

Personality Assessment

PSY 6230/7230

SPRING 2015; W 1:30-4:00pm

Room: UHall 1610

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Lab Instructor: Dan Charek, M.A.

Course Description. This is a graduate level course designed to familiarize you with personality assessment. After my survey of this class' interests and career goals, I've 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 change 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 (CTA)
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, quizzes, reports, and a lab.

Evaluation Methods. Your final grade for the course will be based on the following components:

1. 4 Quizzes (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 two assessment summaries and three 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.*

Quizzes. There will be 3 quizzes, covering the material up to the day of the quiz. Please mark these on your calendar; you will be responsible for remembering quiz 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., quizzes, 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).

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%.

Textbooks Required to Use for Class

Greene, R. (2010). *MMPI-2/MMPI-2/RF: An interpretive manual* (3rd ed.). Pearson.
 Meyer, G. J., Viglione, D. J., Mihura, J. L., Erard, R. E., & Erdberg, P. (2011). *Rorschach Performance Assessment System: Administration, coding, interpretation, and technical manual*. Toledo, OH: Author.
 Morey, L. C. (2003). *Essentials of PAI assessment*. Wiley.

Required Readings

See Class Schedule below

CLASS SCHEDULE		
Date	Subject and Associated Readings and Handouts	Assignment
1/14	<ul style="list-style-type: none"> ➤ Introduction to Class ➤ Discussion of Career Goals as a Context for Guiding Coursework ➤ Learning Assessment Exercise and Discussion 	No Readings: Class Exercises and Discussion

1/21	<p>➤ Introspection as a Way of Knowing: Insights from our Experimental Colleagues Wilson, T. D., & Dunn, E. W. (2004). Self-knowledge: Its limits, value, and potential for improvement. <i>Annual Review of Psychology</i>, 55, 493-518. <u>Reference (not required, but the classic [over 4,000 citations] article):</u> Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. <i>Psychological Review</i>, 8, 231-259.</p> <p>➤ Introspection/Self-Report in Research Baumeister, R. F., Vohs, K. D., & Funder, D. C. (2007). Psychology as the science of self-reports and finger movements: Whatever happened to actual behavior? <i>Perspectives on Psychological Science</i>, 2, 396-403.</p> <p>➤ Introspection/Self-Report in Understanding Ourselves and Others Pronin, E., & Kugler, M. B. (2007). Valuing thoughts, ignoring behavior: The introspection illusion as a source of the bias blind spot. <i>Journal Of Experimental Social Psychology</i>, 43(4), 565-578. Robinson, M. D., & Clore, G. L. (2002). Belief and feeling: Evidence for an accessibility model of emotional self-report. <i>Psychological Bulletin</i>, 128(6), 934-960. <u>Reference:</u> Henry, B., Moffitt, T. E., Caspi, A., Langley, J., & Silva, P. A. (1994). On the "remembrance of things past": A longitudinal evaluation of the retrospective method. <i>Psychological Assessment</i>, 6(2), 92-101.</p>	Readings
1/28	<p>➤ Construct Validity: Theory, Past and Present Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. <i>Psychological Bulletin</i>, 56, 81-105 Cronbach, L. J., & Meehl, P.E. (1955). Construct validity in psychological tests. <i>Psychological Bulletin</i>, 52, 281-302. Borsboom, D., Mellenbergh, G. J., & van Heerden, J. (2004). The concept of validity. <i>Psychological Review</i>, 111, 1061-1071.</p>	Readings
2/04	<p>➤ Utilizing Multiple Methods in Assessment Connelly, B. S., & Ones, D. S. (2010). An other perspective on personality: Meta-analytic integration of observers' accuracy and predictive validity. <i>Psychological Bulletin</i>, 136(6), 1092-1122. Meyer, G. J.... et al. (2001). Psychological testing and psychological assessment: A review of evidence and issues. <i>American Psychologist</i>, 56, 128-165. Mihura, J. L. (2012). The necessity of multiple test methods in conducting assessments: The role of the Rorschach and self-report. <i>Psychological Injury and Law</i>, 5, 97-106.</p> <ul style="list-style-type: none"> • Read for the logic 	Readings

2/11	<p>➤ Overview of Psychological Assessment Horn, S. L., Mihura, J. L., & Meyer, G. J. (2013). Psychological assessment in adult mental health settings. In K. F. Geisinger et al. (Eds.), <i>APA handbook of testing and assessment in psychology, Vol. 2: Testing and assessment in clinical and counseling psychology</i>. (pp. 231-252). Washington, DC: American Psychological Association.</p> <p><u>Children (Reference)</u>: Barry, C. T., Frick, P. J., & Kamphaus, R. W. (2013). Psychological assessment in child mental health settings. In K. F. Geisinger et al. (Eds.). <i>APA handbook of testing and assessment in psychology, Vol. 2: Testing and assessment in clinical and counseling psychology</i> (pp. 253-270). Washington, DC: American Psychological Association.</p> <p>➤ Therapeutic/Collaborative Assessment: An Introduction Finn, S. E. (2007). Introduction: What is therapeutic assessment? <i>In our clients' shoes: Theory and techniques of therapeutic assessment</i> (pp. 3-15). Mahwah, NJ: Lawrence Erlbaum Assoc.</p> <p><u>Adolescents (Reference)</u>: Binder, P-E., Moltu, C., Sagen, S., Hummelsund, D., & Holgersen, H. (2013). Unique beings undergoing standardized evaluations – A study of adolescents' experiences of the assessment processes in psychotherapy. <i>Journal of Psychotherapy Integration, 23</i>, 107-119.</p> <p>➤ Multicultural Assessment (this topic is also addressed in other readings) Comas-Diaz, L. (2011). Multicultural assessment: Understanding lives in context (Ch. 3). In <i>Multicultural care: A clinician's guide to cultural competence</i>. Washington, DC: American Psychological Association.</p> <p>Chapter from Brabender, V., & Mihura, J. L. (Eds.) (in progress) <i>Handbook of gender, sex, and psychological assessment</i>.</p>	<p>Readings</p> <p>Self-Administration of PAI after class and finish prior to next class. Keep the results for your own reference.</p>
2/18	<p>➤ QUIZ #1</p> <p>➤ Broadband Self-Report Measures: PAI Morey, L. C., & Hopwood, C. J. (2008). The Personality Assessment Inventory. In R. P. Archer and S. R. Smith (Eds.), <i>Personality assessment</i> (pp. 167-212). New York, NY: Routledge.</p> <p>➤ Interpretation and Report Writing Bram, A. D., & Peebles, M. J. (Eds.) (2014). Treatment-centered diagnosis and the role of testing (Ch. 1). In <i>Psychological testing that matters: Creating a road map for effective treatment</i>. Washington DC: American Psychological Association.</p> <p>Bram, A. D., & Peebles, M. J. (Eds.) (2014). Principles of inference-making (Ch. 2). In <i>Psychological testing that matters: Creating a road map for effective treatment</i>. Washington DC: American Psychological Association.</p> <p>Bram, A. D., & Peebles, M. J. (Eds.) (2014). Communicating our findings: Test report writing and feedback (Ch. 10). In <i>Psychological testing that matters: Creating a road map for effective treatment</i>. Washington DC: American Psychological Association.</p> <p><u>Other Reference</u>: Blais, M. A., & Smith, S. R. (2014). Improving the integrative process in psychological assessment: Data organization and report writing. In R. P. Archer and S. R. Smith (Eds.), <i>Personality Assessment, 2nd Ed.</i> (pp. 433-469). New York, NY: Routledge.</p>	<p>Readings</p> <p>QUIZ #1</p>

2/25	<ul style="list-style-type: none"> ➤ Finish Watching Training Video (Intake for Case 1) ➤ In Class PAI Interpretation Practice (for PAI Summary due next week) ➤ Discussion of Report Writing (Review Blais & Smith) ➤ Broadband Self-Report Measures: Five-Factor Model McCrae R. R. & Costa, P. T. (2013). Introduction to the empirical and theoretical status of the five-factor model of personality traits. In T. A., Widiger, & P. T. Costa (Eds.), <i>Personality disorders and the five-factor model of personality</i> (3rd ed. pp. 15-27). Washington, DC: American Psychological Association. Samuel, D. B. (2013). Assessing the five-factor model of personality disorder. In T. A., Widiger, & P. T. Costa (Eds.), <i>Personality disorders and the five-factor model of personality</i> (3rd ed. pp. 221-232). Washington, DC: American Psychological Association. 	<p>Readings</p> <p>Review the PAI for your PAI Summary</p>
3/04	<ul style="list-style-type: none"> ➤ PAI Interpretations and Report Writing Report writing discussion & Q-sort of PAI findings ➤ Broadband Self-Report Measures: MMPI Ben-Porath, Y. S. (2013). Understanding and using the MMPI-2-RF. In G. P. Koocher, J. C. Norcross, & B. A. Greene (Eds.), <i>Psychologists' desk reference</i> (3rd ed., pp. 129-133). New York, NY: Oxford University Press. Groth-Marnat, G. (2009). Minnesota Multiphasic Personality Inventory. <i>Handbook of psychological assessment</i> (pp. 207-294, 5th ed.). Wiley. ➤ The Dimensional/Categorical Debate (Reference) Kraemer, H. C. (2007). DSM categories and dimensions in clinical and research contexts. <i>Journal of Nervous and Mental Disease</i>, 201, 532-533. Streiner, D. L. (2002). Breaking up is hard to do: The heartbreak of dichotomizing continuous data. <i>The Canadian Journal of Psychiatry</i>, 47, 262-266. ➤ <u>MMPI handouts (in class)</u> including history of test development and test interpretation 	<p>Readings</p> <p>PAI Summary due</p>
3/11	<p>NO CLASS: SPRING BREAK</p>	
3/18	<ul style="list-style-type: none"> ➤ Brief Introduction to the Rorschach Mihura, J. L., & Meyer, G. J. (in press). Rorschach Inkblot Test. In R. Cautin & S. Lilienfeld (Eds.), <i>The encyclopedia of clinical psychology</i>. Wiley-Blackwell. ➤ Rorschach, Case Example of Interpretation ➤ Rorschach (R-PAS) Interpretation (Finish the reading, but no need to send the discussion questions to Dan) Meyer, G. J., Viglione, D. J., Mihura, J. L., Erard, R. E., & Erdberg, P. (2011). Interpretation (Ch. 10). <i>Rorschach Performance Assessment System: Administration, coding, interpretation, and technical manual</i>. Toledo, OH: Author. Meyer, G. J., Viglione, D. J., Mihura, J. L., Erard, R. E., & Erdberg, P. (2011). Clinical case interpretation (Ch. 11). <i>Rorschach Performance Assessment System: Administration, coding, interpretation, and technical manual</i>. Toledo, OH: Author. 	<p>Readings</p> <p>PAI/MMPI Summary due</p>

3/25	<ul style="list-style-type: none"> ➤ QUIZ #2 ➤ Rorschach Empirical Considerations and Controversy Lilienfeld, S. O., Wood, J. M. & Garb, H. N. (2000). The scientific status of projective techniques. <i>Psychological Science in the Public Interest</i>, 1, 27-66. Our Article, Comment by Rorschach Critics, and Our Reply Mihura, J. L., Meyer, G. J., Dumitrascu, N., & Bombel, G. (2013). The validity of individual Rorschach variables: Systematic reviews and meta-analyses of the comprehensive system. <i>Psychological Bulletin</i>, 139, 548-605. Wood, J. M., Garb, H. N., Nezworski, M. T., Lilienfeld, S. O., & Duke, M. C. (2015). A second look at the validity of widely used Rorschach indices: Comment on Mihura, Meyer, Dumitrascu, and Bombel (2013). <i>Psychological Bulletin</i>, 141, 236.249.P Mihura, J. L., Meyer, G. J., Bombel, G., & Dumitrascu, N. (2015). Standards, accuracy, and questions of bias in Rorschach meta-analyses: Reply to Wood, Garb, Nezworski, Lilienfeld, and Duke (2015). <i>Psychological Bulletin</i>, 141, 250-260. ➤ R-PAS Variable Selection and Validity (An Interpretation Aid) Meyer, G. J., Viglione, D. J., Mihura, J. L., Erard, R. E., & Erdberg, P. (2011). Variable selection and validity (Ch. 15). <i>Rorschach Performance Assessment System: Administration, coding, interpretation, and technical manual</i>. Toledo, OH: Author. <p>Introduction to Case 1: R-PAS Case RM (with additional assessment data)</p>	<p>QUIZ #2</p> <p>Readings</p>
4/01	<ul style="list-style-type: none"> ➤ Case 1 Interpretation: Rorschach ➤ Integration of Test Results Finn, S. E. (1996). Assessment feedback integrating MMPI-2 and Rorschach findings. <i>Journal of Personality Assessment</i>, 67, 543-557. Ganellen, R. J. (1996). Test interpretation III: Integrating MMPI-2-Rorschach findings. In <i>Integrating the Rorschach and the MMPI-2 in personality assessment</i> (pp. 69-82). Lawrence Erlbaum Assoc. ➤ Review Bram, A. D., & Peebles, M. J. (Eds.) (2014). Principles of inference-making (Ch. 2). In <i>Psychological testing that matters: Creating a road map for effective treatment</i>. Washington DC: American Psychological Association. <u>Other Reference</u>: Blais, M. A., & Smith, S. R. (2014). Improving the integrative process in psychological assessment: Data organization and report writing. In R. P. Archer and S. R. Smith (Eds.), <i>Personality Assessment</i>, 2nd Ed. (pp. 433-469). New York, NY: Routledge. ➤ Case 1 Interpretation Discussion: PAI, MMPI-2, and Rorschach 	<p>Readings, Review Case Material</p> <p>Rorschach Summary Due</p> <p>BRING ALL CASE MATERIALS</p>
4/08	<ul style="list-style-type: none"> ➤ Narrative Performance Methods: CCRT and TAT Book, H. E. (1998). Identifying the CCRT focus. In <i>How to practice brief psychodynamic psychotherapy: The core conflictual relationship theme method</i> (Ch. 2) Washington, DC: American Psychological Association. Book, H. E. (1998). Making the unspoken components of the CCRT explicit. In <i>How to practice brief psychodynamic psychotherapy: The core conflictual relationship theme method</i> (Ch. 3) Washington, DC: American Psychological Association. Luborsky, L. (1998). A guide to the CCRT method. In L. Luborsky & P. Crits-Christoph (Eds.), <i>Understanding transference: The Core Conflictual Relationship Theme method</i> (pp. 15-42). Washington, DC: APA. Mihura, J. L., & Meyer, G. J. (in press). Thematic Apperception Test. In R. Cautin & S. Lilienfeld (Eds.), <i>The encyclopedia of clinical psychology</i>. Wiley-Blackwell. 	<p>Readings, Review Case Material</p> <p>BRING ALL CASE MATERIALS</p>

4/15	<p>➤ Assessment Supervision and Consultations Finkelstein, H., & Tuckman, A. (1997). Supervision of psychological assessment: A developmental model. <i>Professional Psychology: Research and Practice</i>, 28, 92-95.</p> <p>Finn, S. E. (2007). One-up, one-down, and in-between: A collaborative model of assessment consultation. <i>In our clients' shoes: Theory and techniques of therapeutic assessment</i> (pp. 97-116). Mahwah, NJ: Lawrence Erlbaum Assoc.</p> <p><u>References:</u> Finn, S. E. (2007). Collaborative child assessment as a family systems intervention, <i>In our clients' shoes: Theory and techniques of therapeutic assessment</i> (pp. 193-210). Mahwah, NJ: Lawrence Erlbaum Assoc.</p> <p>Krishnamurthy, R. et al. (2004). Achieving competency in psychological assessment: Directions for education and training. <i>Journal of Clinical Psychology</i>, 60, 725-739.</p> <p>➤ ADHD/Comprehensive Assessment Case Discussion</p>	<p>Report #1 due</p> <p>BRING ALL ADHD/ COMPRE- HENSIVE CASE MATERIALS</p>
4/22	<p>➤ Assessment and Psychotherapy *Bram, A. D (Eds.) (2014). Psychological testing and treatment implications: We can say more. <i>Journal of Personality Assessment</i>, 95, 319-331.</p> <p>*Winner of the Mayman Award, best conceptual article in JPA in 2013.</p> <p>Mihura, J. L., & Graceffo, R. A. (2014). Multimethod assessment and treatment planning. In C. J. Hopwood & R. F. Bornstein (Eds.), <i>Multimethod clinical assessment</i> (pp. 285-318). Guilford Press.</p> <p>Lambert, M. J., & Shimokawa, K. (2011). Collecting client feedback. <i>Psychotherapy</i>, 48, 72-79.</p>	<p>Readings, Case Discussion for Report 2</p>
4/29	<p>➤ Focus on Students: Application to Careers</p> <ul style="list-style-type: none"> • Settings: VA, Hospital, Academic • Topics: PTSD, Anxiety, Diabetes Type 2, Medication Management, Coping <p>➤ Readings</p> <ul style="list-style-type: none"> • TBA 	<p>Readings, Discussion of Application to Students' Careers</p>
<p>Finals Week</p>	<p>5/04 Report #2 due (Monday by 5pm)</p> <p>5/06 FINAL QUIZ (Wednesday 12:30-1:30pm)</p>	<p>FINAL QUIZ & REPORT #2</p>