SYLLABUS

TEXT (Required)


COURSE DESCRIPTION

The focus of this course is on the selection, administration, scoring, and interpretation of objective tests designed to evaluate personality and/or psychopathology. The emphasis of the course is on objective measures such as the Minnesota Multiphasic Personality Inventory–2 (MMPI-2), Personality Assessment Inventory (PAI), and Millon Clinical Multiaxial Inventory–III (MCMI-III).

The MMPI-2 and PAI will be the primary instruments addressed throughout the course, while others will take a secondary role. The overarching goal is to provide you with a general overview of objective personality assessment while providing you with a fairly in-depth knowledge of the MMPI, one of the most widely used personality measures, and the PAI, perhaps the most popular newer inventory. Topics to be covered include: historical perspectives of objective assessment, psychometric theory and procedures, and the impact of culture and ethnicity on interpretation.

STUDENT LEARNING OBJECTIVES

1. Students will analyze the historical developments that led to the development of the MMPI-2 and other objective personality measures.

2. Students will develop skills in interpreting the MMPI-2, PAI, and other objective personality measures.

3. Students will critically evaluate testing data.

4. Students will be able to understand the different components of an objective personality report and will become proficient in report writing.
5. Students will evaluate and integrate clinical and testing data.

6. To gain an introductory understanding of the uses, theory, administration, and interpretation of the MCMI-III and the NEO.

EXAMINATIONS
The objectives of this course, as described, will be met and assessed through a variety of methods including lectures, reading assignments, written assignments, classroom discussion, written examination, an interpretative report, and a final paper. However, given that this is a graduate level course, a premium will be placed on discussion and the course will be conducted more like a seminar than a lecture course. Consequently, it is essential that students actively participate in class and effort will comprise a portion of the final grade. Additionally, it is expected that students complete all reading assignments on time and arrive at each class prepared to actively discuss the material.

There will be no formal examinations. The student’s grade will be determined on the basis of the test administrations, scoring proficiency and report writing. Administrations will include the MMPI-2, PAI, and MCMI-III.

ATTENDANCE
Readings and Assignments: All students are expected to come to class having completed all assigned readings.

Attendance: Students are expected to attend every class meeting. Only absences approved by the instructor, in advance of class, will be permitted. Attendance will be taken every class meeting and will contribute to your overall effort grade.

It is the responsibility of the student to obtain any material missed during an absence from his/her classmates. It is always your responsibility to determine what happened in class during your absence.

Special circumstances may warrant deviating from these guidelines (including administering a “make-up” examination) and will be referred to the Vice President of Student Affairs. This also applies to any situations for which you cannot provide an acceptable excuse as outlined above.

Cell phones: Cell phones and texting are prohibited in class. They can be brought in, but are to be kept in bags or in pockets and MUST be on SILENT mode. Any student found using a cell phone will be asked to leave.

Laptop Usage: Laptops may be used to take notes. However, any student found surfing the net or engaging in activities outside of taking notes will be asked to leave and points will be deducted from their effort grade. Working on assignments for the course during class is not appropriate and will not be permitted.
TEST ADMINISTRATION AND ANALYSIS

Each student will administer a number of personality measures. There will be exercises in the following areas:

Administration method and technique: 5 points each, 4 assignments 20
Scoring sample response sets: 10 points each, 4 assignments 40
Coding sets of scores: 15 points each, 4 assignments 60
Computing the various indices: 20 points each, 4 assignments 80
Interpretation of test results: 25 points each, 4 assignments 100
Integration of results with other psychological data: 30 points each, 4 assignments 120
Complete administration incorporating all of the above into a report: 100 points each, 2 assignments 200

DETERMINATION OF GRADES

Course grades will be based primarily on the total number of points earned by the end of the semester. There are 620 possible points. To receive an "A" for the course, you will need 558 points (or 90% of the possible points), a "B" requires 496 points (80%), a "C" requires 434 points (70%), etc.

At the discretion of the instructor, a student's grade may be raised but never lowered, for any of the following reasons:

1. quality of class participation,
2. improvement throughout the course
3. isolated low grade.

These exceptions to the "total points" rule will be considered only when a student's final average is within a few points of the cut-off for the next highest grade.

NOTICE TO STUDENTS WITH DISABILITIES

Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in CCH 116, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

ACADEMIC ADVISING

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.
GRADE APPEAL PROCESS Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

ACADEMIC RESPONSIBILITY
The current University Catalog and Student Handbook discuss plagiarism and academic dishonesty. Any student violating these codes will be held responsible.

OFFICE HOURS
Mondays 6:00 - 7:00 pm
Wednesdays 3:15 – 4:20 pm
... or by appointment

ASSIGNED READING
RG – Roger Greene
GGM – Gary Groth-Marnat
LM – Leslie Moery

09/01 LABOR DAY HOLIDAY ~ No Class
Course Introduction –
GGM – Chapter 1 - Introduction
Chapter 2 – Context of Clinical Assessment

09/08 GGM – Chapter 3 – The Assessment Interview
GGM – Chapter 4 – Behavioral Assessment

09/15 RG – Chapter 1 – THE EVOLUTION OF THE MMPI, MMPI-2, AND
RG – Chapter 2 - ADMINISTRATION AND SCORING

09/22 RG – Chapter 3 – VALIDITY SCALES AND INDEXES
RG – Chapter 4 - CLINICAL SCALES

09/29 RG – Chapter 5 – MMPI-2 CODETYPES
RG – Chapter 6 – CONTENT SCALES, CONTENT COMPONENT

10/06
10/13  RG – Chapter 7 – SUPPLEMENTARY SCALES, CRITICAL ITEMS,  
      RG – Chapter 8 – MMPI-2 RESTRUCTURED FORM (MMPI-2-RF)  
      RG - Chapter 10 - INTERPRETING THE MMPI-2 AND MMPI-2-RF  

10/20  Handouts – Personality Assessment Inventory (PAI) 

10/27  Handouts Continued – Personality Assessment Inventory (PAI) 

11/03  GGM – Chapter 14 – Psychological Assessment and Treatment Planning 

11/10  GGM – Chapter 15 – Psychological Report 

11/17  GGM – Chapter 13 – Brief Instruments for Treatment Planning,  
      Monitoring and Outcome Assessment  
      RG – Chapter 11 – EFFECTS OF DEMOGRAPHIC VARIABLES AND  
      SETTINGS  
      RG – Chapter 12 – ADOLESCENTS AND ELDERLY 

11/24  GGM – Chapter 8 – Millon Clinical Multiaxial Inventory  
      GGM – Chapter 9 – California Psychological Inventory 

12/01  Handout: Comprehensive Report Writing  
      Handout: NEO-PRI (Five Factor Theory of Personality)  
      Handout: Myers-Briggs Personality Inventory  
      Handout: 16 PF (16 Personality Factors) 

      Final Assignments Due