

PERSONALITY ASSESSMENT OF THE ADULT
PSYCHOLOGY 543B-001
SPRING 2024

PROFESSOR

Dan Segrist, Ph.D.
0125 Alumni Hall
(618) 650-3159
dsegris@siue.edu

OFFICE HOURS – Dr. Segrist

I am happy to meet with you in person or via Zoom whenever you have questions or would like to discuss course material. My regular office hours are **Mondays 9:00 a.m. – 11:00 a.m.** But if you'd like to meet at a different time, just email me to let me know what days/times work for you and we can set up a time to meet. The link for my Zoom office hours is:

<https://siue.zoom.us/j/3376880271>

CLASS MEETINGS

Mondays, 1:30 p.m. – 4:20 p.m. in AH 0201

TEXTBOOKS & READINGS

- Groth-Marnat, G. & Wright, A. J. (2016). *Handbook of psychological assessment, Sixth Edition*. New York: Wiley
- Graham, J.R. (2012). *MMPI-2: Assessing Personality and Psychopathology, Fifth Edition*. New York: Oxford University Press.
- Morey, L.C. (2003). *Essentials of PAI Assessment*. Hoboken, N.J.: John Wiley & Sons.
- Other readings as assigned.

PREREQUISITES

Graduate standing in Psychology

COURSE DESCRIPTION

This course will focus on the theory and application of objective and, to a much lesser extent, projective methods of assessing adult personality and psychopathology. More specifically the course will focus on common measures of adult personality, including the Minnesota Multiphasic Personality Inventory – 2 (MMPI-2), the Personality Assessment Inventory (PAI), the Millon Clinical Multiaxial Inventory – III (MCMI-III), the Beck Depression Inventory (BDI), the Thematic Apperception Test (TAT), the Rorschach Inkblot Test, and the Structured Inventory of Malingered Symptomology (SIMS). A parallel focus in this course is on the writing of psychological reports targeted at specific referral questions.

COURSE OBJECTIVES

Students who are successful in meeting the objectives of this course will be able to:

- Demonstrate knowledge related to the theory, principles, and issues underlying adult personality and psychopathology assessment
- Score and interpret the MMPI-2 and PAI
- Interpret MMPI-2 protocols and effectively write corresponding reports based on MMPI-2 test results
- Demonstrate a basic understanding of the BDI, MCMI-III, Rorschach Inkblot Test, TAT, and the SIMS
- Research and present information related to a specific clinical measure

GRADES

- First MMPI-2 report: 40 points
- Second MMPI report: 50 points
- Third MMPI-2 report: 50 points
- PAI profile questions: 30 points
- SIMS profile questions: 25 points
- Measure Assignment/Presentation: 50 points
- Final Exam: 50 points

- **Final Grade:** Your final grade will be based on your accumulated points as follows:
 - A = 266 – 295 points**
 - B = 236 – 265 points**
 - C = 207 – 235 points**
 - D = 177 – 206 points**
 - F < 177 points**

CLASS GUIDELINES & POLICIES

- **Attendance and Participation.** You are expected to attend and participate in each class unless illness, an emergency, or some other significant issue prevents you from doing so. Throughout your time in this course, please make your health a priority. If you or your significant others are dealing with health-related issues that interfere with your ability to perform in this course, please let me know. Emergencies come up for a variety of reasons, so if you need to miss or be late for class please notify me as soon as possible. However, DO NOT call, text, or email me or one of your classmates while you are driving! Wait until you can safely call, text, or email.
- **Read all assigned material BEFORE class.** Much of the reading in this course focuses on test administration, scoring, and interpretation. Consequently, it is critical to keep up with the reading so that you can participate in discussions, ask informed questions, and understand the material as we cover it.
- **During class.** Please do not engage with other electronic media during class (e.g., email, texting, checking social media, surfing the web).
- **Late assignments.** All assignments are due at the beginning of class on the assigned due date unless otherwise noted. Because this is an assessment course, and assessment reports are typically completed within established deadlines, timeliness is a professional issue we will stress in this course. Only in extreme circumstances will late assignments be considered. Unless otherwise noted, if a late assignment is approved, it will be docked one letter grade each day it is late.
- **Academic Dishonesty.** In keeping with ethical standards, it is critical that you accurately report on your testing protocol and not “make-up” personal information, test data, or submit bogus assessment reports. Using a classmate’s scores instead of calculating those scores yourself or modeling your assessment report after another student’s report also constitutes academic dishonesty/plagiarism.
- **Scoring Mistakes.** Because mistakes in the scoring of an assessment can result in inaccurate interpretations, reports, diagnoses, and potential treatment for clients, errors are heavily weighted. Be sure to double-check your scoring!
- **Grammar, Spelling, and Punctuation.** Your assessment reports reflect your professionalism. Poor grammar, typos, and spelling errors unfortunately discredit your credibility as a clinician. Consequently, grammar, spelling, and punctuation mistakes in your assessment reports are heavily weighted in this course. The assessment reports you turn in should be neat, organized and professionally presented. Be sure to proofread your reports carefully!
- **Openness to Feedback.** Learning to write meaningful and effective assessment reports is challenging. Because the nature and style of assessment reports often varies by clinical setting and/or clinical supervisor it is important to demonstrate flexibility in your ability to write assessment reports. Consequently, it is equally important to exhibit openness to feedback regarding your assessment reports.

- **Confidentiality, Validity, and Copyright Issues.** It is unethical to share test content, format, or results with others outside of this class. Doing so will compromise the validity of these tests. Treat test protocols with the same respect that you would any client's assessment materials. Additionally, as a matter of both professionalism and respect for confidentiality it is critical that you treat the test results confidentially and avoid discussing anonymous results in public settings or in electronic venues.

TECHNOLOGY PRIVACY INFORMATION

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

ACADEMIC INTEGRITY/PLAGIARISM

Students are reminded that the expectations and academic standards outlined in the [Student Academic Code \(3C2\)](#) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location.

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with university policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

The use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

DEPARTMENT OF PSYCHOLOGY POLICY ON PLAGIARISM

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>).

University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

Copying assessment results/report text from someone else's report or from one of your own previous assessment reports and presenting it in a new assessment report is considered plagiarism.

UNIVERSITY POLICIES AND INFORMATION

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siu.edu/132378> Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content
- *Diversity and Inclusion*
- *Pregnancy and Newly Parenting Policy*
- *Services for Students Needing Accommodations (ACCESS)*
- *Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)*
- *Cougar Care*
- *Student Success Coaches*

DEPARTMENT OF PSYCHOLOGY POLICY ON WRITING

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria.

Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<https://www.siu.edu/lss/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing includes a loss of points on the corresponding assignment as well as the possibility of a failing grade for that assignment.

DEPARTMENT OF PSYCHOLOGY POLICY ON WITHDRAWALS AND INCOMPLETE GRADES

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <https://www.siue.edu/registrar/class/dropping.shtml>).

The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

SUBJECT TO CHANGE NOTICE

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

TENTATIVE CLASS SCHEDULE

JANUARY 8

- Review of syllabus and course
- Assessment issues

JANUARY 15

- NO CLASS – MARTIN LUTHER KING JR. DAY

JANUARY 22

- MMPI: Introduction and Validity Scales
- **READ PRIOR TO CLASS:** Groth-Marnat & Wright: Chapter 7 (pp. 243-263, 273-279); Graham: Chapters 1, 2 (pp. 14-19), & 3
- ***HAVE MMPI-2 TEXTBOOK HANDY DURING CLASS***

JANUARY 29

- MMPI: Clinical Scales and Profiles
- **READ PRIOR TO CLASS:** Groth-Marnat & Wright: Chapter 7 (pp. 279-328); Graham: Chapters 4 & 5
- ***HAVE MMPI-2 TEXTBOOK HANDY DURING CLASS***

FEBRUARY 5

- MMPI: Other Scales
- **READ PRIOR TO CLASS:** Groth-Marnat & Wright: Chapter 7 (pp. 334-337; 328-331, 338-341; 337-338); Graham: Chapters 6 & 8
- ***HAVE MMPI-2 TEXTBOOK HANDY DURING CLASS***

FEBRUARY 12

- MMPI: Interpretation and Report Writing
- **READ PRIOR TO CLASS:** Graham: Chapter 11 (pp. 283-294)
- ***HAVE MMPI-2 TEXTBOOK HANDY DURING CLASS***

FEBRUARY 19

- Personality Assessment Inventory (PAI)
- **READ PRIOR TO CLASS:** Morey: Chapters 1, 2, 3, & 8
- ***HAVE PAI TEXTBOOK HANDY DURING CLASS***

FEBRUARY 26

- Personality Assessment Inventory (PAI)
- **READ PRIOR TO CLASS:** Morey: Chapters 4, 5, 6, & 7
- ***HAVE PAI TEXTBOOK HANDY DURING CLASS***
- ****DUE: First MMPI-2 report**

MARCH 4

- NO CLASS – SPRING BREAK

MARCH 11

- MCMI-III; Beck Depression Inventory
- **READ PRIOR TO CLASS:** Groth-Marnat & Wright: Chapter 9; Chapter 13 (pp. 662-666)
- ****DUE: PAI Profile Questions**

MARCH 18

- Rorschach; TAT
- **READ PRIOR TO CLASS:** Groth-Marnat & Wright: Chapter 11 (pp. 513-530)
 - Exner, J. E. (1980). But it's only an inkblot. *Journal of Personality Assessment*, 44(6), 563-577.
 - Lilienfeld, S.O., Wood, J.M., & Garb, H.N. (2005). What's wrong with this picture? *Scientific American Mind*, 16(1), 50-57.
 - Wood, J.M., Nezworski, T., & Garb, H.N. (2023). The Rorschach Inkblot Test: We see an unsinkable rubber ducky. *Skeptical Inquirer*, 47(6),

MARCH 25

- Rorschach; TAT; Malingering; SIMS
- **READ PRIOR TO CLASS:** Rogers (pp. 7-8); Smith (pp. 330-334)
- ****DUE: Second MMPI-2 Report**

APRIL 1

- Clinical Interview
- **READ PRIOR TO CLASS:** Groth-Marnat & Wright: Chapter 3 (pp. 77-93; 99-104)

APRIL 8

- Presentations
- ****DUE: SIMS Profile Questions**

APRIL 15

- Presentations
- ****DUE: Third MMPI-2 Report**

APRIL 22

- Final Exam