

Personality Assessment

PSY 6230/7230

SPRING 2012; Tu 2:00-4:30pm

Room: UHall 1610

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Lab Instructor: Dan Charek

Course Description. This is a graduate level course designed to familiarize you with personality assessment, mainly with adults although secondarily with adolescents and children. Most of the class is not about the tests themselves but about personality assessments in general.

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. Basic components of personality assessment and its methods
3. Therapeutic assessment
4. Test construction for the major personality assessment methods
5. Rorschach, self and observer-rating tests: Administration, scoring, and interpretation procedures
6. Integration of assessment results to:
 - a. Answer referral questions
 - b. Develop treatment plans/recommendations (very preliminary)
7. 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. 3 Exams (20% [5/5/10%])
2. PAI Summary (10%)
3. Integrated report #1 (PAI/MMPI-2/Rorschach) (15%)
4. Integrated report #2 (PAI-A/BASC/Rorschach) (15%)
5. Participation (20%)
6. Lab component (20%) (See *Lab syllabus*)

Reports. You will write one assessment summary 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.***

Exams. There will be 3 quizzes, covering all of 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 must indicate that you have knowledge of the class material for the week (e.g., readings and assignments).

Lab Component. Meet weekly with the TA to cover administration and scoring procedures for the Rorschach and a few other personality measures that require some degree of competency in administration and/or scoring. Because the Rorschach administration and scoring procedures are complex, you will start learning these procedures in lab before we cover the Rorschach in the 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 (test scoring, report writing, and the actual exams) must be your own unique products. If there is material in this class from cases that has been used in previous semesters of this class (e.g., quizzes, testing 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 hard copies of material are redacted for anonymity, but there are also videos of clients that cannot protect their identity. 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 the sections: <http://www.apa.org/ethics/code2002.html#9>

GRADING SCALE: A = 100-92%; A- = 90-91%; B+ = 88-89%; B = 82-87%; B- = 80-81%; C+ = 78-79%; C = 72-77%; C- = 70-71%; D+ = 68-69%; D = 62-67%; D- = 60-61%; 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.
 Ramsey, M. C., Reynolds, C. R., & Kamphaus, R. W. (2002). *Essentials of behavioral assessment*. Wiley.

Required Readings

See Class Schedule below

| CLASS SCHEDULE | | |
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| Date | Subject and Associated Readings and Handouts | Assignment |
| 1/10 | <ul style="list-style-type: none"> ➤ Introduction to Class ➤ Discussion of Career Goals as a Context for Guiding Coursework ➤ Learning Assessment Exercise and Discussion | |
| 1/24 | <ul style="list-style-type: none"> ➤ Construct Validity: Theory, Past and Present 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. ➤ Assessment of Constructs and Real-Life Applications von Stumm, S., Hell, B., & Chamorro-Premuzic, T. (2012). The hungry mind: Intellectual curiosity is the third pillar of academic performance. <i>Perspectives on Psychological Science</i>, 6, 574-588. | Readings |
| 1/31 | <ul style="list-style-type: none"> ➤ Introspection as a Way of Knowing: Insights from our Experimental Colleagues 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. 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. 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. | Readings |

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| 2/07 | <ul style="list-style-type: none"> ➤ Multimethod Assessment Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. <i>Psychological Bulletin</i>, 56, 81-105 Meyer, G. J.... et al. (2001). Psychological testing and psychological assessment: A review of evidence and issues. <i>American Psychologist</i>, 56, 128-165. (Recommended: Kraemer, H. C.... et al. (2003). A new approach to integrating data from multiple informants in psychiatric assessment and research: Mixing and matching contexts and perspectives. <i>American Journal of Psychiatry</i>, 160, 1566-1577.) | Readings |
| 2/14 | <ul style="list-style-type: none"> ➤ EXAM #1 ➤ Overview of Psychological Assessment for Adults and Children Horn, S. L., Mihura, J. L., & Meyer, G. J. (in press). Psychological assessment in adult mental health settings. In K. F. Geisinger (Ed.), <i>APA handbook of testing and assessment in psychology</i>. Washington, DC: American Psychological Association. ➤ 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. 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. | Readings EXAM #1 |
| 2/21 | <ul style="list-style-type: none"> ➤ Broadband Clinical Rating Scales for Adults, Adolescents, and Children 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. Child and Adolescent Reading TBA ➤ In Class PAI Interpretation Practice (for PAI Summary due next week) ➤ Interpretation and Report Writing Blais, M. A., & Smith, S. R. (2008). Improving the integrative process: Data organizing and report writing. In R. P. Archer and S. R. Smith (Eds.), <i>Personality assessment</i> (pp. 405-440). New York, NY: Routledge. | Readings Complete PAI (actual and faked) and bring faked PAI to class Review PAI for first summary |
| 2/28 | <ul style="list-style-type: none"> ➤ PAI Interpretations and Report Report writing discussion Q-sort of PAI findings ➤ MMPI-2/MMPI-2-RF Groth-Marnat, G. (2009). Minnesota Multiphasic Personality Inventory. <i>Handbook of psychological assessment</i> (pp. 207-294, 5th ed.). Wiley. -MMPI handout including history of test development and test interpretation | Readings PAI Summary due |
| 3/06 | NO CLASS: SPRING BREAK | |
| 3/13 | <ul style="list-style-type: none"> ➤ Class 2-3pm (leaving for SPA conference) ➤ The Proposed DSM-5 and the Dimensional/Categorical Dilemma Widiger, T. A., & Lowe, J. R. (2007). Five-Factor Model assessment of personality disorder. <i>Journal of Personality Assessment</i>, 89, 16-29. Wright, A. G. C. (2011). Qualitative and quantitative distinctions in personality disorder. <i>Journal of Personality Assessment</i>, 93, 370-379. | Readings |
| 3/20 | <ul style="list-style-type: none"> ➤ History of the Rorschach and R-PAS development See Mihura handout | EXAM #2 |
| 3/27 | <ul style="list-style-type: none"> ➤ Discussion of R-PAS Case RM (with additional assessment data) ➤ Rorschach (R-PAS) Interpretation 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 | Readings |

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| | <p>case interpretation (Ch. 11). <i>Rorschach Performance Assessment System: Administration, coding, interpretation, and technical manual</i>. Toledo, OH: Author.</p> <p>➤ R-PAS Variable Selection and Validity (Also an aid in interpretation) 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> | |
| 4/03 | <p>➤ Rorschach Empirical Considerations and Controversy Meyer, G. J., Viglione, D. J., Mihura, J. L., Erard, R. E., & Erdberg, P. (2011). Reliability (Ch. 14). <i>Rorschach Performance Assessment System: Administration, coding, interpretation, and technical manual</i>. Toledo, OH: Author.</p> <p>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.</p> <p>Mihura, J. L., Meyer, G. J., Dumitrascu, N., & Bombel, G. (2012). <i>A systematic review and meta-analysis of the Rorschach Comprehensive System validity literature</i>. Manuscript submitted for publication.</p> <p>➤ Case 1 Interpretation: Rorschach (BRING MATERIALS)</p> | Readings, Review Case Material |
| 4/10 | <p>➤ 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.</p> <p>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.</p> <p>➤ Integrative Report Writing Blais, M. A., & Smith, S. R. (2008). Improving the integrative process: Data organizing and report writing. In R. P. Archer and S. R. Smith (Eds.), <i>Personality assessment</i> (pp. 405-440). New York, NY: Routledge.</p> <p>➤ Case 1 Interpretation: PAI, MMPI-2, and Rorschach (BRING MATERIALS)</p> | Readings, Review Case Material |
| 4/17 | <p>➤ Assessment Supervision and Consultations Finn, S. E. (2007). One-up, one-down, and in-between: A collaborative model of assessment consultation. In <i>Our clients' shoes: Theory and techniques of therapeutic assessment</i> (pp. 97-116). Mahwah, NJ: Lawrence Erlbaum Assoc.</p> <p>Finkelstein, H., & Tuckman, A. (1997). Supervision of psychological assessment: A developmental model. <i>Professional Psychology: Research and Practice</i>, 28, 92-95.</p> <p><u>Reference:</u> Krishnamurthy, R., VandeCreek, L., Kaslow, N. J., Tazeau, Y. N., Miville, M. L., Kerns, 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> | Integrated report #1 due |
| 4/24 | <p>➤ Child and Adolescent Assessment Finn, S. E. (2007). Collaborative child assessment as a family systems intervention, In <i>Our clients' shoes: Theory and techniques of therapeutic assessment</i> (pp. 193-210). Mahwah, NJ: Lawrence Erlbaum Assoc.</p> <p>Smith, J. D., & Handler, L. (2009). "Why do I get in trouble so much?": A family therapeutic assessment case study. <i>Journal of Personality Assessment</i>, 91, 197-210.</p> <p><u>Reference:</u> Lachar, D. (2003). Psychological assessment in child mental health settings. In J. R. Graham & J. A. Naglieri (Eds.), <i>Handbook of psychology, Volume 10: Assessment psychology</i> (pp. 235-260). Wiley</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> | Readings, Case Discussion |
| 5/01 | <p>➤ FINAL EXAM (Tuesday 2-3pm)</p> <p>➤ Integrated report #2 due (Friday by 5pm)</p> | FINAL EXAM AND REPORT |