

# Syllabus

## Course Information:

### **Clinical and Diagnostic Assessment**

PSYC 6368.501

Long Summer Session 2024

Tuesday 11:00am - 1:45pm, RBS 2015

Instructor: Dennis R. Combs, Ph.D.

Professor of Psychology

Licensed Psychologist (Texas, Clinical)

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**Course Description:** An examination of clinical, diagnostic, and personality assessment instruments that are employed in a variety of settings: Administration, scoring, interpretation, and psychological report writing for selected clinical and diagnostic instruments will be covered.

### **Student Learning Outcomes:**

- 1) Understand the assessment process with respect to the referral question, assessment selection, scoring, interpretation, and reporting of findings.
- 2) Understand the ethics of psychological assessment.
- 3) Demonstrate knowledge of the use of common diagnostic and clinical assessment measures.
- 4) Knowledge of how diversity, culture, and individual differences impact the assessment process.
- 5) Understand the basics of clinical interviewing, mental status testing, and behavioral observations.
- 6) Complete an integrated psychological integrating all data from the assessment process.
- 7) Understand how assessment results can be used to enhance treatment outcomes based on the principles of evidence-based practices.

### **Required Texts:**

- 1) Selected Weekly Readings posted on canvas

Note. A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

### **Course Evaluation:**

Grading will consist of a mid-term psychological interview using the SCID-5-CV (40%) and a final integrated psychological assessment report using selected self-report scales along with a history and interview (60%). The report must include the MMPI-3, the SCID-5, WRAT-5, MMSE, and a clinical interview.

### **Official Course Grading Scale:**

A = 90- 100  
B = 80 – 89  
C = 70 – 79  
D = 60 – 69  
F = Below 59

Final Averages of over .5 of a point will be rounded to the next higher grade point. For example, a final average of 79.5 would be rounded to a grade of 80. However, a grade of 79.4 would remain a grade of 79. Final grades

are not open to negotiation or extra points for other assignments. Changes will be made only if a clerical error is found.

### **University Policies: Excused Absences, Academic Dishonesty, Grade Forgiveness, and Accommodations for Disabilities**

#### **Grade Replacement/Forgiveness**

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

#### **Disability Services**

If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579). Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>.

#### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

#### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

#### **Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

#### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

### **College of Education and Psychology Mission Statement:**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

### **Vision:**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

### **Clinical Psychology Ph.D. Program Mission:**

The University of Texas at Tyler's Ph.D. Program in Clinical Psychology strives to educate and provide high quality training to students in the science and practice of clinical psychology with an emphasis on the development of clinical and research skills to work with underserved populations. Students will be prepared to work in a variety of educational, research, and clinical settings. The program is based on the scientist-practitioner model of professional training and emphasizes evidence-based practices. Training in research and psychological science, intervention and assessment methods, ethics and professional dispositions, supervision and consultation, and a sensitivity to and awareness of issues diversity and individual differences are embedded throughout the curriculum.

**Tentative Schedule of Topics\***

<u>Date</u>	<u>Topic</u>
5/20	Overview of Clinical Assessment, The Assessment Process, and Assessment Ethics, <b>in person class</b>
5/27	Psychological Report Writing & Content of Reports; Communication of Findings, <b>recorded class</b>
6/3	Clinical Interviewing/MMSE/Intakes/Behavioral Observations, <b>in person class</b>
6/10	Structured Interviews: SCID-5-CV and SCID-5-PD; SCID material on canvas , <b>recorded class</b>
6/17	Psychiatric Self Report Scales - BSI, SCL-90, Beck Scales, <b>in person class</b>
6/24	Psychiatric Interview Scales- BPRS/PANSS (sample interviews and materials on canvas). <b>recorded class</b>
7/1	SCID-5-CV Interview Recording Due, <b>no class, work on SCID assignment</b>
7/8	MMPI-3 Overview/Introduction, <b>recorded class</b>
7/15	MMPI-3 Validity and Clinical Scales Interpretation, <b>in person class</b>
7/22	PAI Basics and WRAT-5, <b>Format TBD</b>
7/29	Evidence Based Practice and Assessment Information, <b>Format TBD</b>
8/5	Final Integrated Report Due by 5pm

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\* The professor has the right to alter the schedule as needed.

## Assigned Weekly Readings

### **Overview and Introduction to Clinical and Diagnostic Assessment:**

No Assigned Outside Readings

### **Psychological Report Writing:**

G. Groth-Marnat (1997). The psychological report. In *Handbook of Psychological Assessment (3<sup>rd</sup> Edition)*, pp 619-670.

Harvey, V.V. (1997). Improving readability of psychological reports. *Professional Psychology: Research and Practice*, 28, 271-274.

### **Clinical Interviewing/Mental Status Examination:**

Trull, T. (2007). The assessment interview. In *Clinical Psychology (7<sup>th</sup> Edition)*. New York: Wadsworth Press. (Chapter 6).

Lezak, M. (2004). Mini-mental status examination. In *Neuropsychological Assessment (4<sup>th</sup> Edition)*. New York: Oxford Press (pp. 706-710).

### **BPRS/PANSS:**

Mueser, K.T., Curran, P.J., & McHugo, B.J. (1997). Factor structure of the Brief Psychiatric Rating Scale (BPRS). *Psychological Assessment*, 9, 196-204.

Long, J.D. & Brekke, J.S. (1999). Longitudinal factor structure of the Brief Psychiatric Rating Scale, *Psychological Assessment*, 11, 498-506.

Kay, S.R., Fiszbein, A., & Opler, L.A. (1987). The Positive and Negative Scale for Schizophrenia (PANSS). *Schizophrenia Bulletin*, 13, 261-278.

### **Structured Clinical Interviews/SCID:**

Summerfeldt, L.J., & Antony, M.M. (2002). Structured and semi-structured diagnostic interviews. In M. Antony & D. Barlow (Eds.), *Handbook of Assessment and Treatment Planning for Psychological Disorders* (pp. 3-37). New York: Guilford Press.

SCID-5 Clinician Version (SCID-CV); do not print out, Dr. Combs will post on canvas.

SCID-5- Personality Disorders Questionnaire; do not print out, Dr. Combs will post on canvas.

PRIME-MD, do not print out, Dr. Combs will post on canvas

### **Self-Report Scales- BSI, SCL-90, and the Beck Scales:**

Fydrich, T., Dowdell, D., & Chambless, D.L. (1992). Reliability and validity of the Beck Anxiety Inventory. *Journal of Anxiety Disorders*, 6, 55-61.

Beck, A.T., Steer, R.A., & Garbin, M.G. (1988). Psychometric properties of the Beck Depression Inventory: Twenty five years of evaluation. *Clinical Psychology Review*, 8, 77-100.

### **Evidence Based Practice -Assessment Data in Treatment:**

Hunsley, J. & Mash, E. (2020). The Role of Assessment in Evidence Based Practice. In M. Antony & D. Barlow (Eds), *The Handbook of Assessment and Treatment Planning for Psychological Disorders* (pgs 1-23), New York: Guilford Press.