

CO 732 Psychological Assessment

Wednesday and Friday 8am-9:30am

Instructor: Karen Mason, Ph.D.

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Office hours: Monday 9 am-12 pm; 1-2pm

Friday 12:30pm-2:30pm

“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 (Polish-born American writer 1904-1991)

“What comes into our minds when we think about God is the most important thing about us.”

A. W. Tozer

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.

Required Text:

Gregory, R. (2007) *Psychological Testing: History, Principles, and Applications* (5th ed.) Boston: Allyn & Bacon

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 Sunnyslans' 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

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*

MCMII-III

- Jankowski, D., & Millon, T. (2002). *A beginner's guide to the MCMII-III*. Washington, DC: American Psychological Association.
- Millon, T., Davis, R., & Millon, C. (1997). *MCMII-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.1. 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

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

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: MCMII-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). Do not use APA style. Use complete sentences. Do not merely list information. Develop a product that would be useful for the reader. Include the assessment protocols and THE CONSENT FORM. See **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)

Report Grading Rubric:

Completed consent form 1 point

Administration 4 points

Report elements

Identifying information 1 point (OMIT LAST NAME)

Assessments administered and dates 1 point

Referral question 1 point

Relevant history 1 point

Observations 1 point

Validity of results 1 point

Results, clinical impressions 3 points (DO NOT REPORT RAW SCORES)

Interpretation of results 3 points

Recommendations 1 point

Summary 2 points

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.

Course Outline with Assignments

Assignments are due the day listed.

January 23 Review syllabus. Personality and character. Ethical and legal issues in assessment. How to assess personality.

January 28 The importance of history and observations

Assignment:

Read Gregory chapters 1 (A+B) and 12

January 30 Projective—Rorschach Inkblot Test

Assignments:

1. Read Gregory chapter 8

2. Turn in your group list and the alternate assessment instrument you will present

February 4 Rorschach scoring

February 6 Criterion-keyed instrument—MMPI-2

Assignments:

1. Read Gregory chapters 3 and 4

February 11 TAT, RATC, Drawing assessments

Assignment:

1. 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)

2. Read General Guidelines when Writing Reports (on CAMS)

February 13 Sixteen Personality Factors Questionnaire

Assignment:

1. Read Gregory chapter 9

2. Turn in Report #1

FIRST READING WEEK February 18 and 20

February 25 MCMI-III

NO CLASS February 27

March 4 Sentence Completion Blank

Assignment:

1. Turn in Report #2

March 6 Pros and cons of personality assessment and diagnosis; Personality, Mood, and Psychotic Disorders

Assignment:

1. Read the DSM-IV-TR criteria for Personality, Mood, and Psychotic Disorders

March 11 What is it like having a mental illness?

Assignment:

1. Come prepared to discuss one of the books you read from the bibliography

March 13 Theories of personality

March 18 Theories of personality

Assignment:

1. Turn in Report #3

March 20 Selecting an assessment strategy based on referral question

Assignment:

1. Read Gregory chapter 11

SECOND READING WEEK March 25 and 27

April 1 Pseudo personality predictors. Does personality change? Personality gender differences.

Assignments:

1. 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)
2. Visit this website on birth order http://www.childdevelopmentinfo.com/development/birth_order.htm
3. Ask your parent(s) on what day of the week you were born.
4. Read Gregory chapter 2
5. **Turn in Child Assessment materials**

April 3 Diversity issues in personality assessment.

Assignment:

1. 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 8 Presentations on alternate assessment instruments

NO CLASS April 10 Good Friday

April 15 Presentations on alternate assessment instruments

April 17 Presentations on alternate assessment instruments

April 22 Ethical Case Studies; Case Studies

May 4 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 5-7, 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