

Psychological Assessment II: PSY 526

Fall, 2009 Tuesday, Thursday 12:30-1:45pm S&B 214

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Office hrs: Mon, Tues, 10:30-12:15pm, Tues 3:30-4:45pm, or by appointment.

Readings: Graham, J. R. (2006). MMPI-2: Assessing personality and psychopathology (4th Ed.). Toronto: Oxford.

All articles for the class are available on line. Just go to the following link and search by my name or by course: <http://0-reserve.randall.uncw.edu.unccllc.coast.uncwil.edu/>

If accessing this info from home, you'll need a PDF reader (e.g., Acrobat reader).

You must keep up to date with these in order to do well in the class.

Objectives: The primary goal of this course is for you to become knowledgeable in the administration and interpretation of a wide range of psychological assessment tools, with an emphasis on the objective and projective personality measures most commonly employed by psychologists to assess psychiatric disorder, psychological problems, and substance abuse. In so doing, we will span several theoretical perspectives. This course will also consider behavioral assessment, substance abuse assessment, and both report writing and feedback as it applies to the measures covered in this semester.

Grading: Final grades will be based on two exams (a midterm and final) worth 30% each, several reports, a final personality assessment report/critique (worth a total of 30%), and class participation (10%). Exams will be a combination of short answer, multiple choice, and essay questions. The final has a cumulative component. This semester, I will occasionally give you a commentary assignment (approx. 2 typed double-spaced pages focusing on the readings and/or organizational topics). Commentaries are NOT to be summaries of the readings nor our class discussions, but rather, you are to grapple with some related issue. They may take the form of comments, questions, or observations. The goal of these assignments is to stimulate class discussion. Therefore, every paper should contain at least one open-ended question that can be used to generate discussion.

Please visit the class webpage at: http://people.uncw.edu/leccil/psy526/psy_526.htm

Course Outline

Section I: Personality Assessment

1 Review and outline of course

2 An overview: The Whys and Hows of assessment. An historical perspective

3 The disorders of personality according to the DSM-IV (video!)

2

4 Selecting an optimal test battery

Reading: Beutler, L. (1995). Issues in selecting an assessment battery. In L. Beutler & M. Berren (Eds.), *Integrative assessment of adult personality* (pp. 65-93). New York: Guilford.

** Class debate: The pros and cons of using a standardized battery vs. a unique battery defined to meet the testing needs of the client. (2 page paper)

5 Complete your MMPI-2.(use pseudonyms to protect anonymity). Ethics of assessment.
- Score the MMPI-2 clinical scales

Section II: Objective Personality Assessment

6 The development of the MMPI and differences between the MMPI-1 and 2.

Reading: Graham, chapter 1

7 A closer look at the MMPI-2: Administration and scoring procedures.

Reading: Graham, chapter 2

Class Project: All students will score the MMPI-2 you took at the start of the semester.

8 The Validity scales: Defensiveness and faking.

Reading: Graham, chapter 3

9 The Clinical scales: defining personality and psychopathology.

Reading: Graham, chapter 4

10 Interpretive concerns: The use of profile scores (code types).

Reading: Graham, chapter 5

11 Critical items, Supplementary scales, content interpretations, and revised scales.

Reading: Graham, chapters 6, 7, & 8

** Scoring your MMPI-2 in class on 09-18-08

12 Applying the MMPI to adolescent populations.

Reading: Graham, chapter 10

13 The MCMI-III, CPI, and 16PF.

14 Personality assessment in other settings: The NEO-PI.

Organizing Question: Inter-rater reliability for diagnostic assessments using the DSM-IV is typically low. To what extent are the tools of assessment to "blame" versus the heterogeneous nature of the constructs being assessed? Can objective testing resolve this?

Section III: Behavioral, Physiological, & Self-Report Assessments

15 Behavioral Assessment: Reactivity and other concerns.

Reading: Strosahl, & Linehan, M. (1986). Basic issues in behavioral assessment. In Ciminero, Calhoun, & Adams (Eds.), *Handbook of behavioral assessment* (pp.12-46). NY: Wiley.

16 Physiological assessment: Biofeedback, plethysmography, & cortical activity.

17 Self-report measures of affect: The BDI, BAI, MAACL-R, and CES-D.

***** Midterm exam: Tuesday October 20, 2009 *****

Return and review exam

Section IV: Projective Techniques in Personality Assessment

18 Projective techniques (TAT, B-G, & Drawings): The good, the bad, and the ugly.

Reading: Lanyon, R.I., & Goodstein, L.D. (1997). Projective assessment instruments. In R.I. Lanyon & L.D. Goodstein (Eds.), *Personality assessment* (3rd edition; pp. 89-121). New York: Wiley.

19 The Rorschach: Exner's system as a systematic method for scoring.

Reading: Acklin, M.W. (1995). Integrative Rorschach Interpretation. *Journal of Personality Assessment*, 64, 235-238.

20 The Rorschach: Content scoring as an alternative?

Reading: Ritzler, B. (1995). Putting your eggs in the content basket: A response to Aronow, Reznikoff, and Moreland. *Journal of Personality Assessment*, 64, 229-234.

Information you should know (and it's in the public domain!)

http://en.wikipedia.org/wiki/Rorschach_ink_blot_test

**** Debate: Should we use projective “tests” in our assessments?**

Organizing Question: Are projective approaches to personality assessment better thought of as tests or techniques? How should this information be used in conjunction with objective measures?

Section V: Special Topics and Problems in Assessment

21 The assessment of malingering using the MMPI: The obvious and the not so obvious.

Reading: Berry, Wetter, & Baer (1995). Assessment of malingering. In Butcher (Ed.), *Clinical personality assessment* (pp. 236-248). NY: Oxford.

22 Report writing for personality measures and integrating it with other test data.

23 Assessing psychopathy.

Reading: Meloy, J.R., & Gacono, C.B. (1995). Assessing the psychopathic personality. In Butcher (Ed.), *Clinical personality assessment* (pp. 410-422). NY: Oxford.

24 Video: Mind of a murderer: The Kenneth Bianchi interviews.

25 The detection of deception.

Reading: Saxe, L., & Ben-Shakhar, G. (1999). Admissibility of polygraph tests. The application of scientific standards post-Daubert. *Psychology, Public Policy, and Law*, 5, 203-223.

26 Assessing alcohol and substance abuse

Reading: Greene, R.L., & Banken, J.A. (1995). Assessing alcohol/drug abuse problems. In Butcher (Ed.), *Clinical personality assessment* (pp. 460-474). NY: Oxford.

27 Legal and ethical concerns for personality assessment in children and adolescents.

Reading: Demers, S. T. (1986). Legal and ethical issues in child and adolescent personality assessment. In H. M Knoff (Ed.), *The assessment of child and adolescent personality* (pp. 35-55). NY: Guilford.

28 How to provide feedback for personality test data.

Reading: Finn, S.E., & Tonsager, M.E. (1992). Therapeutic effects of providing MMPI-2 test feedback to college students awaiting therapy. *Psychological Assessment*, 4, 278-287.

29 Administering tests to others and putting the client at ease.

30 Presenting the idea of testing to difficult clients.

31 Comprehensive assessment and its role in treatment.

32 Testifying on assessment data: When you're on the hot seat. (If we have time)

Organizing Question: What do our instruments tell us about definitively knowing if someone is lying? Does it really matter if they are? That is, to what degree are we actually placing an emphasis on whether the individual knows that he/she is lying (i.e., self-awareness of deception)?

***** Final exam: Thursday December 10, 2009 at 11:30am. *****

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