

PERSONALITY ASSESSMENT OF THE ADULT
PSYCHOLOGY 543B-001
SPRING 2020

PROFESSOR	Dan Segrist, Ph.D. 0125 Alumni Hall (618) 650-3159 dsegris@siue.edu
OFFICE HOURS	Monday: 1:30 p.m. –3:00 p.m., Tuesday: 9:00 a.m. – 10:30 a.m. or by appointment.
CLASS MEETINGS	Wednesdays, 9:00 a.m. – 11:50 a.m. Alumni Hall 0333
TEXTS & READINGS	Groth-Marnat, G. & Wright, A. J. (2016). <i>Handbook of psychological assessment (6th ed.)</i> . New York: Wiley Graham, J.R. (2012). <i>MMPI-2: Assessing Personality and Psychopathology, Fifth Edition</i> . New York: Oxford University Press. Morey, L.C. (2003). <i>Essentials of PAI Assessment</i> . Hoboken, N.J.: John Wiley & Sons. Other readings as assigned.
PREREQUISITES	Graduate standing in Psychology
COURSE DESCRIPTION	This course will focus on the theory and application of objective and, to a much lesser extent, projective methods of assessing adult personality and psychopathology. More specifically the course will emphasize the scoring and interpretation of common measures of adult personality. Tests we will focus on include the Minnesota Multiphasic Personality Inventory – 2 (MMPI-2), the Personality Assessment Inventory (PAI), the Millon Clinical Multiaxial Inventory – III (MCMI-III), the Beck Depression Inventory (BDI), the Thematic Apperception Test (TAT), the Rorschach Inkblot Test, and the Structured Inventory of Malingered Symptomology (SIMS). A parallel focus in this course is on the writing of psychological reports targeted at specific referral questions.

COURSE OBJECTIVES Students who are successful in meeting the objectives of this course will be able to:

- Demonstrate knowledge related to the theory, principles, and issues underlying adult personality and psychopathology assessment
- Score and interpret the MMPI-2 and PAI
- Interpret test protocols and effectively write corresponding reports based on MMPI test results
- Demonstrate a basic understanding of the theory, interpretation, and administration of the BDI, MCMI-III, Rorschach Inkblot Test, TAT, and the SIMS
- Research and present information related to a clinical measure

GRADES

First MMPI-2 report:	40 points
Second MMPI report:	60 points
Third MMPI-2 report:	60 points
PAI profile questions:	35 points
SIMS profile questions:	25 points
Presentation:	50 points
Final Exam:	50 points

Final Grade: Your final grade will be based on your accumulated points as follows:

- A = 288 – 320 points
- B = 256 – 287 points
- C = 224 – 255 points
- D = 192 – 223 points
- F < 192 points

CLASS GUIDELINES & POLICIES

Attendance. Emergencies come up for a variety of reasons, so if you need to miss or be late for class please notify me as soon as possible. However, DO NOT call, text, or email me or one of your classmates while you are driving! Wait until you can safely call, text, or email. One unexcused absence will be allowed without penalty. After that your final grade will drop one letter for each subsequent unexcused absence. An absence is considered excused if it is due to medical necessity or family/personal emergency. In such cases some type of documentation is required.

Read all assigned material BEFORE class. Much of the reading in this course focuses on test administration, scoring, and interpretation. Consequently, it is critical to keep up with the reading so that you can participate in discussions, ask informed questions, and understand the material as we cover it.

Late assignments will not be accepted. All protocols and reports are due at the beginning of class on the assigned due date. Because this is an assessment course, and assessment reports are typically completed within established deadlines, **timeliness is a professional issue** we will stress in this course. Only in extreme circumstances and with my prior approval can late assignments be considered. Unless otherwise noted, if a late assignment is approved, it will be docked one letter grade each day it is late.

Academic Dishonesty. In keeping with ethical standards, it is critical that you accurately report on your testing protocol and not “make-up” personal information, test data, or submit bogus assessment reports. Using a classmate’s scores instead of calculating those scores yourself also constitutes academic dishonesty/plagiarism.

Scoring Mistakes. Because mistakes in the scoring of an assessment can result in inaccurate interpretations, reports, diagnoses, and potential treatment for clients, **errors are heavily weighted.** **BE SURE TO DOUBLE CHECK YOUR SCORING!**

Grammar, Spelling, and Punctuation. Your assessment reports are a reflection of your professionalism. Poor grammar, typos, and spelling errors unfortunately discredit your credibility as a clinician. Consequently, grammar, spelling, and punctuation mistakes in your assessment reports are heavily weighted in this course. **Be sure to proofread your reports carefully!**

Report Format. The assessment reports you turn in should be neat, organized and professionally presented. The report itself as well as the ancillary materials included (e.g., profile sheets, answer sheets) should be neat and well-formatted. This means that you should keep profile sheets and answer sheets in a safe place where they will not become dog-eared or torn. Because the testing materials are expensive you should not plan to use a profile sheet as a “rough” draft and then one as a final copy. Also, be sure your printer toner is not low and that the quality of the print is professional—“my printer ran out of ink” or “the printer in the Resource Center isn’t working” are not acceptable excuses for turning in a report late or turning in a report that is not professional in appearance. Points will be deducted if report materials are not presented neatly. Not stapling a report will result in the drop of a letter grade for that report (in addition to any other points lost for other reasons).

Confidentiality, Validity, and Copyright Issues. It is unethical to share test content, format, or results with others outside of this class. Doing so will compromise the validity of these tests. Treat test protocols with the same respect that you would a client's. Additionally, as a matter of both professionalism and respect for confidentiality it is critical that you treat the test results confidentially and avoid discussing anonymous results in public settings.

Professional Courtesy. The Resource Center has a limited number of test manuals, scoring templates, etc. Neither the templates nor the manuals can leave the Resource Center. As this mirrors "real-life" settings, this will give you a good opportunity to practice your professional courtesy skills (sharing and communication). Be sure to look ahead in the syllabus to identify and negotiate potential conflicts.

Openness to Feedback. Learning to write meaningful and effective assessment reports is challenging. Because the nature and style of assessment reports often varies by clinical setting and/or clinical supervisor it is important to demonstrate flexibility in your ability to write assessment reports. Consequently, it is **equally important to exhibit openness to feedback regarding your assessment reports.**

**DEPARTMENT OF
PSYCHOLOGY
POLICY ON WRITING**

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing includes a loss of points on the corresponding assignment as well as the possibility of a failing grade for that assignment.

**DEPARTMENT OF
PSYCHOLOGY
STATEMENT ON
PLAGIARISM**

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

- Copying assessment results/report text from someone else's report or from one of your own previous assessment reports and presenting it in a new assessment report is considered plagiarism.

**DEPARTMENT OF
PSYCHOLOGY
POLICY ON
INCOMPLETE
GRADES AND
WITHDRAWALS**

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1i1.shtml>).

The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

STUDENTS NEEDING ACCOMMODATIONS

Students needing Accommodations – Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

TENTATIVE CLASS SCHEDULE

January 15	Review syllabus Introduction to personality and psychopathology assessment
January 22	MMPI: Introduction and Validity Scales READ: Groth-Marnat: Chapter 7 (pp. 243-263, 273-279); Graham: Chapters 1, 2 (pp. 14-19), & 3 BRING MMPI-2 TEXTBOOK TO CLASS
January 29	MMPI: Clinical Scales and Profiles READ: Groth-Marnat: Chapter 7 (pp. 279-328); Graham: Chapters 4 & 5 BRING MMPI-2 TEXTBOOK TO CLASS
February 5	MMPI: Other Scales; Interpretation READ: Gorth-Marnat: Chapter 7 (pp. 334-337; 328-331, 338-341; 337-338); Graham: Chapters 6, 8, & 11 (pp. 283-294) BRING MMPI-2 TEXTBOOK TO CLASS
February 12	MMPI Interpretation (cont'd) BRING MMPI-2 TEXTBOOK TO CLASS
February 19	PAI READ: Morey: Chapters 1, 2, 3, & 8 **DUE: First MMPI-2 report BRING PAI TEXTBOOK TO CLASS
February 26	PAI READ: Morey: Chapters 4, 5, 6, & 7 BRING PAI TEXTBOOK TO CLASS
March 4	MCMI-III; Beck Depression Inventory READ: Groth-Marnat: Chapter 9; Chapter 13 (pp. 662-666) **DUE: PAI profile questions

March 11

NO CLASS – SPRING BREAK

March 18

TBA

March 25

Rorschach; TAT

READ: Groth-Marnat: Chapter 11 (pp. 513-530)

- Lilienfeld, S.O., Wood, J.M., & Garb, H.N. (2000). The scientific status of projective techniques. *Psychological Science in the Public Interest*, 1(2), 27-66
- Lillienfield, S.O., Wood, J.M., & Garb, H.N. (2005). What's wrong with this picture? *Scientific American Mind*, 16(1), 50-57.
- Meloy, J. R. (2005). Some reflections on *What's Wrong with the Rorschach?* *Journal of Personality Assessment*, 85(3), 344-346.

****DUE: Second MMPI-2 Report**

April 1

Rorschach; TAT; Clinical Interview; Malingering; SIMS

READ: Groth-Marnat: Chapter 3 (pp. 77-93; 99-104; 107-109); Rogers (pp. 7-8); Smith (pp. 330-334)

April 8

Clinical Interview; Malingering; SIMS

April 15

Presentations

****DUE: SIMS Profile Questions**

April 22

Presentations

****DUE: Third MMPI-2 Report**

April 29

EXAM