



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'alaie Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP-7371-03-7

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 2025

Course Credits: 03

Class Meeting Days: Wednesdays

Class Meeting Hours: 2:30 pm – 5:30 pm

Class Location: Behavioral Sciences 101

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

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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.

Suggested 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
- Carnovale, M., Sellbom, 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
- 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
- Sellbom, 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
- 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.

Specialty Measure Presentation: Students will be required to individually present a “specialty measure.” Students will take the opportunity to research and present an empirically supported measure that is used in clinical psychology to assess a specialty population or need, in support of objective personality assessments. Your instructor will provide a comprehensive list of measures (e.g., Behavior Assessment System for Children – Third Edition, Vineland-3, Autism Diagnostic Observation Schedule, Trauma Symptoms Inventory - Second Edition, Marital Satisfaction Inventory -Revised, Parenting Stress Inventory – Second Edition, Firestone Assessment of Violent Thoughts, etc.); however, students may research potential inventories that they are interested in and seek approval to present. This assignment facilitates students’ ability to develop a flexible battery approach as emerging clinical psychologists, which also serves as support in case conceptualization, diagnostics, and treatment planning. Students are required to present up to 15-minutes (i.e., including Q&A) using a PowerPoint format. Each presenter will need to provide a digital copy of their PowerPoint to each classmate, which may be sent digitally prior to their presentation. There will not be any duplicate of a particular personality test and the instructor will approve each measure before they are researched. A sign-up sheet and rubric will be provided to determine presentation topics and guide grading criteria.

Personality Assessment Reports: Students will be required to complete one personality assessment report using an original interpretation based upon a “client vignette” of the Personality Assessment Inventory. Students will be required to secure signed informed consent (sheet provided) of an adult participant with two comorbid DSM-5 psychiatric disorders, prior to commencement of their interview and administration of the measure. Ascertaining participation of clients will be discussed in class. Completed protocols will be scored on one day in class as a part of instruction. Participants must acknowledge that they will not receive any feedback upon completion of their participation, sign consent form, agree to be recorded for a 60 – 90-minute interview, as well as complete the PAI measure (approximately one hour) while being observed. The clinical interview and completion of the PAI protocol may be split into two parts (i.e., only for ease of scheduling) within one week of the interview; however, it is important to note that two separate mental statuses and observations need to reflect two testing days. Reports will be graded on: demonstration of ethics of care, comprehension and mastery of the assigned validity, clinical, and subscales, adherence to outlines and report templates provided in class, ability to interpret and clearly write test results, and provide concisely written and appropriate treatment recommendations. Reports are to be typed and turned in on time without spelling and grammatical errors (i.e., midnight on the day the assignment is due). Late submissions, without two weeks’ prior approval, will result in a reduction of 10% each week (e.g., 100% to 90% to 80%). **If the report is more than two weeks late, the student will fail the assignment and/or receive an incomplete/failure for the course.** A rubric will be provided to students to assess report performance by demonstrating proficiency in writing format, integration of clinical interview content, case conceptualization, diagnoses/specifiers, other condition codes, and treatment recommendations. Personality Assessment reports measure students’ individual competencies in the following: ethics, protection of measures and confidential information, 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 cultural and social factors in the delivery of diagnoses and treatment recommendations.

Grading

Project/Assignment	Weighted Percentage
Laboratories (Attend two out-of-class sessions)	C/NC
Attendance	10%
Exam-1 (MMPI-Instruments)	20%
Exam-2 (PAI/PAI+) & (MMCI-IV)	20%

Specialty Measure Presentation	10%
Informed Consent	5%*
Clinical Interview (PAI)	10%*
Assessment Report (PAI)	25%*

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).

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, 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 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 Wednesday Course Schedule

<i>Date</i>	<i>Topic/Activities</i>	<i>Assignment For Next Class</i>
01/08/2025	<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-3 test. 	<ul style="list-style-type: none"> -Read Graham Chapters 1, 2, & 9
01/15/2025	<ul style="list-style-type: none"> -Introduction to MMPI-2 -MMPI-2 Test Construction and Psychometrics -Client MMPI-3 protocol assigned to students -MMPI-2 Administration & Scoring -Scoring of the assigned MMPI-3 in class 	<ul style="list-style-type: none"> -Bring in your client creation MMPI-3 protocol every class -Read Graham Chapters 3 & 4 -Read Bagby, R., Mortezaei, A., Onno, K., Sellbom, M. (2020). Examining the traditional background hypothesis for the mmpi-2rf 1-r scores in a muslim faith-based sample. <i>Psychological Assessment</i>, 32(10), 991-995. doi: 10.1037/pas0000941 (Article 1)
01/22/2025	Martin Luther King, Jr. Day – No Class	
01/29/2025	<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 Reeves, C., Brown, T., & 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 2)
02/05/2025	<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 Graham Chapters 7 & 8 -Read Graham Chapter 10 & 13 -Read Sellbom, M., Kremeyer, A., & 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 3)

02/12/2025	<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"> -Start on Research Project -Read Graham Chapter 11 & 12 -Read Vanousova, N., Brown, T., & 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. -Schedule MMPI-3 Lab (Article 4)
02/19/2025	<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 	<p>Additional Individual consultation with the TA regarding your MMPI-3 report can be scheduled if necessary</p> <ul style="list-style-type: none"> -Read 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. <i>Psychological Assessment</i>, 33 (2), 142-155. doi: 10.1037/pas0000969 (Article 5) <p>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</p>
02/26/2025	<ul style="list-style-type: none"> -Interpretation of the MMPI-2-RF -Introduction to MMPI-3 	<p>Prepare for the MMPI-2/MMPI-3 Exam</p> <ul style="list-style-type: none"> -Complete background and clinical presentation sheet of assigned client creations for the PAI and take the PAI by 03/07/2022
03/05/2025	<p>Exam on the MMPI Instruments</p>	<ul style="list-style-type: none"> -Read Morey Chapters 1 to 4 -Read Morey Chapter 5 for Validity scales and Index Scores -Read 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. <i>The Journal of Forensic Psychiatry & Psychology</i>, 32(4), 520-534. Doi: 10.1080/14789949.2020.1867225 (Article 6)

03/12/2025	<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 -PAI General Interpretation 	<ul style="list-style-type: none"> -Read Morey Chapters 6 and 7 for Clinical and Two-Point Codes -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 -Read 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. <i>Journal of Autism and Developmental Disorders</i>, 50, 3935-3943. doi: 10.1007/s1083-020-04450-2 (Article 7) -Schedule PAI Lab (Attend an Individual 1-hour lab with Course TA for assistance with the PAI Report from 03/11-03/22 (Must be completed by 03/22).
03/19/2025	<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 	<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 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. -Read 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). <i>Journal of Clinical Psychology in Medical Settings</i>, 29, 624-635. doi: 10.1007/s10880-021-09812-1 (Article 8)

03/26/2025	<p>-Take MCMI-IV and email -Introduction to MCMI-IV -MCMI-IV: Administration, Scoring</p> <p>-Score your client creation MCMI-IV that you will use to write your MCMI-IV report. -MCMI-IV Validity Scales -MCMI Clinical Scales -MCMI-IV Interpretation -MCMI-IV Report Writing -Choice of Objective Personality Assessment Tests to use</p>	<p>-Read Grossman, MCMI-IV -Read 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. <i>Journal of Personality Assessment</i>, 102(5), 587-593. doi: 10.1080/00223891.2019.1627665 (Article 9) - 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 10)</p> <p>--Complete your PAI Report</p>
04/02/2025	<p>-Presentation of Other Objective Personality Assessment-2</p> <p>-Cultural issues in Psychological Assessments -Objective Assessment of Personality Development in Children and Adolescents-1</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>- Attend an Individual 1-hour lab with Course TA for assistance with the MCMI-IV Report between 03/25 – 04/12. (Must be completed by 04/12)</p>
04/09/2025	<p>- 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</p>	<p>-Prepare for Objective Assessment test presentation and complete research report - Read Eastin, S., Brandwein, D., Marks, D., Safran, R., & 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 12)</p>
04/16/2025	<p>-Exam on PAI & MCMI-IV</p>	<p>Turn in any late assignments to avoid an Incomplete Grade</p>
04/23/2025	<p>PAI Report Due</p>	