



COLORADO STATE UNIVERSITY  
— GLOBAL —

## PSY555: MILITARY AND EMERGENCY RESPONDER ASSESSMENT (PRE-EMPLOYMENT, FITNESS FOR DUTY, AND RETURN TO DUTY EVALUATION)

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

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### COURSE DESCRIPTION AND OUTCOMES

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**Course Description:**

This course addresses the cultural considerations needed for interviewing and conducting psychological evaluations with military and responder personnel. Clinical interviewing techniques and measures across all psychological assessment domains, including diagnosis, personality, and cognition, as well as more specialty-focused areas such as pre-employment, return-to-duty, and fitness-for-duty evaluations are covered. The class explores the strengths and limitations of each assessment measure with a focus on research and norming issues as well as administration and feedback consideration.

**Course Overview:**

This course will provide students the foundational knowledge needed to discuss psychological evaluations, understand results, and communicate about psychological evaluations with military and responder populations. This course will begin with the foundation and history of psychological assessment, including the basic statistical concepts and issues of measurement necessary to understand the basis of assessment. Students will be given an overview of commonly used psychological tests. Students will gain skills for clinical interviewing in a psychological evaluation, and be able to list similarities and differences between psychological evaluation and counseling clinical interviews. Students will learn not only the foundations, but the intricacies and complexities of psychological evaluations commonly used with responder and military populations, including preemployment psychological evaluations, fitness-for-duty evaluations, promotional and specialized assignment evaluations, and compensation and pension evaluations. Students will also have an understanding of how psychological evaluations contribute to short-term disability and FMLA with counseling clients. Lastly, a review of cultural considerations and future directions in psychological assessment will be provided.

**Course Learning Outcomes:**

1. Explain the current methods of pre-employment, fitness for duty, and return to work evaluations.

2. Examine the content, reliability and validity, and purposes of assessment measures frequently used with military and responder agencies.
3. Acquire skills in assessment interviewing, report writing, and effective feedback communication to an agency.
4. Practice clinical interviewing techniques.

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## PARTICIPATION & ATTENDANCE

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Prompt and consistent attendance in your online courses is essential for your success at CSU Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

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## COURSE MATERIALS

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### Required:

- Goldstein, G., Allen, D. N., & DeLuca, J. (2019). *Handbook of psychological assessment* (4th ed.). Academic Press.
- Kitaeff, J. (2019). *Handbook of police psychology* (Revised ed.). Routledge.
- Mitchell, C., IGI Global, & Dorian, E. (2017). *Police psychology and its growing impact on modern law enforcement*. Information Science Reference.
- California Commission on Peace Officer Standards and Training (POST). (2019). Peace officer psychological screening manual. [https://post.ca.gov/portals/0/post\\_docs/publications/psychological-screening-manual/Peace\\_Officer\\_Psychological\\_Screening\\_Manual.pdf](https://post.ca.gov/portals/0/post_docs/publications/psychological-screening-manual/Peace_Officer_Psychological_Screening_Manual.pdf)

**NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

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## COURSE SCHEDULE

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### Due Dates

The Academic Week at CSU Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

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## WEEKLY READING AND ASSIGNMENT DETAILS

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## Module 1

### Readings

- Chan, D., & Schmitt, N. (2002). Situational judgment and job performance. *Human Performance*, 15(3), 233–254. [https://doi.org/10.1207/S15327043HUP1503\\_01](https://doi.org/10.1207/S15327043HUP1503_01)
- Grove, W. M. (2005). Clinical versus statistical prediction: The contribution of Paul E. Meehl. *Journal of Clinical Psychology*, 61(10), 1233–1243. <https://doi.org/10.1002/jclp.20179>
- Meyer, G. J., Finn, S. E., Eyde, L. D., Kay, G. G., Moreland, K. L., Dies, R. R., Eisman, E. J., Kubiszyn, T. W., & Reed, G. M. (2001). Psychological testing and psychological assessment: A review of evidence and issues. *American Psychologist*, 56(2), 128–165. <https://doi.org/10.1037/0003-066X.56.2.128>

### Discussion (25 points)

## Module 2

### Readings

- Chapter 10 in Handbook of Psychological Assessment
- American Psychological Association. (2018). Professional practice guidelines for occupationally mandated psychological evaluations. *American Psychologist*, 73(2), 186-197. <http://dx.doi.org/10.1037/amp0000170>
- Weiss, P. A., & Inwald, R. (2018). A brief history of personality assessment in police psychology: 1916–2008. *Journal of Police and Criminal Psychology*, 33, 189–200. <https://doi.org/10.1007/s11896-018-9272-2>

### Discussion (25 points)

### Critical Thinking (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Personal History Report - Partner**

Find a partner and take turns being interviewer/interviewee. You may also choose someone outside of class to be the interviewee. You may choose any general referral question. Complete an intake interview to last not more than 45 minutes. Type up the information learned from your interview as if it were the Background History section of a psychological assessment. You do not need to make a diagnosis or any recommendations as part of this report.

Your paper should be 4-6 pages in length and conform to APA guidelines in the CSU Global Writing Center. Include at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

[References: Add APA citations for any articles or videos in the assignment.]

#### **Option #2: Personal History Report - Character**

Choose the celebrity or fictional character of your choice and complete the background history portion of a psychological assessment report. You do not need to make a diagnosis or any recommendations as part of this report. Include a section on additional information you would have wanted to include in your report, the reason, and how you might ask those questions during a clinical interview.

Your paper should be 4-6 pages in length and conform to APA guidelines in the CSU Global Writing Center. Include at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

[References: Add APA citations for any articles or videos in the assignment.]

### Module 3

#### Readings

- Chapter 2 in *Police Psychology and Its Growing Impact on Modern Law Enforcement*
- Chapters 5-8 in *Peace Officer Psychological Screening Manual*
- Chapter 7 in *Handbook of Police Psychology*
- Roberts, R., Tarescavage, A. M., Ben-Porath, Y. S., & Roberts, M. D. (2018). Predicting postprobationary job performance of police officers using CPI and MMPI-2-RF test data obtained during preemployment psychological screening. *2018 Faculty Bibliography*. 42.  
[https://collected.jcu.edu/cgi/viewcontent.cgi?article=1041&context=fac\\_bib\\_2018](https://collected.jcu.edu/cgi/viewcontent.cgi?article=1041&context=fac_bib_2018)
- Tarescavage, A. M., Corey, D. M., Gupton, H. M., & Ben-Porath, Y. S. (2015). Criterion validity and practical utility of the Minnesota multiphasic personality inventory-2-restructured form (MMPI-2-RF) in assessments of police officer candidates. *Journal of Personality Assessment*, 97(4), 382-394.  
<https://doi.org/10.1080/00223891.2014.995800>

#### Discussion (25 points)

#### Critical Thinking (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

##### **Option #1: Future Directions Regarding Marijuana**

With the increase in states legalizing marijuana, public safety agencies are changing how they view recency and frequency of marijuana use. Using peer-reviewed articles and linking back to the POST dimensions, provide opinions for the following argument:

- Agencies should not consider those who use marijuana in the past 1-3 years a hiring risk.

Your paper should be 4-6 pages in length and conform to APA guidelines in the CSU Global Writing Center. Include at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

[References: Add APA citations for any articles or videos in the assignment.]

##### **Option #2: In-Depth with the POST Dimensions**

With the increase in states legalizing marijuana, public safety agencies are changing how they view recency and frequency of marijuana use. Using peer-reviewed articles and linking back to the POST dimensions, provide opinions for the following argument:

- Agencies should continue to view marijuana use in the past 1-3 years as a red-flag.

Your paper should be 4-6 pages in length and conform to APA guidelines in the CSU Global Writing Center. Include at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

[References: Add APA citations for any articles or videos in the assignment.]

## Module 4

### Readings

- Chapter 2 in Peace Officer Psychological Screening Manual
- International Association of Chiefs of Police. (2014). *Preemployment psychological evaluation guidelines*. <https://www.theiacp.org/sites/default/files/all/p-r/Psych-PreemploymentPsychEval.pdf>
- Inwald, R. E. (1985). Administrative, legal, and ethical practices in the psychological testing of law enforcement officers. *Journal of Criminal Justice*, 13(4), 367–372. [https://doi.org/10.1016/0047-2352\(85\)90006-6](https://doi.org/10.1016/0047-2352(85)90006-6)

### Discussion (25 points)

### Critical Thinking (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Preemployment Evaluations Prior to a Conditional Offer of Employment**

Conducting a preemployment evaluation prior to a conditional offer of employment as part of a bifurcated process has been a contentious issue within the police psychology community. Referencing ADA and EEOC along with the literature, present both of these sides:

1. Conducting a preemployment evaluation prior to a COE, provided medical information is not obtained, is not a violation of ADA/EEOC.
2. Conducting a preemployment evaluation prior to a COE, regardless if medical information is obtained or not, is a violation of ADA/EEOC.

Your paper should be 4-6 pages in length and conform to APA guidelines in the CSU Global Writing Center. Include at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

[References: Add APA citations for any articles or videos in the assignment.]

#### **Option #2: Impact of Case Law**

Choose two court cases that are relevant to preemployment psychological evaluations. Write a summary of each case. Explain how they impact the PPE process for both clinicians and agencies clinically and ethically/legally.

Your paper should be 4-6 pages in length and conform to APA guidelines in the CSU Global Writing Center. Include at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

[References: Add APA citations for any articles or videos in the assignment.]

## Module 5

### Readings

- Chapter 13 in *Handbook of Police Psychology*

- Carson, K. L. (2013). The psychological experience of a fitness-for-duty evaluatee: A case study (Master's thesis, Pacific University). <https://core.ac.uk/download/pdf/48859865.pdf>
- International Association of Chiefs of Police. (2018). Psychological fitness-for-duty evaluation guidelines <https://www.theiacp.org/sites/default/files/2019-05/Fitness%20for%20Duty%20Evaluation%20Guidelines%202018.pdf>

### **Discussion (25 points)**

### **Critical Thinking (75 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Vignette - Anger Management**

You have been counseling Joe\*, a police sergeant, for about six months. Joe recently received a written reprimand at work after yelling and cursing at some civilian staff members. When his lieutenant confronted him about this, Joe said he was going through a rough time at home, and commented, "I'm just not sure I can do this anymore," later clarifying that he had thought about suicide. Additionally, two officers who worked for Joe confirmed that he had been increasingly irritable with them, as well as on calls and talking with citizens. Therefore, Joe's department referred him for a FFDE. Joe has talked to you about passive suicidal ideation, but has always denied any plan or intent. After his FFDE, you receive a copy of the report from the psychologist, which states that Joe is marginally able to return to work (fit with considerations) but must "complete therapy" with a mental health counselor to address anger management and depression. Joe's agency requests that you provide a letter when he has "completed his requirements."

Examine the clinical and ethical considerations for this vignette.

- What would you need to see behaviorally to know that he has completed anger management?
- What resources would you use to treat him?
- How might your relationship change once the agency is involved?

Your paper should be 4-6 pages in length and conform to APA guidelines in the CSU Global Writing Center. Include at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

[References: Add APA citations for any articles or videos in the assignment.]

#### **Option #2: Vignette - Substance Abuse**

Mary\* was just referred to you from a psychologist. The psychologist had conducted an FFDE and recommended that Mary receive substance abuse counseling after she showed up to work three times hungover and called in at least five times. The psychologist declared Mary not fit for duty and stated that they would conduct a re-evaluation after Mary completed substance abuse treatment and her treatment provider provided a letter stating that Mary was no longer abusing alcohol and had the proper skills for relapse prevention.

Determine how you might begin treatment and what kinds of questions you might ask to better understand Mary's problem. Examine any ethical issues that may arise from a person seeking counseling as a result of a FFDE, and their return to work being contingent on your opinion.

Your paper should be 4-6 pages in length and conform to APA guidelines in the CSU Global Writing Center. Include at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

[References: Add APA citations for any articles or videos in the assignment.]

## Module 6

### Readings

- Chapter 8 in *Police Psychology and Its Growing Impact on Modern Law Enforcement*
- Love, K. G., & DeArmond, S. (2007). The validity of assessment center ratings and 16PF personality trait scores in police sergeant promotions: A case of incremental validity. *Public Personnel Management, 36*(1), 21–32. <https://doi.org/10.1177/009102600703600102>
- Trompetter, P. S., Corey, D. M., Schmidt, W. W., & Tracy, D. (2011, January). Psychological factors after officer-involved shootings: Addressing officer needs and agency responsibilities. *The Police Chief, 78*, 28–33. <https://www.policchiefmagazine.org/psychological-factors-after-officer-involved-shootings-addressing-officer-needs-and-agency-responsibilities/?ref=bff4bf3e6702590798e66f76467be36>

### Discussion (25 points)

### Critical Thinking (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Return-to-Work PowerPoint**

A police department wants to update their response to officer-involved shootings. They have asked you to prepare a presentation for command staff on best practices on your role of return-to-work (RTW). In a PowerPoint presentation, address the following:

- Why meeting with a mental health clinician following an IOS is important
- What is covered in a RTW?
- How soon should the officer meet with the clinician for their RTW?
- What information would be released back to the department?
- What would happen if the clinician had concerns about the officer returning to work?

Your presentation should be 10-12 slides in length and conform to APA guidelines in the CSU Global Writing Center. Include at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

[References: Add APA citations for any articles or videos in the assignment.]

#### **Option #2: RTW vs. FFDE Vignette**

You receive a call from Chief Smith at Wonderland Police Department. The Chief tells you he is concerned about one of his lieutenants, who has been seen crying lately during shift. One of her sergeants told the Chief that he witnessed the lieutenant sitting in her vehicle during shift with her firearm unholstered on her lap while she was reviewing reports. He wants you to meet with her for a

return to work because he is concerned she is stressed, depressed, and potentially suicidal. In an paper, address the following:

- Would you accept this RTW or refer the Chief to get a FFDE? Explain your reasoning.
- Assuming you accepted this as a RTW, what kind of questions might you ask the lieutenant in your meeting to address the concerns?
- The lieutenant explains that she recently lateralled to WPD from a smaller, rural agency. She explains that it was common to unholster firearms when sitting in a vehicle at that agency because cover was usually far away, and it was easier to access if sitting. Explain how this would or would not change your assessment.
- Write a sample letter clearing the lieutenant back to work.

Your paper should be 4-6 pages in length and conform to APA guidelines in the CSU Global Writing Center. Include at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

[References: Add APA citations for any articles or videos in the assignment.]

## **Module 7**

### **Readings**

- Bliese, P., Wright, K., Adler, A., Hoge, C., & Prayner, R. (2005). *Postdeployment psychological screening: Interpreting and Scoring DD Form 2900 (U.S. Army Medical Research Unit-Europe Research Report No. 2005– 03)*. Heidelberg, Germany: U.S. Army Medical Research Unit-Europe. [https://usamrd-w.amedd.army.mil/assets/docs/publications/bliese\\_et\\_al\\_2005\\_report\\_2005-003\\_interpreting\\_and\\_scoring\\_dd\\_form\\_2900.pdf](https://usamrd-w.amedd.army.mil/assets/docs/publications/bliese_et_al_2005_report_2005-003_interpreting_and_scoring_dd_form_2900.pdf)
- Bowles, S. V., & Bartone, P. T. (2017). *Handbook of military psychology : Clinical and organizational practice*. Springer Chapter 17: Assessment of elite operational personnel.
- Jankowski, R. L., Black, A. C., Lazar, C. M., Brummett, B. R., & Rosen, M. I. (2019). Consideration of substance use in compensation and pension examinations of veterans filing PTSD claims. *PLoS ONE*, 14(2), 1–14. <https://doi.org/10.1371/journal.pone.0210938>

### **Discussion (25 points)**

### **Critical Thinking (75 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Future Directions - Military**

Based on current events, new laws, and recent research, where do you see the future of psychological assessment in the military headed? Get creative.

Your paper should be 4-6 pages in length and conform to APA guidelines in the CSU Global Writing Center. Include at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

[References: Add APA citations for any articles or videos in the assignment.]

#### **Option #2: Future Directions - First Responders**



Based on current events, new laws, and recent research, where do you see the future of psychological assessment with first responders headed? Get creative.

Your paper should be 4-6 pages in length and conform to APA guidelines in the CSU Global Writing Center. Include at least four scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

[References: Add APA citations for any articles or videos in the assignment.]

## Module 8

### Readings

- Blanton, H., & Jaccard, J. (2017). You can't assess the forest if you can't assess the trees: Psychometric challenges to measuring implicit bias in crowds. *Psychological Inquiry*, 28(4), 249–257. <https://doi.org/10.1080/1047840X.2017.1373550>
- Butcher, J. N. (2004). Personality assessment without borders: Adaptation of the MMPI-2 across cultures. *Journal of Personality Assessment*, 83(2), 90–104. [https://doi.org/10.1207/s15327752jpa8302\\_02](https://doi.org/10.1207/s15327752jpa8302_02)

### Discussion (25 points)

### Portfolio Project (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Treatment Plan - Responder**

Create a treatment plan for a first responder. Pick one of the following presenting problems: anger management, impulse control, depression and suicide, or domestic violence.

Address the following:

- Outline the background that may have been on this responder's recent FFDE, including employment difficulties, legal issues, mental health, and more. List the assessment procedures that should have been utilized on the FFDE to draw the conclusion.
- Determine the threshold for completion of treatment, and specify how you would behaviorally conclude that the responder is fit for duty.
- Describe any additional questions you might ask in your clinical interview.
- Examine any legal or ethical considerations you may face along the way.

Your paper should be 10-12 pages in length and conform to APA guidelines in the CSU Global Writing Center. Include at least 10 scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

[References: Add APA citations for any articles or videos in the assignment.]

#### **Option #2: Treatment Plan - Military**

Create a treatment plan for a military veteran. The veteran was given an 80% disability rating for depression and PTSD in 2004, and is experiencing nightmares and flashbacks more recently after a 'battle-buddy' committed suicide.

Address the following:

- Determine and explain how you would treat this veteran, and if any assessment would help in either diagnostic or treatment planning.
- Describe any additional or specific questions you might ask in the clinical interview.
- The veteran is also meeting for an update to his compensation and benefits in four weeks, and you know that the evaluating psychologist will request your records. Specifically address any ethical or legal considerations.

Your paper should be 10-12 pages in length and conform to APA guidelines in the CSU Global Writing Center. Include at least 10 scholarly references in addition to the course textbook. The CSU Global Library is a good place to find these references.

[References: Add APA citations for any articles or videos in the assignment.]

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## COURSE POLICIES

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Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Graduate Course Grading	
20%	Discussion Participation
45%	Critical Thinking Assignments
35%	Final Portfolio Project

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## IN-CLASSROOM POLICIES

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For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU Global institutional policies.

### **Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see CSU Global Library page for Citing & APA Resources and Avoiding Common Plagiarism Mistakes for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

### **Citing Sources with APA Style**

All students are expected to follow APA format for all assignments. For details, please review the APA guidelines within the CSU Global Writing Center. A link to this resource should be provided within most assignment descriptions in your course.

### **Disability Services Statement**

CSU Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### **Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.