

ADVANCED ASSESSMENT PRACTICUM
Psychology 670

Fall 2012
Tuesdays: 11:00a.m.-12:00p.m.
Flipse 261

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Practicum Objectives

This practicum begins the process of developing competence in mentoring, as well as furthering your knowledge in conducting assessments. It is designed for those who have completed their PSC practicum (2nd year). First, advanced students interested in advancing their knowledge of assessments can mentor beginning graduate students learning how to administer assessments. Advanced students have the opportunity to supervise, under Dr. Tawfik's direction, the administration, scoring, and interpretation of psychological batteries. In addition, awareness of best practices regarding clinical supervision/peer mentoring is integrated throughout group meetings. Such works by Carol Falendar, Edward Shafranske, and Jeffrey Barnett are read and discussed in order to enhance clinical competence and effectiveness of mentoring. Second, advanced students are also expected to gain more experience about assessments by conducting complex assessment evaluations, supervised under Dr. Tawfik.

By the end of practicum, it is expected that advanced students will master the following:

1. Develop awareness of best practices and competence in mentoring and peer supervision.
2. Identify and discuss professional and ethical issues related to the practice of psychological assessment.
3. Identify and discuss assessment issues with culturally diverse populations.
4. Demonstrate competent administration and scoring of cognitive and achievement testing with difficult client.
5. Demonstrate competent interpretation of cognitive and achievement tests with complex cases.
6. Effectively communicate the results of an intellectual assessment orally and in writing.

Attendance and Expectations

This practicum meets weekly for group supervision. Supervision may include discussion of peer mentoring, ethical dilemmas or diversity/cultural issues, which may come up with an assessment case. Discussion of student progress and readings will be part of the group supervision meetings. Additionally, group supervision meetings may also involve discussion of actual clinical cases, as well as recently updated or new assessment measures. Advanced students are expected to be active and informed participants in the weekly group meetings. As part of the practicum, students will be expected to observe the administration of assessment instruments, as well as to facilitate Intake and Feedback sessions conducted by beginning practicum students.

It is expected that all advanced students conduct themselves in a professional and ethical manner. Confidentiality is of the highest priority and will be discussed throughout group supervision, particularly as it relates to peer mentoring. It is the responsibility of the advanced student to inform Dr. Tawfik of any disagreement, ethical dilemma, or other situation that may arise regarding a beginning practicum student.

Assigned Readings

American Psychological Association (2010). *Ethical Principles of Psychologists and Code of Conduct*. Washington, D.C: American Psychological Association.

American Psychological Association (2006). *Report of the APA task force on the assessment of competence in professional psychology*. Washington, D.C: American Psychological Association.

DeCato, C.M. (2001). *Supervising psychological testing: A practical quantitative model for the supervision process*. (Unpublished Manuscript, Widener University)

DeCato, C. M. (2002). A quantitative method for studying the testing supervision process. *Psychological Reports, 90*, 137-138.

Dumont, R., & Willis, J.O. (2004). Issues regarding the supervision of assessment. *The Clinical Supervisor, 22*(1), 159-176.

Falender, C., Cornish, E.J., Goodyear, R., Hatcher, R., Kaslow, N., Leventhal, G., et al. (2004).

Defining competencies in psychology supervision: A consensus statement. *Journal of Clinical Psychology, 60*, 771–785.

Falender, C. A., & Shafranske, E. P. (2004). *Clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.

Falender, C. A., & Shafranske, E. P. (2007). Competence in competency-based supervision practice: Construct and application. *Professional Psychology: Research and Practice, 38*(3), 232-240.

Tirpak, D. M., & Lee, S.S. (2012). Navigating peer-to-peer multiple relationships in professional psychology programs. *Training and Education in Professional Psychology, 6*(3), 135-141.