



Chaminade
University
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP-7371-01

Course Title: Objective Personality Assessment

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: College of Education and Behavioral Sciences

Term: Spring 2021

Course Credits: 03

Class Meeting Days: Mondays

Class Meeting Hours: 2:30 – 5:30 pm

Class Location: Behavioral Sciences Building room 102

Instructor Name: Steven J. Choy, Ph.D.; Associate Professor

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University Course Catalog Description and Overview

This course introduces the student to the major approaches and techniques for objective personality assessment in adults. Topics covered include general principles and issues in objective assessment, and techniques of personality assessment. The primary emphasis is on the MMPI-2, with an overview of other commonly used measures of objective personality assessment. The class includes a laboratory in which skills in administration and interpretation can be practiced.

This course provides students with the theoretical and assessment knowledge required to administer, score, and interpret the MMPI-2, PAI, the MCMI-IV and discussion of other objective personality assessment measures. There will be a brief overview of the objective tests for children and adolescents. Testing theory is also covered as it relates to the competent utilization of personality assessment instruments.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'ēau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'ēau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'ēau ('Ōlelo No'ēau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'ēau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPB Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.

2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice. The application of Marianist values includes applying and adapting social awareness for community service, justice, and peace.

Course Learning Outcomes

1. Students demonstrate the ability to administer, score, and interpret the results obtained from psychological testing instruments (specifically Objective Personality Tests), and integrate this data with other assessment measures as well as behavioral and qualitative information, into well-written psychological reports. These reports are consistent with professional and ethical standards and effectively assess and conceptualize the strengths and problems of clients from diverse and marginalized populations. (Competency 1, 4, 7)
2. Students will demonstrate an understanding of the legal and ethical issues and pitfalls associated with conducting psychological evaluations. (Competency 1)
3. Students will demonstrate an understanding of diversity issues that impact an integrated assessment process and outcome. (Competency 4)
4. Students will demonstrate an enhanced understanding of test development and measurement theory, through critical evaluation of personality assessment literature. (Competency 6)
5. Students will demonstrate competency in verbal and written presentation of personality assessment research, administration, scoring, and interpretation. (Competency 2)

Required Learning Materials

Textbooks:

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders, (5th Ed)*. Washington, D.C.: APA. ISBN: 978-0-89042-555-8

Graham, J. (2012). *MMPI-2: Assessing personality and psychopathology* (5th ed.). New York, NY: Oxford University Press. ISBN-13: 978-0195378924 **(DO NOT BUY)**

Grossman, S. & Amendolace, B. (2017) *Essentials of MCMI-IV Assessment*. Hoboken, NJ: Wiley. ISBN-13: 978-1119236429

Morey, L. (2003). *Essentials of PAI Assessment*. New York, NY: Wiley. ISBN-13: 978-0471084631

Other Reference Books to assist with reports:

Greene, R.L. (2010). *The MMPI-2/MMPI-2-RF: An interpretative manual*. Upper Saddle River, NJ: Prentice Hall.

Maruish, M.E. (2004). *The use of psychological testing for treatment planning and outcomes assessment (3rd ed.): Vol 3, Instruments for adults*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Current Relevant Articles:

- Chiu, E. (2014). Psychological testing in child custody evaluations with ethnically diverse families: Ethical concerns and practice recommendations. *Journal of Child Custody*, 11, 107-127.
- Hill, J., Robbins, R., & Pace, T. (2012). Cultural validity of the Minnesota Multiphasic Personality Inventory–2 empirical correlates: Is this the best we can do? *Journal of Multicultural Counseling and Development*, 40, 104–116.
- Koffmann, A. (2015). Codetype-Based interpretation of the MMPI–2 in an Outpatient Psychotherapy Sample. *Journal of Personality Assessment*, 97(2), 136-144.
- Miller, D., Spengler, E. and Spengler, P. (2015). A meta-analysis of confidence and judgment accuracy in clinical decision making. *Journal of Counseling Psychology*. 62(4), 553-567.
- Monnot, M., Quirk, S., Hoerger, M. and Brewer, L. (2009) Racial bias in personality assessment: Using the MMPI-2 to predict psychiatric diagnoses of African American and Caucasian chemical dependency inpatients. *Psychological Assessment*, 21(2), 137-151.
- Rossi, G. & Derksen, J. (2015). International adaptations of the Millon Clinical Multiaxial Inventory: Construct validity and clinical applications. *Journal of Personality Assessment*, 97(6) 572-590.
- Shkalim, E., Almagor, M., & Ben-Porath, Y. (2017). Examining current conceptualizations of psychopathology with the MMPI–2/MMPI–2–RF Restructured Clinical Scales: Preliminary findings from a cross-cultural study. *Journal of Personality Assessment*, 99(4), 375-382.
- Spengler, P. and Pilipis, L. (2015). A comprehensive Meta-reanalysis of the robustness of the experience-accuracy effect in clinical judgment. *Journal of Counseling Psychology*, 62(3), 360-378.
- Slavin-Mulford, J., Sinclair, S., Stein, M., Malone, J., Bello, I., & Blasis, M. (2012). External validity of the Personality Assessment Inventory (PAI) in a clinical sample. *Journal of Personality Assessment*, 94 (6), 593-600.
- Whitman, M., Tarescavage, A., glassmire, D., Burchett, D. and Sellbom, M. (2019). Examination of differential validity of MMPI-2F scores by gender and ethnicity in predicting future suicidal and violent behaviors in a forensic sample. *Psychological Assessment*. 31(3) 401-409.
- Wise, E., Streiner, & Walfish, S. (2010). A review and comparison of the reliabilities of the MMPI-2, MCMI-III, and PAI presented in their respective test manuals. *Measurement and Evaluation in Counseling and Development*, 42 (4), 247-254.

Additional Relevant Historical Articles:

- Ægisdottir, S., White, M. J., S, Spengler, P.M., Maugherman, A.S., Anderson, L.A., Cook, Nichols, C.N., Lampropoulos, G. K., Walker, B. S., Cohen, G., & Rush, J. D. (2006). The meta-analysis of clinical judgment project: Fifty-six years of accumulated research on clinical versus statistical prediction. *The Counseling Psychologist*, 34, 341-382.
- Butcher, J.N. (2004). Personality assessment without borders: Adaptations of the MMPI-2 across cultures. *Journal of Personality Assessment*, 83(2), 90-104.
- Meyer, G. J., Finn, S. E., Eyde, L. D., Kay, G. G., Moreland, K. L., Dies, R. R., Eisman, E. J., Kubiszyn, T. W., & Read, G. M. (2001). Psychological testing and psychological assessment: A review of evidence and issues. *American Psychologist*, 56, 128-165.
- Rouse, S.V., Greene, R.L., Butcher, J.N., Nichols, D.S., & Williams, C.L. (2008). What do the MMPI-2 Restructured Clinical (RC) scales reliably measure? Answers from multiple research settings. *Journal of Personality Assessment*, 90, 435-442.
- Tellegen, A., Ben-Porath, Y.S., Sellbom, M., Arbisi, P.A., McNulty, J., & Graham, J.R. (2006). Further evidence on the validity of the MMPI-2 Restructured Clinical (RC) Scales: Addressing questions raised by Rogers, Sewell, Harrison, and Jordan and Nichols. *Journal of Personality Assessment*, 87(2), 148-171.

Course Requirements

Attendance and Participation: Students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, and behave appropriately and professionally at all times. Tardiness, lack of preparation, participation, and/or inappropriate or unprofessional behavior may result in a reduction of the overall grade for the course. Any unexcused absences or tardiness (more than 30 minutes) will result in a 5% reduction of final course grade (e.g., 90% to 85%). Two or more unexcused absences or tardiness may result in loss of credit for the course. The qualification of what is or is not excusable remains at the instructor's sole discretion. It is the responsibility of the student to notify the instructor to request an excused absence prior to the absence or ASAP for illness. ***The student will need to complete additional make-up academic work for any excused absences and excessive tardiness (more than 30 minutes).*** Student attendance and participation will be one mechanism to measure students' understanding of the theoretical, empirical, and applied foundations of intellectual assessment within the clinical practice of psychology.

Exams: There will be two 3 hours open book/notes exams that will require critical thinking and analysis and case conceptualization skills in utilizing the knowledge obtained in class, textbook readings and assigned research articles.

Laboratory: Students are required to attend three 1.5 hours assessment laboratories. During the laboratory sessions, the students will be provided with practice and assistance in administration and clinical observation of personality traits, scoring and interpreting objective personality assessment protocols and will get assistance in writing personality assessment reports. The students should bring their Objective Tests scored protocol to each lab. Additional individual laboratories can be schedule with the course TA for assistance in the completion of the three Objective Assessment Reports.

Student Research and Presentation Assignment: Students will be required to complete one brief research project on one objective personality test that is not examined as a main test during the course. This will give you an opportunity to develop your research and teaching/presentation skills. You will be required to complete a five content pages written report and present their findings in a powerpoint format during class (15 minute presentation). The presenter will need to provide a copy of the powerpoint to each of the students in the class.

The papers need to be turned in on time. **Lateness will result in 5% reduction of paper grade. (e.g., 90% to 85%). If the paper is more than 2 weeks late, the student will fail the assignment.** Each student will be required to research and report on an objective personality assessment test not reviewed in the course (not the MMPI Forms, PAI, or the MCMI-Forms or Any Children's Objective Tests). There can't be any duplicate so the choice of tests will be based on first come first served. The paper should include the 1) description and psychometric of the test; 2) the administration and interpretation of the test; and 3) research on the usefulness of the test. The paper should follow APA style format and should include a minimum of 2 journal articles from peer reviewed professional journals. A rubric matrix will be provided to the students, which will define the required format, content and evaluation criteria for the research report and presentation.

Personality Assessment Reports: Students will be required to complete a total of three Personality Assessment Reports. The data will be based on the three protocol of the other students' assigned role-play Client Creations (one for the MMPI-2; one for the PAI; and one for the MCMI-IV). The protocols will be completed by the other students in the course who will be "role-playing" a client with both a Clinical Disorder and a Personality Disorder. Reports will be graded on demonstration of comprehension and mastery of the assigned material, adherence to outlines and templates provided in class, ability to communicate test results, and interpretations that are clear and concisely written with appropriate grammar and spelling. Reports are to be typed and turned in on time. Lateness will result in a reduction 5% grade. (e.g., 90% to 85%). **If the report is more than 2 weeks late, the student will fail the assignment.** A rubric matrix will be provided to the students, which will define the required format,

content and evaluation criteria for the assessment reports. Personality Assessment reports will be used to measure students' competence in the standard and reliable test administration, scoring, and interpretation of objective personality tests. They will also be assessed in their ability to integrate relevant history and other factors that contribute to personality assessment, report writing skills; critical thinking and case conceptualization skills; and when appropriate, students' awareness of ethical, cultural, and social factors in the uses of psychological testing.

Grading

Project/Assignment	Weighted Percentage
Laboratories (Attend 3 out-of-class sessions)	C/NC
Exam-1 (MMPI-2)	15%
Exam-2 (PAI & MMCI-IV)	15%
Research Project	10%
Assessment Report-1 (MMPI-2)	20%*
Assessment Report-2 (PAI)	20%*
Assessment Report-3 (MCMI-IV)	20%*

**The course is conducted in a mastery format; therefore, grades will not be curved. Each Project/Assignment will be assigned a weighted percentage of the maximum number of points available for each assignment. Any assignment that is not turned in will result in a F or NC grade for that assignment in addition to a reduction of 5% of the final course grade (e.g., 90% to 85%) for each missed assignment. The student will also fail the course if an Assessment Report is not turned in. With special circumstance and with approval of the course faculty, the student may obtain an Incomplete for the course and complete the missed assignment(s) at a later date.*

The final grade will be based on the percentage total weighted percentage points of the assignments obtained divided by the maximum points available.

You will not pass the class if you obtain a final grade below a B-. You will also need to pass each of the Assessment Reports with at least an 80% or you will not be able to pass the course. Any report that is below an 80% will need to be repeated. Each student has two (2) opportunities to reach mastery on every report or they will need to repeat the course. A remediation plan will be developed to assist you in passing each Assessment Report if you failed your first attempt. The student will receive an Incomplete Progressing until they complete the remediation reports. The best grade for the remediated reports will be 80%.

Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100); A- = 3.67 (90-92); B+ = 3.33 (88-89); B = 3.00 (83-87); B- = 2.67 (80-82)

C = 2.00 (70-79); Failed - No credit given; F = 0.00 (\leq 69); Failed - No credit given

Course Policies

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the

Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy: Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSP Program

Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (<https://studentaffairs.chaminade.edu/>).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

Objective Personality Assessment-PP7371-01 Monday Course Schedule*

<i>Date</i>	<i>Topic/Activities</i>	<i>Assignment For Next Class</i>
01/11/2021	<ul style="list-style-type: none"> -Orientation to Course -Review of Syllabus -Introduction to Objective Personality Assessment -Complete the information sheet for background and clinical presentation based on the DMS-5 Criteria for your assigned case. Use the Client creation personality that you created to take the MMPI-2 test. 	<ul style="list-style-type: none"> -Read Graham Chapters 1, 2, & 9 -Read Miller (2015) & Spengler (2015) -Review Ægisdottir, S, et.al. (2006); and Myer (2001) for historical perspective Email completed MMPI-2 Answer Sheet to Professor by 11/18/2021
01/18/2021	Martin Luther King, Jr. Day – No Class	
01/25/2021	<ul style="list-style-type: none"> -Introduction to MMPI-2 -MMPI-2 Test Construction and Psychometrics -Client MMPI-2 protocol assigned to students -MMPI-2 Administration & Scoring -Scoring of the assigned MMPI-2 in class 	<ul style="list-style-type: none"> -Bring in your client creation MMPI-2 protocol every class -Read Graham Chapters 3 & 4
02/01/2021	<ul style="list-style-type: none"> -MMPI-2 Validity Scales -MMPI-2 Clinical Scales -Group interpretation of Validity and Clinical scales based on Client Creation Profiles 	<ul style="list-style-type: none"> -Read Graham Chapters 5 & 6 -Read Whitman (2019) and Koffmann (2015) -Read Graham Chapters 7 & 8 -Review Hiller (1999); Tellegen (2006) for historical perspectives
02/08/2021	<ul style="list-style-type: none"> -MMPI-2 Code Type -Harris-Lingoes Subscales and Content Scales Interpretation -Group Interpretation of MMPI-2 Code Type, HL and Content Scales using your client creation 	<ul style="list-style-type: none"> -Read Hill (2012) and Shkalim (2017) -Review Rouse (2008) for historical perspective
02/15/2021	<ul style="list-style-type: none"> -MMPI-2 Restructured Clinical (RC) and PSY5 -Supplementary Scales -Interpretation of MMPI-2 Restructured Clinical (RC) and PSY5 and Supplementary Scales using your client Creation -Group Discussion MMPI-2 Interpretative Strategies -Use of MMPI-2 with Special Groups 	<ul style="list-style-type: none"> -Read Graham Chapter 10 & 14 -Review Karen Z Sample Report -Start on Research Project -Read Graham Chapter 11 & 12 -Review Shkalim (2017) -Review Whitman (2019) -Read Monnot (2009) -Review Butcher (2004) for historical perspective -Schedule MMPI-2 Lab
02/15/2021 To 03/01/2021	Attend Individual 1.5 hours lab with Course TA to Review the MMPI-2 Report Format and work on the MMPI-2 Report	Additional Individual consultation with the TA regarding your MMPI-2 report can be scheduled if necessary

<i>Date</i>	<i>Topic/Activities</i>	<i>Assignment For Next Class</i>
02/22/2021	<ul style="list-style-type: none"> -Introduction to MMPI-2-RF -Uses for the MMPI-2-RF -Examination of Validity Scales -Examination of Clinical Scales -Interpretation of the MMPI-2-RF -Introduction to MMPI-3 	Prepare for the MMPI-2 Exam
03/01/2021	Exam on the MMPI-2	<ul style="list-style-type: none"> -Complete background and clinical presentation sheet of assigned client creations for the PAI and take the PAI -Read Morey Chapters 1 to 4 -Read Morey Chapter 5 for Validity scales and Index Scores
03/08/2021	<ul style="list-style-type: none"> -Introduction to PAI -Administration and Scoring the PAI -Complete taking the PAI based on the created client creation's diagnosis, background information, and clinical presentation that you developed -PAI Client Creation will be assigned to Students -Scoring of your assigned client creation PAI -PAI General Interpretation 	<ul style="list-style-type: none"> -Read Morey Chapters 6 and 7 for Clinical and Two-Point Codes -Read Slavin-Mulford (2012) -PAI computer scoring results without interpretation will be email to you -Bring in PAI client creation scored protocol each class. -Read Morey Chapter 9 for Index Scores -Schedule PAI Lab
03/15/2021	<ul style="list-style-type: none"> -PAI Profile Validity Scales and Validity Index -PAI Clinical Scales -PAI Two Point Codes -PAI Index Scores -PAI Advance Interpretation -PAI Report Writing MMPI-2 Report Due 	<ul style="list-style-type: none"> -Bring in PAI client creation each class. -Complete MMPI-2 Report -Complete the MCMI-IV background Information and clinical presentation sheet -Read Rossi (2015) Complete background and clinical presentation sheet of assigned client creations for the MCMI-IV and take the MCMI-IV test based on your created background and clinical presentation. Email client creation and completed MCMI-IV tests before 03/22/2021.
03/15/2021 To 03/22/2021	Attend an Individual 1.5 hour lab with Course TA for assistance with the PAI Report.	Additional Individual consultation with the TA regarding your PAI report can be scheduled if necessary
03/22/2021	<ul style="list-style-type: none"> -Introduction to MCMI-IV -MCMI-IV: Administration, Scoring -Students will score their assigned MCMI-IV protocol through QGlobal -MCMI-IV Validity Scales 	<ul style="list-style-type: none"> -Read Gossman, MCMI-IV -Read Wise (2010) -Bring in your scored MCMI-IV protocol each week -Complete your PAI Report

<i>Date</i>	<i>Topic/Activities</i>	<i>Assignment For Next Class</i>
03/29/2021	-MCMI Clinical Scales -MCMI-IV Interpretation -MCMI-IV Report Writing -Choice of Objective Personality Assessment Tests to use	-Read Gossman, MCMI-IV -Read Wise (2010) -Prepare for PAI and MCMI-IV Exam -Schedule MCMI-IV Lab
03/29/2021 To 04/12/2021	Attend an Individual 1.5 hours lab with Course TA for assistance with the MCMI-IV Report	Additional Individual consultation with the TA regarding your MCMI-IV report can be scheduled with the TA if necessary
04/05/2021	-Exam on PAI & MCMI-IV PAI Report Due	-Prepare for Objective Assessment test presentation and complete research report
04/12/2021	-Presentation of Other Objective Personality Assessments-1 (5 to 6 Presentations) Written report and PowerPoint handouts are due for all students	-Read Chiu (2010) -Review Shkalim (2017) -Review Monnot (2009) -Review Butcher, J.N. (2004) for historical Perspective Complete your MCMI-IV report
04/19/2021	-Presentation of Other Objective Personality Assessment-2 (5 to 6 Presentations) -Cultural issues in Psychological Assessments -Objective Assessment of Personality Development in Children and Adolescents-1 MCMI-IV Reports Due	Review Objective Assessment of Personality Development in Children and Adolescent Powerpoint handout
04/26/2021	-Objective Assessment of Personality Development in Children and Adolescents-2 -Client Creations will be revealed -Computer Interpretations of all objective assessment tests provided for your records -Review and Summary of Course	Turn in any late assignments to avoid an Incomplete Grade

**Subject to change. A revised schedule will be given to students at the end of course if necessary. A table of all of the students' objective personality tests didactic powerpoint lecture presentations will be provided after all of the topic have been selected and approved. These presentations will be part of the content presented in the course.*