

Personality Assessment II: Personality & Behavior
La Salle University – Psychology 730

Professor: Lynn H. Collins, Ph.D. **Classroom:** Holroyd 13
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Email: collins@lasalle.edu **Class time:** Wednesday, 7:30–10:00 PM
Faculty web page: <http://www.lasalle.edu/~collins>
Psychology web page: <http://www.lasalle.edu/~collins/psych>

Office hours:

Tuesdays 3:30 – 5:30 (except for Jan. 14 - 30), Wednesdays 5:00 - 7:00 PM, Thursdays 2:00 – 4:00 PM, and by appointment. Hours will be added in class. I am on campus at other times as well. Students who come to my office take precedence over concurrent incoming phone calls (I won't pick up the phone if I already have a student in my office, but will return the call later). I respond very quickly to e-mail messages.

Course Description:

This course is designed to introduce students to the concepts and applications of personality assessment, with a specific focus on the so-called 'objective' assessment methods. Material will build on information taught in PSY 709, so you will be expected to retain and integrate that material with current course exercises. This course is intended to provide a thorough understanding of theory and concepts relevant to objective personality assessment, as well as to build skills needed to administer, score, and interpret prominent personality inventories. The course is hands-on, intensive, and cumulative in order to promote learning and skill-building that will generalize to 'real-world' practice.

Course Objectives:

- Understand the process of psychological assessment and how its methods can be applied to solving clinical problems in a variety of settings.
- Understand the concepts underlying personality assessment (in various forms) and in particular objective personality assessment.
- Demonstrate a sufficient knowledge of the theory, development, psychometric properties, and current standing of the major objective personality assessment instruments to be an 'informed professional consumer' when faced with unfamiliar tests.
- Demonstrate hands-on mastery of administration, scoring, and basic interpretation of the MMPI-2, MCMI-III, and certain brief self-report measures (BDI-II, BAI, BHS).
- Demonstrate a working knowledge of administration, scoring, and interpretation of other prominent instruments: MMPI-A, CPI-R, NEO-PI-R, and 16PF.
- Build basic skills in reporting test results in written form, including writing interpretive descriptions that integrate multiple sources of data.

Required Reading:

- Groth-Marnat, G. (1997). *Handbook of psychological assessment*. (3rd Ed.). New York: Wiley. [ISBN# 047-105-2205]
- Graham, J. (2000). *MMPI-2: Assessing personality and psychopathology*. (3rd Ed.). New York: Oxford University Press. [ISBN# 019-511-4817]
- Piedmont, R. L. (1998). *The Revised NEO Personality Inventory: Clinical and Research Applications*. (on reserve and for sale in bookstore) [ISBN#0-306-45943-4]
- Strack, S. (1999). *Essentials of Millon inventories assessment*. New York: Wiley. Additional handouts and articles provided by professor. [ISBN#0-471-29798-4]

Supplementary Resources for Interested Students (NOT required):

- Greene, R. (2000). *MMPI-2: An interpretive manual*. (2nd ed.). Boston: Allyn & Bacon.
- Finn, S. (1996). *Using the MMPI-2 as a therapeutic intervention*. Minneapolis: U Minnesota Press.
- Millon, T., & Davis, R. (1996). *Disorders of personality: DSM-IV and beyond*.

Testing Materials and the Assessment Lab:

The Psy.D. program provides an assessment lab (135 Holroyd) that is unequalled by any other local graduate institution, with a wide variety of test materials, computerized scoring and interpretation, and advanced graduate assistants available for support. You are expected to gain experience with various assessment instruments outside class time, and doing so will require spending time in the lab. This includes not only reading relevant test manuals (see course schedule) but also familiarizing yourself with the test materials, ‘taking’ the tests, and scoring them whenever possible. A schedule of lab hours will be provided by the professor, along with further guidelines for use of the lab.

Course Assignments / Grading:

There will be several graded assignments, each designed to assess your acquisition of information and skills needed to apply personality assessment methods in ‘real-world’ situations. Assignments are intended to be frequent, brief, ‘ecologically valid,’ and cumulative in nature to promote more effective learning and retention. Each assignment is listed below, although this information is subject to change if absolutely necessary. Details of each assignment will be provided in class.

Mystery profile presentation:

Each student will bring a set of test results to class for the class to interpret. The source may be one of their own cases or one from the literature. The presenting student will prepare a case description and an interpretation of the results to share with the class once the class has attempted to interpret the profiles. The student will submit a brief summary of the profiles and interpretation. Presentation of intriguing and perplexing cases are encouraged.

Additional Policies:

Please be proactive in addressing any problems that emerge during the semester. I am able to be flexible and fair if you speak with me early about problems you are experiencing that might jeopardize your course grade, but I cannot be as flexible if you wait until late in the semester to speak with me. Please do not allow a cell phone or pager to interrupt class at any time except in case of an emergency.

	<u>Assignment</u>	<u>% of Final Grade</u>	<u>Date Due</u>
[1]	Clinical interview write up	Pass/Fail	Jan. 30
[1a]	MMPI-2 hand-scoring exercise	Pass/Fail	Feb. 6
[1b]	Interview and test data due	Pass/Fail	Feb. 13
[2]	MMPI-2 interpretive write-up	10%	March 13
[3]	MMPI-A interpretive write-up	10%	March 27
[4]	MCMI-III interpretive write-up	10%	April 3
[5]	MMPI & MCMI exercise	15%	April 17
[6]	'Normal' tool interpretive write-up	15%	April 24
[7]	Integrative interpretive write-up	25%	May 1
[8]	Mystery profile presentation	15%	Assigned date

All assignments will be penalized for lateness. Also, regular attendance will be essential for mastery of this course's material. Missing more than one class will result in a lowered final course grade.

<u>Grading:</u>			
A	94+%	C	70-76%
A-	90-93%	F	<70%
B+	87-89%		
B	84-86%		
B-	80-83%		
C+	77-79%		

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January 16: Basics of administration: Clinical interview, history taking, mental status exam, and instructions. Orientation to lab.

Intro to the course and syllabus. Students will be testing volunteers early in this semester. The resulting data will be the basis for later assignments. The first class will be about the nuts and bolts of administration and include practice roleplays and interview write-up.

January 23: Complete interviews and take all tests to be covered.

Andrew Wolanin will be available for questions and feedback.

January 30

Continued intro to the course and syllabus. Intro to psychological assessment and personality assessment. Basic issues in test development, psychometric theories, psychometric measurements, and tests. Testing vs. assessment. Test battery approach. Role of personality testing within the battery. Current uses and misuses.

Reading (READ means before tonight): Read chapters about the context of clinical assessment and the assessment interview in Groth-Marnat.

Assignment (ASSN means due tonight): Begin to think about your “mystery profile.”

February 6

History and theory of objective personality assessment. Traditional approaches to developing objective personality inventories.

READ: Read about the MMPI in Groth-Marnat and chapters 1, 2, & 3 in Graham.

ASSN: Begin work on “mystery profile.” MMPI-2 hand-scoring.

February 13

MMPI-2 intro: History and development. Psychometric properties and current status. Critique. Hand-scoring exercise.

READ: MMPI-2 manual (in lab). Read chapter 4, 5, & 6 in Graham.

ASSN: None.

February 20

MMPI-2 interpretation: Validity scales. Clinical scales. Code types and other configurational aspects of interpretation. Case example(s).

READ: Graham, chapters 7, 8, & 9

February 27

MMPI-2 interpretation: Harris-Lingoes subscales. Content scales. Major supplementary scales and new scales. Case example(s).

READ: Graham chapters 10, 11, & 13

ASSN: None.

March 6

SPRING BREAK. Don't forget to attend the Eastern Psychological Association convention in Boston! <http://www.easternpsychological.org> (not an official assignment)

March 13

Finish MMPI-2 if necessary. MMPI-A overview: History and development. Psychometric properties and current status. Critique. General interpretation. Case example(s).

READ: MMPI-A manual (in lab). Graham, chapter 12

ASSN: MMPI-2 write-up due.

March 20

MCMI-III intro: History, theory, and development. Scoring. Interpretation.

READ: MCMI-III manual (in lab). Strack, chapter 1. Groth-Marnat chapter on the Millon.

ASSN: None.

March 27

MCMI-III interpretation (cont'd). Case example(s). Other Millon inventories.

READ: More Millon as your heart desires...or not (on reserve)

ASSN: MMPI-A write-up due.

April 3

The 'normal' personality inventories: History and theory, in contrast to pathology-centered instruments. Overview of the CPI-R.

READ: CPI manual (in lab). Craig, chapter 3 (handout). Piedmont (on reserve), chapters 1 & 2. Groth-Marnat chapter on the CPI.

ASSN: MCMI-III write-up due.

April 10

The 'normal' inventories (cont'd.): Overview of the NEO-PI-R and 16PF.

READ: NEO and 16PF manuals (in lab). Craig, chapter 4 (handout). Piedmont (on reserve), chapters 3 & 4.

ASSN: None.

April 17

Behavioral assessment / brief self-report measures: Theory, development, and use of BDI-II, BAI, and BHS.

READ: BDI-II, BAI, and BHS manuals (in lab). Read about behavioral assessment in Groth-Marnat.

ASSN: MMPI + MCMI exercise due.

April 24

Integrative assessment: The battery approach revisited. Making meaning of convergent and discrepant test findings. Integration with background, interview, and behavioral observations. Case example(s).

READ: catch up on reading

ASSN: 'Normal' inventory write-up due.

May 1

Course wrap-up: Make up any behind-schedule lecture if necessary. Professional issues and current status of the assessment field.

READ: catch up on reading

ASSN: Integrative write-up due.

Professor reserves the right to change the syllabus. Changes will be announced in class.