CO 732 Psychological Assessment—Personality
Tuesday 2-5pm
Instructor: Karen Mason, Ph.D.
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Office hours: Posted outside of office door

“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. Professional and ethical obligations will be discussed as well as diversity issues in assessment. The experience of psychopathology from the perspective of the consumer will be discussed.

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 obligations 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.

Disability
Gordon-Conwell Theological Seminary (GCTS) is in compliance with the provisions of the Americans with Disabilities Act. If you have a disability, which meets GCTS' Disability Accommodation Policy, first inform Student Life Services in writing. Then discuss with your professor the disability requiring accommodation.

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-IV)
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-IV, 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-IV, H-T-P, Sentence Completion Blank
5 points Child Assessment: NO REPORT NEEDED; turn in consent (1 point), 10 RATC stories and drawings only: 10 RATC stories (1 point), House-Tree-Person (1 point), Draw-a-Person (1 point), Kinetic Family Drawing (1 point)
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; Feedback Informed Treatment instruments.

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.

| Description of the instrument | 2 points |
| Item content | 2 points |
| Target population of the instrument | 2 points |
| Administration | 2 points |
| Psychometrics (norm group, reliability, validity) | 4 points |
| Scoring | 2 points |
| Research that supports the instrument | 2 points |
| Pros and Cons | 2 points |
| Handout | 2 points |
| **Total** | **20 points** |

Devotional
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 Archer & Smith chapters 1-2
- Turn in your group list and the alternate assessment instrument you will present

September 20 Rorschach Inkblot Test.
- Read Archer & Smith chapter 8
- Read Report Rubric on Sakai
- To complete the Rorschach, use the RAP3 scoring program at www.virtualpsychology.com Login: kmason@gordonconwell.edu Password: gets10
- To interpret the Rorschach use the book in the library or go to http://faculty.pepperdine.edu/shimels/Courses/Files/RorsChart.pdf

September 27 MMPI-2-RF, TAT, RATC, Drawing assessments
- Read Archer & Smith chapters 3 & 9
- If you don’t have an MMPI-2-RF, MCMI-IV or 16PF, go to Pearson Assessment and use a sample report at
  - http://www.pearsonclinical.com/services/solr/search/.api?segmentName=education&s
iteContext=ani.clinicalassessment.us.clinicalassessment&searchContext=content&req
uestFrom=quickSearch&searchText=mmpi-2-rf%20sample%20report
  - http://www.pearsonclinical.com/psychology/products/100000631/minnesota-
multiphasic-personality-inventory-2-rf-mmpi-2-rf.html#tab-scoring

October 4 Sixteen Personality Factors Questionnaire (16PF) and MCMI-IV
- Read Archer & Smith chapters 4, 10-11
- Turn in Report #1

Reading Week October 10-14
- Complete 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)

October 18 Sentence Completion Blank. Type: Myers Briggs Type Indicator; Keirsey Temperament Sorter II. Big 5: International Personality Item Pool Representation of the NEO PI-RTM. Behavior rating scales. Selecting an assessment strategy.
- Read Archer & Smith chapters 6-7
- Bring the completed 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)
October 25 Theories of personality.

- **Optional:** complete the Jung Typology Test (free: [http://www.humanmetrics.com/](http://www.humanmetrics.com/)) or The 16 Personalities Test (free: [http://www.16personalities.com](http://www.16personalities.com)) or the Keirsey Temperament Sorter II ([http://www.keirsey.com/](http://www.keirsey.com/))

November 1 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.

Reading week November 7-11

- Complete Report #3

November 15 Psychometrics of assessment instruments. Pseudo personality predictors.

- Review Archer & Smith chapter 1


- **Turn in Report #3**
- Visit this website on birth order [http://www.childdevelopmentinfo.com/development/birth_order.htm](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

November 29 Presentations on alternate assessment instruments
December 6 Presentations on alternate assessment instruments
December 13 Ethical Case Studies; Case Studies
  - **Turn in child assessment**

December 20 - 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.
  • Archer & Smith (selected chapters)
  • 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