CO 732 Psychological Assessment
Wednesday and Friday 8am-9:30am
Instructor: Karen Mason, Ph.D.
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Office hours: Monday 9 am-12 pm; 1-2pm
Friday 12:30pm-2:30pm

“If we knew ourselves perfectly, we should die.”
Albert Camus

“We know what a person thinks not when he tells us what he thinks, but by his actions.”
Isaac Bashevis Singer (Polish-born American writer 1904-1991)

“What comes into our minds when we think about God is the most important thing about us.”
A. W. Tozer

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.

Required Text:

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
Caregivers New York, NY: Three Rivers Press
Chronicle Their Most Arduous Journey New York, NY: Delta
Binghamton, N.Y.: Haworth Pastoral Press
Foundation Trust at Sunnylands' Adolescent Mental Health Initiative) Oxford: Oxford University Press
NY: Free Press
Wiley & Sons, Inc.
New York, NY: HarperCollins
Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for
Mental Health Services, National Institutes of Health, National Institute of Mental Health (accessed at
http://www.surgeongeneral.gov/library/mentalhealth/home.html)

Additional Resources
Drawing Assessments
• Buck, J.N. (1948). The H-T-P technique: A qualitative and quantitative scoring manual. *Journal of Clinical Psychology, Monograph Supplement no. 5*

**MCMI-III**

**MMPI-2**

**Rorschach**
• Exner, J.E., Jr. (1973). *A Rorschach workbook for the comprehensive system.* Rorschach Workshops

**Sentence Completion Blank**

**Sixteen Personality Factors**

**Thematic Apperception Test**

**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
3 Reports

Report Grading Rubric:
- Completed consent form 1 point
- Administration 4 points

Report elements
- Identifying information 1 point (OMIT LAST NAME)
- Assessments administered and dates 1 point
- Referral question 1 point
- Relevant history 1 point
- Observations 1 point
- Validity of results 1 point
- Results, clinical impressions 3 points (DO NOT REPORT RAW SCORES)
- Interpretation of results 3 points
- Recommendations 1 point
- Summary 2 points

**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; **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.

**Course Outline with Assignments**
*Assignments are due the day listed.*


January 28 The importance of history and observations
Assignment:
Read Gregory chapters 1 (A+B) and 12

January 30 Projective—Rorschach Inkblot Test
Assignments:
1. Read Gregory chapter 8
2. Turn in your group list and the alternate assessment instrument you will present

February 4 Rorschach scoring

February 6 Criterion-keyed instrument—MMPI-2
Assignments:
1. Read Gregory chapters 3 and 4

February 11 TAT, RATC, Drawing assessments
Assignment:
2. Read General Guidelines when Writing Reports (on CAMS)

February 13 Sixteen Personality Factors Questionnaire
Assignment:
1. Read Gregory chapter 9
2. Turn in Report #1

FIRST READING WEEK February 18 and 20

February 25 MCMI-III

NO CLASS February 27

March 4 Sentence Completion Blank
Assignment:
1. Turn in Report #2

March 6 Pros and cons of personality assessment and diagnosis; Personality, Mood, and Psychotic Disorders
Assignment:
1. Read the DSM-IV-TR criteria for Personality, Mood, and Psychotic Disorders

March 11 What is it like having a mental illness?
Assignment:
1. Come prepared to discuss one of the books you read from the bibliography

March 13 Theories of personality

March 18 Theories of personality
Assignment:
1. Turn in Report #3

March 20 Selecting an assessment strategy based on referral question
Assignment:
1. Read Gregory chapter 11

SECOND READING WEEK March 25 and 27

April 1 Pseudo personality predictors. Does personality change? Personality gender differences.
Assignments:

2. Visit this website on birth order [http://www.childdevelopmentinfo.com/development/birth_order.htm](http://www.childdevelopmentinfo.com/development/birth_order.htm)

3. Ask your parent(s) on what day of the week you were born.

4. Read Gregory chapter 2

5. **Turn in Child Assessment materials**

April 3 Diversity issues in personality assessment.

**Assignment:**

1. 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.**

**A-F**


**G-L**


**M-Q**


**R-Z**


April 8 Presentations on alternate assessment instruments

NO CLASS April 10 Good Friday

April 15 Presentations on alternate assessment instruments

April 17 Presentations on alternate assessment instruments

April 22 Ethical Case Studies; Case Studies

May 4 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 5-7, 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