



**Chaminade**  
**University**  
OF HONOLULU

HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY  
AT CHAMINADE UNIVERSITY OF HONOLULU

### **Course Syllabus**

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

3140 Wai'ālae Avenue - Honolulu, HI 96816

[www.chaminade.edu](https://www.chaminade.edu)

**Course Number:** PP-7371-01-7

**Course Title:** Objective Personality Assessment

**Department Name:** Hawai'i School of Professional Psychology

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

**Term:** Spring 2024

**Course Credits:** 03

**Class Meeting Days:** Mondays

**Class Meeting Hours:** 9:00 a.m. – 12:00 p.m.

**Class Location:** Behavioral Sciences 101

**Instructor Name:** Dennis P. Itoga, Psy.D., M.Ed.

**Email:** Dennis P. Itoga, Psy.D., M.Ed.

**Email:** [dennis.itoga@chaminade.edu](mailto:dennis.itoga@chaminade.edu)

**Phone:** 808.739.4613

**Office Location:** Brogan Hall 116

**Office Hours:** Tuesday and Thursday: 9:00 a.m. – 11:00 p.m.

### **University Course Catalog Description and Overview**

This course introduces students to the gross anatomy and the neurophysiology of the nervous system. Students are presented with updated data and findings regarding neurological functions as the foundations of human behavior. It presents an overview of endocrinological processes, adding more breadth to the purpose of this course, introducing students to the fundamentals of physiological behavior correlates. In addition, this course introduces students to the clinical ramifications of primitive reflexes and developmental undertones.

### **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 typically 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'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 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'eau 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'eau 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'eau ('Ōlelo No'eau 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'eau 203) All knowledge is not taught in the same school

### **Program Learning Outcomes: 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 American Psychological Association (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. Upon completion of the PSYD degree in clinical psychology, students will be able to:

Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.

1. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
2. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
3. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
4. Articulate and integrate 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.
5. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
6. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
7. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
8. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
9. Articulate supervision models and practices, including areas of ethics and potential conflicts.
10. Apply the Marianist values, through acts of community service, justice, and peace.

### **Course Learning Outcomes**

1. Students will present the legal and ethical issues and pitfalls associated with conducting psychological evaluations. (Competency 1)
2. Students will demonstrate an understanding of diversity, equity, and inclusion issues that are influenced by objective personality and integrated assessment process and outcome. (Competency 4)
3. Students will articulate selected professional, theoretical, and research literature related to prevalent issues in objective personality assessment, and examine their implications for practice, as measured in their individual presentation. (Competency 5)
4. Students will articulate an understanding of test development and measurement theory, through critical evaluation of personality assessment literature. (Competency 6)
5. Students will accurately administer, score, and interpret objective personality test measures and integrate findings with clinical interviewing data into well-written psychological reports. These reports are consistent with professional and ethical standards to competently perform psychological assessments and convey results of psychological tests. (Competency 7)

### **Required Learning Materials**

#### ***Required 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., Veltri, C., & Lee, T. (2023). *MMPI Instruments: Assessing Personality and Psychopathology* (6th ed). Oxford University Press.

Grossman, S., & Amendolace, B. (2017). *Essentials of MCMI-IV Assessment* (1st ed). Wiley.

Morey, L. C. (2003). *Essentials of PAI assessment*. John Wiley & Sons Inc.

### **Required Readings**

- Bagby, R., Mortezaei, A., Onno, K., Sellbom, M. (2020). Examining the traditional background hypothesis for the mmpi-2rf l-r scores in a muslim faith-based sample. *Psychological Assessment*, 32(10), 991-995. doi: 10.1037/pas0000941
- Battaglia, A., Gicas, K., Rose, A., Mamak, M., & Goldberg, J. (2021). Aggressive personality and aggressive incidents: A pilot investigation of the personality assessment inventory within forensic psychiatry. *The Journal of Forensic Psychiatry & Psychology*, 32(4), 520-534. Doi: 10.1080/14789949.2020.1867225
- Canter, D. (2004). Offender profiling and investigative psychology. *Journal of Investigative Psychology and Offender Profiling*, 2004, 1, 1-15. doi.org.10.1002/jip007
- Carnovale, M., Sellborn, M., & Bagby, R. (2019). The personality inventory for icd-11: investigating reliability, structural and concurrent validity, and method variance. *Psychological Assessment*, 32(1), 8-17. doi.org/10.1080/00223891.2021.2013248
- Choca, J. (2021). Inventory (MCMI-IV) for Assessing Disordered Thought and Perception. *Psychological Assessment of Disordered Thinking and Perception*, 99-113. American Psychological Association. doi: 10.1037/0000245-007
- Eastin, S., Brandwein, D., Marks, D., Safran, R., & Giordano, K. (2022). The mcmi-iv: a new normal quartet for parental fitness litigants. *Journal of Personality Assessment*, 104(1), 57-63. doi.org/1080/00223891.2021.1912058
- Harrison, K., McCredie, M., Reddy, M., Krishnan, A., Engstrom, A., Posey, Y., Morey, L., & Loveland, K. (2020). Assessing autism spectrum disorder in intellectually able adults with the personality assessment inventory: Normative data and a novel supplemental indicator. *Journal of Autism and Developmental Disorders*, 50, 3935-3943. doi: 10.1007/s1083-020-04450-2
- Ingram, P., Morris, N., Golden, B., Youngren, W., Fulton, J., & Sharpnack, J. (2021). The influence of service era: Comparing personality assessment inventory (pai) scale scores within a posttraumatic stress disorder treatment clinic (pct). *Journal of Clinical Psychology in Medical Settings*, 29, 624-635. doi: 10.1007/s10880-021-09812-1
- Matuszewski, K. & Moron, M. (2022). The hexaco model of personality, religiosity, and trait forgiveness. *Pastoral Psychology*, 71, 525-543. doi.org/10.1007/s11089-022-01006-2
- Nevid, J., Gordon, A., & Haggerty, G. (2020). Clinical utility of the personality assessment inventory in predicting symptom change and clinical outcome in an inpatient chemical dependency rehabilitation unit. *Journal of Personality Assessment*, 102(5), 587-593. doi: 10.1080/00223891.2019.1627665
- Reeves, C., Brown, T., & Sellbom, M. (2022). An examination of the mmpi-3 validity scales in detecting overreporting of psychological problems. *Psychological Assessment*, 34(6), 517-527. doi: 10.1037/pas0001112
- Sellbom, M., Kremeyer, A., & Wygant, D. Mapping mmpi-3 scales onto the hierarchical taxonomy of psychopathology. *Psychological Assessment*, 33 (12), 1153-1168. doi: 10.1037/pas0001049
- Sellborn, M., Flens, J., Gould, J., Ramnath, R., Tringone, R., & Grossman, S. (2022). The millon clinical multi-axial inventory (mcmi-iv) and millon adolescent clinical inventory-ii (maci-ii) in legal settings. *Journal of Personality Assessment*, 104 (2), 203-220. doi.org/10/1080/00223891.2021.2013248
- Stewart, R., Mottus, R., Seboth, A., Soto, C., & Johnson, W. (2022). The finer details? The probability of life outcomes from big five domains, facets, and nuances.
- Vanousova, N., Brown, T., & Sellbom, M. (2021). Criterion and incremental validity of the mmpi-3 eating concerns scale in a university sample. *Journal of Clinical Psychology in Medical Settings*, 2022, 29:34-43. doi: 10.1007/s10880-021-09772-6.
- Whitman, M., Tylicki, J., Mascioli, R., Pickle, J., & Ben-Porath, Y. (2021). Psychometric properties of the minnesota multiphasic personality inventory-3 (mmpi-3) in a clinical neuropsychology setting. *Psychological Assessment*, 33 (2), 142-155. doi: 10.1037/pas0000969

## Course Requirements

**Attendance and Participation.** Regular attendance and active participation in class discussions and role-plays are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic will result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work and may result in loss of credit for the course.

Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings.

**Exams:** There will be two 3-hour open book/notes exams that will require critical thinking, 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-hour assessment laboratories. During the laboratory sessions, the students will be provided with practice and assistance in clinical interviewing and observation, test administration, scoring, and interpretation of objective personality assessment protocols. Students may receive additional TA assistance in writing personality assessment reports upon instructor approval. The students should bring their Objective Tests scored protocol to each lab.

**Individual Article Presentation:** Students will be required to complete an individual article presentation on the MMPI-3, PAI, or MCMI-IV that pertains to a specialty population of their choosing, from the required reading list; or an article pre-approved by the professor. You may not select a child population for this assignment. You will be required to present a 20-minute PowerPoint during class. A rubric matrix will be provided to the students, which will define the required format, content, and evaluation criteria for the article presentation.

**Group Research Presentation:** Students will be required to pair with a partner and complete a group presentation on an adolescent objective "personality" test or child behavioral measure (a list will be provided). Early partnering and scheduling is encouraged, given that certain child measures are more robust with research than others. This is an opportunity for students to prepare their foundation of knowledge regarding measures that are often encountered in diagnostic practicum settings that focus on child assessments. The group will be required to present a 20-minute PowerPoint during class.

**Personality Assessment Reports:** Students will be required to complete a total of three Personality Assessment Reports. The data for each report will be based on protocols of the MMPI-3; PAI; and the MCMI-IV. The "clinical interview" and protocols will be administered and completed by the individual (MMPI-3), "role-play" of a client (TA interview - PAI), and via "role-play" of a client (peer interview - MCMI-IV) 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 of 10% each week. (e.g., 90% to 80%). **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 ascertain and 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
Attendance	10%
Exam-1 (MMPI-Instruments)	15%
Exam-2 (PAI/PAI+) & (MMCI-IV)	15%
Individual Article Presentation	5%
Group Research Project	5%
Assessment Report-1 (MMPI-3)	20%*
Assessment Report-2 (PAI)	15%*
Assessment Report-3 (MCMI-IV)	15%*

## 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, 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](mailto: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 regularly attend 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 decide 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 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 HSPP 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 HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7<sup>th</sup> 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 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>
01/08/2024	<ul style="list-style-type: none"> <li>-Orientation to Course</li> <li>-Review of Syllabus</li> <li>-Introduction to Objective Personality Assessment</li> <li>-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-3 test.</li> </ul>	<ul style="list-style-type: none"> <li>-Read Graham Chapters 1, 2, &amp; 9</li> <li>- Read Matuszewski, K.&amp; Moron, M. (2022). The hexaco model of personality, religiosity., and trait forgiveness. <i>Pastoral Psychology</i>, 71, 525-543. doi.org/10.1007/s11089-022-01006-2 (Article 1)</li> <li>- Read Canter, D. (2004). Offender profiling and investigative psychology. <i>Journal of Investigative Psychology and Offender Profiling</i>, 2004, 1, 1-15. doi.org.10.1002/jip007 (Article 2)</li> </ul>
01/15/2024	Martin Luther King, Jr. Day – No Class	
01/22/2024	<ul style="list-style-type: none"> <li>-Introduction to MMPI-2</li> <li>-MMPI-2 Test Construction and Psychometrics</li> <li>-Client MMPI-3 protocol assigned to students</li> <li>-MMPI-2 Administration &amp; Scoring</li> <li>-Scoring of the assigned MMPI-3 in class</li> <li>- <b>Article 1 Student Presentation</b></li> <li>- <b>Article 2 Student Presentation</b></li> </ul>	<ul style="list-style-type: none"> <li>-Bring in your client creation MMPI-3 protocol every class</li> <li>-Read Graham Chapters 3 &amp; 4</li> <li>-Read Bagby, R., Mortezaei, A., Onno, K., Sellbom, M. (2020). Examining the traditional background hypothesis for the mmpi-2rf l-r scores in a muslim faith-based sample. <i>Psychological Assessment</i>, 32(10), 991-995. doi: 10.1037/pas0000941 (Article 3)</li> </ul>
01/29/2024	<ul style="list-style-type: none"> <li>-MMPI-2 Validity Scales</li> <li>-MMPI-2 Clinical Scales</li> <li>-Group interpretation of Validity and Clinical scales based on Client Creation Profiles</li> <li>- <b>Article 3 Student Presentation</b></li> <li>-<b>Group Presentation 1</b></li> </ul>	<ul style="list-style-type: none"> <li>-Read Graham Chapters 5 &amp; 6</li> <li>- Read Terrence, L., Larry, S., Hill, J., &amp; Ashman, J. (2017). The macdonald triad revisited: an empirical assessment of relationships between triadic elements and parental abuse in serial killers. <i>North American Journal of Psychology</i>, 19(3), 627-640. doi.org (Article 4)</li> </ul>
02/05/2024	<ul style="list-style-type: none"> <li>-MMPI-2 Code Type</li> <li>-Harris-Lingoes Subscales and Content Scales Interpretation</li> <li>-Group Interpretation of MMPI-2 Code Type, HL and Content Scales using your client creation</li> <li>- <b>Article 4 Student Presentation</b></li> <li>- <b>Group Presentation 2</b></li> </ul>	<ul style="list-style-type: none"> <li>-Read Graham Chapters 7 &amp; 8</li> <li>-Read Graham Chapter 10 &amp; 13</li> <li>--Read Reeves, C., Brown, T., &amp; Sellbom, M. (2022). An examination of the mmpi-3 validity scales in detecting overreporting of psychological problems. <i>Psychological Assessment</i>, 34(6), 517-527. doi: 10.1037/pas0001112 (Article 5)</li> </ul>

02/12/2024	<ul style="list-style-type: none"> <li>-MMPI-2 Restructured Clinical (RC) and PSY5</li> <li>-Supplementary Scales</li> <li>-Interpretation of MMPI-2 Restructured Clinical (RC) and PSY5 and Supplementary Scales using your client Creation</li> <li>-Group Discussion MMPI-2 Interpretative Strategies</li> <li>-Use of MMPI-2 with Special Groups</li> <li>- <b>Article 5 Student Presentation</b></li> <li>-<b>Group Presentation 3</b></li> </ul>	<ul style="list-style-type: none"> <li>-Start on Research Project</li> <li>-Read Graham Chapter 11 &amp; 12</li> <li>- Read Sellbom, M., Kremeyer, A., &amp; Wygant, D. Mapping mmpi-3 scales onto the hierarchical taxonomy of psychopathology. <i>Psychological Assessment</i>, 33 (12), 1153-1168. doi: 10.1037/pas0001049 (Article 6)</li> <li>-Schedule MMPI-3 Lab</li> </ul>
02/19/2024	<ul style="list-style-type: none"> <li>-Introduction to MMPI-2-RF</li> <li>-Uses for the MMPI-2-RF</li> <li>-Examination of Validity Scales</li> <li>-Examination of Clinical Scales</li> <li>- <b>Article 6 Student Presentation</b></li> <li>- <b>Group Presentation 4</b></li> </ul>	<p>Additional Individual consultation with the TA regarding your MMPI-3 report can be scheduled if necessary</p> <ul style="list-style-type: none"> <li>-Read Vanousova, N., Brown, T., &amp; Sellbom, M. (2021). Criterion and incremental validity of the mmpi-3 eating concerns scale in a university sample. <i>Journal of Clinical Psychology in Medical Settings</i>, 2022, 29:34-43. doi: 10.1007/s10880-021-09772-6. (Article 7)</li> <li>-Read Whitman, M., Tylicki, J., Mascioli, R., Pickle, J., &amp; Ben-Porath, Y. (2021). Psychometric properties of the minnesota multiphasic personality inventory-3 (mmpi-3) in a clinical neuropsychology setting. <i>Psychological Assessment</i>, 33 (2), 142-155. doi: 10.1037/pas0000969 (Article 8)</li> </ul> <p><b>Attend Individual 1-hour lab with Course TA (02/12 – 02/26) to Review the MMPI-3 Report Format and work on the MMPI-3 Report</b></p>
02/26/2024	<ul style="list-style-type: none"> <li>-Interpretation of the MMPI-2-RF</li> <li>-Introduction to MMPI-3</li> <li>- <b>Article 7 Student Presentation</b></li> <li>-<b>Article 8 Student Presentation</b></li> <li>-<b>Group Presentation 5</b></li> </ul>	Prepare for the MMPI-2/MMPI-3 Exam

03/04/2024	<b>Exam on the MMPI Instruments</b>	<ul style="list-style-type: none"> <li>-Read Morey Chapters 1 to 4</li> <li>-Read Morey Chapter 5 for Validity scales and Index Scores</li> <li>-Read Battaglia, A., Gicas, K., Rose, A., Mamak, M., &amp; Goldberg, J. (2021). Aggressive personality and aggressive incidents: A pilot investigation of the personality assessment inventory within forensic psychiatry. <i>The Journal of Forensic Psychiatry &amp; Psychology</i>, 32(4), 520-534. Doi: 10.1080/14789949.2020.1867225 (Article 9)</li> </ul>
03/11/2024	<ul style="list-style-type: none"> <li>-Introduction to PAI</li> <li>-Administration and Scoring the PAI</li> <li>-Complete taking the PAI based on the created client creation's diagnosis, background information, and clinical presentation that you developed</li> <li>-PAI Client Creation will be assigned to Students</li> <li>-PAI General Interpretation</li> <li><b>-Article 9 Student Presentation</b></li> <li><b>-Group Presentation 6</b></li> </ul>	<ul style="list-style-type: none"> <li>-Read Morey Chapters 6 and 7 for Clinical and Two-Point Codes</li> <li>-PAI computer scoring results without interpretation will be email to you</li> <li>-Bring in PAI client creation scored protocol each class.</li> <li>-Read Morey Chapter 9 for Index Scores</li> <li>-Read Harrison, K., McCredie, M., Reddy, M., Krishnan, A., Engstrom, A., Posey, Y., Morey, L., &amp; Loveland, K. (2020). Assessing autism spectrum disorder in intellectually able adults with the personality assessment inventory: Normative data and a novel supplemental indicator. <i>Journal of Autism and Developmental Disorders</i>, 50, 3935-3943. doi: 10.1007/s1083-020-04450-2 (Article 10)</li> <li>-Schedule PAI Lab (<b>Attend an Individual 1-hour lab with Course TA for assistance with the PAI Report from 03/11-03/22</b> (Must be completed by 03/22).</li> </ul>

<p>03/18/2024</p>	<ul style="list-style-type: none"> <li>-PAI Profile Validity Scales and Validity Index</li> <li>-PAI Clinical Scales</li> <li>-PAI Two Point Codes</li> <li>-PAI Index Scores</li> <li>-PAI Advance Interpretation</li> <li>-PAI Report Writing</li> <li><b>-Article 10 Student Presentation</b></li> <li><b>-Group Presentation 7</b></li> </ul> <p><b>MMPI-3 Report Due (Early submissions accepted).</b></p>	<ul style="list-style-type: none"> <li>-Bring in PAI client creation each class.</li> <li>-Complete MMPI-2 Report</li> <li>-Complete the MCMI-IV background Information and clinical presentation sheet</li> <li>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 03/20/2023.</li> <li>-Read Ingram, P., Morris, N., Golden, B., Youngren, W., Fulton, J., &amp; Sharpnack, J. (2021). The influence of service era: Comparing personality assessment inventory (pai) scale scores within a posttraumatic stress disorder treatment clinic (pct). <i>Journal of Clinical Psychology in Medical Settings</i>, 29, 624-635. doi: 10.1007/s10880-021-09812-1 (Article 11)</li> </ul>
<p>03/25/2024</p>	<ul style="list-style-type: none"> <li><b>-Take MCMI-IV and email</b></li> <li><b>-Introduction to MCMI-IV</b></li> <li><b>-MCMI-IV: Administration, Scoring</b></li> </ul> <p><b>-Article 11 Student Presentation</b></p> <ul style="list-style-type: none"> <li>-Score your client creation MCMI-IV that you will use to write your MCMI-IV report.</li> <li>-MCMI-IV Validity Scales</li> <li>-MCMI Clinical Scales</li> <li>-MCMI-IV Interpretation</li> <li>-MCMI-IV Report Writing</li> <li>-Choice of Objective Personality Assessment Tests to use</li> </ul>	<ul style="list-style-type: none"> <li>-Read Grossman, MCMI-IV</li> <li>-Read Nevid, J., Gordon, A., &amp; Haggerty, G. (2020). Clinical utility of the personality assessment inventory in predicting symptom change and clinical outcome in an inpatient chemical dependency rehabilitation unit. <i>Journal of Personality Assessment</i>, 102(5), 587-593. doi: 10.1080/00223891.2019.1627665 (Article 12)</li> <li>- Read Choca, J. (2021). Inventory (MCMI-IV) for Assessing Disordered Thought and Perception. <i>Psychological Assessment of Disordered Thinking and Perception</i>, 99-113. American Psychological Association. doi: 10.1037/0000245-007 (Article 13)</li> </ul> <p>--Complete your PAI Report</p>

04/01/2024	<p><b>PAI Report Due</b>  <b>- Article 12 Student Presentation</b>  <b>-Article 13 Student Presentation</b></p>	<p>Read Grossman, MCMI-IV  -Prepare for PAI and MCMI-IV Exam  - Bring in your scored MCMI-IV protocol each week  Schedule MCMI-IV Lab (must be completed by 04/12)</p> <p>- Read Sellborn, M., Flens, J., Gould, J., Ramnath, R., Tringone, R., &amp; Grossman, S.(2022). The millon clinical multiaxial inventory (mcmi-iv) and millon adolescent clinical inventory-ii (maci-ii) in legal settings. <i>Journal of Personality Assessment</i>, 104 (2), 203-220. (Article 14)</p> <p>- <b>Attend an Individual 1-hour lab</b> with Course TA for assistance with the MCMI-IV Report between 03/25 – 04/12. (Must be completed by 04/12)</p>
04/08/2024	<p><b>Laboratory with TA's, Group Projects, Study for PAI-MCMI-IV Test</b>  <b>- Article 14 Student Presentation</b></p>	<p>-Prepare for Objective Assessment test presentation and complete research report</p>
04/15/2024	<p>-Presentation of Other Objective Personality Assessment-2</p> <p>-Cultural issues in Psychological Assessments</p> <p>-Objective Assessment of Personality Development in Children and Adolescents-1</p> <p><b>- Article 15 Student Presentation</b></p>	<p>Review Objective Assessment of Personality Development in Children and Adolescent PowerPoint handout</p> <p>- Read Eastin, S., Brandwein, D., Marks, D., Safran, R., &amp; Giordano, K. (2022). The mcmi-iv: a new normal quartet for parental fitness litigants. <i>Journal of Personality Assessment</i>, 104(1), 57-63.  doi.org/1080/00223891.2021.1912058 (Article 15)</p> <p>Read Carnovale, M., Sellborn, M., &amp; Bagby, R. (2019). The personality inventory for icd-11: investigating reliability, structural and concurrent validity, and method variance. <i>Psychological Assessment</i>, 32(1), 8-17.  doi.org/10.1080/00223891.2021.2013248 (Article 16)</p>

04/22/2024	<ul style="list-style-type: none"> <li>- Objective Assessment of Personality Development in Children and Adolescents-2</li> <li>-Client Creations will be revealed</li> <li>-Computer Interpretations of all objective assessment tests provided for your records</li> <li>- <b>Article 16 Student Presentation</b></li> </ul>	<ul style="list-style-type: none"> <li>-Complete your MCMI-IV report</li> <li>-Complete Other Personality Assessment PowerPoint Presentation</li> </ul>
04/29/2024	<ul style="list-style-type: none"> <li>-<b>MCMI-IV Reports Due</b></li> <li>-<b>Exam on PAI &amp; MCMI-IV</b></li> </ul>	Turn in any late assignments to avoid an Incomplete Grade
05/06/2024	<b>Course Review</b>	