

LOYOLA UNIVERSITY CHICAGO

CPSY 482: PERSONALITY ASSESSMENT

Fall 2010

Monday, 7:00 pm – 9:30 pm

Corboy Law Center – Room 426

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Office hours: by appointment before class

COURSE DESCRIPTION:

This course aims to teach the practical application of personality assessment instruments. The primary goal is for the students to acquire proficiency in the administration and interpretation of common personality tests, beginning with instruction in semi-structured clinical interviewing. The students are expected to learn the basic skills necessary to utilize personality test results in diagnostic examinations and therapeutic interventions. The course is hands-on and cumulative in order to promote skills and knowledge that will generalize to practical “real-world” settings. Students will administer multiple personality assessment tools and produce written interpretative reports, including diagnostic impressions and treatment recommendations. A secondary objective is that the students will gain an understanding of the legal and ethical issues related to personality assessment, as well as an awareness of cultural implications of psychological testing.

The course will balance lecture and in-class discussions with the administration, scoring, and interpretation of personality tests. Students will be expected to participate in class discussions and will routinely be called upon to share their perspectives on course material. The discussions and activities are intended to help you gain a better understanding of critical concepts and practices. Class will begin on-time and end when scheduled. You are expected to attend and participate in each class. You are expected to complete assigned readings prior to class so that you can participate meaningfully in discussions. Assignments are to be completed and turned in at the scheduled time.

COURSE OBJECTIVES:

- To develop familiarity with the history and language of personality assessment.
- To acquire or sharpen skills in clinical interviewing.
- To develop an understanding of the process of personality testing and how its methods can be applied to answering diagnostic questions in variety of settings.
- To develop the ability to select an optimal personality testing battery.
- To become capable of administering, scoring, and interpreting the results of various assessment techniques.

- To develop the ability use testing results to formulate diagnostic impressions and treatment recommendations.
- To develop the ability to synthesize results into a cogent and professional testing report.
- To become aware of current legal and ethical issues related to psychological assessment.

MAJOR ASSIGNMENTS AND COURSE GRADING:

1. You will conduct a clinical interview and mental status examination of an adult, using the data to write 3 to 5-page report.
2. You will self-administer, score, and interpret selected personality tests, using the data to write testing reports.
3. A midterm examination related to texts, readings, and lectures.
4. Final Report: You will conduct a complete psychological assessment including selected personality tests and a clinical interview, using the data to prepare a formal testing report with diagnostic impressions and treatment recommendations.

CAUTION REGARDING PSYCHOLOGICAL ASSESSMENTS:

You will be required to recruit and select adult (> 18-years-old) volunteers to participate in psychological testing. These individuals should not be closely associated with you. Do not assess members of your immediate family, graduate students in psychology, co-workers, etc. Do not assess anyone who has previous experience with the tests being administered, anyone who needs to be tested for diagnostic purposes, or anyone involved in counseling. Be sure to ask potential examinees about their previous psychological testing and counseling experience when you make initial contact with them.

You are expected to clearly inform your volunteers that their participation is strictly voluntary and that feedback is broad and not to be considered a professional recommendation or diagnostic impression. You are also to discuss the limits of confidentiality. That is, that you will have to inform others during the course of the assessment if there is significant indication that an individual is at risk of imminent harm. Additionally, you are to clearly advise them that you are an unlicensed student in training (not a “psychologist”) and that their participation is done for your training and educational purposes only.

Do not use the actual name or identifying information of the volunteers in your reports. Please contact the instructor with any questions or concerns before proceeding with any assessment procedures.

TEST SECURITY AND RESPONSIBILITY:

Students enrolled in this course are responsible for all test materials loaned to them by the university or the instructor. The contents of the test kits should be complete and in proper order when they are returned. Students are to adhere to the APA Ethical Principles of Psychologists and Code of Conduct guidelines concerning the use and protection of psychological test instruments and data.

REQUIRED TEXTS:

- Graham, J.R. (2006). *MMPI-2: Assessing Personality and Psychopathology*, Fourth Edition. Oxford University Press.
- Lanyon, R.I., & Goodstein, L.D. (1997). *Personality Assessment*. New York, NY: John Wiley & Sons.

RECOMMENDED TEXTS (OPTIONAL):

- Green, R.L (2000). *The MMPI-2: An Interpretive Manual*. New York, NY: Allyn & Bacon
- Nichols, D.S. (2001). *Essentials of MMPI-2 Assessment*. New York: John Wiley & Sons

ADDITIONAL READINGS:

Throughout the semester, selected articles and readings will be provided by the instructor and will also be placed on reserve in the library.

ETHICAL CONDUCT

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four

weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

Conceptual Framework Standard CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.

Professionalism in the Service of Social Justice: As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for justice in what ever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.

Technology: In this course you will use technology to aid you in communicating and locating resources. The email listserv will provide a convenient way for us to communicate with one another in between class meetings. You will be able to locate journal articles through the Library's PsychInfo search engine.

Diversity: Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.