

CO 732 Psychological Assessment—Personality

Friday 8-11am

Instructor: Karen Mason, Ph.D.

978-646-4042 kmason@gordonconwell.edu

Office hours: Monday 10am-10:30am and 2:30pm-3pm

Thursday 11am-2pm

Friday 11am-1pm

“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 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. (2014). *Psychological Testing: History, Principles, and Applications* (7th ed.) Boston: Allyn & Bacon. ISBN-13: 978-0205959259 \$184.28

Reference Text:

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-2-Restructured Form (MMPI-2-RF)

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.

Reading List #1

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

Greene-McCreight, K. (2006). *Darkness is my only Companion*. Grand Rapids, MI: Baker.

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

Reading List #2—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 ed.) 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.
- Ben-Porath, Y. (2012). *Interpreting the MMPI-2-RF*. University Of Minnesota Press.
- 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
- 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*. If you miss February 6 for any reason, you can either choose to (1) Have five points deducted from your final course grade or (2) Submit a reflection on an additional 100 pages of reading pertaining to Rorschach interpretation.

Students will complete all reading and other assignments **ON TIME**. If life intervenes to prevent you from turning in an assignment on time, I will honor your prioritization of your life over schoolwork and the grade penalty is 1 point per day including weekends with no late assignment accepted more than 1 week late. Walker Percy said, "You can get straight A's and flunk life." Choose life and incur the grade penalty.

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 Sakai.

Presentation on alternate Psychological Assessment Instrument

For the presentation on an alternate psychological assessment instrument, get in a small group 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 Sakai.

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

January 30 Review syllabus. Personality and character. Ethical and legal issues in assessment. How to assess personality. The importance of history and observations.

- Read Gregory chapters 1-2
- Turn in your group list and the alternate assessment instrument you will present

February 6 Rorschach Inkblot Test.

- Read Gregory chapters 8-9
- Read Report Rubric on Sakai

- To complete the Rorschach, use the RAP3 scoring program at www.virtualpsychology.com Login: kmason@gordonconwell.edu Password: gcts10
- To interpret the Rorschach use the book in the library or go to <http://faculty.pepperdine.edu/shimels/Courses/Files/RorsChart.pdf>

February 13 MMPI-2-RF, TAT, RATC, Drawing assessments

- Read Gregory chapters 3-4
- If you don't have an MMPI-2-RF, MCMI-III or 16PF, go to Pearson Assessment and use a sample report at
- <http://www.pearsonclinical.com/services/solr/search/.api?segmentName=education&siteContext=ani.clinicalassessment.us.clinicalassessment&searchContext=content&requestFrom=quickSearch&searchText=mmpi-2-rf%20sample%20report>
- <http://www.pearsonclinical.com/psychology/products/100000631/minnesota-multiphasic-personality-inventory-2-rf-mmpi-2-rf.html#tab-scoring>
- <http://images.pearsonclinical.com/images/pa/pdfs/16pf5basicscore.pdf>

Reading Week February 16-20

- Complete Report #1

February 27 Sixteen Personality Factors Questionnaire (16PF) and MCMI-III

- **Turn in Report #1**
- Read Gregory chapter 6

March 6 Sentence Completion Blank. Type: Myers Briggs Type Indicator; Keirsey Temperament Sorter II. Big 5: International Personality Item Pool Representation of the NEO PI-RTM. Selecting an assessment strategy.

- **Complete the IPIP-NEO** (International Personality Item Pool) Representation of the NEO PI-RTM (free: <http://www.personal.psu.edu/~j5j/IPIP/ipipneo300.htm>) (in the public domain)
- Optional: complete the Jung Typology Test (free: <http://www.humanmetrics.com/>) or The 16 Personalities Test (free: <http://www.16personalities.com>) or the Keirsey Temperament Sorter II (<http://www.keirsey.com/>)

March 13 Theories of personality.

- **Turn in Report #2**

March 20 Pros and cons of personality assessment and diagnosis. Personality, Mood, and Psychotic Disorders. What is it like to have a mental health problem?

- Bring your DSM-5 criteria for Personality, Mood, and Psychotic Disorders
- **Come prepared to discuss one of the books you read from Reading List #1.** You will be asked to tell the class the name of your book and briefly what it's about, one thing you learned from the book, how the book changed your thinking on mental illness and why you would or wouldn't recommend the book.
- Optional: Read about personality disorders and maturation/recovery: Cohen, P., Crawford, T.N., Johnson, J.G., & Kasen, S. (2005). The children in the community

study of developmental course of personality disorder. *Journal of Personality Disorders*, 19(5), 466-486.

Reading week March 23-27

- Complete Report #3

April 3 Good Friday No class

April 10 Pseudo personality predictors. Does personality change? Personality gender differences. Diversity issues in personality assessment.

- **Turn in Report #3**
- Read Gregory chapter 7
- 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)
- Visit this website on birth order
http://www.childdevelopmentinfo.com/development/birth_order.htm
- Ask your parent(s) on what day of the week you were born.
- **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

Townes, D.L.; Chavez-Korell, S., Cunningham, N.J. (2009). Reexamining the relationships between racial identity, cultural mistrust, help-seeking attitudes, and preference for a Black counselor. *Journal of Counseling Psychology*, 56(2), 330-336

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 17 Presentations on alternate assessment instruments

April 24 Presentations on alternate assessment instruments

May 1 Ethical Case Studies; Case Studies

- Read Gregory chapters 11-12
- **Turn in child assessment**

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.

- **Turn in Reading Statement**

Reading Statement

NAME: _____

Box #: _____

I have read all the required reading.

- Gregory (except chapters 5 & 10)
- DSM-5 criteria for Personality Disorders, Mood Disorders, and Psychotic Disorders
- 400 pages from Reading List above
- Report Rubric on Sakai
- 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), 323-326
- Diversity article

Signature

Date

OR

Of the required reading, I have read _____ % of the reading.

Signature

Date