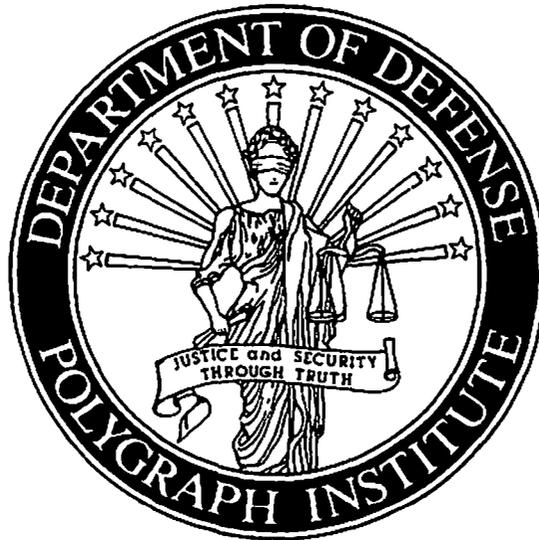


Department of Defense Polygraph Institute



PDD 506/507 Clinical Laboratory Practicum Activities

May 2002

Psychophysiological Detection of Deception (PDD)

506/507

Clinical Laboratory Practicum Activities

I. GENERAL INFORMATION

A. Grading Sheet

The clinical laboratory practicum-grading sheet (Appendix 1) is divided into 14 objectives. Each objective is comprised of tasks that usually are required in order to complete the objective. Section II below specifies and defines the tasks and objectives. Students are graded on each task according to the standards provided below. Periodically, a computer-generated student grade sheet is available to students (Appendix 2).

1. Group-Objective-Average

The group-objective-average is the averaged score for all graded tasks within an objective. Instructors grade students on tasks/objectives that are required for accomplishment on a given day. Daily laboratory grades are entered on the clinical laboratory practicum grading sheet, reviewed and discussed with the applicable student, and entered into a computer database. For example, when a grade is entered for the tasks Explain Acquaintance Test (ACQT) and Present ACQT, the group-objective-average score is the average of all of the grades for the two tasks. As more tasks are graded for each group objective, the group-objective-average score is updated. Printouts of these scores let students know how they are performing.

2. Weighted Group-Objective-Average

Because some objectives are more difficult to perform, a weighted factor is assigned to each group-objective-average. The DoDPI Curriculum Review Committee determined the weight given to an objective. The weighted-group-objective-average score is the overall weighted score for an objective. Refer to Section II below for the weighted values assigned to each objective.

3. Final Laboratory Activities Score

The weighted group-objective-average scores are averaged together to determine one score that reflects the overall laboratory score for all graded tasks/objectives.

B. Grading System

Tasks are either given a numerical score of 0, 1, 2, or 3, or a pass or fail grade is given. When a task is not scored, NS is indicated in the score column. Grades are assigned based on the following guidelines:

- 0 = Student failed to perform the task. An instructor may give an alibi for instrument failure, non-cooperative examinee, etc.
- 1 = Student attempted task but failed to perform the task at the desired level.
- 2 = Student performed the task at the desired level. **This is the minimum required overall score for each objective.**
- 3 = Student exceeded in the performance of the objective.

- Pass = Student performed the task at the desired level.
- Fail = Student did not perform the task at the desired level.

C. Critical Group Objectives

In a PDD examination, some tasks/objectives are deemed so crucial that an unsuccessful performance of these tasks might invalidate an examination. The following objectives are deemed critical. Students must obtain a final (overall) minimum score of 2.0 for each objective to successfully complete PDD 506/507.

- Test Question Construction
- Execution of Rights/Consent
- Pretest Interview
- Comparison Question Processes
- Test Data Collections
- Test Data Analysis

D. Academic Grade Equivalent

For grade transformation purposes, laboratory numerical scores of 2.50 to 3.00 equate to an academic grade of A. Numerical scores of 2.00 to 2.49 equate to an academic grade of B.

II. PERFORMANCE LEVELS

For each task listed below, the desired level of performance is given. Students must attain this level of performance in order to receive a passing score of 2 for a specified task. Performance levels warranting a score of 3 for a specified task are also given.

A. Target Selection (3%) (Pass/Fail)

1. Relevant Target Selection

Student chose the most appropriate target for relevant question construction based on the case data.

2. Comparison Target Selection

Student chose the most appropriate target for comparison question construction based on the case data.

3. Other Format Test Questions

Student chose appropriate format test questions based on the case data. Student provided their laboratory instructor with a properly prepared list of questions prior to obtaining their examinee. The list must include all questions required for the testing format specified. This task ensures that all questions are properly worded and constructed.

B. Test Question Construction (15%) (0-3 Points)

Use of reference materials to formulate relevant and comparison questions is not allowed after completion of the Zone Comparison Test (ZCT) instruction and ZCT

laboratory practicums (usually week 9). Students are required to prepare questions for presentation to their instructor prior to turning on instruments and entering data.

1. Relevant Question Formulation

Student followed the rules of test question formulation for primary and secondary relevant questions, as appropriate, and constructed acceptable relevant questions based on the target area.

Assign a score of 3 if the relevant questions were the best possible based on case facts.

2. Comparison Question Formulation

Student followed the rules of test question formulation for comparison questions and used appropriate qualifiers, if necessary, and constructed acceptable comparison questions based on the relevant target area.

Assign a score of 3 if the comparison questions that the best possible based on case facts.

C. Placement of Sensors (2%) (0-3 Points)

1. Proper Placement

Student placed sensors on the examinee in an appropriate, professional manner, and an acceptable physiological tracing was obtained for analysis.

Assign a score of 3 if the desired level was met, and the best possible physiological tracings were obtained.

2. Ease of Placement

Student adequately attached all sensors at the desired location on the examinee's body on the first or second attempt.

Assign a score of 3 if the task was very polished and professional on the first attempt.

3. Ease/Speed into Operation

Student's ease and speed into operation met the following criteria:

- Required no more than 15 seconds between attempts to adjust sensitivity setting for inadequate size tracing.
- Required no more than 4 gain adjustments per channel before beginning chart recording.
- Began chart recording within 60 seconds of inflating blood pressure cuff.

Assign a score of 3 if the student exceeded the desired level.

D. Acquaintance Test (ACQT) (2%) (0-3 Points)

1. Explained ACQT

Student covered each of the following as prescribed by the testing format

- Explained the purposes of the ACQT to include:
 - Allowed examinee to become familiar with the component sensors,
 - Adjusted instrument to examinee's physiology, and
 - Allowed examinee to become familiar with the PDD testing procedures.
 - Explained the process of the ACQT to include:
 - Asked examinee to choose and write number,
 - Explained in understandable terms what the examinee had to do.
- Student referred to the ACQT as a stim test in the presence of an examinee equals a maximum score of 1.
- Student left the visual aid on the wall during any portion of an operational test equals a maximum score of 1.

Assign a score of 3 if the student executed a flawless explanation of the ACQT.

2. Presented ACQT

Student performed the following unless otherwise specified by test format:

- Used visual or verbal feedback based on chart tracings.
- Told the examinee he/she was capable of physiologically responding and was not a good liar. Exact words are not the issue - need the concept.

Assign a score of 3 if the student exceeded the task - depends on quality of presentation.

E. Execution of Rights/Consent (2%) (Pass/Fail)

1. Executed Rights Form

Student informed examinee of appropriate offense(s); accomplished appropriate rights warning; obtained acknowledgment/waiver of rights from the examinee; and completed appropriate rights form according to DODPI requirements.

2. Executed Consent Form

Student informed examinee of appropriate offense(s) being considered for PDD examination; properly addressed information in the consent form with the examinee; obtained a written consent to undergo a PDD examination; and completed appropriate consent form in accordance with DODPI requirements.

If student elicited case fact information prior to a rights warning, the PDD examination is invalidated, and the grade for the rights/consent form is Fail. This is also a critical error, and is so indicated on the clinical laboratory practicum grading sheet.

F. Pretest Interview (15%) (0-3 Points)

1. Collected Biographical Data

Student obtained appropriate biographical data for appropriate testing format and completed appropriate PDD Examinee Personal Data Sheet in a neat, comprehensible manner.

Assign a score of 3 if the student exceeded the task - depends on quality and method of obtaining data.

2. Maintained Rapport

Student developed and maintained rapport with the examinee - includes but not limited to: non-argumentative, not talking down to, non-verbals, language level, supportive, authoritative, but not overly controlling, ally, etc.

Assign a score of 3 if the student exceeded - depends on how well rapport was established and maintained.

3. Explained F3

Student explained in understandable, non-technical terms how a person responds physiologically to stress/threatening situation(s); and how that relates to lying and the PDD process.

Assign a score of 3 if the student exceeded – depends on quality of presentation.

4. Explained Instrument

Student displayed and explained each sensing device, where each device is placed on the examinee during the data collection phase, and the type of physiological data recorded by each component on the polygraph chart.

Assign a score of 3 if the student exceeds the task in manner of displaying sensors and excellence of presentation.

5. Reviewed Case Facts

Depending on the testing format (criminal specific or screening), the student accomplished the following:

Criminal Specific Examination: Student determined what the examinee knew or admitted knowing about the crime. If the examinee denied any knowledge of the crime, the student provided sufficient information so the examinee understood why the relevant questions would be asked during the PDD examination. Student withheld POT material, if appropriate. If the examinee admitted any knowledge of the crime or made admissions, the student asked appropriate follow-up questions.

Screening Examination: Student ensured that the relevant questions were fully discussed with the examinee, and ensured a mutual understanding was obtained of the meaning and intent of each relevant question. If an examinee seemed unable to grasp

the meaning of a particular issue, the student used appropriate terminology for the examinee without sacrificing the original intent of the relevant issue. If appropriate, the student utilized a checklist to ensure all relevant areas of each question were discussed with the examinee.

Assign a score of 3 if the student exceeded—depends on manner of delivery and explanation of relevant questions.

6. Question Introduction

Student reviewed and discussed all test questions as appropriate in their proper order and consistent with DODPI curriculum.

Assign a score of 3 if the student exceeded—depends on quality and delivery.

7. Transitions/Integrations

Student made appropriate transitions between the various topical areas of the PDD examination process consistent with DODPI curriculum.

Assign a score of 3 if the student exceeded—depends on smoothness and professionalism.

8. Format Utilization

Student conducted the pretest interview consistent with DoDPI curriculum. For example, use of PLC foundations in the pretest of an R & I examination would not be in accordance with DoDPI curriculum.

Assign a score of 3 if the student conducted a flawless pretest interview.

G. Evaluated Suitability (1%) (Pass/Fail)

Student evaluated the examinee regarding mental, physical and medical conditions. Mental includes did examinee appear to be in contact with reality, know who they are, where they are, and why. Physical includes the proper amount of rest, sleep, or any sickness/illness that would affect PDD examination, etc. Medical evaluation involves the determination if examinee is using any types of medication, prescribed or over-the-counter, and a determination of the drug affect on a PDD examination as appropriate.

Prior to the data collection phase, student indicated in writing on the PDD Examinee Personal Data Sheet their personal evaluation of the suitability of the examinee to undergo a PDD examination. If a determination was made that the examinee was unsuitable, student discussed this with their assigned laboratory instructor prior to beginning the data collection phase.

H. Chronology (1%) (Pass/Fail)

Student completed the appropriate steps in the correct order.

I. Comparison Question Processes (15%) (0-3 Points)

1. Lay Foundation

Student established an appropriate probable lie comparison foundation for the issue being tested consistent with information taught in the classroom and DODPI curriculum.

Assign a score of 3 if the student exceeded the task—depends on manner and finesse.

2. Set Comparison

Student accomplished the process of setting probable lie comparisons as part of the overall comparison question review process.

Assign a score of 3 if the student exceeded the task—depends on manner and finesse.

J. Test Data Collections (15%) (0-3 Points)

1. Format Utilization

Student utilized appropriate question types, test question order, proper rotation of relevant or comparison questions, correct number of charts, etc. Instructors grade each chart and annotate grades on the back of the grade sheet. Data field will accept more than one numerical entry. Assign scores as follows:

- 3 = No operational errors (per chart)
- 2 = One to two operational errors (per chart)
- 1 = Three or more operational errors (per chart)

2. Correct Test Notations

- Student entered required notations before the X to include:
 - Pneumograph tracing labels (CB/SB),
 - Chart legend information.
- Student entered other required notations in a timely fashion:
 - Chart number (e.g., ACQT4 for an ACQT where 4 was the key),
 - Beginning and end recording functions at appropriate time,
 - Beginning and end pressure and gain settings
 - X, XX, stim, and answer marks
 - Correct question numbers
 - Artifact annotations
 - Examiner instructions

For analog instruments, all required test notations must be made as they occur except for test legend information, which may be entered after data is collected.

- 3 = No errors per test.
- 2 = One to two errors per test.
- 1 = More than two errors per test.

Instructors grade the ACQT chart and each operational chart. To determine the student's topical area grade for the day, total the grade for all charts and divide by the total number of charts. Refer to the examples below.

Example # 1

| Test | Score | Errors |
|---------------------|-------|----------------------------------------|
| I - St | 2 | 2 Errors |
| I - 1 | 3 | No Errors |
| I - 2 | 1 | 3 Errors |
| I - 3 | 2 | 1 Error |
| Test Totals: | 8 | |
| Number of Tests: | 4 | |
| Topical Area Grade: | 2 | Total score divided by number of tests |

Example # 2

| Test | Score | Errors |
|---------------------|-------|----------------|
| I - St | 1 | 6 Errors |
| I - 1 | 2 | 1 Error |
| I - 2 | 3 | No Errors |
| I - 3 | 3 | No Errors |
| Test Totals: | 9 | |
| Number Of Tests: | 4 | |
| Topical Area Grade: | 2.25 | 9 divided by 4 |

3. Correct Operations

Student operated the analog or computerized polygraph system instrument in a manner consistent with DODPI curriculum. Refer to Appendix 3 for a list of operational errors for computerized polygraph system operations. Refer to Appendix 4 for a list of operational errors for analog instruments.

K. Test Notation Timeliness (1%) (Pass/Fail)

Student made all appropriate test markings at the time the event occurred. Unless specifically authorized by the test notation pamphlet and/or the laboratory instructor, students may not fill in, add, or alter any test notation on a PDD chart after that chart has been completed.

Students may manually annotate a deep breath (DB) on a pneumograph tracing or railroad tracks (\\) on an electrodermal activity (EDA) tracing. Incorrect usage of these test notations constitutes an error.

L. Test Data Analysis (15%) (0-3 Points)

1. Numerical Analysis

To achieve a grade of 2 or 3, the student's analysis must be within the number of contradictions and indicated numerical range. For example, in a format with 3 analysis spots, to obtain a grade of 3, the student cannot have more than one contradiction and must be within a numerical range of two points. If the student has one contradiction and is off by three points, the score is 2.

A contradiction occurs when an instructor has a plus (+) and the student has a minus (-) or vice versa. Magnitude is not an issue in the 3-position scale.

The number of contradictions and numerical range for the 3-position and 7-position scales are for each examination, that is all askings of the relevant questions used in forming the examiner's decision for that examination.

3-Position Scale: Formats with 3 overall analysis spots (ZCT, etc.)

| Grade | Contradictions | Numerical Range |
|-------|----------------|-----------------|
| 3 | 1 | 0-2 |
| 2 | 3 | 3-4 |
| 1 | 4 | 5 & Over |

3-Position Scale: Formats with 4 overall analysis spots (MGQT, TES, etc.)

| Grade | Contradictions | Numerical Range |
|-------|----------------|-----------------|
| 3 | 1 | 0-3 |
| 2 | 4 | 4-5 |
| 1 | 5 | 6 & Over |

7-Position Scale: Formats with 3 overall analysis spots (ZCT, etc.)

| Grade | Contradictions | Numerical Range |
|-------|----------------|-----------------|
| 3 | 0 | 0-4 |
| 2 | 2 | 5-6 |
| 1 | 3 | 7 & Over |

7-Position Scale: Formats with 4 overall analysis spots (MGQT, TES, etc.)

| Grade | Contradictions | Numerical Range |
|-------|----------------|-----------------|
| 3 | 0 | 0-5 |
| 2 | 3 | 6-7 |
| 1 | 4 | 8 & Over |

2. Decision Process

3-position scale TDA: Student made the correct decision based on their numerical totals or global analysis. Assign scores as follows:

- 3 = Completed TDA in 15 minutes or less.
For criminal specific examinations (ZCT, MGQT) this includes all charts used in the scoring process. For TES this includes sub-tests A & B.
 - 2 = Completed TDA in 20 minutes or less, but more than 15 minutes.
 - 1 = Required more than 20 minutes to complete TDA.
- Do not assign a score of less than 2 for this task unless the incorrect addition affected the decision outcome.
- If a student incorrectly added their scores, he/she cannot obtain a 3.

7-position scale TDA: Student made the correct decision based on their numerical totals or global analysis. Assign scores as follows:

- 3 = Completed TDA in 10 minutes or less.
For criminal specific examinations (ZCT, MGQT) this includes all charts used in the scoring process. For TES this includes sub-tests A & B.
 - 2 = Completed TDA in 15 minutes or less, but more than 10 minutes
 - 1 = Required more than 15 minutes to complete TDA.
- Do not assign a score of less than 2 for this task unless the incorrect addition affected the decision outcome.
- If a student incorrectly added their scores, he/she cannot obtain a 3.
- If a student incorrectly makes a decision based on the numerical scores, i.e., makes a decision of No Opinion when the numerical score makes the decision NDI or DI, the student will be given a 1 for decision process.

Relevant/Irrelevant TDA: Student made the correct decision based on their global evaluation. Assign scores according to the time schedule below for TDA of the entire PDD examination.

- 3 = Completed global TDA in 10 minutes or less.
 - 2 = Completed global TDA in 15 minutes or less.
 - 1 = Required more than 15 minutes to conduct global TDA.
- If the student's evaluation/decision was incorrect based on the instructor's decision (opposite evaluations, DI vs. NDI or SR vs. NSR), then only a score of 1 may be awarded.

M. NDI/NSR Posttest Interview (3%) (0-3 Points)

Student provided examinee appropriate information about the results of an NDI/NSR PDD examination consistent with DODPI curriculum.

Assign a score of 3 if the student presented a quality posttest in an exceptional manner.

N. DI/SR Posttest Interview (10%) (0-3 Points)

1. Initial Confrontation

Student advised examinee of the outcome of the examination, i.e., failed, no doubt, examinee not being totally honest; problem can be resolved; appropriate transitions according to information provided in classroom instruction and DODPI curriculum.

Assign a score of 3 if student performed all facets of the task consistent with classroom instruction and the DODPI curriculum.

2. Theme Development

Student presented and expounded upon a minimum of 3 appropriate themes for the specific issue tested or relevant area requiring resolution.

Assign a score of 3 if student excelled in quality of presentation.

3. Controlling Denials

Student appropriately stopped denials without being argumentative and in a manner consistent with DODPI text and classroom instruction. If the examinee made no denials, indicate on the grading sheet that the task was not scored.

Assign a score of 3 if the student exceeded task—depends on delivery and finesse.

4. Confronting Objections

Student drew out objections without being sarcastic or argumentative and consistent with DODPI text and classroom instruction. If objections were not offered by the examinee, indicate on the grading sheet that the task was not scored.

Assign a score of 3 if the students' performance was timely and of high quality.

5. Optional Question(s)

Student must present appropriate optional questions in timely manner--usually at the breaking point. If optional questions were not appropriate, indicate on the grading sheet that the task was not scored.

Assign a score of 3 if the student exceeded task—depends on quality and timeliness.

6. Format Utilization

Student accomplished posttest interrogation consistent with DoDPI curriculum. At the conclusion of data collection, charts were evaluated and presented to the instructor for review. **No interrogation is allowed without the approval of an instructor.**

Assign a score of 3 if the student executed a flawless posttest.

O. Critical error

In PDD testing, critical errors are usually associated with major violations of criminal and/or judicial statutes or serious ethical issues. For DODPI purposes, a critical error is defined as an action performed by a student that invalidates a PDD examination. If the student error can be corrected without invalidating the PDD examination, it is not a critical error. For example, forgetting to ask a relevant question can be corrected by accomplishing another chart, and is not considered a critical error. The following student actions constitute critical errors:

- Extracting crime information from the examinee before a Miranda warning.
- Conducting the PDD examination without obtaining written consent.
- Deliberately falsifying data on a PDD chart.
- Throwing away collected charts. A chart becomes an accountable, numbered chart in a PDD examination when an X is placed on it.
- Failing to stop the procedure when the examinee:
 - Verbally expresses a desire to stop,
 - Asks to speak with an attorney.
- Purposely denying basic human comforts, i.e., bathroom privileges.
- Threatening physical harm to an examinee.

All critical errors will be annotated on the clinical laboratory practicum grading sheet as they occur. A student committing the same critical error twice in succession for the same task or a total of three critical errors for different tasks may be subject to dismissal from the DODPI.

Circle Yes or No to indicate if the student committed a critical error. If the student committed a critical error, the instructor also indicates a 0 for all tasks within the objective where the critical error occurred. For example, if the examinee asked for an attorney during a DI posttest interview, but the student continued to interrogate, the instructor indicates a 0 for all tasks under the objective of DI/SR Posttest Interview.

When a student receives a critical error during their assigned laboratory activities, they are informed of the actions that caused the critical error and what actions to take to prevent a critical error from occurring again. The laboratory instructor documents the critical error counseling session on the clinical laboratory practicum grading sheet.

When a critical error occurs twice in succession for the same task, or a total of three critical errors occur on different tasks, a DODPI faculty advisory committee will evaluate the student. The faculty advisory committee consists of, but is not necessarily limited to, the course manager, the student's assigned faculty advisor, and other DODPI faculty members. This committee may utilize all avenues available (to include an interview with the student) in order to formulate a recommendation regarding retention of the student, which will be presented to the Director, DODPI.

III. ADDITIONAL INFORMATION

A. Pass/Fail Grades

On the Clinical Laboratory Practicum Grading Sheet (Attachment 2), there are eight tasks that allow for a pass/fail grade. The DODPI Curriculum Committee believed there was only one method of accomplishing these tasks to meet the standard, i.e., the task was performed correctly or it was not. This grading scheme was designed in order to allow the students an opportunity to achieve a numerical score equating to an A. This was deemed the most objective method available for grading these tasks.

B. Suitability

Students are to make a written (short) evaluation regarding an examinee's suitability. This evaluation will be written on the PDD Examinee's Personal Data Sheet (or an equivalent form for the PDD testing format). On many days, these evaluations should probably indicate that the examinee was not suitable - due to lack of sleep, fatigue or medical reasons, e.g., colds, allergies, etc. When the student determines that the examinee is not suitable, he/she must discuss it with their instructor. When civilian examinees are used, it is critical that instructors pay close attention to these suitability evaluations.

C. Student TDA

Unless otherwise directed, students will analyze charts in their examination suite or their instructor's monitor room. Unless specifically authorized by their instructor, students will not analyze charts in the library, classroom, etc. In addition, students will leave the examinee in the examination suite, while the charts are being analyzed.

D. Instructor TDA

Instructors analyze charts on the same score sheet as the students. During this process, each contradiction is circled in different colored ink than that used by the student. A contradiction occurs when the student scores a plus and the instructor scores a minus or vice versa. A difference in magnitude is not considered an opposite call—even in the 7-position scale. Zero scores are not considered opposite calls; however, if a student consistently "zeroes" tracings wherein a decision could be rendered, this will definitely affect their ability to be within the desired numerical range.

It could also affect their grade for that particular task on the clinical laboratory practicum grading sheet.

E. Test Data Notations

Except for extended artifacts authorized by the test data notations pamphlet (e.g., T--T), each test notation or operations error is counted as a single error.

F. Artifacts and TDA

If it is apparent that the other tracings were unaffected by an artifact, marking a respiratory tracing with DB, for instance, does not necessarily inhibit scoring other physiological tracings in that analysis spot. Students must follow the principles of physiology and TDA as taught in the classroom and the DODPI curriculum.

G. Breathing and Respiration

When explaining the polygraph instrument and sensors to an examinee, students will not be restricted from using the terms breathing or respiration. However, students are taught that they must not have contradictions in their explanation, for example: telling an examinee that the instrument records physiology which they have no control over, and then simply stating that they will be recording respiration without any further explanation. This is an inadequate explanation--most examinees are aware that they have some control over respiration. This dichotomy could lead to problems in testing.

H. Attaching Sensors

There are many acceptable ways of attaching component sensors. If the method used is professional, ethical, and not unnecessarily intrusive to the examinee, it is considered acceptable. Two examples of unacceptable methods are: asking an examinee to spread their legs, and then stepping in between examinee's legs in order to attach the pneumograph chest assemblies from the front, and flipping the beaded chain over the examinee's head.

I. Instructor Comments

For grading purposes, a numerical grade of 2 equates to the minimum acceptable level of performance for a specific task or objective. When completing the clinical laboratory practicum grading sheet, instructors should comment on any grade that is below or above a 2. Indicate what the student did to exceed or did not do to meet the performance level.

APPENDIX 1

| CLINICAL LABORATORY PRACTICUM GRADING SHEET | |
|---------------------------------------------|------------------|
| Student Name: | Instructor Name: |
| Date: | Scenario/Task: |

| Objective | Score |
|---------------------------------------|-----------|
| A. Target Selection | |
| 1. Relevant Target Selection | Pass/Fail |
| 2. Comparison Target Selection | Pass/Fail |
| 3. Other Format Test Questions | Pass/Fail |
| B. Test Question Construction | |
| 1. Relevant Question Formulation | |
| 2. Comparison Question Formulation | |
| C. Placement of Sensors | |
| 1. Proper Placement | |
| 2. Ease of Placement | |
| 3. Ease/Speed into Operation | |
| D. Acquaintance Test (ACQT) | |
| 1. Explained ACQT | |
| 2. Presented ACQT | |
| E. Execution of Rights/Consent | |
| 1. Executed Rights Form | Pass/Fail |
| 2. Executed Consent Form | Pass/Fail |
| F. Pretest Interview | |
| 1. Collected Biographical Data | |
| 2. Maintained Rapport | |
| 3. Explained F3 | |
| 4. Explained Instrument | |
| 5. Reviewed Case Facts | |
| 6. Question Introduction | |
| 7. Transitions/Integrations | |
| 8. Format Utilization | |
| G. Evaluated Suitability | |
| Evaluated Suitability | Pass/Fail |
| H. Chronology | |
| Chronology | Pass/Fail |

| Objective | Score |
|-----------------------------------------|-----------|
| I. Comparison Question Processes | |
| 1. Lay Foundation | |
| 2. Set Comparisons | |
| J. Test Data Collections | |
| 1. Format utilization | |
| 2. Correct Test Notations | |
| 3. Correct Operations | |
| K. Test Notation Timeliness | |
| Test Notation Timeliness | Pass/Fail |
| L. Test Data Analysis | |
| 1. Numerical Analysis | |
| 2. Decision Process | |
| M. NDI/NSR Posttest Interview | |
| NDI/NSR Post Test | |
| N. DI/SR Posttest Interview | |
| 1. Initial Confrontation | |
| 2. Theme Development | |
| 3. Controlled Denials | |
| 4. Confronted Objections | |
| 5. Optional Questions | |
| 6. Format Utilization | |
| O. Critical Error | |
| Critical Error | Yes/No |

| | |
|----------------------------------------|----|
| Exceeded performance of objective | 3 |
| Performed objective | 2 |
| Fell short of performance of objective | 1 |
| Failed to perform objective | 0 |
| Task not scored | NS |

| TDA Times | | |
|------------|------------|------------|
| End Time | End Time | End Time |
| Start Time | Start Time | Start Time |
| Total Time | Total Time | Total Time |

Student Signature _____

(DoDPI TM 6) (Jan 2001)

(Previous Editions Are Obsolete)

INSTRUCTORS COMMENTS ON REVERSE SIDE

APPENDIX 3

Test Notation and Operational Errors Computerized Instruments

Test Notation Errors

1. During the data collection phase, failing to insert appropriate examiner instructions and/or annotate artifacts. Examiner instructions and artifacts should be recorded on chart as quickly as possible, and must be entered before next question is asked.
2. Failing to record beginning and/or ending pressure/gain settings (Alt, F1 twice) after recording process (Ctrl, R) has been initiated.
3. Forgetting to record required chart legend data, e.g., examinee/examiner name and type of testing format to include key for ACQT.
4. Entering incorrect test notation for a particular event, e.g., inserting CT for cleared throat when the notation should have been SW for swallow.

Operational Errors

1. Verbal/motor skills not properly in sync, e.g., not pressing (Enter) in timely manner at question onset, when question has ended, or when the examinee responded to the question.
2. Continuously pressing (Enter) while asking a question causing cursor to scroll down the question list.
3. Forgetting to press (Enter) at the end of question causing grid to disappear indicating question is still being asked.
4. Failure to adhere to 25-second spacing intervals (question onset to question onset or other defined spacing interval).
5. Failing to enter X on chart within 15-seconds of beginning the test recording (Ctrl R).
6. Starting a chart with something other than X by forgetting to scroll cursor to top of question list.
7. Failing to ask an irrelevant question, as appropriate, causing unwanted noise on the signal of interest at a scoreable question.

APPENDIX 3

- 8. Centering the tracing(s) (Alt, F9) or (F9) in the middle of an examinee response at a scoreable question preventing analysis of physiological data for that scoreable question.**
- 9. Failing to place recording components in/out of operation in the manner taught in the classroom and as indicated in the DODPI curriculum.**
- 10. Forgetting to collect and save the ACQT test as a separate chart or in the manner taught in the classroom.**
- 11. Inappropriate gain setting(s) in pneumograph or cardiograph component tracing(s) before X is placed on the chart.**
- 12. Inappropriate gain setting in the EDA component tracing before first scoreable question is asked.**

APPENDIX 4

Test Notation and Operational Errors Analog Instruments

Test Notation Errors

1. All analog test notations will correspond to the current DoDPI curriculum. While not all inclusive, failure to make any of the following test notations constitutes a test notation error:
 - a. Pneumograph placement notations, i.e., CB and SB for first chart or when sensors changed.
 - b. Gain settings and subsequent changes to gain after first setting is annotated on the chart (for all electronic recording components before X is placed on each chart).
 - c. If appropriate, cardiograph notch and response control settings before X on first chart or when settings are changed.
 - d. Once adequate tracing is obtained before X, cardiograph pressure setting and/or readjusted pressure setting must be annotated at appropriate location on each chart.
 - e. Cardiograph pressure setting after XX is entered on chart.
 - f. Ending time of the chart after the last component is taken out of operation (usually upper pneumograph component).
 - g. Appropriate chart legend. Chart legend may be entered immediately after the chart has been removed from the instrument.
2. In addition to the above data, the following test notations must be made after the X (announcement of test beginning) and before the XX (announcement that test is over) is entered on a chart. Failure to annotate the X or XX constitutes separate test notation errors:
 - a. Question beginning and ending stimulus marks,
 - b. Appropriate examinee answer marks,
 - c. Appropriate question number for the question being asked,
 - d. Examiner instructions given to an examinee,

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- e. Appropriate centering adjustment notations for each type of component tracing.
- f. Correct test notation for a particular event (i.e., entering CT - cleared throat - when the correct notation should have been SW - swallow).

Operational Errors

1. Verbal/motor skills not properly in sync, e.g., not making question and/or examinee answer stim marks in a timely manner with question onset/end or when the examinee responds to a question).
2. During the data collections phase, failing to adhere to defined question spacing intervals, i.e., 25-seconds, etc. For analog instrumentation, the spacing interval begins from examinee answer to previous question to onset of next question).
3. Failure to get X on chart within 60-seconds of inflating blood pressure cuff.
4. Failing to ask an irrelevant question, as appropriate, causing unwanted noise on the signal of interest at a scoreable question.
5. Centering a component tracing immediately prior to or in the middle of an examinee response at a scoreable question preventing analysis of physiological data for that scoreable question.
6. Failure to place recording components in/out of operation in the manner taught in the classroom and indicated in the DoDPI curriculum.
7. Insufficient (too much or not enough) gain settings in pneumograph and cardiograph component tracings before X is entered on the chart.
8. Insufficient (too much or not enough) gain setting in EDA component tracing before first scoreable question is asked on that chart.