

PERSONALITY ASSESSMENT OF THE ADULT
PSYCHOLOGY 543B-001
SPRING 2023

PROFESSOR

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OFFICE HOURS – Dr. Segrist

I am happy to meet with you via Zoom whenever you have questions or would like to discuss course material. My regular Zoom office hours are **Mondays 9:00 a.m. – 11:00 a.m.** But if you'd like to meet at a different time, just email me to let me know what days/times work for you and we can set up a time to meet. The link for my Zoom office hours is:

<https://siue.zoom.us/j/3376880271>

CLASS MEETINGS

Wednesdays, 9:00 a.m. – 11:50 a.m. in AH 0201

TEXTBOOKS & READINGS

- Groth-Marnat, G. & Wright, A. J. (2016). *Handbook of psychological assessment, Sixth Edition*. New York: Wiley
- Graham, J.R. (2012). *MMPI-2: Assessing Personality and Psychopathology, Fifth Edition*. New York: Oxford University Press.
- Morey, L.C. (2003). *Essentials of PAI Assessment*. 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 focus on common measures of adult personality, including 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 MMPI-2 protocols and effectively write corresponding reports based on MMPI-2 test results
- Demonstrate a basic understanding of the BDI, MCMI-III, Rorschach Inkblot Test, TAT, and the SIMS
- Research and present information related to a specific clinical measure

GRADES

- First MMPI-2 report: 40 points
- Second MMPI report: 50 points
- Third MMPI-2 report: 50 points
- PAI profile questions: 30 points
- SIMS profile questions: 25 points
- Measure Assignment/Presentation: 50 points
- Final Exam: 50 points

- **Final Grade:** Your final grade will be based on your accumulated points as follows:
 - A = 266 – 295 points**
 - B = 236 – 265 points**
 - C = 207 – 235 points**
 - D = 177 – 206 points**
 - F < 177 points**

CLASS GUIDELINES & POLICIES

- **Attendance and Participation.** You are expected to attend and participate in each class unless illness, an emergency, or some other significant issue prevents you from doing so. Throughout your time in this course, please make your health a priority. If you or your significant others are dealing with health-related issues that interfere with your ability to perform in this course, please let me know. 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.
- **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.
- **During class.** Please do not engage with other electronic media during class (e.g., email, texting, checking social media, surfing the web).
- **Late assignments.** All assignments are due at the beginning of class on the assigned due date unless otherwise noted. 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 will 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 or modeling your assessment report after another student’s report 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 reflect 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. The assessment reports you turn in should be neat, organized and professionally presented. Be sure to proofread your reports carefully!
- **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.

- **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 any client's assessment materials. 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 or in electronic venues.
- 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 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726). If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

DIVERSITY AND INCLUSION

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siue.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

ACADEMIC AND OTHER STUDENT SERVICES

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

UNIVERSITY COVID-19 POLICIES

Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*. The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siu.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces

Under current University policy, SIUE will only require masking in campus healthcare settings. See, <https://www.siu.edu/about/announcements/coronavirus/safety-guidelines-support/index.shtml>.

Individual faculty of record may determine that masking will be required in their classrooms and are asked to communicate accordingly with students. Face masks may be required in other campus sites following guidance from governing regulatory agencies.

- Students who forget to wear a face covering when masking is required will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings when masking is required may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).
- Students who refuse to wear a face covering when masking is required will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

- If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

Students and employees are expected to review the [siue.edu/coronavirus](https://www.siue.edu/coronavirus) website (<https://www.siue.edu/about/announcements/coronavirus/>) to better understand prevention strategies and safety expectations.

- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.
- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
 - o Fever (100.4 degrees or above) or chills
 - o Cough
 - o Shortness of breath or difficulty breathing
 - o Fatigue
 - o Muscle or body aches
 - o Headache
 - o New loss of taste or smell
 - o Sore throat
 - o Congestion or runny nose
 - o Nausea or vomiting
 - o Diarrhea

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.

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.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<https://www.siu.edu/lss/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 POLICY 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.

- 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 WITHDRAWALS AND INCOMPLETE GRADES

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 <https://www.siu.edu/registrar/class/dropping.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 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.siu.edu/access.

TENTATIVE CLASS SCHEDULE

JANUARY 11

- Review of syllabus and course
- Ethical issues

JANUARY 18

- MMPI: Introduction and Validity Scales
- **READ PRIOR TO CLASS:** Groth-Marnat & Wright: Chapter 7 (pp. 243-263, 273-279); Graham: Chapters 1, 2 (pp. 14-19), & 3
- **HAVE MMPI-2 TEXTBOOK HANDY DURING CLASS**

JANUARY 25

- MMPI: Clinical Scales and Profiles
- **READ PRIOR TO CLASS:** Groth-Marnat & Wright: Chapter 7 (pp. 279-328); Graham: Chapters 4 & 5
- **HAVE MMPI-2 TEXTBOOK HANDY DURING CLASS**

FEBRUARY 1

- Research interests (video on Blackboard)
- Work on *Clinical Measure Presentation* assignment

FEBRUARY 8

- MMPI: Other Scales
- **READ PRIOR TO CLASS:** Groth-Marnat & Wright: Chapter 7 (pp. 334-337; 328-331, 338-341; 337-338); Graham: Chapters 6 & 8
- **HAVE MMPI-2 TEXTBOOK HANDY DURING CLASS**

FEBRUARY 15

- MMPI: Interpretation and Report Writing
- **READ PRIOR TO CLASS:** Graham: Chapter 11 (pp. 283-294)
- **HAVE MMPI-2 TEXTBOOK HANDY DURING CLASS**

FEBRUARY 22

- Personality Assessment Inventory (PAI)
- **READ PRIOR TO CLASS:** Morey: Chapters 1, 2, 3, & 8
- **HAVE PAI TEXTBOOK HANDY DURING CLASS**

MARCH 1

- Personality Assessment Inventory (PAI)
- **READ PRIOR TO CLASS:** Morey: Chapters 4, 5, 6, & 7
- **HAVE PAI TEXTBOOK HANDY DURING CLASS**
- ****DUE: First MMPI-2 report**

MARCH 8

- NO CLASS – SPRING BREAK

MARCH 15

- MCMI-III; Beck Depression Inventory
- **READ PRIOR TO CLASS:** Groth-Marnat & Wright: Chapter 9; Chapter 13 (pp. 662-666)
- ****DUE: PAI Profile Questions**

MARCH 22

- Rorschach; TAT
- **READ PRIOR TO CLASS:** Groth-Marnat & Wright: Chapter 11 (pp. 513-530)
 - Exner, J. E. (1980). But it's only an inkblot. *Journal of Personality Assessment*, 44(6), 563-577.
 - 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
 - Lilienfeld, S.O., Wood, J.M., & Garb, H.N. (2005). What's wrong with this picture? *Scientific American Mind*, 16(1), 50-57.
 - Society for Personality Assessment (2005). The status of the Rorschach in clinical and forensic practice: An official statement by the board of trustees of the Society for Personality Assessment. *Journal of Personality Assessment*, 85(2), 219-237.

MARCH 29

- Rorschach; TAT; Malingering; SIMS
- **READ PRIOR TO CLASS:** Rogers (pp. 7-8); Smith (pp. 330-334)
- ****DUE: Second MMPI-2 Report**

APRIL 5

- Clinical Interview
- **READ PRIOR TO CLASS:** Groth-Marnat & Wright: Chapter 3 (pp. 77-93; 99-104)

APRIL 12

- Presentations
- ****DUE: SIMS Profile Questions**

APRIL 19

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

APRIL 26

- Final Exam