Course Description. This is a graduate level course designed to familiarize you with personality assessment. It is largely focused on assessment with adults although I’ve provided you some references for children and adolescents. The class covers the theory of measuring psychological constructs, the tests themselves, and personality assessments in general. It is important to realize that ‘personality’ assessment is somewhat of a misnomer; personality assessment is not limited to personality disorders but covers psychopathology more broadly. This is also consistent with DSM-5’s changes to omit Axis I for mental disorders and Axis II for personality disorders as “there is no fundamental difference between disorders described on DSM-IV’s Axis I and Axis II (American Psychiatric Association, 2013, Personality Disorders Fact Sheet).

Objectives. Upon completion of this course, you are expected to have basic knowledge and/or ability in the following areas:
1. Broader theoretical and empirical foundations for assessing people
2. The theory of measuring psychological constructs
3. The basic components of personality assessment and its methods
4. Collaborative/therapeutic assessment (C/TA)
5. Test construction for the major personality assessment methods
6. Rorschach, self- and observer-rating tests: Administration, scoring, and interpretation procedures
7. Integration, understanding, and application of assessment results to
   a. Answer referral questions
   b. Develop treatment plans/recommendations (very preliminary)
8. Dissemination and communication of test results (e.g., test reports and client feedback)

Process. The course will be a combination of lectures, discussions, case examples, practice interpretation of cases, exams, reports, and a lab.

Evaluation Methods. Your final grade for the course will be based on the following components:
1. 4 Exams (20% [4 x 5%])
2. PAI Summary (5%)
3. PAI/MMPI Summary (PAI/MMPI-2) (10%)
4. R-PAS Summary (5%)
5. Integrated Report #1 (PAI/MMPI-2/R-PAS) (15%)
6. Integrated Report #2 (PAI/MMPI-2/R-PAS) (15%)
7. Participation (10%)
8. Lab component (20%) (See Lab syllabus)

Reports. You will write three assessment summaries and two assessment reports, using the tests as described above. You are required to include the source (e.g., the test scale and/or clinical interview information) of your interpretive statement in parentheses with each interpretation. Please email your reports to me in Microsoft Word. Do not print your report for me. I will provide feedback in Track Changes. In this way, I can also provide edits with wording suggestions for your narrative.

Exams. There will be 4 exams, covering the material up to the day of the exam. Please mark these on your calendar; you will be responsible for remembering exams days.
**Discussion and Participation.** You are expected to attend and participate in the class. Missing more than two classes or labs (unexcused absences) will result in your final grade for the class being lowered one letter grade. For example, if you have unexcused absences for one class period and two lab meetings, your final grade will be lowered a letter grade. For participation, you start with an A in the class. If you are not participating in a meaningful way in the class discussion, your final grade will also be lowered. This decision will not be based on any one class, but an overall assessment of your participation. However, you should expect to make at least two meaningful contributions to class each week. A ‘meaningful contribution’ is minimally defined as indicating knowledge of the class material up to and including that class period (e.g., readings and assignments).

**Lab Component.** Meet weekly with the TA to cover test administration and scoring procedures. Because Rorschach administration and scoring procedures are complex, you will start learning about these procedures in lab before we cover the test’s empirical foundation and clinical interpretation in class.

**Collaboration.** You are encouraged to collaborate on your assignments in regard to discussions of administering and scoring tests, interpretation of the assessment data, conceptualization of the cases, and basic understanding of the class didactic material. This peer collaborative approach will allow you to learn from the input of your peers, gain from their perspectives, and learn to communicate and discuss assessment findings with other colleagues. However, the final products (e.g., test scoring, report writing) must be your own unique products. If there is material in this class from cases that have been used in previous semesters of this class (e.g., exams, test scoring, written reports), obtaining and using that material is considered cheating and the university rules of academic dishonesty apply.

**Accommodations.** If you have a disability and need assistance for this class, please contact the Office of Accessibility in Rocket Hall 1820 (http://www.utoledo.edu/utlc/accessibility; Phone: 419-530-4981; TTY: 419-530-2612).

**Title IX: Sexual Discrimination and Harassment.** The University of Toledo is committed to educational and working environments that are free from sex discrimination (including sexual harassment and sexual violence) or retaliation. Individuals who experience sexual misconduct in a University program or activity can address their complaints to UT’s Title IX coordinator: http://www.utoledo.edu/title-ix/

**Ethical Considerations.** Some confidential client data is used in this class. The test results and reports are redacted for anonymity, but there are also videos of clients. Please follow the ethical guidelines regarding protection of assessment data and information. For general assessment purposes, be familiar with the APA Ethical Principles for Psychologists and Code of Conduct, especially Standard 9: http://www.apa.org/ethics/code/

**GRADING SCALE:** A = 100-93%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%; F = 0-59%.

**Textbook Required to Use for Class (For Other Required Readings, See Class Schedule Below)**

**Other References for MMPI-2/MMPI-2-RF and PAI Test Interpretation**
<table>
<thead>
<tr>
<th>Date</th>
<th>Subject and Associated Readings and Handouts</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1/10 | - Introduction to Class  
      - Discussion of Career Goals as a Context for Guiding Coursework  
      - Learning Assessment Exercise and Discussion | No Readings: Class Exercises and Discussion |
| 1/17 | - Introspection as a Way of Knowing: Insights from our Experimental Colleagues  
      - Introspection/Self-Report in Research  
      - Introspection/Self-Report in Assessment (or Understanding Ourselves and Others)  
| 1/24 | - Construct Validity: Theory, Past and Present  
| 1/31 | - Utilizing Multiple Methods in Assessment  
      - Read for the logic | Readings |
EXAM #1

Review Groth-Marnat & Wright (2016) Chapters 1 and 2 from Cognitive Assessment

Overview of Psychological Assessment


Therapeutic/Collaborative Assessment: An Introduction


Multicultural Assessment (this topic is also addressed in other readings)


Broadband Self-Report Measures: PAI & FFM


In Class PAI Interpretation Practice (for PAI Summary due next week)

Interpretation and Report Writing

Also see Groth-Marnat’s free webinar “Psychological Report Writing: Resources, Research, and Strategies” at http://apaonlineacademy.bizvision.com/product/10301

EXAM #1
Readings
Self-Administration of PAI after class and finish prior to next class. Keep the results for your own reference.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/21</td>
<td><strong>PAI Interpretations and Report Writing</strong></td>
</tr>
<tr>
<td></td>
<td>Report writing discussion &amp; Q-sort of PAI findings</td>
</tr>
<tr>
<td></td>
<td><strong>Watch and Discuss Training Video (Intake for Case 1)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Broadband Self-Report Measures: MMPI</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The Dimensional/Categorical Debate</strong></td>
</tr>
<tr>
<td></td>
<td><strong>-MMPI handouts (in class) including history of test development and test interpretation</strong></td>
</tr>
<tr>
<td>2/28</td>
<td><strong>EXAM #2</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Brief Introduction to the Rorschach</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Rorschach, Case Example of Interpretation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Rorschach (R-PAS) Interpretation</strong> (Finish the reading, but no need to send the discussion questions to TA)</td>
</tr>
<tr>
<td></td>
<td><strong>Handout: R-PAS Interpretive Guideline for RM</strong></td>
</tr>
<tr>
<td>3/07</td>
<td><strong>NO CLASS: SPRING BREAK</strong></td>
</tr>
</tbody>
</table>
### 3/14
- **NO CLASS: DR. MIHURA AT CONFERENCE (SPA)**
- **Rorschach Empirical Considerations and Controversy**
- **R-PAS Variable Selection and Validity (An Interpretation Aid)**

### 3/21
- **R-PAS Interpretation**
- **Introduction to Case 1: R-PAS Case DK (with additional assessment data)**
- **Discussion of Case 1's (DK) R-PAS Results**

### 3/28
- **Discuss Writing of R-PAS Summary**
- **Narrative Performance Methods: CCRT and TAT**
- **Review DK’s 2nd Session (with Transcript) for CCRT Themes**

### Readings
- **PAI/MMPI-2 SUMMARY DUE**
- **Readings**
- **EXAM #3**
- **Review Case 1 (DK) R-PAS Results and Be Ready to Discuss in Class**
- **R-PAS SUMMARY DUE**
- **Readings, Review Case Material**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 4/04 | Integration of Test Results  
| 4/11 | Discussion of Integrated Report Writing  
Assessment Supervision and Consultations  
Watch and Discuss Video: Therapeutic Assessment with Adults (Stephen E. Finn) | INTEGRATED REPORT #1 DUE |
| 4/18 | Assessment and Psychotherapy  
Case 2 Discussion and Review of Assessment Results Towards 2nd Integrated Report | Bring all materials for Case 2 |
Focus on Students: Application to Careers: These are from 2014, need to update for the 2017 Personality Assessment class

- Settings: VA, Hospital, Academic
- Topics: PTSD, Anxiety, Diabetes Type 2, Medication Management, Coping

Readings


Reference:


| Finals Week | 5/01 Integrated Report #2 Due (by 5pm) | 5/03 FINAL EXAM | FINAL EXAM & INTEGRATED REPORT #2 |