

CO 732 Psychological Assessment--Personality

Thursday 1:15pm-4:15pm

Instructor: Karen Mason, Ph.D.

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Office hours: Wednesday 8-9:30am

Thursday 4:30pm-6:30pm

Friday 8-10:30am

"If we knew ourselves perfectly, we should die." Albert Camus

"We know what a person thinks not when he tells us what he thinks, but by his actions." Isaac Bashevis Singer

"What comes into our minds when we think about God is the most important thing about us." A.W. Tozer

"There is no deep knowing of God without a deep knowing of self and no deep knowing of self without a deep knowing of God." John Calvin Book I.1.1

Course Description:

This course is designed to provide an introduction to the theoretical framework for personality assessment. Students will learn the process of assessment of personality functioning by administration of several personality inventories. In addition, a number of additional instruments used to assess personality functioning will be reviewed.

Course Objectives

As a result of this course students will be able to:

1. Develop an assessment strategy, administer instruments, interpret results, and write useful and comprehensive reports of personality assessment.
2. Understand the professional and ethical constraints involved in personality assessment.
3. Review and conceptualize personality from a variety of theories.
4. Understand diversity issues in personality assessment.
5. Understand the experience of psychopathology from the perspective of the consumer.

Instructional Methods:

Instructional methods will include lecture, guided discussion, small group discussion, case discussion, laboratory instruction, and student presentation.

Required Text:

Gregory, R. (2007) *Psychological Testing: History, Principles, and Applications* (6th ed.) Boston: Allyn & Bacon

In Reference section

John E. Exner, S. Philip Erdberg (2005). *The Rorschach : a comprehensive system. Vol. 2, Advanced interpretation* (3rd ed.) New York, Chichester: Wiley. (BF698.8.R5 E871 2005)

Required Assessments:

- Minnesota Multiphasic Personality Inventory (MMPI-2)
- Rorschach Inkblot Test (Rorschach)
- Sixteen Personality Factors (16PF)
- Thematic Apperception Test (TAT)
- Millon Clinical Multiaxial Inventory (MCMI-III)
- Roberts Apperception Test for Children (RATC)
- House-Tree-Person (H-T-P)
- Draw-a-Person (D-A-P)
- Kinetic Family Drawing
- Sentence Completion Blank Test (SCBT)

Three Required Reports

Report #1: MMPI-2, Rorschach, Draw-a-Person

Report #2: 16PF, TAT, H-T-P

Report #3: MCMI-III, H-T-P, Sentence Completion Blank

Child Assessment: NO REPORT NEEDED; turn in consent, RATC stories and drawings only: RATC, House-Tree-Person, Draw-a-Person, and Kinetic Family Drawing

How to check out a kit

Any one student may sign out only one Rorschach, TAT, or RATC at a time. Check out kits from the counseling office.

Read 400 pages from the following bibliography

Amador, X., & Johanson, A-L. (2007). *I am Not Sick I Don't Need Help!* Peconic, NY: Vida Press

Carter, R. (1999). *Helping Someone with Mental Illness: A Compassionate Guide for Family, Friends, and Caregivers* New York, NY: Three Rivers Press

Cronkite, K. (1994) *On the Edge of Darkness: America's Most Celebrated Actors, Journalists and Politicians Chronicle Their Most Arduous Journey* New York, NY: Delta

Govig, S.D. (1999). *In the Shadow of Our Steeples: Pastoral Presence for Families Coping With Mental Illness* Binghamton, N.Y.: Haworth Pastoral Press

Gur, R.E. (2006). *If Your Adolescent Has Schizophrenia: An Essential Resource for Parents (The Annenberg Foundation Trust at Sunnylands' Adolescent Mental Health Initiative)* Oxford: Oxford University Press

Hightower, J.E., Jr. (1999). *Caring for People from Birth to Death* Binghamton, NY: Haworth Pastoral Press

Jamison, K.R. (1995) *An Unquiet Mind: A Memoir of Moods and Madness*. New York, NY: Vintage Books

Jamison, K.R. (1999) *Night Falls Fast: Understanding Suicide* New York, NY: Vintage Books

Jamison, K.R. (1993) *Touched with Fire: Manic-Depressive Illness and the Artistic Temperament* New York, NY: Free Press

Lovelace, D. (2008). *Scattershot: My bipolar family--a memoir*. New York, NY: Dutton

New Freedom Commission on Mental Health. (2003). *Achieving the Promise: Transforming Mental Health Care in America. Final Report*. DHHS Pub. No. SMA-03-3832. Rockville, MD: 2003.

Styron, W. (1990). *Darkness Visible: A Memoir of Madness* New York, NY: Vintage Books

Torrey, E.F. (1997). *Out of the Shadows: Confronting America's Mental Illness Crisis* New York, NY: John Wiley & Sons, Inc.

Torrey, E.F. (2001). *Surviving Schizophrenia: A Manual for Families, Consumers, and Providers (4th Edition)* New York, NY: HarperCollins

U.S. Department of Health and Human Services. *Mental Health: A Report of the Surgeon General*. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for

Mental Health Services, National Institutes of Health, National Institute of Mental Health (accessed at <http://www.surgeongeneral.gov/library/mentalhealth/home.html>)

Woolis, R. (1992). *When Someone You Love Has a Mental Illness* New York, NY: Tarcher/Putnum

Additional Resources

Drawing Assessments

- Buck, J.N. (1948). The H-T-P technique: A qualitative and quantitative scoring manual. *Journal of Clinical Psychology, Monograph Supplement no. 5*

MCMI-III

- Jankowski, D., & Millon, T. (2002). *A beginner's guide to the MCMI-III*. Washington, DC: American Psychological Association.
- Millon, T., Davis, R., & Millon, C. (1997). *MCMI-III Manual, 2nd edition*. Minneapolis: NCS Pearson, Inc.
- Strack, S. (2008). *Essentials of Millon Inventories Assessment (3rd ed)*. Hoboken, NJ: John Wiley & Sons

MMPI-2

- Archer, R.P. (2001). *Essentials of MMPI-A Assessment*. Hoboken, N.J.: Wiley & Sons.
- Butcher, J. N., Dahlstrom, W. G., Graham, J. R., Tellegen, A., & Kaemmer, B. (1989). *The Minnesota Multiphasic Personality Inventory-2 (MMPI-2): Manual for administration and scoring*. Minneapolis, MN: University of Minnesota Press.
- Butcher, J.N., Williams, C.L., Graham, J.R., Archer, R.P., Tellegen, A., Ben-Porath, Y.S., & Kaemmer, B. (1992). *Minnesota Multiphasic Personality Inventory-Adolescent Version (MMPI-A): Manual for administration, scoring and interpretation*. Minneapolis, MN: University of Minnesota Press.
- Nichols, D.S. (2001). *Essentials of MMPI-2 Assessment*. Hoboken, N.J.: Wiley & Sons

Rorschach

- Exner, J.E., Jr. (1973). *A Rorschach workbook for the comprehensive system*. Rorschach Workshops
- Exner, J.E., Jr. (2003). *The Rorschach: a comprehensive system. Vol. I. Basic foundations and principles of interpretation (4th ed.)* Hoboken, N.J.: Wiley & Sons.
- Rose, T., Maloney, M.P., Y Kaser-Boyd, N. (2000). *Essentials of Rorschach Assessment*. Hoboken, N.J.: John Wiley & sons
- To complete the Rorschach scoring, use the RAP3 scoring program at www.virtualpsychology.com
Login: kmason@gordonconwell.edu Password: gcts10

Sentence Completion Blank

- Rohde, A.R. (1946). Explorations in Personality by the Sentence Completion Method. *Journal of Applied Psychology, 30*(2), 169-181

Sixteen Personality Factors

- Cattell, H.E.P., & Schuerger, J.M. (2003). *Essentials of 16PF Assessment*. Hoboken, NJ: John Wiley & Sons

Thematic Apperception Test

- Bellak, L. (1954). *The TAT and CAT in clinical use*. New York: NY: Grune & Stratton
- Murray, H.A. (1943). *Thematic Apperception Test*. Cambridge, MA.: Harvard University Press.
- Teglasi, H. (2001). *Essentials of TAT and Other Storytelling Techniques Assessment (Essentials of Psychological Assessment Series)* Hoboken, NJ: John Wiley & Sons

Anthropology

- Price, D.J. (2002). *Karl Barth's Anthropology in Light of Modern Thought*. Grand Rapids, MI: W.B. Eerdmans Publishing Co
- Roberts, R.C., & Talbot, M.R. (1997). *Limning the Psyche*. Grand Rapids, MI: W.B. Eerdmans Publishing Co

Positive Psychology

- Lyubomirsky, S. (2008). *The How of Happiness: a scientific approach to getting the life you want*. New York: Penguin

Seligman, M. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. NY: Free Press

Requirements

Students are expected to attend **all** classes and to participate actively. *Students will discuss all absences with the instructor.* Absences of more than 2 hours will result in additional assignments or a grade penalty depending on the number of absences. Students will complete all reading and other assignments. Discuss all late assignments with the instructor. One point will be deducted from all late assignments per day late (including the weekend) and will not be accepted more than 1 week late.

Assignments

20 points Report #1: MMPI-2, Rorschach, Draw-a-Person

20 points Report #2: 16PF, TAT, H-T-P

20 points Report #3: MCMI-III, H-T-P, Sentence Completion Blank

5 points Child Assessment: NO REPORT NEEDED; turn in consent, RATC stories and drawings only: RATC, House-Tree-Person, Draw-a-Person, Kinetic Family Drawing

5 points Article on diversity issue (To get any points, you **MUST** read the article **BEFORE CLASS**.)

20 points Presentation on alternate psychological assessment instrument

8 points Reading

2 points Devotional

3 Reports

The assessment reports are short and **single-spaced** (3-4 pages, 10 pages maximum). **See Scoring Rubric on CAMS.**

Presentation on alternate Psychological Assessment Instrument

For the presentation on an alternate psychological assessment instrument, get in pairs and select an instrument from the following categories: Substance Abuse, e.g., CAGE, MAST; Depression Inventory, e.g., Beck Depression Inventory, Hamilton Depression Inventory; Zung Self-rating Depression Scale. Anxiety Inventory, e.g., Hamilton Anxiety Scale, Zung Self-rating Anxiety Scale; Diagnosis, e.g., SCID-I and II; Outcomes, BASIS-32; TOPS; Symptoms Checklist: Child Behavior Checklist, Derogatis' SCL-90.

Prepare a brief 30-minute presentation on the instrument. Include a clear description of what the instrument measures; clear description of item content; clear description of the population who should complete this instrument; relevant information on administration, norm group, reliability and validity, relevant information on scoring, research support for and pros/ cons of this instrument. Provide each member of the class with a handout that includes relevant resources. Scoring rubric is on CAMS.

Each student will present one short 5-minute devotional on Christian character. Take the VIA (Values in Action) Strengths Survey at www.authentic happiness.org. Pick one of your top 5 strengths and present a devotional on relevant scripture and give the class ideas for how to live out this strength daily.

Course Outline with Assignments

Assignments are due the day listed by 4pm.

February 3 Review syllabus. Personality and character. Ethical and legal issues in assessment. How to assess personality. The importance of history and observations.

Assignment:

1. Read Gregory chapters 1 and 12

February 10 Rorschach Inkblot Test

Assignments:

1. Read Gregory chapter 8

2. To complete the Rorschach, use the RAP3 scoring program at www.virtualpsychology.com Login: kmason@gordonconwell.edu Password: gcts10
3. Turn in your group list and the alternate assessment instrument you will present

February 17 MMPI-2, TAT, RATC. Drawing assessments

Assignments:

1. Read Gregory chapters 3 and 4
2. Read scoring rubric on CAMS.
3. OPTIONAL: Read Sattler's principles of report writing pp. 676-734 (Sattler, J. (2001) *Assessment of Children: Cognitive Applications* (4th edition) Jerome M. Sattler Publisher: San Diego)

FIRST READING WEEK February 21-25

March 3 Sixteen Personality Factors Questionnaire (16PF) and MCMI-III

Assignments:

1. Read Gregory chapter 9
2. **Turn in Report #1**

March 10 Sentence Completion Blank. Type: Myers Briggs Type Indicator; Keirsey Temperament Sorter II. Big 5: International Personality Item Pool Representation of the NEO PI-R™. Selecting an assessment strategy.

Assignments:

1. Read Gregory chapter 11
2. **Complete the IPIP-NEO (International Personality Item Pool) Representation of the NEO PI-R™ (free: <http://www.personal.psu.edu/~j5j/IPIP/ipipneo300.htm>) (in the public domain)**
3. Optional: complete the Jung Typology Test (free: <http://www.humanmetrics.com/>) or the Keirsey Temperament Sorter II at <http://www.keirsey.com/>

March 17 Theories of personality

Assignment:

1. **Turn in Report #2**

SECOND READING WEEK March 21-25

March 31 Pros and cons of personality assessment and diagnosis; Personality, Mood, and Psychotic Disorders Assignment. What is it like having a mental illness?

1. Read the DSM-IV-TR criteria for Personality, Mood, and Psychotic Disorders
2. **Come prepared to discuss one of the books you read from the bibliography**

April 7 Pseudo personality predictors. Does personality change? Personality gender differences. Diversity issues in personality assessment.

Assignments:

1. Read Gregory chapters 2 and 7
2. Read Super, D. E. (1992). A comparison of the diagnoses of a graphologist with the results of psychological assessments. *Journal of Consulting and Clinical Psychology*, 60(3)
3. Visit this website on birth order http://www.childdevelopmentinfo.com/development/birth_order.htm
4. Ask your parent(s) on what day of the week you were born.
5. **Turn in Report #3**
6. Depending on the first letter of your last name, read one of the following articles (available online through PsychARTICLES). Come prepared to discuss how your article contributes to an ongoing research program to determine the effect of race/ethnicity on personality assessment. **To get any points, you MUST read the article BEFORE CLASS.**

A-F

Trierweiler, S. J., Neighbors, H. W., Munday, C., Thompson, E. E., Binion, V. J., Gomez, J. P. (2000). Clinician attributions associated with the diagnosis of schizophrenia in African American and non-African American patients. *Journal of Consulting and Clinical Psychology, 68*(1)

G-L

Whaley, A. L. (2001). Cultural mistrust of white mental health clinicians among African Americans with severe mental illness. *American Journal of Orthopsychiatry, 71*(2).

M-Q

Arbisi, P. A., Ben-Porath, Y. S., McNulty, J. (2002). A comparison of MMPI-2 validity in African American and Caucasian psychiatric inpatients. *Psychological Assessment, 14*(1)

R-Z

Kunen, S., Niederhauser, R., Smith, P. O., Morris, J. A., Marx, B. D. (2005). Race Disparities in Psychiatric Rates in Emergency Departments, *Journal of Consulting and Clinical Psychology, 73*(1)

April 14 Presentations on alternate assessment instruments

April 21 Ethical Case Studies; Case Studies

1. **Turn in Child Assessment materials**

May 9 4pm

Last day to submit written assignments or apply to Registrar (not to instructor) for extension if needed. Let the instructor know if you are applying for an extension.

1. **Turn in reading statement**

Reading Statement

NAME: _____ Box #: _____

I have read all the required reading.

- Gregory (**except** chapters 5-6, 10)
- DSM-IV-TR criteria for Personality Disorders, Mood Disorders, and Psychotic Disorders
- 400 pages from bibliography above
- Sattler’s principles of report writing
- General Guidelines when Writing Reports (on CAMS)
- Super, D. E. (1992). A comparison of the diagnoses of a graphologist with the results of psychological assessments.
- Diversity article

Signature

Date

I have read _____ % of the required reading.

Signature

Date