



**ASSESSMENT BATTERY DOCUMENTATION**

**Clinical Supervisor:** Please submit one (1) form for each battery completed  
See Page 2 for Battery requirements and examples of instruments

**STUDENT'S NAME:**

**DATE Battery, with written report, completed:**

**SUBJECT'S      Age:                      Sex:**

**Diversity Considerations, if any:**

**Instruments Administered:**

**Cognitive:**

**Personality:**

**Other:**

**Supervisor comments/assessment of student's quality of work:**

**Student's Signature:**

**Date:**

**Supervisor's Signature:**

**Date:**

**Print Name, License Type and Number:**

**Agency Name:**

**Agency Address:**

**Contact Information: Mobile Phone:**

**Email Address:**

Academic Advisor's Signature

## Assessment Battery Requirement for Graduation

### Overview:

- The unique issue of test measurement is a significant area in the field of psychology. The relevant and appropriate sources of diagnostic information, issues test validity and reliability, identification and selection test instruments, conducting the assessment process in an ethical and considerate manner, and interpreting norm references and criterion-referenced test scores are essential aspect for training and professional development.
- It is a means by implementing a common model and language towards enhanced treatment planning for children, adolescents and their families.

### Requirement:

- Completion of eight (8) batteries with clients during the educational process (i.e., approved courses (e.g., cognitive assessment, advanced assessment, etc., practicum and/or internship training experience are required for graduation).

### Rationale:

- An emphasis on learning how to integrate testing as an additional tool in providing various mental health services in response to treatment referrals.
  - a. The use of interviewing techniques and data gathering with specific attention to addressing referral questions, test selection, use of reference or norm groups, standardized administration, scoring, interpretation, and reporting of test results.
  - b. Formulating treatment recommendations, goals and preparation for feedback.

### Purpose

- The purpose of this requirement is for students to become equip with a fundamental understanding of various psychological assessments utilized in the field of psychology, which includes the general processes, and interpretation towards application within their particular domain.

### Relevant Domains

#### Screening:

- May be in the form of a questionnaire to address a specific area of concern.

#### The Clinical or Psychodiagnostic Assessment:

- Often brief, addresses psychosocial information, provides a tentative or provisional diagnosis.

#### The Forensic Assessment:

- Often addresses a various psycholegal issues (e.g., incompetent to stand trial).

#### The Neuropsychological Assessment

- Often looks at brain functioning and its influence/relationship to observable behavior (e.g., TBI, Dementia).

#### Psychoeducational Assessment:

- Will typically address psychological and behavioral issues relative to educational needs or impairment (e.g., IDEA, disabilities, I.E.Ps, special education services)

### **Mental Status Exam (MSE)**

#### *Definition:*

An assessment of a patient's level of cognitive (knowledge-related) ability, appearance, emotional mood, and speech and thought patterns at the time of evaluation

**Batteries are defined as the following:**

A full test battery, according to the Forensic Department, includes:

1. A clinical interview, including a comprehensive mental status examination
2. Record review (*if available, and from any/all relevant source(s), e.g., arrest records, school records, medical, records, current or previous clinical records/ evaluations or testing, etc.,*)
3. Collateral information (*if available, and from any/all relevant source(s), e.g., family, spouse, teachers, law enforcement, other clinicians, etc.*)
4. A cognitive instrument (full and/or short forms)
5. And, a minimum of two personality measure (objective and/or projective or other)

These are synthesized into a *comprehensive report* providing an overall picture of the patient/client.

Examples of potential instruments include, but are not limited to, the following:

***Cognitive (IQ/Achievement):***

WAIS, WISC, WIAT, WRAT, WPPSI  
Kaufman Batteries  
Woodcock Johnson  
Comprehensive Test of Non-Verbal Intelligence (CTONI)  
Wechsler Memory Scale (WMS)  
Stanford-Binet  
Bender-Gestalt /neuropsych assessments  
Shibley-Hartford  
Trail Making Test A & B

***Personality/Projective:***

Brief Psychiatric Rating Scale (BPRS)  
Thematic Apperception Test (TAT)  
Millon Clinical Multi-Axial III (MCMI)  
Personality Assessment Inventory (PAI)  
Rorschach Inkblot Technique  
MMPI

***Other Measures:***

Career Ability Placement Survey (CAPS)  
Test of Memory Malingering (TOMM)  
Structured Risk Assessment (SRA)  
Structured Risk Assessment-Forensic Version  
ABEL Assessment of Sexual Interests (AASI)  
Sexual Offense Risk Appraisal Guide (SORAG)  
Juvenile Sex Offender Reassessment Tool (JSORAT-III)  
Juvenile Sex Offender Assessment Protocol (J-SOAP-II)

Hare Psychopathy Checklist (PCL-R)  
Process Assessment of the Learner (PAL)  
Brief Symptom Inventory (BSI)  
Beck Depression Inventory  
Projective Techniques