

PERSONALITY & PSYCHOPATHOLOGY ASSESSMENT – PSY 5253
TR, 12:30-1:45 pm, ED 208
SYLLABUS, FALL 2014

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REQUIRED TEXTBOOKS

Lichtenberger, E.O., Mather, N., & Kaufman, L. (2004). *Essentials of Assessment Report Writing*. Wiley.

Nichols, D.S. (2011). *Essentials of MMPI-2 Assessment, 2nd Edition*. Wiley.

Harwood, T.M., Beutler, L.E., & Groth-Marnat, G. (2011). *Integrative Assessment of Adult Personality, Third Edition*. Guilford.

Supplemental readings will be made available via the course website.

GOALS & OBJECTIVES

In this course, we will first cover theory of psychological testing and statistical procedures related to that. This will be followed with training in administration, scoring, and profiling of various tests of personality and psychopathology. There will be an emphasis on various objective tests including theoretical assumptions, scaling techniques, profile interpretation, and critical research topics.

Specifically, my goal for you is to become familiar with a wide range of personality tests, their applications and interpretations, and the theoretical background of personality assessment. By the end of this course, you should have mastered the following skills.

1. Be able to critique the psychometric and statistical properties of commonly used psychological tests.
2. Become familiar with the administration and scoring of a number of commonly used psychological tests.
3. Develop report-writing skills for many commonly used psychological tests.
4. Be capable of choosing and administering an appropriate personality assessment measure for a range of ages and presenting problems.
5. Be familiar with both the strengths and weaknesses of current personality measures.
6. Have a basic underlying knowledge of the different approaches towards personality assessment.

TRANSFORMATIONAL LEARNING OBJECTIVES (A.K.A. UCO'S "CENTRAL SIX" TENANTS)

The University of Central Oklahoma has identified six transformative learning objectives that place students at the center of their own active and reflective learning experiences. This course addresses the following of these objectives.

1. **Discipline Knowledge:** students explore, discuss, and practice the techniques, conventions, and processes that produce researched written arguments. (Course Objectives 1-6)
2. **Leadership:** students learn how to present claims and evidence fairly and civilly, to consider thoroughly and respond ethically to counter evidence and counterarguments, and to develop a clear, well-informed stance about ongoing issues or problems. (Course Objective 3)
3. **Problem Solving (Research, Scholarly, and Creative Activities):** students learn to analyze complex arguments, to produce arguments informed by careful research, and to document sources following academic conventions. (Course Objectives 1, 3, 5, 6)
4. **Service Learning and Civic Engagement:** in service learning sections, students research and write about a significant service learning experience; in other sections, students learn how the public use of argument has the potential to affect an audience and to effect a change in their communities.
5. **Global and Cultural Competency:** students read and write arguments about global and cultural issues and direct writing to diverse audiences. (Course Objectives 3, 4)
6. **Health and Wellness:** students read arguments about, write arguments about, and discuss those intellectual, emotional, and spiritual issues that give human existence vitality and meaning.

READINGS

This course will take a large amount of your time, as students are expected to master a large volume of information in this class, and the assigned readings reflect this. Reading the material prior to class is required, as all members of class are expected to participate in discussion. I do not expect you to memorize the required readings, but instead come to class knowing the concepts contained in the readings and have questions concerning those concepts or ideas that are unfamiliar or confusing. Please do not feel overwhelmed by the number of pages, as many chapters may have 10 or more pages of references at the end!

GRADING & EXAMS

There are a total of 600 points available in this class, from two categories of assignments.

Exams (200 points)

- There will be one in-class exam in this course, which will cover the statistics review of the first four sets of lecture slides, including statistical formula and transformations (notes allowed, but no book) and demonstrate mastery of skill 1, listed under the "Goals & Objectives" section of this syllabus. The test will be divided into two parts, with part one (Tuesday) covering content and part two (Thursday) covering statistics.

- There will also be a final, take-home examination. The test will consist of four essay question prompts, of which you will choose three to answer. Each question will be worth 33 points (so the lowest grade you could possibly make on an exam would be a one!). This exam will be used to demonstrate mastery of skills 2-6. You will be given the test questions on the Thursday before Finals week, and it will be due the following Thursday. IMPORTANT: For this exam, you should spend no more than three (3) hours answering all of the questions. Answers must be emailed to me.

Reports (300 points)

- At the end of classes covering specific psychopathology and personality measures, you will given a set of test scores from those tests. You will write up sections of a report based on those measures and turn it in the following week. These reports will be used to demonstrate mastery of skills 2-3. Each report will be worth 25 points and will incorporate and build on the previous report for the psychopathology measures. The personality measures will be self-contained. They will all be emailed to me.

Final Report (100 points)

- A final report, which incorporates all of the feedback from the psychopathology measures (HW 1-4) will be due Finals week. This should be formatted like one of the sample reports on the website, and should include all sections of the report that can be completed (e.g., leaving out the background and referral information, but having test results, summary and conclusions, and recommendations).

CLASS OUTLINE

Week 1	Introduction / Psychological Tests & their Use / Statistics & Test Score Interpretations
Readings	<p>Syllabus</p> <p>Stricker, G. (2006). The local clinical scientist, evidence-based practice, and personality assessment. <i>Journal of Personality Assessment, 86</i>, 4-9.</p> <p>Dawes, R.M., Faust, D., & Meehl, P. (1989). Clinical versus actuarial judgment. <i>Science, 243</i>, 1668-1674.</p> <p>APA Presidential Task Force on Evidence-Based Practice. (2006). Evidence-based practice in psychology. <i>American Psychologist, 61</i>, 271-285.</p>
Week 2	Validity & Reliability
Readings	Notes
Week 3	Test Item Considerations & Test Use
Readings	Notes

Week 4	Exam
Week 5	Interviewing Children & Adults / Behavioral Observations
Readings	<p>Harwood 4</p> <p>Querido, J., Eyberg, S., Kanfer, R., & Krahn, G. (2001). The process of the clinical child assessment interview. In Ollendick (Ed.), <i>Encyclopedia of Clinical Child and Pediatric Psychology</i>, 75-89.</p> <p>Groth-Marnat, G. (2003). The assessment interview. In <i>Handbook of Psychological Assessment (4th Ed.)</i>, pp. 69-102.</p> <p>First, M.B., Spitzer, R.L., Gibbon, M., Williams, J.B.W. (1996). <i>Structured Clinical Interview for DSM-IV Axis I Disorders</i>.</p> <p>Hien, D., Matzner, F., First, M., Spitzer, R., Williams, J., & Gibbon, M. (2004). <i>Structured Clinical Interview for DSM-IV Childhood Disorders</i>.</p> <p>Skinner, C.H., Freeland, J.T., & Shapiro, E.S. (2003). Procedural issues associated with the behavioral assessment of children. In Reynolds & Kamphaus (Eds.), <i>Handbook of Psychological & Educational Assessment of Children</i>, pp. 30-50.</p> <p>Lichtenberger chapter 4</p>
Week 6-7	Ethics of Assessment / Report Writing
Readings	<p>American Psychological Association (2002). Ethical Principles of Psychologists and Code of Conduct.</p> <p>Lichtenberger chapter 3, 5, 6, 8</p> <p>Harwood 2, 13, 14</p>
Week 8	Catch-up / Fall Break
Week 9	General Symptom Measures (SCL-90-R, BASC-2, CBCL, BSI, MMSE)
Readings	<p>Achenbach, T.M., & McConaughy, S.H. (2003). The Achenbach system of empirically based assessment. In Reynolds & Kamphaus (Eds.), <i>Handbook of Psychological & Educational Assessment of Children</i>, pp. 406-432.</p> <p>Thorpe, J., Kamphaus, & Reynolds, C.R. (2003). The Behavior Assessment System for Children. In Reynolds & Kamphaus (Eds.), <i>Handbook of Psychological & Educational Assessment of Children</i>, pp. 387-405.</p> <p>Derogatis, L.R., & Lazarus, L. (1994). SCL-90-R, Brief Symptom Inventory.</p>

	In Marusih, <i>Use of Psychological Testing for Treatment Planning and Outcome Assessment</i> , pp. 217-248.
Week 10	Mood & Anxiety measures (Beck scales, STAI, MASC, RCMAS, CDI, RADS, RCDS, HAM-A, HAM-D, GDS) – HW 1 (reports 1 & 2) due
Readings	<p>Semrud-Clikeman, M., Bennett, L., & Guli, L. (2003). Assessment of childhood depression. In Reynolds & Kamphaus (Eds.), <i>Handbook of Psychological & Educational Assessment of Children</i>, pp. 259-290.</p> <p>Robinson, K. (2003). Assessment of childhood anxiety. In Reynolds & Kamphaus (Eds.), <i>Handbook of Psychological & Educational Assessment of Children</i>, pp. 508-526.</p> <p>Katz, R. Katz, J., & Shaw, B.F. (1994). Beck Depression Inventory and Hopelessness Scale. In Marusih, <i>Use of Psychological Testing for Treatment Planning and Outcome Assessment</i>, pp. 279-291.</p> <p>Spielberger, C.D. & Sydeman, S.J. (1994). State-Trait Anxiety Inventory and State-Trait Anger Expression Inventory. In Marusih, <i>Use of Psychological Testing for Treatment Planning and Outcome Assessment</i>, pp. 292-321.</p>
Week 11	ADHD, Executive Functioning measures (Conners, Brown ADDS, BRIEF, CPT-II, TEA, DBRS) – HW 2 (reports 3 & 4) due
Readings	<p>Neul, S., Applegate, H., & Drabman, R. (2003). Assessment of ADHD. In Reynolds & Kamphaus (Eds.), <i>Handbook of Psychological & Educational Assessment of Children</i>, pp. 320-336.</p> <p>Gioia, G.A., Isquith, P.K., Guy, S.C., & Kenworthy, L. <i>BRIEF: Behavior Rating Inventory of Executive Function</i>.</p> <p>Faustman, W.O. (1994). Brief Psychiatric Rating Scale. In Marusih, <i>Use of Psychological Testing for Treatment Planning and Outcome Assessment</i>, pp. 371-401.</p> <p>Schopler, E., Reichler, R.J., & Renner, B.R. <i>The Childhood Autism Rating Scale (CARS)</i>.</p>
Week 12	Autism & Schizophrenia Measures (BPRS, ADOS, CARS, PANSS) / Personality Assessment Inventory – HW3 (reports 5 & 6) due
Readings	<p>Harwood 7</p> <p>Morey, L.C. (1996). Administration and scoring. In <i>An Integrative Guide to the Personality Assessment Inventory</i>, pp. 5-44. Odessa: Psychological Assessment Resources, Inc.</p>

	<p>Morey, L.C. (1996). Interpreting PAI Clinical Scale elevations. In <i>An Interpretive Guide to the Personality Assessment Inventory</i>, pp. 23-80. Odessa: Psychological Assessment Resources, Inc.</p> <p>Lynch, B. (1997). <i>Interpretation Guide for the Personality Assessment Inventory, Version 2</i>, pp. 1-32.</p>
Week 13	Millon Clinical Multiaxial Inventory, Third Edition / Revised NEO Personality Inventory – HW 4 (reports 7 & 8) due
Readings	<p>Harwood 8</p> <p>Craig, R.J. (1999). Millon Clinical Multiaxial Inventory-III. In <i>Interpreting Personality Tests: A Clinical Manual for the MMPI-II, MCMI-III, CPI-R, & 16PF</i>, pp. 101-192. New York: Wiley.</p> <p>Craig, R.J. (2001). Millon Clinical Multiaxial Inventory-III (MCMI-III). In <i>Understanding Psychological Assessment</i>, pp. 173-186. New York: Kluwer Academic/Plenum Publishers.</p> <p>Harwood 9</p> <p>Costa, P.T., & McCrae, R.R. (1995). Domains and facets: Hierarchical personality assessment using the Revised NEO Personality Inventory. <i>Journal of Personality Assessment</i>, 64, 21-50.</p> <p>Goldberg, L.R. (1993). The structure of phenotypic personality traits. <i>American Psychologist</i>, 48, 26-34.</p>
Week 14	Catch-up / Thanksgiving Break - HW 5 (report 9 - PAI) due
Readings	
Week 15	Myers-Briggs Type Indicator, Psychodynamic, & Projective Tests / Minnesota Multiphasic Personality Inventory 2 – HW 6 (reports 10 & 11) due
Readings	<p>Lack, C.W., & Thomason, S.P. (in press). Projective personality assessment of anxiety: A critical appraisal. In D. McKay & E. Storch (Eds.), <i>Handbook of Assessing Variants and Complications in Anxiety Disorders</i>. Springer: New York.</p> <p>Hardwood 10</p> <p>McCaulley, M.H. (2000). Myers-Briggs Type Indicator: A bridge between counseling and consulting. <i>Consulting Psychology Journal: Practice and Research</i>, 52, 117-132.</p> <p>Wiggins, J.S. (2003). The psychodynamic paradigm. In <i>Paradigms of</i></p>

	<p><i>Personality Assessment</i>, pp. 25-63. New York: Guilford.</p> <p>Wiggins, J.S. (2003). Psychodynamic assessment. In <i>Paradigms of Personality Assessment</i>, pp. 226-245. New York: Guilford.</p> <p>Harwood 6</p> <p>Nichols 1-5</p> <p>Wiggins, J.S. (2003). The empirical paradigm. In <i>Paradigms of Personality Assessment</i>, pp. 164-192. New York: Guilford.</p>
Week 16	MMPI-2
Readings	Nichols 6-10
Finals Week	<p>Final report due Monday by midnight</p> <p>Final exam due Thursday by midnight</p> <p>HW 7 (report 12) due Thursday by midnight</p>

UNIVERSITY POLICY

Student Etiquette: Students will be expected to maintain a level of conduct described in the University Student Handbook and may be dismissed from the class if policies are not followed. Part of professional training is learning to behave professionally, including high levels of ethical conduct. Dishonesty includes cheating, violating the integrity of examination, plagiarism, or knowingly furnishing false information to the University or staff. Classroom misconduct includes disrespect for faculty or fellow students or disruption of the class by any means. Students are expected to be on time for class so as to avoid the disruption of learning and participation in discussion.

Special Accommodations: The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting the assistant director of Disability Support Services, Kimberly Fields at 974-2549. The office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.”

Non-payment of tuition: Please be aware of the following:

“If you do not pay your fees by the deadline, you’ll be assessed a \$40 late payment penalty; and interest charges if the debt extends beyond a month. **You will not be dropped from classes for non-payment. If you do not or cannot attend class, you must withdraw, or risk receiving ‘F’s on your transcript, in addition to owing tuition and fees.**”

Emergencies during final examinations: If an emergency occurs that prevents the administration of a final examination, the student’s final course grade will be calculated based on the work in the course completed to that point in time and the faculty member’s considered judgment. Final exams will not be rescheduled, and a grade of “I” will not be given as a result of the missed exam. This applies to situations when the administration of the final was impossible, not when an individual student is unable to take a scheduled final.

Please review the Student Information Sheet available online at:

<http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

The College of Education and Professional Studies is committed to helping students learn by providing a range of transformative learning experiences in discipline knowledge and in the five core areas: leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.