



Chaminade
University
OF HONOLULU

HAWAII 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: PP7371

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 2020

Course Credits: 3.0

Class Meeting Days/Place: Wednesday, Eiben Hall, Room 201

Class Meeting Hours: 1:00 PM—4:00 PM

Instructor Name: Steven J. Choy, Ph.D.

Email: steven.choy@chaminade.edu

Phone: 808.223.8483

Office Location: Office Rm 104, Behavioral Sciences Building

Office Hours: Wednesdays 9:00am to 12:00pm

Thursdays 1:00pm to 4:00pm

Other Days and Time By appointment

Teaching Assistant Name: Jodie Gerson

Email: jodie.gerson@student.chaminade.edu

Phone: (702) 521.7582

University Course Catalog Description

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.

Course Overview

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:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. 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 (Hawaiian 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

HSPP 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.

Learning Outcomes

This course builds on the skills and knowledge base acquired in the Assessment course series. The primary foci of the course in terms of Objective Psychological tests are:

1. The integration of test results and other patient information into an accurate, coherent understanding of the patient. (Competency 6)
2. 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 7)
3. The effective use of an integrated assessment approach in treatment planning. Students demonstrate the ability to consider, judge, select, and apply appropriate evidence-based psychotherapeutic techniques during relevant courses and practica by comparing and contrasting therapeutic options, defending and analyzing their selections, and implementing their choices appropriately with diverse clients. (Competency 8)
4. The ability to interpret psychological data and communicate findings and recommendations effectively. (Competency 2)
5. The necessary critical thinking skills to integrate test results, interview data and history into a meaningful understanding of the patient. The Students will demonstrate the ability to critique, draw conclusions from, and apply this body of knowledge and methods when investigating clinical phenomena and in the practice and science of psychology. (Competency 3, 5, 6)
6. An understanding of the legal and ethical issues and pitfalls associated with conducting psychological evaluations. Students demonstrate an understanding of the APA Code of Ethics as the Code applies to students, staff, and faculty, and during all courses and practica, by anticipating ethical dilemmas, considering potential solutions to them, and initiating consultation as needed to propose and execute ethical solutions. (Competency 1)

7. An understanding of diversity issues that impact on integrated assessment process and outcome. Students will demonstrate the necessary knowledge and skills for working with diverse clients (broadly defined to include issues related to gender, age, sexual orientation, race/ethnicity, national origin, religion, physical ability, and social-economic status) in both course work and at training sites. Students demonstrate an appreciation for the impact of individual and cultural diversity on assessment methods and therapeutic interventions used with their clients in coursework, CCEs, and at training sites. (Competency 4, 6, 7)
8. Enhanced understanding of test development and measurement theory as these affect validity and reliability issues related to specific populations. Students demonstrate the ability to critique, draw conclusions from, and apply this body of knowledge and methods when investigating clinical phenomena and in the practice and science of psychology. (Competency 2, 5, 7)
9. Develop research in objective assessments and develop teaching skills. (Competency 6)
10. Provide consultation on the results and impact of the Objective Personality Assessment to assist in treatment development and case decisions. (Competency 2, 8, 9, 10).

Course Components

Guidelines for Students' Sharing of Affective Experiences and Reactions to Didactic and Clinical Materials

It is anticipated that in this course that students may experience a variety of emotional experiences and reactions to assignments, didactic lectures, and/or discussions of psychotherapy clinical case materials. Being in contact with one's internal states and understanding one's emotional reactions around contacts with clinical material is understood to be an integral part of one's professional responsibility. Students are encouraged to share or discuss these experiences as appropriate and relevant to course material in the classroom. However, the self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable with. It is expected that such self-disclosure should take place in a supportive and non-intrusive context. While appropriate self-disclosure is encouraged, such disclosure is voluntary. Requirements or pressure on the part of the instructor or fellow students on individuals to share such emotional experiences when they are unwilling to do so is not appropriate. In the event that affective reactions to the material presented in this course become overwhelming, students are encouraged to speak with the instructor, seek out sources of informal support, and/or, seek out formal support in the form of individual therapy.

Diversity Component

Diversity will be addressed as a broad construct to include issues related to age, ethnicity, culture, family patterns, gender, physical disability, religious preference, sexual orientation, social class, and spirituality. Diversity will be incorporated into didactic and applied learning in this course. Students are encouraged to reflect on their personal and professional biases, preferences, and expectations regarding diversity as a means of refining and strengthening professional competence and skill in psychodynamic therapy.

Critical Thinking Component

Students will be encouraged and supported to apply critical thinking skills (i.e. deductive and inductive reasoning skills, logic, judgment, reflection, and questioning) when assessing, conceptualizing, evaluating, and discussing complex constructs and clinical cases throughout this course.

Ethics and Professional Behavior Component

Throughout the course students will be expected and encouraged to discuss ethical and legal issues that emerge within the framework of conducting psychodynamic therapy. Classroom discussions will be used to further the understanding and development of ethical principles and professional behavior of students, specifically involving clinical practice.

Required Readings

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.

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

Morey, L. (2003). *Essentials of PAI Assessment*. New York, NY: Wiley.

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.

Technology

The following technology may be required in order to complete courses in the Clinical Psychology program:

Minimum technology requirements. For PCs: at least an Intel® or AMD x86 processor running at 1.3 GHz or faster; 4GB of RAM, 10 GB hard drive space, 1024x576 display, and a DVD-ROM drive (video hardware acceleration is optimal); one of the following operating systems: Windows 7, Windows Server 2003 with Service Pack 2 and MSXML 6.0 (32-bit Office only), or Windows Server 2008 or later 32 or 64-bit OS. For Macs: at least an Intel processor, Mac OS X 10.5.8 or later; 1 GB of RAM, 10 GB free hard drive space, 1280x800 display, and a DVD-ROM drive.

Software requirements. Current Norton Antivirus (Version 10.2 or higher); Microsoft Office Professional (Version 2010 for PC and 2011 for Mac) containing Powerpoint and Word; Acrobat (full version).

Internet requirements. 56K or faster Internet or broadband connection; web browser: Microsoft Internet Explorer, Mozilla Firefox, or Google Chrome for PC users, Apple Safari, Mozilla Firefox, or Google Chrome for Mac users.

Grading

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination.

Grading Criteria

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. 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.

Grading Scale

MASTERY PERCENTAGE	GRADE
90 to 100	A
80 to 90	B
70 to 79	C
≥ 69	F

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 of C or below. You will also need to pass each of the Assessment Report with at least an 80% or you will not be able to pass the course. Any report that is below a, 80% will need to be repeated. Each student has two (2) chances 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. The student will receive an Incomplete Progressing until they complete the remediation reports. The best grade for the remediated reports will be 80%.

Course Policies and 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%). 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%). 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 integrated of 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.

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 will take place up to two 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 Counseling Center at (808) 735-4845 for further information.

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, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter 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

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58). Faculty members should also check with their divisions for division-specific guidelines.

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 make arrangements to 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.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

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 the 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

From the 2019-2020 Graduate Academic Catalog (p. 21):

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 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 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 for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2019-20-NEW-STUDENT-HANDBOOK.pdf>

All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 7th Edition* (2019). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th Edition* for thesis and paper format.

Scholarly writing: 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 “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Objective Personality Assessment-PP7371 Course Schedule*

<i>Date</i>	<i>Topic/Activities</i>	<i>Assignment For Next Class</i>
01/08/2020	<ul style="list-style-type: none"> -Orientation to Course -Review of Syllabus -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. -Introduction to Objective Personality Assessment 	<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 -Bring your computer next week for scoring of the MMPI-2 protocol
01/15/2020	<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
01/22/2020	<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
01/29/2020	<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
02/05/2020	<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 -Review of MMPI-2 	<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
02/05/2020 To 02/19/2020	<p>Attend Group lab with Course TA to discuss and practice administering and interpreting the MMPI-2. Review the MMPI-2 Report Format. Two lab days with 5 students in each lab will be scheduled.</p>	<p>Additional Individual consultation with the TA regarding your MMPI-2 report can be scheduled if necessary</p>

<i>Date</i>	<i>Topic/Activities</i>	<i>Assignment For Next Class</i>
2/12/2020	<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 	Prepare for the MMPI-2 Exam
02/19/2020	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 bring to next class -Read Morey Chapters 1 to 4 -Read Morey Chapter 5 for Validity scales and Index Scores
02/26/2020	<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
03/04/2020	<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) -Bring MCMI-IV filled out sheet to next week Class
03/04/2020 To 03/18/2020	Attend Group lab with Course TA to discuss and practice administering and interpreting the PAI. Review the PAI Report Format. Two lab days with 5 students in each lab will be scheduled.	Additional Individual consultation with the TA regarding your PAI report can be scheduled if necessary
03/11/2020	<ul style="list-style-type: none"> -Introduction to MCMI-IV -Take MCMI-IV based on the Client Creation's diagnosis, background information and clinical presentation that you developed for the case -Case completed protocol assigned to each student. -MCMI-IV: Administration, Scoring -Students will score their assigned MCMI-IV protocol -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>
03/18/2020	-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
03/25/2020	-Exam on PAI & MCMI-IV -PAI Report Due	-Prepare for Objective Assessment test presentation and complete research report
03/25/2020 To 04/08/2020	Attend Group lab with Course TA to discuss and practice administering and interpreting the MCMI-IV. Review the MCMI-IV Report Format. Two lab days with 5 students in each lab will be scheduled.	Additional Individual consultation with the TA regarding your MCMI-IV report can be scheduled with the TA if necessary
04/01/2020	-Presentation of Other Objective Personality Assessments-1 (First 5 Presentations) Written report and PowerPoint handouts are due	-Read Chiu (2010) -Review Shkalim (2017) -Review Monnot (2009) -Review Butcher, J.N. (2004) for historical perspective
04/08/2020	-Presentation of Other Objective Personality Assessment-2 (Second 5 Presentations) -Cultural issues in Psychological Assessments -Objective Assessment of Personality Development in Children and Adolescents-1	Review Objective Assessment of Personality Development in Children and Adolescent Powerpoint handout Complete your MCMI-IV report
04/15/2020	-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 -MCMI-IV Reports Due	Complete any late assignments
04/22/2020	Extended class if research presentations are not completed -All Assignments Due 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.*