Course Description:
This course is designed to provide an introduction to the theoretical framework for personality assessment. Students will learn the process of assessment of personality functioning by administration of several personality inventories. In addition, a number of additional instruments used to assess personality functioning will be reviewed.

Course Objectives
As a result of this course students will be able to:
1. Develop an assessment strategy, administer instruments, interpret results, and write useful and comprehensive reports of personality assessment.
2. Understand the professional and ethical constraints involved in personality assessment.
3. Review and conceptualize personality from a variety of theories.
5. Understand the experience of psychopathology from the perspective of the consumer.

Instructional Methods:
Instructional methods will include lecture, guided discussion, small group discussion, case discussion, laboratory instruction, and student presentation.

Required Text:

In Reference section

Required Assessments:
- Minnesota Multiphasic Personality Inventory (MMPI-2)
- Rorschach Inkblot Test (Rorschach)
- Sixteen Personality Factors (16PF)
- Thematic Apperception Test (TAT)
- Millon Clinical Multiaxial Inventory (MCMI-III)
- Roberts Apperception Test for Children (RATC)
- House-Tree-Person (H-T-P)
- Draw-a-Person (D-A-P)
- Kinetic Family Drawing
- Sentence Completion Blank Test (SCBT)
Three Required Reports
Report #1: MMPI-2, Rorschach, Draw-a-Person
Report #2: 16PF, TAT, H-T-P
Report #3: MCMI-III, H-T-P, Sentence Completion Blank
Child Assessment: NO REPORT NEEDED; turn in consent, RATC stories and drawings only: RATC, House-Tree-Person, Draw-a-Person, and Kinetic Family Drawing

How to check out a kit
Any one student may sign out only one Rorschach, TAT, or RATC at a time. Check out kits from the counseling office.

Read 400 pages from the following bibliography


**Additional Resources**

**Drawing Assessments**

**MCMI-III**

**MMPI-2**

**Rorschach**
- Exner, J.E., Jr. (1973). *A Rorschach workbook for the comprehensive system*. Rorschach Workshops
- To complete the Rorschach scoring, use the RAP3 scoring program at [www.virtualpsychology.com](http://www.virtualpsychology.com) Login: kmason@gordonconwell.edu Password: gcts10

**Sentence Completion Blank**

**Sixteen Personality Factors**

**Thematic Apperception Test**

**Anthropology**

**Positive Psychology**
Requirements
Students are expected to attend all classes and to participate actively. Students will discuss all absences with the instructor. Absences of more than 2 hours will result in additional assignments or a grade penalty depending on the number of absences. Students will complete all reading and other assignments. Discuss all late assignments with the instructor. One point will be deducted from all late assignments per day late (including the weekend) and will not be accepted more than 1 week late.

Assignments
20 points Report #1: MMPI-2, Rorschach, Draw-a-Person
20 points Report #2: 16PF, TAT, H-T-P
20 points Report #3: MCMI-III, H-T-P, Sentence Completion Blank
5 points Child Assessment: NO REPORT NEEDED; turn in consent, RATC stories and drawings only: RATC, House-Tree-Person, Draw-a-Person, Kinetic Family Drawing
5 points Article on diversity issue (To get any points, you MUST read the article BEFORE CLASS.)
20 points Presentation on alternate psychological assessment instrument
8 points Reading
2 points Devotional

3 Reports
The assessment reports are short and single-spaced (3-4 pages, 10 pages maximum). See Scoring Rubric on CAMS.

Presentation on alternate Psychological Assessment Instrument
For the presentation on an alternate psychological assessment instrument, get in pairs and select an instrument from the following categories: Substance Abuse, e.g., CAGE, MAST; Depression Inventory, e.g., Beck Depression Inventory, Hamilton Depression Inventory; Zung Self-rating Depression Scale, Anxiety Inventory, e.g., Hamilton Anxiety Scale, Zung Self-rating Anxiety Scale; Diagnosis, e.g., SCID-I and II; Outcomes, BASIS-32; TOPS; Symptoms Checklist: Child Behavior Checklist, Derogatis’ SCL-90.

Prepare a brief 30-minute presentation on the instrument. Include a clear description of what the instrument measures; clear description of item content; clear description of the population who should complete this instrument; relevant information on administration, norm group, reliability and validity, relevant information on scoring, research support for and pros/cons of this instrument. Provide each member of the class with a handout that includes relevant resources. Scoring rubric is on CAMS.

Each student will present one short 5-minute devotional on Christian character. Take the VIA (Values in Action) Strengths Survey at www.authentichappiness.org. Pick one of your top 5 strengths and present a devotional on relevant scripture and give the class ideas for how to live out this strength daily.

Course Outline with Assignments
Assignments are due the day listed by 4pm.

Assignment:
1. Read Gregory chapters 1 and 12

February 10 Rorschach Inkblot Test
Assignments:
1. Read Gregory chapter 8
2. To complete the Rorschach, use the RAP3 scoring program at www.virtualpsychology.com Login: kmason@gordonconwell.edu Password: gcts10
3. Turn in your group list and the alternate assessment instrument you will present

February 17 MMPI-2, TAT, RATC. Drawing assessments
Assignments:
1. Read Gregory chapters 3 and 4
2. Read scoring rubric on CAMS.

FIRST READING WEEK February 21-25

March 3 Sixteen Personality Factors Questionnaire (16PF) and MCMI-III
Assignments:
1. Read Gregory chapter 9
2. Turn in Report #1

March 10 Sentence Completion Blank. Type: Myers Briggs Type Indicator; Keirsey Temperament Sorter II. Big 5: International Personality Item Pool Representation of the NEO PI-R™ Selecting an assessment strategy.
Assignments:
1. Read Gregory chapter 11
2. Complete the IPIP-NEO (International Personality Item Pool) Representation of the NEO PI-R™ (free: http://www.personal.psu.edu/~j5j/IPIP/ipipneo300.htm) (in the public domain)
3. Optional: complete the Jung Typology Test (free: http://www.humanmetrics.com/) or the Keirsey Temperament Sorter II at http://www.keirsey.com/

March 17 Theories of personality
Assignment:
1. Turn in Report #2

SECOND READING WEEK March 21-25

March 31 Pros and cons of personality assessment and diagnosis; Personality, Mood, and Psychotic Disorders Assignment. What is it like having a mental illness?
1. Read the DSM-IV-TR criteria for Personality, Mood, and Psychotic Disorders
2. Come prepared to discuss one of the books you read from the bibliography

Assignments:
1. Read Gregory chapters 2 and 7
3. Visit this website on birth order http://www.childdevelopmentinfo.com/development/birth_order.htm
4. Ask your parent(s) on what day of the week you were born.
5. Turn in Report #3
6. Depending on the first letter of your last name, read one of the following articles (available online through PsychARTICLES). Come prepared to discuss how your article contributes to an ongoing research program to determine the effect of race/ethnicity on personality assessment. To get any points, you MUST read the article BEFORE CLASS.


April 14 Presentations on alternate assessment instruments

April 21 Ethical Case Studies; Case Studies
  1. **Turn in Child Assessment materials**

May 9 4pm
Last day to submit written assignments or apply to Registrar (not to instructor) for extension if needed. Let the instructor know if you are applying for an extension.

1. **Turn in reading statement**

   **Reading Statement**

   NAME: _____________________________  Box #: _____________

   I have read all the required reading.
   · Gregory (*except* chapters 5-6, 10)
   · DSM-IV-TR criteria for Personality Disorders, Mood Disorders, and Psychotic Disorders
   · 400 pages from bibliography above
   · Sattler’s principles of report writing
   · General Guidelines when Writing Reports (on CAMS)
   · Diversity article

   ____________________________  ____________________________
   Signature         Date

I have read _______ % of the required reading.

__________________________  ____________________________
Signature         Date