**PRE 951: Psychodiagnostic Assessment**  
**Fall 2012**  
**Rm. 142 JRP, Thursdays - 4:30 to 7:00pm**

**Instructor:** Kristen Hensley, Ph.D.  
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**Course Description:** The aim of PRE 951 is to provide advanced training in psychological assessment. To that end, lectures will build on students’ existing training in psychological theory, psychopathology, psychometric concepts, and multicultural competency. Students will be taught to conduct psychological assessments, resulting in written reports that serve as the basis for answering referral questions, building case conceptualizations, establishing diagnostic conclusions, and generating treatment recommendations. More specifically, students will learn the mechanics of conducting psychosocial interviews and mental status exams, as well as how to administer, score, and interpret the Wechsler Adult Intelligence Scale-IV (WAIS-IV), the Personality Assessment Inventory (PAI), and the Minnesota Multiphasic Personality Inventory-II (MMPI-2) according to the most recent clinical research. If time allows, students also will be exposed to the 16 PF and the Woodcock-Johnson III. Particular emphasis will be placed on developing the ability to integrate test results and psychosocial data into a coherent and useful psychological report.

**Required Texts:**
   (Note: There is a 2nd Edition available for this book-May 2011)
5. Course Voucher for Testing Materials ($76.50 purchased at bookstore)

**Suggested Texts:**

**Assignments and Grade Weights:**
1. Psychosocial Clinical Interview: 10%. You will be assigned to partner up with someone in class and conduct a thorough psychosocial clinical interview with that person. You then will write up a professional Intake Interview Report based on that interview.  
2. Presentation: 10%. You will be assigned a group with other class members and make a detailed presentation (about 40-45 minutes) regarding an assigned assessment topic. This will be discussed further in class.
3. First WAIS-IV administration and competency check: 10%. First WAIS Administration: You will administer the full WAIS-IV and score it on a classmate. Competency Check: This will involve dividing into pairs and arranging a time to meet for approximately one hour with either me, or one of several graduates of this class who’ve volunteered to conduct competency checks. Basically, you’ll be observed as you administer parts of the WAIS-IV to your partner. The partner will be following a script designed to create situations that test your knowledge of WAIS administration. You’ll be given ample resources to prepare for this. If time does not allow for this, we will do a quiz in class. We will discuss more in class.

4. Second WAIS-IV administration: 10%. You’ll need to recruit another volunteer and administer to him or her the full WAIS-IV, score it, and write up an interpretation of the results according to a format presented in class.

5. PAI interpretation and completion of assessment for yourself: 15%. Based on raw data that I will provide, you will write up an interpretation of the results according to a format presented in class. You also will be provided an opportunity to take the PAI yourself to experience the assessment “first-hand” and then will show me your results with a brief write-up. This will be discussed further in class.

6. MMPI-2 interpretation and completion of assessment for yourself: 15%. Again, based on raw data that I will provide, you will write up an interpretation of the results according to a format presented in class. You also will be provided an opportunity to take the MMPI-2 yourself to experience the assessment “first-hand” and then show me your results with a brief write-up. This will be discussed further in class.

7. Integrated Psychological Report: 25%. You will be provided with a third and final volunteer and will conduct an interview in which you obtain a psychosocial history and administer a mental status exam, the WAIS-IV, the PAI, and the MMPI-2. This will probably take two or three sessions, just as it does in a clinical setting. You’ll then score the results of the tests and write an integrated psychological report according to a format presented in class.

8. Case Conference: 5%. You’ll provide the class with summaries of the raw data of the Integrated Psychological Report and briefly present your findings and conclusions. We’ll discuss the case just like a treatment team in clinical setting. You do not have to have the Integrated Psychological Report written at this point and you may even receive some input that makes the report easier to write.

Keep in Mind: Your competence is my goal. While every assignment has an original due date, I will encourage and gladly accept revisions in the interest creating better work. Ultimately, though, everything must be final by 12/13.

Note: Readings will be assigned or changed as we go and as necessary. The textbooks for this class are state of the art manuals on administration and interpretation of the tests we’ll be learning. It is inevitable that you will need to consult each text in detail in order to complete the assignments.

Policies: Consistent attendance and involvement is expected. Each class builds on material from the previous week. If you have to miss a class for extenuating circumstances, please let me know via email or telephone and try to obtain any notes and handouts from me, or someone in class. If you have any special needs or disabilities that need attention, please let me know that at the start of the semester so that special accommodations can be made.

Kansas University School of Education Mission: Within the University, the School of Education serves Kansas, the nation and the world by (1) preparing individuals to be leaders and
practitioners in education and related human services fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

To accomplish this mission, the School of Education offers (1) an extensive curriculum leading to academic degrees and professional licensure (2) requires faculty and students to engage in scholarship, and (3) provides a wide range of professional services to schools, other institutions, and individuals.
Tentative Class Schedule:

08/23: Review of Syllabus and Course Objectives/ Introductions

08/30: Psychosocial Clinical Interviewing and the Mental Status Exam/ Review of Clinical Interview Write-ups/ Ethics and Assessment/ Selecting Instruments and Referral Issues; Have read Part 1 in Zuckerman/Articles

09/06: What is Psychopathology?/ A Scientist-Practitioner Model of Psychological Assessment/ The Therapeutic Assessment Model; Have read Part II in Zuckerman/Articles

09/13: Presentations (Culture and Assessment, Intelligence Assessment, Personality Assessment)

09/20: WAIS-IV Introduction, Administration, and Practice/ Psychosocial Clinical Interview Due; Have read Chapters 1-3 in WAIS book

09/27: WAIS-IV Competency Check/Discussion and Practice/ Work on WAIS-IV Assignment #1; Have read Chapters 4-5, 9-10 in WAIS book

10/04: WAIS-IV Assignment #1 Due/ Discussion/ WJ-III Overview/ MMPI-2 Introduction and Review of Scales, Profiles, and Interpretation; Have read Chapters 1-4 in MMPI book

10/11: WAIS-IV Assignment #2 Due/ Discussion/MMPI-2 Review and Discussion; Take MMPI-2 yourself and have read Chapters 5-8 in MMPI book

10/18: MMPI-2 Discussion and Practice; Have read Chapters 9-11 in MMPI book

10/25: MMPI-2 Report Due/ Discussion/ PAI Introduction; Have read Chapters 1-4 in PAI book

11/01: PAI Scales, Profiles, and Interpretation/ Practice; Take PAI yourself and have read Chapters 5-7 in PAI book

11/08: PAI Report Due/ Discussion/ 16 PF Overview; Have read Chapters 8-10 in PAI book

11/15: Writing Integrative Reports/ Giving Feedback and Case Presentations; Have read Part III in Zuckerman

11/22: THANKSGIVING-NO CLASS

11/29: Wrap-up/ Case Presentations

12/06: Case Presentations

12/13: Finals Week-Final Integrative Report and All Revisions for All Reports Due to Hensley by 5:00 PM