

FERKAUF
GRADUATE SCHOOL OF PSYCHOLOGY
YESHIVA UNIVERSITY
2016-2017 Assessment Competency Evaluation I
General Orientation and Directions

TO: Students

DATE: March 2017

FROM: Jill Brickman, Psy.D.

Adjunct Professor, Clinical Program

Dear Students,

Below are the guidelines for the Assessment Competency Evaluation – Year 1. These instructions apply to all students and should be followed as indicated below. The exam will include the following components:

- ❖ Clinical interview
- ❖ 3MS/MMSE administration/scoring
- ❖ WAIS administration (2 subtests)
- ❖ Rorschach administration (2 cards)
- ❖ WAIS protocol scoring
- ❖ Rorschach responses scoring

Please remember that this is an exam and some students will complete it before others. Please continue to honor our program's commitment to academic integrity by ensuring that you prepare for the exam independently and do not discuss any aspects of the competency exam with other students until the process is completed for ALL students.

Purpose of Competency Assessment:

- Ensure that students can conduct a brief clinical interview, establish rapport, and demonstrate empathy
- Ensure that students show sensitivity to diversity issues
- Examine students' diagnostic accuracy
- Evaluate students' administration of MMSE, WAIS-IV, and Rorschach
- Ensure students can accurately score MMSE, WAIS-IV, and Rorschach

Timeline and Logistics for Interview:

- On or before **April 30th** you will be sent an email containing the name and email of the student acting as your "patient"

- You may contact your “patient” at any point after that; however, the meeting should not take place until after the semester is finished
- Your “patient” will inform you of which WAIS subtests you will be administering immediately following the interview portion
- Your meeting must occur within 3 weeks and the video submitted to me either in my box or via DropBox by **5:00 PM on June 5th**
- You are responsible for the following logistical items:
 - Scheduling a time to meet with your “patient”
 - Reserving a clinic room
 - Taking out a WAIS kit and Rorschach, and coordinating with your classmates to ensure everyone has access to the needed materials in a timely manner – Please request photocopied protocols for practice from the testing library
 - Watching the video equipment tutorial online (to be sent or posted on Canvas by April 30th) and ensuring you know how to use the equipment
 - Obtaining a DVD from the clinic office
 - Setting up the DVD prior to the session and ensuring that it focuses on you, not the “patient”
 - Putting the DVD and all notes from the interview/administration in my mailbox or uploading it to Canvas/DropBox
 - Making sure EVERYTHING is labeled with last 4 digits of your student ID #

Clinical Interview:

- ❖ **Your patient will be a 19 year-old college sophomore**
- Begin the session as you would with a real patient, aiming to establish rapport and show sensitivity – you should introduce yourself using a pseudonym, explain your status as a student, and explain the limits of confidentiality
- You do not need to go through the other intake guidelines (e.g. next session, reviewing placement with clinic director)
- Follow the clinical interview guidelines that you received in class from Dr. Passman
- Identify and inquire about any diversity issues that may come up – at some point your interviewee will indicate to you that you have asked enough questions on this issue (e.g. by saying that it’s something they know needs to be discussed, but not today). At that point you can stop pursuing the issue explicitly
- Ensure you are following up on symptoms that are presented, even if they are vague AND asking about essential symptoms that would help rule out or differentiate other diagnoses
- Ask enough questions so that you can come up with an overarching diagnostic category (e.g. anxiety disorder), even if you may not have enough of a timeline or specific details to give a more specific diagnosis (e.g. Generalized Anxiety D/O vs. Social Anxiety D/O) – we are looking to see if you are in the right category, not for real specifics
- The interview will end once you’ve gathered enough information and have formulated a diagnostic impression. You can end it as you would a general clinical interview. Expect it to take 30-60 minutes. Your “patient” will not carry the same persona into the administration of the tests, rather they will be following different guidelines I have given to them

- ❖ Ensure that your notes include a **brief written statement of your diagnostic impressions** – again, this does not have to be so specific, as long as you provide a general category that is based on the information you obtained in the interview

3MS Administration:

- References relating to the 3MS will be uploaded to Canvas by April 30th
- Bring 3MS protocol and materials to the session (page 5 or 6 from Teng article)
- Administer and score 3MS as instructed and in its entirety
- Use cutoff scores on page 3 of the word document to determine level of impairment
- ❖ Include **brief interpretive sentence** on the bottom of the page (i.e. is performance within normal limits or is there a suggestion of cognitive issues)

WAIS Administration:

- Everyone is responsible for **introducing** the WAIS, administering **1 VCI subtest**, and administering **1 PRI subtest** (specific subtests will be told to you by your confederate patient – may be core or supplemental)
- Introduce WAIS according to standardized instructions
- Attend to and record patient's behavior, sample items, and responses
- Follow specific instructions for the subtests you are giving including feedback as directed in the manual
- Ensure you are following proper reverse and discontinue rules
- I will not be checking the scoring of the items except as it relates to reverse/discontinue rules
- Write down behavioral observations on the WAIS protocol or a separate sheet of paper

Rorschach Administration:

- Everyone is responsible for introducing the task and administering **cards I and IX**
- Introduce Rorschach according to standardized instructions
- After the second card, introduce the inquiry phase according to standardized instructions
- Inquire about their responses as directed
- Make sure to circle the appropriate location on the location sheet

Timeline and Logistics for Scoring:

- I will disseminate a protocol of a full WAIS and partial Rorschach (5 responses) by the last day of classes
- On the WAIS, you will be required to:
 - Score all of the WAIS subtest items
 - Calculate raw scores
 - Compute subtest scaled scores
 - Compute index standard scores
 - Compute all calculations on page 2 of the WAIS protocol to determine significant differences, strengths/weaknesses, base rates, etc.
- For the Rorschach responses, you will be required to fully score all responses provided to the cards including location, DQ, Determinants, FQ, pairs, content, z-scores, and special scores
- You are not required to compute the structural summary for the Rorschach

Submitting Exam Materials:

- If you choose to submit written material electronically, submit it in the Canvas turn-it-in folder (specific course for the Comps will be created soon).
- Videos cannot be submitted via Canvas, but can be sent to me via email or DropBox
- If you submit hard copies of the material, they must be in my mailbox at Ferkauf
- All materials must be submitted by **5:00 PM on June 5th**
- ❖ **Absolutely no extensions will be granted. You will automatically fail the comprehensive exams if the paper is turned in late**

Grading of Interview and Scoring:

- I will review all videos and protocols by **June 26th**
- Interviews, administration, and scoring will be graded using a rubric leading to grades of High Pass, Pass (including subcategories of Pass and Low Pass), or Fail
- Feedback will be given to the faculty and students using the completed rubric
- ❖ Note: If you receive a grade of Low Pass you will be required to meet with me to review your errors

Process for Remediation:

- If the student receives a grade of Fail by the first rater, another faculty member will review the assignment (administration, scoring, or both) and rate it using the ACER-I within one week
 - Secondary raters include Rick Zweig, Kate Walsh, and Anna Van Meter
 - If the second rater passes the student, the student will receive a passing grade; however, he/she will be required to meet with the first rater to review the problems and address any concerns prior to the start of the new semester
 - If the second reader fails the student, he/she will be required to meet with the first rater within two weeks to review the problems and develop a plan for remediation
 - The student will then redo the failed portion of the assignment with a new confederate if applicable within three weeks
- If the student fails the second administration, another rater will review the administration and rate it using the ACER-I
 - Secondary raters include Rick Zweig, Kate Walsh, and Anna Van Meter
 - As above, if the second rater passes the student, the student will receive a passing grade; however, he/she will be required to meet with the first rater to review the problems and address any concerns
 - If the second rater fails the student on their second assignment, he/she will be required to repeat the first year course in the domain in which the student failed (i.e. Cognitive Assessment or Personality Assessment, but not both unless both were failed) and will not be permitted to attend externship during their 2nd year
- The student will retake the competency exam at the end of that year
 - If the student fails the competency exam a third time, he/she is terminated from the program

Best of Luck!

Jill Brickman, Psy.D.

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