

**University of Washington
College of Education
School Psychology Program
Spring Quarter, 2008**

EDPSY 560 Advanced Practicum in Personality Assessment
Tuesdays, 12:30- 2:50 pm

Professor:

Janine Jones, Ph.D., NCSP

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Course Description:

Prerequisites: EDPsy 540, 545, 564 Open to Doctoral students only. This clinical course focuses on personality theory and development of the social and affective elements of the human personality. Students learn to assess children and adolescents through the use of both objective and projective measures. Students will learn to determine appropriate diagnoses of emotional and behavior disorders using their assessment data. Family assessment through is also addressed. Students are given instruction in providing developmentally appropriate assessment feedback to children and their parents. Students writing skills for personality-based psychological reporting are developed.

Course Rationale:

This course is designed to meet the following knowledge and skill base requirements for Washington State ESA certification in School Psychology:

- Individual and group assessment
- Personality Theory and development
- Exceptional children
- Deviant personality
- Physiological and biological factors
- Personality assessment
- Behavioral observation and analysis
- Mental Health Consultation
- Record keeping and psychological report writing
- Social and cultural factors
- Applying school oriented research

Course Objectives:

The primary objective of the course is to provide a suitable context in which students gain practical experience in determining psychological and educational difficulties and in prescribing effective interventions. The following are specific objectives:

1. To understand the foundations of assessment and intervention through the personality theory and development
2. To learn methods of personality and family assessment and how to interpret the findings
3. To implement and interpret projective assessment measures
4. To select appropriate assessment measures based on presenting problems and desired outcomes
5. To conduct thorough clinical interviews of children and their parents
6. To understand how to assess specific problems, competencies, and populations (including culturally diverse populations) through personality assessment methods
7. To applying personality assessment skills in a mental health consultation situation (analysis
8. To implement change in classrooms through consultation with teachers, administrators, and other school staff
9. To write reports for both psychological records and parents
10. To provide clear and age-appropriate feedback of assessment results to children and their parents

Performance Outcomes:

The students will demonstrate competence in the administration, scoring, and interpretation of projective measures and clinical interviews with children. Students will also show developing skills in mental health consultation, including developing creative and specific interventions and writing reports or behavior plans for teachers and other school staff.

Methods of Instruction:

This course is organized as a graduate level seminar where the primary modes of instruction will include assigned readings, classroom lectures and discussion, paired experiential activities, one-way mirror observation, and report writing.

Text/Readings:

Reynolds, C.R. and Kamphaus, R.W. (2003). *Handbook of Psychological and Educational Assessment of Children: Personality, Behavior, and Context (2nd edition)*. New York: Guilford.

Selected chapters from:

Suzuki, L.A., Ponterotto, J.G., and Meller, P.J. (Eds.) (2001). *Handbook of Multicultural Assessment (2nd Edition)*. New York: Jossey-Bass.

Course Requirements and Grading:

1. **Class preparation, attendance, and participation:** In order to be adequately prepared for classroom discussions, student must read the assigned chapters *prior to* the class meeting. Each class will include lecture, discussion, as well as practice exercises, so unexcused absences will *not* be acceptable. An excused absence will be granted if there is an emergency situation and the student calls in advance. The student will be responsible for obtaining the information that was covered from another student.

2. Assessment Protocols: By the third week of class, students will be assigned one clinical case that was drawn from the community. Students will be provided an intake packet that includes a structured developmental history, completed BASC parent and teacher forms, and any prior assessment reports. Students will be responsible for administering projective and personality assessment measures in class. There will be a total of 4 protocols and full credit will be given for correctly scored and interpreted protocols. For the four protocols, the student should administer the following: 1) a sentence completion measure, 2) a human figure drawing measure, 3) an apperception test and 4) a personality inventory.

***Write ups:** After scoring each protocol, students are expected to do a short write up that describes the major themes drawn from the protocol. This write up is helpful not only in summarizing themes, but also for developing the related sections of the report.

3. Reports: Two reports (and one letter) will be written for the course.

The first report will closely resemble the psychoeducational report. The report is to include the data from the interviews, background information, and the four assessment protocols described above. The report should include a summary of the child/adolescent's personality strengths and weaknesses based on the personality assessment measures. Since a full battery will not be administered, the sections of the report will be reduced to include only psychological data. An outline for the psychological report and a sample report will be provided to you. Students will be expected to turn in a first draft report to receive feedback from the professor. A final copy of the report is due at the end of the quarter.

The second report is a feedback report that should be written to the child. This report can take various forms (e.g. a letter, a song, a story, etc.). This method of feedback will be taught later in the quarter. The feedback story is due at the end of the quarter and students will be given one opportunity to receive feedback from the professor prior to turning in the final feedback report.

A parent feedback letter will also be written to summarize the findings to the parent in the simplest way. The letter will be brief (no more than two pages single spaced).

Evaluation:

Your grade in the course will be based on the following:

Protocols	
Sentence completion measure	15%
Human Figure Drawing measure	10%
Apperception Test	15%
Personality inventory	15%
Reports	
Psychological report	20%
Child Feedback report	20%
Parent feedback letter	<u>5%</u>
	100%

Grading Policy:

1. 4.0 -3.9 corresponds to A: An exceptionally outstanding application of knowledge and practice. Test administration is fluid and scoring, and interpretation are perfect or near perfect. The student incorporates feedback from professor and teaching assistant effectively. Feedback sessions were conducted with professionalism and clarity and provided insight into possible remedial interventions for the client based on the assessment results. This grade is earned with a performance indicating that the practicum student performed well in managing all aspects of the case and integrated supervision throughout the process. The student completed all assignments in a timely fashion.
2. 3.8-3.7 corresponds to A-: These grades reflect excellent performance. a similar performance as described above with the exception that the practicum student required additional supervision to shape behaviors that were not initially conducted in the most professional or technical level required. For example, difficulties in writing grammatically correct sentences and well organized reports. Or, the practicum student had some difficulty maintaining an accurate test administration, scoring, or with interviews. Student may show some errors in accuracy and administration, but they incorporate feedback and do not repeat the same mistakes on other assessments. An excellent application of knowledge and practice. Assignments are mostly completed on time.
3. 3.6-3.5 corresponds to B+: These grades reflect a performance that was good overall, but additional feedback was required to maintain the professional and technical aspects required for a thorough administration of assessment instruments, the written report, and interpersonal feedback. Assessment administration was not fluid and it impacted the student by causing subtests to be invalid. Errors are noted in test administration or scoring of test response booklets. Interviews did not address all the pertinent information required in the case. Feedback sessions required the supervisor to make additional comments due to the lack of information provided to the parents or others.
4. 3.4-3.2 corresponds to B: These grades reflect that the practicum student's performance was somewhat marginal in a given area to cause concern. For example invalidation of tests, inability to finish reports in a timely fashion, missing data, but student requires more assistance from the professor in incorporating new material or does not use feedback effectively, or does not achieve a high level of performance consistently. The evaluation components were not completed in a timely fashion.
5. 3.1-3.0 corresponds to a B-: Extremely marginal performance. Not satisfactory graduate work. Examples include: missing assignments, lost protocols, lack of protection of test data, or lack of protection of confidentiality. Written reports are weak and do not integrate feedback from the professor or teaching assistant. Incomplete work.
6. < 3.0 Failing grade. The course must be repeated.

Clinical Hypotheses and Assessment Plan

Student Name: _____

Case # _____

Participant Initials: _____

Essential background information

Summarize the content that is most relevant to you selecting your assessment battery and note it here.

Hypotheses:

Bullet or number a list of hypotheses that you have generated based on reviewing the file. The following are questions that you can think about when generating these hypotheses.

What do you suspect is going on?

What do you think needs to be investigated?

Consider cognitive, academic, socio-emotional factors, previous testing data, etc.

What diagnoses are you thinking about?

Specific areas of concern

Psychological Tests

Here you should identify the tests that you wish to administer and WHY you think the test you chose is the best for this purpose. Select tests in the socioemotional domain. If there are other issues that are addressed in your hypotheses (visual motor, adaptive behavior) those must be included as well.

COURSE SCHEDULE AND ASSIGNMENTS

Date	Topic	Assignments	Due
April 1	Review Syllabus Introduction to Projective Assessment	R & K: Chapters 1-3	
April 8	NO class lecture *Cases assigned*	R & K: Chapter 4 Review documentation, formulate hypotheses, decide on an assessment battery	
April 15	Storytelling techniques (apperception tests)	R & K: Chapter 5	Phone interview with parent
April 22	Human Figure Drawings Bender (emotional indicators)	R & K: Chapter 6 R& K: chapters 9-10	
April 29	Sentence completion measures Interviewing children (review)	<i>Readings for May 13th</i> : R& K: chapters 15-16 S, P, & M: Chapter 13	Report draft #1*
May 6	Testing Day 1	Clinical interview with child, Apperception test, human figure drawings, sentence completion measures (if time)	
May 13	Personality inventories (MCMI, MACI MMPI-A, PIC)		All protocols and brief write ups of measures from test day 1
May 20	Testing day 2 <i>Case supervision</i>	Administer personality inventory and other measures not completed on test day 1	
May 27	Report writing and Therapeutic feedback <i>Case supervision</i>	R& K: Chapter 7 S,P, & M: Chapter 10	Integrate write ups into report (add day 2 write ups)
June 3	Introduction to Rorschach Final supervision (discuss report content and any concerns with interpretation)	Finalize reports	Reports due
June 10	Parent and Child feedback sessions		Feedback letter and child report

*Report draft 1 consists of a write up of the developmental history and all results of assessment measures received as part of the intake packet.

If you would like to request academic accommodations due to a disability, please contact Disabled Students Services, 448 Schmitz, (206) 543-8924. If you have a letter from Disabled Student Services indicating that you have a disability that requires accommodations, please present this letter to Kent Jewell, Area Secretary, to discuss the accommodation you might need for class.