PSYC 5321
Seminar: Personality Assessment
Fall, 2006
Tuesday/Thursday, 3:00p-4:20p, Room PSYC 306

Professor:
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Hours: Mon., 10:00am-11:00am; Wed., 10:00am-11:00am; also by appointment.

Course Description

This course is designed to introduce students to concepts relevant to adult personality assessment in a clinical setting, as well as provide students the opportunity to administer, score, and interpret multiple commonly used assessment instruments. General foci of the course include: ethical issues in assessment, multicultural issues in assessment, objective measures, projective measures, psychometrics, structured interviewing, treatment planning, and integrated case conceptualization. Assignments and class exercises are designed to provide advanced students the ability to use, score, interpret, and integrate assessment information in clinical and/or research contexts.

Required Text:


***Additional readings will be available for copying in the psychology office.

Evaluation

*Evaluation of Test Scales:* Each student will be asked to do a brief writing assignments, the focus of which will be to evaluate the psychometric properties and common uses of the measures. Students will be given a list of tests from which to choose, and the structured format for written work will be given to the students well before assignments are due. Assignment is worth 10 points. *(Total points = 10)*

*Interpretation of SCID Interview:* Each student will be asked to administer and write up a report based on the SCID interview with a pseudoclient. All students will develop and maintain roles and pair off with other students in dyads in which both are pseudoclients and both are therapists. These roles will be carried out throughout the semester for all testing and case conceptualization assignments. *(Total points = 25)*

*MMPI-2 Interpretation:* Each student will administer the MMPI-2 to his/her pseudoclient. Students will score the profile and write up a thorough interpretation of the profile. Students will
receive explicit instruction on the formulation of a high quality MMPI-2 report. (Total points = 30)

**MCMI-III Interpretation:** Each student will administer the MCMI-III to his/her pseudoclient, score the measure, and write an interpretive report. (Total points = 10)

**Behavioral Assessment Interpretation:** Each student will explore via a behavioral assessment (i.e., a functional analysis) at least two specific behaviors his/her pseudoclient is presenting with as problematic. Students will then generate a written report of the behavioral assessment. (Total points = 10)

**16 PF Interpretation:** Each student will administer the 16 PF to his/her pseudoclient, score the measure, and generate a written report. (Total points = 10)

**Projective Reaction Paper:** For this assignment, each student should generate a two-three page well-written reaction paper that uses and cites the assigned readings, as well as outside readings, should the student choose to use external sources. The reaction paper should demonstrate critical thinking skills about not only the articles but also the use of projective techniques in personality assessment more generally. (Total points = 10)

**Case Conceptualization:** Each student will generate an integrated case conceptualization report based on all assessments of his/her pseudoclient. As students will have received thorough feedback on each assessment report prior to generating the case conceptualization, the primary foci of the report will be integration of the material and treatment planning. The written case conceptualization will be worth 45 points. In addition, students will orally present the case conceptualization using PowerPoint. Again, the interpretations of assessments, their integration, and treatment planning will be focal; however, students will also need to present literature relevant to the case conceptualization and treatment plan. The oral case conceptualization will be worth 30 points. (Total points = 75)

**Class Participation:** Active class participation is critical in any course; however, it is especially important in clinical courses in which role plays, debates, and active discussions are prioritized. (Total points = 20)

**Final grade for the course**

A= 180-200  
B= 160-179  
C= 140-159  
D= 120-139  
F= <119

**Academic Dishonesty**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion.
Cheating may involve copying from or providing information to another student or possessing unauthorized materials during a test. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person’s as one’s own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Important Note

Please recognize that sharing any issues related to harm of self, harm of others, and/or child/elder abuse and neglect are subject to mandatory reporting to the proper authority by Dr. Cooper and his T.A. This applies to written assignments, class discussion, and one on one discussions with Dr. Cooper and/or the T.A. during office hours.

Tentative Course Outline:

08/21 Introductions
Course Introduction
Syllabus Review

08/23 Concepts and Definitions
Groth-Marnat, Chapter 1


08/28 Psychometrics
***Pseudoclient Role Due


Ethics
Groth-Marnat, Chapter 2


08/30 Multicultural Issues
***Test Scale Evaluation I Due


09/06 **Interviewing**

Groth-Marnat, Chapter 3

09/11 **SCID Interviewing**


09/13 **SCID Interviewing (Continued)**

09/18 **Behavioral Assessment**

***SCID Interpretation Due***

Groth-Marnat, Chapter 4

09/20 **Behavioral Assessment (Continued)**

MMPI-2 Administration

09/25 **MMPI-2: Overview and Validity Indicators**

***Behavioral Assessment Interpretation Due***

Groth-Marnat, Chapter 7


09/27 **MMPI-2 Validity (Continued)**

10/02 **MMPI-2: Clinical Scales**


10/04 **MMPI-2: Profile Configurations and Content Interpretation**

10/09 **MMPI-2: Supplementary Scales and Psychometric Considerations**


10/11 **MMPI-2: Use with Special Groups and Interpretation**


10/16 **MMPI-2: Interpretation (Continued)**

10/18 **MCMI-III**

*** *MMPI-2 Interpretation Due*

Groth-Marnat, Chapter 8


10/23 **MCMI-III (Continued)**


10/25 **16 PF**


10/30 **16 PF (Continued)**

*** *MCMI-III Interpretation Due*

11/01 **Projective Measures**

11/06 **Projective Measures (Continued)**

*** *16 PF Interpretation Due*

Groth-Marnat, Chapters 10 and 11


11/08  **Treatment Planning**
***Rejection Paper Due***

Groth-Marnat, Chapters 13 and 14

11/13  **Case Conceptualization**

Groth-Marnat, Chapter 15

11/15  **Case Conceptualization (Continued)**

11/20  **Student Presentations**

11/22  **NO CLASS**

11/27  **Student Presentations**
***Case Conceptualization Written Report Due***

11/29  **Student Presentations**

12/04  **Student Presentations**

*Special Time: 1:00p-3:45p*