, J. A. & Charnas, J. W. (2007). The Rorschach Perceptual-Thinking Index (PTI): An examination of reliability, validity, and diagnostic efficiency. *International Journal of Testing, 7*(3), 269-291.

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*(3), 548–605.

Read: Groth-Marnat 513-614 (Rorschach).

Moore RC, Viglione DJ, Rosenfarb IS, Patterson TL, Mausbach BT. (2013). Rorschach measures of cognition relate to everyday and social functioning in schizophrenia. *Psychol Assess.* 2013 Mar;25(1):253-63. doi: 10.1037/a0030546. Epub 2012 Nov 12. PMID: 23148650; PMCID: PMC3578027.

Biagiarelli, Curto, Di Pomponio, et al (2017). Antipsychotic treatment and the Rorschach Perceptual Thinking Index (PTI) in psychotic disorder patients: Effects of treatment. *Psychiatry Research*, 251, 294-297.

Viglione, D. J., de Ruiter, C., King, C. M., Meyer, G. J., Kivisto, A. J., Rubin, B. A., & Hunsley, J. (2022). Legal admissibility of the Rorschach and R-PAS: A review of research, practice, and case law. *Journal of Personality Assessment*, 104(2), 137-161.

Recommended:

Perry, W., Minassian, A., Cadenhead, K., Sprock, J., & Braff, D. (2003). The use of the Ego Impairment Index across the schizophrenia spectrum. *Journal of Personality Assessment*, 80, 50-57.

Diener, M.J., Hilsenroth, M.J., Shaffer, S.A. & Sexton, J.E. (2011). A Meta-Analysis of the Relationship between the Rorschach Ego Impairment Index (EII) and Psychiatric Severity. *Clinical Psychology and Psychotherapy*, 18, 464-485.

Week 8 Putting it all together

- Integrating findings into a comprehensive and informative report.
- Understanding and benefitting from supervision

Read: Groth-Marnat, pages 707-772 (Psychological Reports)

Wright, A. J., Pade, H., Gottfried, E. D., Arbisi, P. A., McCord, D. M., & Wygant, D. B. (2022). Evidence-based clinical psychological assessment (EBCPA): Review of current state of the literature and best practices. *Professional Psychology: Research and Practice*, 53(4), 372.

Rey-Casserly, C., & Koocher, G. P. (2013). Ethical issues in psychological assessment. In J. R. Graham, J. A. Naglieri & I. B. Weiner (Eds.), *2nd ed.; handbook of psychology: Assessment psychology (vol. 10, 2nd ed.)* (2nd ed. ed., pp. 192-210, 715 Pages). Hoboken, NJ: John Wiley & Sons, Inc.

Wright, A.J. (2021). *Conducting Psychological Assessment: A Guide for Practitioners*, 2nd Edition. Chapters 4 and 5.

Groth-Marnat, G., & Horvath, L. S. (2006). The psychological report: A review of current controversies. *Journal of Clinical Psychology*, 62(1), 73-81.

American Psychological Association. (2011). Practice guidelines regarding psychologists' involvement in pharmacological issues. *American Psychologist*, 66(9), 835-849.

Psych 815 – Introductory Practicum in Assessment and Consultation

Description:

Complete 8-10 full assessment batteries on complex patients referred from a number of different sources in the community. This practicum offers intensive supervision, with live (in the room) supervision of every trainee's first case, and live peer-supervision of your second case. Throughout your time in the practicum you will receive close supervision of every case, including checking the scoring of tests and measures, and close reading and editing of every report. Students do a final feedback session with every patient which the supervisor co-leads at the beginning of the year, and observes in the room throughout the rest of the year, thus ensuring direct observation of every trainee throughout the year.

Goals:

1. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
2. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
4. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
5. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
6. Communicate orally and in written assessment reports the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

To Read (or watch) in August prior to starting 815

Wright, A.J. (2021). Conducting Psychological Assessment: A Guide for Practitioners, 2nd Edition. Chapter 6.

Staples-Bradley, L.K., Duda, B. & Gettens, K. (2019). Student self-disclosure in clinical supervision. *Training and Education in Professional Psychology*, 13(3), 216-221.

Clevinger, K., Albert, E. & Raiche, E. (2019). Supervisor self-disclosure: Supervisees' perceptions of positive supervision experiences. *Training and Education in Professional Psychology*, 13(3), 222-226.

Singh-Pillay, N., & Cartwright, D. (2019). The unsaid: In-depth accounts of non-disclosures in supervision from the trainees' perspective. *Counselling and Psychotherapy Research*, 19(1), 83-92.

Ragusea, A. (2020). Adverse Drug Reactions: What Every Psychologist Should Know. *Journal of Health Service Psychology*, 46, 71-80.

<https://www.apa.org/practice/guidelines/telepsychology>

https://www.integration.samhsa.gov/operations-administration/practice-guidelines-for-video-based-online-mental-health-services_ATA_5_29_13.pdf

<https://personcenteredtech.com/2016/11/02/making-eye-contact-over-video-in-telemental-health-services/>

<https://www.youtube.com/watch?v=mj9MfwVjxfA&feature=youtu.be>

This is a great short tutorial on how to avoid common mistakes in video conferencing.