

**EDP 642**  
**Individual Assessment of Personality Functioning**  
Syllabus, Fall 2000

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**Textbooks:**

Groth-Marnat, G. (1995). Handbook of psychological assessment. New York: John Wiley & Sons. **(Required)**

Graham, J. R. (1999). MMPI-2: Assessing personality and psychopathology. New York: Oxford University Press. **(Recommended)**

Diagnostic and Statistical Manual of Mental Disorders, 4<sup>th</sup> Edition. (1994). American Psychiatric Association, Washington, D.C. **(Recommended)**

**Reserve Readings:**

Throughout the semester, various articles will be provided by the instructor and will be placed in the Education Library on reserve.

**Required Materials:**

Test protocols and other lab materials will need to be purchased from the Counseling Psychology Services clinic for each practice test administration. The basic testing package will cost \$44.40 and will include two copies of the MMPI-2, TAT, BDI, SCL-90-R, and Incomplete Sentences Blank. You will need to acquire this package from Dr. Chard. Other test materials may be purchased individually as needed.

**Objectives:**

1. To gain understanding of concepts and approaches to personality and behavioral assessment and issues concerning assessment.
2. To learn how to administer, score, interpret, and report findings from various selected personality and behavioral assessment measures.
3. To understand the benefits and limitations of assessment, including current legal and ethical issues.

4. To become familiar with the use of the DSM-IV.
5. To learn how to integrate information from various sources in order to more fully describe personality and behavioral patterns.
6. To understand the use of assessment data for intervention and treatment planning.
7. To learn how to report assessment information from a variety of perspectives.

## **Requirements:**

### **1. Assessment Reports**

Each student will be asked to administer, score, interpret, and write **three** assessment reports, based on the results of a battery of personality/behavioral assessment measures. Assessment clients must be recruited by each student, with some opportunities made available through the Counseling Psychology Services Clinic. Since this is a training course, subjects are to be informed before being evaluated that **no results can be provided to them or any agency**. Cases will be evaluated in terms of scoring, interpretation, data integration, and report writing skills. Please turn in all protocols and an audiotape of the testing session with the assessment report. The first report will be worth 10 points. The second and third reports will be worth 20 points each.

Each assessment should include at least 4 different measures (12 total). You will be asked to administer 2 of each of the following: MMPI-2, TAT, BDI, SCL-90-R, and Incomplete Sentences Blank (10 total). For the remaining two measures, you may also choose to administer the 16PF, PAI, SNAP, CPI, Millon, or other measures **based on instructor approval**. These additional measures must be purchased separately from the clinic.

### **2. Position Paper**

Each student will complete a 5-7 page position paper examining a current issue in personality assessment. In the paper the student should “take a stand” on one side of an issue and then argue for this belief. Each paper will be graded on content, organization, and APA style. The paper should include 10 references from appropriate professional journals. The instructor will provide possible paper topics. (20 points)

### **3. Presentation**

Each student will be asked to debate their position paper with another student who took an opposing view. Students will present their case and then will be given a chance to provide a rebuttal to the opposing side. Presentations will be graded on thoroughness, clarity of expressed ideas, organization, and style. (5 points)

### **4. Final Exam**

A final examination will be administered covering issues related to personality assessment, appropriate procedures in personality evaluation, and general information regarding personality measures. The test may include essay, multiple choice, short-answer, and/or case study information. (25 points)

### **Quality Assurance Contract:**

The Quality Assurance Contract (attached) is an honor code in the Department of Educational and Counseling Psychology. Each student should complete and hand in this contract with his/her position paper and case study reports. Implicit in this contract is the avoidance of cheating, i.e., on a test/exam or pretending to assess an individual, when in fact ,you or someone else not described in the report completed the protocols. Plagiarism and cheating are serious offenses which carry with them the minimum penalty of an “E” in the course and maximum penalties of expulsion from the University.

**Therefore, students should take this contract seriously and realize that their academic future rests upon their honesty and integrity and their ability to uphold the contract.**

### **Test Security and Responsibility:**

Students enrolled in this course are responsible for all test materials loaned to them by the department or the instructor. The contents of the test kits should be complete when they are returned, and students are to adhere to the APA Ethical Principles of Psychologists and Code of Conduct guidelines concerning the use and protection of psychological test instruments and data.

### **Grading:**

Letter grades will be assigned according to total accumulated points on a straight scale (e.g. 90-100 = A, 80-89 = B, etc.). An incomplete grade will be given only under exceptional circumstances and not just on the basis of work which has not been completed. Whether or not situations are exceptional will be determined by the instructor as situations arise.

Successful completion of this course is considered evidence that you are competent to administer and interpret personality tests. Therefore, if you do not achieve mastery of test administration, scoring, and write up of reports, regardless of your point total, you will not receive a passing grade. If you do not achieve mastery, you may choose to administer tests and write the reports until you have adequately attained these skills

### **Attendance, punctuality, late assignments, and participation:**

Regular attendance, punctuality, and class participation are expected. More than one unexcused absence will result in the lowering of your final grade. Regular tardiness (more than 2) will also result in the lowering of your grade. You are expected to participate in class discussion (which involves listening and respecting each other’s ideas). Lack of participation or preparation will result in the lowering of your grade. Late assignments will be penalized 10% of the total point value for each day that they are past due. If you are having difficulty with an assignment, please see me as soon as possible.

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Tentative Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
8/23	Introduction/ Concepts, Issues, Models	GM 1 GM 2
8/30	Ethics and Legal Issues/ Interviewing	Readings GM 3
9/6	Report Writing/ Objectives SCL-90-R/BDI	GM 14/Readings pp. 123-131
9/13	MMPI	GM 6
9/20	MMPI continued	
9/27	Projectives/TAT	GM 10
10/4	Incomplete Sentences/Figure Drawings Behavioral Assessment <b>(1<sup>st</sup> Report Due)</b>	GM 4, 11
10/11	Objective Tests	
10/18	Objectives Continued	GM 7, 8 (skim)
10/25	Rorschach <b>(2<sup>nd</sup> Report Due)</b>	GM 9/Readings
11/1	DSM-IV/Differential Diagnosis Assessment of Specific Problems	GM 12/DSM-IV (skim)
11/8	Diversity/Applying Assessments to Intervention	GM 13
11/15	Wrap-up <b>(3<sup>rd</sup> Report Due)</b>	
11/22	<b>Thanksgiving Break</b>	
11/29	Presentations <b>(Position Paper Due)</b>	
12/6	Presentations <b>(Position Paper Due)</b>	
12/13	<b>Final Exam Due 3:00 pm</b>	