CO 732 Psychological Assessment—Personality
Friday 8-11am
Instructor: Karen Mason, Ph.D.
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Office hours: Monday 10am-10:30am and 2:30pm-3pm
Thursday 11am-2pm
Friday 11am-1pm

“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 Singer
“What comes into our minds when we think about God is the most important thing about us.”
A.W. Tozer
"There is no deep knowing of God without a deep knowing of self and no deep knowing of self without a deep knowing of God." John Calvin Book I.1.1

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:

Reference Text:

Required Assessments:
Minnesota Multiphasic Personality Inventory-2-Restructured Form (MMPI-2-RF)
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.

Reading List #1
Read 400 pages from the following bibliography


**Reading List #2—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 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.* If you miss February 6 for any reason, you can either choose to (1) Have five points deducted from your final course grade or (2) Submit a reflection on an additional 100 pages of reading pertaining to Rorschach interpretation.

Students will complete all reading and other assignments ON TIME. If life intervenes to prevent you from turning in an assignment on time, I will honor your prioritization of your life over schoolwork and the grade penalty is 1 point per day including weekends with no late assignment accepted more than 1 week late. Walker Percy said, “You can get straight A’s and flunk life.” Choose life and incur the grade penalty.

**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 Sakai.

Presentation on alternate Psychological Assessment Instrument
For the presentation on an alternate psychological assessment instrument, get in a small group 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 Sakai.

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

• Read Gregory chapters 1-2
• Turn in your group list and the alternate assessment instrument you will present

February 6 Rorschach Inkblot Test.
• Read Gregory chapters 8-9
• Read Report Rubric on Sakai
To complete the Rorschach, use the RAP3 scoring program at www.virtualpsychology.com Login: kmason@gordonconwell.edu  Password: gcts10
To interpret the Rorschach use the book in the library or go to http://faculty.pepperdine.edu/shimels/Courses/Files/RorsChart.pdf

February 13  MMPI-2-RF, TAT, RATC, Drawing assessments
   - Read Gregory chapters 3-4
   - If you don’t have an MMPI-2-RF, MCMI-III or 16PF, go to Pearson Assessment and use a sample report at

Reading Week February 16-20
   - Complete Report #1

February 27 Sixteen Personality Factors Questionnaire (16PF) and MCMI-III
   - Turn in Report #1
   - Read Gregory chapter 6

March 6 Sentence Completion Blank. Type: Myers Briggs Type Indicator; Keirsey Temperament Sorter II. Big 5: International Personality Item Pool Representation of the NEO PI-RTM. Selecting an assessment strategy.
   - Complete the IPIP-NEO (International Personality Item Pool) Representation of the NEO PI-RTM (free: http://www.personal.psu.edu/~j5j/IPIP/ipipneo300.htm) (in the public domain)
   - Optional: complete the Jung Typology Test (free: http://www.humanmetrics.com/) or The 16 Personalities Test (free: http://www.16personalities.com) or the Keirsey Temperament Sorter II (http://www.keirsey.com/)

March 13 Theories of personality.
   - Turn in Report #2

March 20 Pros and cons of personality assessment and diagnosis. Personality, Mood, and Psychotic Disorders. What is it like to have a mental health problem?
   - Bring your DSM-5 criteria for Personality, Mood, and Psychotic Disorders
   - **Come prepared to discuss one of the books you read from Reading List #1.** You will be asked to tell the class the name of your book and briefly what it’s about, one thing you learned from the book, how the book changed your thinking on mental illness and why you would or wouldn’t recommend the book.
study of developmental course of personality disorder. *Journal of Personality Disorders, 19*(5), 466-486.

Reading week March 23-27
- Complete Report #3

April 3 Good Friday No class

- **Turn in Report #3**
- Read Gregory chapter 7
- Visit this website on birth order
  http://www.childdevelopmentinfo.com/development/birth_order.htm
- Ask your parent(s) on what day of the week you were born.
- **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 17 Presentations on alternate assessment instruments

April 24 Presentations on alternate assessment instruments

May 1 Ethical Case Studies; Case Studies
• Read Gregory chapters 11-12
• Turn in child assessment

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.
• Turn in Reading Statement

Reading Statement

NAME: _____________________________ Box #: _____________

I have read all the required reading.
• Gregory (except chapters 5 & 10)
• DSM-5 criteria for Personality Disorders, Mood Disorders, and Psychotic Disorders
• 400 pages from Reading List above
• Report Rubric on Sakai
• Diversity article

__________________________________     ___________
Signature                           Date

OR

Of the required reading, I have read _____ % of the reading.

__________________________________     ___________
Signature                           Date