

**Psychological Assessment: Personality & Psychopathology (PSY 631)**  
**Francis Marion University**  
**Spring Semester 2023**

**Class Meetings:** Thursdays, 9:00 AM – 12:00 PM

**Instructor:** Matthew Hagler, PhD

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**Phone:** 843-661-1574

**Office/Office Hours:** CEMC 109-B or virtual (if virtual needed, email in advance).  
Monday 9 AM - 12 PM, Tuesday 9 AM - 12 PM, Thursday 1:00 PM – 3:00 PM, or by  
appointment at other times (email to request)

### **Course Catalogue Description**

Examination of psychometric techniques applied to the assessment of personality and psychopathology. Includes skill development in the diagnostics of psychopathology.

### **Course Objectives**

In this course, students will:

1. Develop entry-level skills in the administration, scoring, and interpretation of commonly used personality and psychodiagnostics tests.
2. Develop entry-level skills in assessment report-writing and provision of accurate, client-centered feedback.
3. Understand application of test data to facilitate clinical recommendations, decision-making, treatment planning, and progress monitoring.
4. Learn to integrate personality and psychodiagnostic test data with other assessment modalities.
5. Identify and understand the factors that lead to inaccurate or biased interpretations of test data.
6. Critically evaluate the use and limitations of psychological tests with ethnically and culturally diverse clients.

### **Course Structure**

This course will meet once a week. As a graduate-level seminar, the emphasis is on group discussion and skills practice, although I will supplement with short lectures to convey key information. We will make extensive use of demonstration videos and in-class practice, and role-play. It is essential that you come to class on time and prepared (i.e., up-to-date with the readings and out-of-class practice) to actively participate.

### **Required texts**

1. Ben-Porath, Y. & Tellegen, A. (2020). *Minnesota Multiphasic Personality Inventory-3 (MMPI-3) Manual for Administration, Scoring and Interpretation*. Pearson.

\*Purchase not necessary - available online through Q-Global\*

2. Groth-Marnet, G. , & Wright, A.J. (2016). *Handbook of Psychological Assessment*. 6<sup>th</sup> Edition. Wiley. \*Rental recommended\*

3. Meyer et al. (2011). *Rorschach Performance Assessment System: Administration, Coding, Interpretation, and Technical Manual*. \*Purchase optional (rental unavailable). One departmental copy available for shared use\*

4. Weiner, I.B. & Greene, R.L. (2017). *Handbook of Personality Assessment*. 2<sup>nd</sup> Edition. Wiley. \*Rental recommended\*

Additional readings and supplementary materials will be posted on Blackboard.

## Course Requirements and Grading

- 1. Attendance and Participation (15%):** This is an experiential, once-a-week class, so your attendance and active participation are essential for mastery of the material. For each period, I will grade your level of participation on a 5-point scale. *Unexcused* absences will result in a 0 for that day. Absences will only be *excused* for legitimate medical reasons, family emergencies, or religious holidays, and are at my discretion. Except in extreme circumstances, I will not excuse an absence if I am not informed in *advance*. To receive credit for an *excused* absence, you will need to submit reading notes for all assigned readings from that day. **However, please note that per FMU policy, students who exceed 2 absences (for any reason) must be dropped from the course.**
- 2. Clinical Interview and MMPI-3 Administration (10%).** You and a classmate will film role-plays in which you each administer an MMPI-3 (with the other student acting as a client). The administration should be accompanied by a brief clinical interview (~30 minutes). You will prepare the first half of a test report including the purpose of the assessment, referral questions and information, background/history, and behavioral observations. However, we will *not* be analyzing/interpreting responses.
- 3. MMPI-3 Interpretation, Report, and Feedback (20%):** I will provide you with an MMPI-3 output with some basic background information on the “client.” You will prepare a full report which will include identifying information, referral questions, background, interpretation, responses to referral questions, and recommendations. You should also prepare a 1 to 2-page feedback narrative in nontechnical, nonstigmatizing language and film a short (~15 minute) role-play of you providing this feedback to a classmate who is role-playing as the “client.”
- 4. Clinical Interview and Rorschach Administration (15%).** You and a classmate will film role-plays in which you each administer the Rorschach (with the other student acting as a client). You should take detailed notes and prepare a transcript and location sheet in the R-PAS format, which you will submit to me. You will also prepare the first half of a test report including the purpose of the assessment, referral questions and information, background/history, mental status, and behavioral observations. However, we will *not* be analyzing/interpreting the Rorschach data.

- 5. Rorschach Scoring, Interpretation, Report, and Feedback (25%):** I will provide you with a transcript, location sheet, and brief clinical background from a Rorschach administration. You will score the transcript based on R-PAS (and submit your scoring sheet). You will then prepare a full report which will include identifying information, referral questions, background, interpretation, responses to referral questions, and recommendations. You should also prepare a 1 to 2-page feedback narrative in nontechnical, nonstigmatizing language and film a short (~15 minute) role-play of you providing this feedback to a classmate who is role-playing as the “client.”
  
- 6. Presentation (15%):** We will collectively assign the following assessments: Personality Assessment Inventory (PAI), Millon Clinical Multiaxial Inventory III (MCMI-III), NEO Personality Inventory – Revised (NEO-PI-R), Thematic Apperception Test (TAT), Figure Drawing methods, Sentence Completion methods. You will prepare a 25 to 30-minute presentation including historical and theoretical background, clinical uses and applications, populations for whom it has been designed and/or validated, translations and/or cultural adaptations (if available), an overview of administration and scoring procedures, and your view of its strengths and limitations.

### **Communication**

Outside of class time, my primary way of communicating with you will be e-mail. E-mail also will be the easiest way for you to reach me. I generally will respond to e-mails within 24-hours during the week. If you do not hear back from me within 48 hours (except over the weekend/breaks), please feel free to follow up. You are able to call my office and leave me a voicemail, but this is not typically the most expedient way of getting a response. It is important to you check your FMU e-mail daily (during the week), as I will frequently use e-mail to update you, send out readings and assignments, etc. I will also actively update and maintain the course’s Blackboard page and post readings and assignments there.

### **Disability Accommodations**

I am happy to provide all approved accommodations to support the success of students with disabilities. In order to receive accommodations, I must receive an official letter from the Office of Counseling and Testing (843-661-1840). It is also helpful for us to meet during office hours early in the semester to discuss your accommodations so that I can be sure to provide them in a way that meets your needs.

### **Classroom Civility**

Respect of others and participation is expected. Also, out of respect for the instructor and your fellow students, turn off all electronic communication devices before class begins. Do not text message, e-mail, or chat during class. If there is an emergency and you are expecting a critical text/email/call during class, please speak to me beforehand.

### **Computer Use in Class**

Those using computers to take notes must be offline during class. I can often tell when students are browsing the internet rather than taking notes, and I will politely ask you to go offline. Repeated infractions by multiple students could result in a change in this

policy (e.g., a ban on computer use in class). I reserve the right to ask students to put away their computers at any time during class, or to make a class period “computer-free” in order to facilitate discussion.

### **Late Assignments and Requests for Extensions**

Generally, I will penalize late submission of assignments (10 points will be deducted for every day the assignment is late). In the case of personal or family emergencies or extenuating circumstances, you must contact me as soon as you anticipate an issue or need an extension in order to discuss possibilities of accommodations. The earlier you ask for an extension, the more likely I am to grant it, so it is in your best interest to look ahead to foreseeable events (e.g., religious holidays, family events). I am unlikely to grant a request for an extension that is made close to or after the due date except under extreme circumstances (e.g., emergencies). Each request will be considered on a case-by-case basis, and I cannot guarantee any request will be granted.

### **Academic Dishonesty**

A university is a community of scholars, and all students are expected to act in ways that uphold the integrity of this community. Academic dishonesty is a serious breach of the principles of this University and of civil, ethical conduct everywhere and, thus, will not be tolerated. Although academic dishonesty cannot be precisely defined to include all aspects of academic misconduct, the following statements have been provided to serve as a guide:

- Cheating includes, but is not limited to wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding him/her/themselves or any other person on any academic work which is considered in any way in the determination of the student’s grade.
- Plagiarism involves the use of the ideas or writings of another person without acknowledgment of that use. Lack of knowledge for proper citation will not excuse violations of plagiarism. You also are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. All work submitted for grading must be your original work for the specified course. This means you cannot turn in assignments, papers, or portions of assignments or papers from other courses, past and present, for grading as your original work in this course. Submissions of self-plagiarism will be treated as plagiarism.
- Other forms of academic misconduct include but are not limited to: using or contributing to unapproved test files, using any outside source(s) during an exam (unless specifically permitted by the instructor), discussing the content of course quizzes and exams with students who have not yet taken them, utilizing other electronic devices to access sources during a lockdown exam, and communicating with anyone in any form, aside from the course instructor during an exam.

Academic dishonesty and any other forms of academic misconduct, whether encountered or suspected, will be reported to the Provost’s Office and dealt with in accordance with the FMU Honor Code, outlined in the FMU Student Handbook. Academic dishonesty and other misconduct will also result in anything from a zero on the assignment to a failing grade for the course, solely at the discretion of the instructor.

Unless told otherwise, in writing, all work in the course should be done on your own and in your own words. All papers, exams, and extra credit turned in to me are expected to be your original work and only your work – No help from other students. Students are encouraged to seek help from professors without penalty.

Please be aware that use of artificial intelligence software to partly or fully complete assignments is considered cheating.

**Important Mental Health Statement**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, health issues, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. These concerns, or other stressful events, may lead to diminished academic performance and/or may reduce your ability to participate in daily activities. Students are encouraged to seek help when this is the case. An excellent place to start is with the Office of Counseling and Testing at 843-661-1840.

**Tentative Schedule: Subject to change**

<b>Date</b>	<b>Topic</b>	<b>Readings/Homework</b>	<b>Projects/other</b>
1/12	Introduction/foundational course concepts	Weiner & Greene Ch. 1-3 (pg. 1-56)	
1/19	Ethics; Clinical interview, mental status exam, behavioral observations	Weiner & Greene Ch. 4 (pg. 59-72) Groth-Marnat & Wright Ch. 3 (pg. 77-111)  MSE Packet	PRESENTATION TOPICS ASSIGNED
1/26	Self-report inventories; MMPI-3 development, description, administration, scoring	Weiner & Greene Ch. 5 (pg. 77-103), Ch. 8 (pg. 197-227)  MMPI-3 Manual (pg. 1-25)	Dr. Hagler demonstrates clinical interview in class
2/2	MMPI-3 validity scales, HO and RC scales, 2-point coding system	MMPI-3 Manual (pg. 27-50)  Reeves et al. (2022)  Hagler deidentified report 1 (read through “test behavior”)	
2/9	MMPI-3 SP scales and PSY-5 scales; Clinical and forensic use of MMPI-3	MMPI-3 Manual (pg. 51-69)  Wygant & Fleming (2022)  Ben-Porath et al. (2022)	

2/16	MMPI-3 report writing; Feedback	MMPI-3 Manual (pg. 70-100)  Groth-Marnat & Wright Ch. 15 (pg. 707-752, 769-772 ONLY)  Hagler deidentified report 1 (read all)  **Consider adding feedback reading**	Clinical interview and MMPI administration (recording and report) due
2/23	Performance-based (“projective”) assessment; Rorschach development and description	Weiner & Greene Ch 13 (pg. 369-389)  R-PAS Manual Ch. 1 (pg. 1-4)  Mihura (2012)	
3/2	Rorschach administration	R-PAS Manual Ch 2 (pg. 5-30)  Kleiger & Mihura (2021)	
3/9	Rorschach scoring and interpretation	R-PAS Manual Ch 3 (pg. 31-56)  Morales & Viglione (2021)	MMPI report and feedback recording/narrative due
3/16	<b>SPRING BREAK – NO CLASS</b>		
3/23	Rorschach scoring and interpretation  *SCCA Conference – we will discuss if we will move/hold class (final decision is mine). Readings/practice are required regardless*	CODING PRACTICE: R-PAS Manual Ch. 7 – Do responses 1-28, check answers and rationale, come with questions  R-PAS Manual Ch. 10 (pg. 317-374) – Skim tables/use as reference later	
3/30	Student presentations	NO READING	STUDENT PRESENTATIONS
4/6	Rorschach report writing, feedback, clinical applications	R-PAS Manual Ch. 11 (pg. 377-407)  Weiner & Greene Appendix H (pg. 711-731)  Groth-Marnat & Wright (pg. 769-772 – reread)	

		Hagler deidentified report 2	
4/13	Symptom-focused inventories and measurement-based care  *Class will be held virtually (Dr. Hagler attending conference)*	Groth-Marnat & Wright Ch. 13 (pg. 553-570)  Boswell et al. (2022)  Video lecture (watch before class): Measurement Based Care: The Importance of Why, the Integrity of What, and Significance of How (1 hr)	Clinical Interview and Rorschach administration (recording and report) due
4/20	Integrating Assessments and Treatment Planning	Groth-Marnat & Wright Ch. 14 (pg. 671-705), Ch. 15 (pg. 759-768 ONLY)  Hagler deidentified reports 3 & 4	
4/27	Rorschach report and feedback recording/narrative due		

### **MPCAC Standards Addressed in Course**

**A.1 Ethical/Legal Standards and Policy:** Demonstrates knowledge and application of ethical concepts, and awareness of legal issues regarding professional activities with individuals, groups, and organizations

- a. Knowledge of ethical, legal and professional standards and guidelines:  
Demonstrates knowledge and understanding of relevant ethical/ professional codes, standards and guidelines, laws, statutes, rules, and regulations

**A.2 Professional Values and Attitudes:** Exhibits behavior and comporment that reflect the values and attitudes of counseling and psychology

- a. Evidences adherence to professional values throughout professional work
- b. Demonstrates understanding of counseling and psychological practice as an applied behavioral science
- c. Maintains professionally appropriate communication and conduct across different settings
- d. Assesses personal accountability and accepts responsibility for own actions
- e. Demonstrates concern for the welfare of others
- f. Displays an appropriately defined professional identity

**C.1 Multiculturalism and diversity (Knowledge and Self-Awareness):** Demonstrates knowledge and self-awareness in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics

- a. Demonstrates knowledge and awareness of self, as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context.
- b. Demonstrates knowledge and awareness of others, as shaped by individual and cultural diversity and context.

**E.1** Tests, measurements, and other assessments of behavior (Knowledge)

- a. Demonstrates knowledge of content, reliability and validity, and purposes of assessment measures frequently used by counselors and psychological practitioners.
- b. Evaluates strengths and limitations (including cultural limitations) of administration, scoring, and interpretation of assessment measures.

**E.2** Tests, measurements, and other assessments of behavior (Skills): Selects and utilizes appropriate assessment measures across domains of functioning, practice settings, and cultural groups.