LOYOLA UNIVERSITY CHICAGO

CPSY 482: PERSONALITY ASSESSMENT

Summer 2014
Monday & Wednesday, 5:00 pm – 8:00 pm
Corboy Law Center – Room L09

Instructor: Christofer J. Cooper, Ph.D., ABPP
Telephone: 773.674.6124
Email: ccoope3@luc.edu
Office hours: by appointment before or after class

COURSE DESCRIPTION:

This course aims to teach the practical application of personality assessment instruments. The primary goal is for the students to acquire proficiency in the administration and interpretation of selected personality tests. The students are expected to learn the basic skills necessary to utilize personality test results in diagnostic examinations and therapeutic interventions. The course is “hands-on” in order to promote skills and knowledge that will generalize to practical “real-world” settings. The students will also gain an understanding of various legal, ethical, and cultural issues related to psychological testing. Additionally, the students will develop familiarity with cognitive and malingering measures.

The course will balance lectures, in-class discussions, and assigned readings with the administration, scoring, and interpretation of selected tests. Students are expected to participate in discussions and will routinely be called upon to share their perspectives on course material.

COURSE OBJECTIVES:

1. To provide an understanding of personality assessment, including its historical development and terminology.

2. To provide an understanding and appreciation of the ethical, legal, and cultural issues related to psychological testing.

3. To provide a framework for critically evaluating and selecting testing instruments.

4. To provide an understanding of the process of personality testing and how its methods can be applied to answering diagnostic questions in variety of settings.

5. To acquire or sharpen skills in clinical interviewing.

6. To develop the ability to synthesize clinical information and test data/results into a professional testing report.
REQUIRED TEXTS:


RECOMMENDED TEXTS (OPTIONAL):


ADDITIONAL READINGS:

Throughout the course, the instructor will provide selected articles and readings.

ASSIGNMENTS / EXAMINATION:

This course includes three major assignments and one examination, each worth 100 points (400 points total). A detailed discussion of each assignment will be provided in class.

1. *Clinical Interview / Mental Status Report*: You will conduct a clinical interview and mental status examination of an adult volunteer. You will write a three page (single spaced) report in the format discussed in class.

2. *MMPI-2 Self Report*: You will self-administer, score, and interpret the MMPI-2 and write a one page (single spaced) report

3. *Examination* based on lectures and readings.

4. *Final Report*: You will conduct a clinical interview, mental status examination, and psychological assessment of an adult volunteer and use the data to prepare a five page (single spaced) report with diagnostic impressions.

GRADING:

Your grade for this course will be determined by the following:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Clinical interview / MS report</td>
<td>50</td>
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<tr>
<td>MMPI-2 Self Report</td>
<td>50</td>
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<tr>
<td>Examination</td>
<td>100</td>
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<tr>
<td>Final Paper</td>
<td>100</td>
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<tr>
<td>TOTAL</td>
<td>300</td>
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<tr>
<td>Percentage</td>
<td>Grade</td>
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<tr>
<td>90 – 100%</td>
<td>A</td>
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<td>80 – 89.99%</td>
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<td>70 – 79.99%</td>
<td>C</td>
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<td>60 – 69.99%</td>
<td>D</td>
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<td>Below 60</td>
<td>F</td>
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*Note.* I do not change grades after they have been posted on LOCUS. I also cannot offer extra credit on individual basis. Please do not ask to do extra work at the end of the semester to improve your grade, as I will be unable to help you at that point.

*Late Assignments:*  Students are expected to turn in all assignments during the designated class period. Late assignments, when permitted, will be penalized one letter grade per day. Exceptions will only be made for extreme circumstances (e.g., death, serious illness which requires medical attention/hospitalization, etc.).

*Make-Up Exams:* You are expected to be in class and on-time for the scheduled exams. Make-up exams will only be given in an extreme emergency. Students are to inform me, if possible, prior the examination date. Few exceptions will be made and only for extreme circumstances (e.g., death, serious illness which requires medical attention/hospitalization, etc.).

**CAUTION REGARDING PSYCHOLOGICAL ASSESSMENTS:**

You will be required to recruit and select two adult (> 18-years-old) volunteers to participate in a clinical interview and psychological assessment. These individuals should not be closely associated with you. Do not assess anyone who has previous experience with psychological testing or anyone currently or recently involved in mental health treatment.

You are expected to clearly inform your volunteers that their participation is strictly voluntary and that feedback is broad and not to be considered a professional recommendation or diagnostic impression. You are also to discuss the limits of confidentiality. Additionally, you are to clearly advise them that you are an unlicensed *student in training* (not a “psychologist”) and that their participation is done for your training and educational purposes only. Do not use the actual name or identifying information of the individual your reports.

**TEST SECURITY AND RESPONSIBILITY:**

Students enrolled in this course are responsible for all test materials loaned to them by the university or the instructor. The contents of the test kits should be complete and in proper order when they are returned. 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.
ETHICAL CONDUCT

ACADEMIC HONESTY:
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

ACCESSIBILITY:
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

HARASSMENT (BIAS REPORTING):
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: [http://webapps.luc.edu/biasreporting/](http://webapps.luc.edu/biasreporting/)

TECHNOLOGY:
This course will utilize technology available at Loyola University Chicago, including e-mail correspondence, Sakai, multimedia formats, etc.

DIVERSITY:
This course will include a major focus on understanding, appreciating, and respecting all areas of diversity inside the classroom and at your respective practicum sites.

DISPOSITION:

<table>
<thead>
<tr>
<th>Professionalism IL-LUC-DISP.1</th>
<th>Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients</th>
<th>Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients</th>
<th>Candidate does not demonstrate exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and counseling students)</td>
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<td>Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and</td>
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<td></td>
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<td>Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and</td>
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</tbody>
</table>
Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.

Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.

Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.

Candidate is able to demonstrate exceptional knowledge of multicultural issues in counseling.

Candidate demonstrates knowledge of multicultural issues in counseling.

Candidate fails to demonstrate a working knowledge of multicultural issue in counseling.

Candidate regularly demonstrates the ability to respond in a multi-culturally competent manner when interacting with fellow students, faculty, staff, supervisors and clients.

Candidate has the ability to respond to others in a multi-culturally-competent manner.

Candidate fails to demonstrate respect for, and an understanding of, the growth potential of all students and clients, regardless of their circumstances or current levels of development.

All candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.

Some candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.

Few candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.
SCHEDULE – SUMMER 2014

Note: Schedule is tentative and is subject to change.

Week 1

May 19  Introduction, review syllabus
         Clinical interviewing

May 21  Mental Status Examination
         History of personality assessment
         Major approaches / theories of personality assessment
         ▪ Reading: Groth-Marnat Chapter 3

Week 2

May 26  Memorial Day – No Class

May 28  Review of psychometric concepts / test selection
         Introduction to the MMPI-2
         ▪ Reading: Groth-Marnat Chapters 4 and 7
         Medoff (2003) article

Week 3

June 2  MMPI-2, continued
         MMPI-2-RF overview
         ▪ Reading: Graham Chapters 2 and 3
         ▪ DUE: Clinical Interview / Mental Status Report

June 4  Projective testing instruments
         ▪ Reading: Groth-Marnat Chapters 10 and 11

Week 4

June 9  Cognitive / intellectual testing
         ▪ Reading: Groth-Marnat Chapter 5
         ▪ DUE: MMPI-2 Self Report

June 11  Malingering
         Interpretation and integration of test data
         Review for examination
### Week 5

<table>
<thead>
<tr>
<th>June 16</th>
<th>Examination</th>
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| June 18 | Assessment / Scoring Day  
|         | Examination feedback |

### Week 6

| June 23 | Psychological report writing  
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<tr>
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<th>Reading: Groth-Marnat Chapter 15</th>
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<tbody>
<tr>
<td>June 25</td>
<td>DUE: Final report</td>
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