

OVERVIEW OF PERSONALITY AND SELF REPORT ASSESSMENT

Winter Quarter 2022, CPSY 4081

Wednesdays, 9:00-10:50

Instructor: Karen Grabowski, Ph.D.

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Office Hours: Virtually by appointment

COURSE DESCRIPTION

The purpose of this course is to provide a foundation for approaching objective personality assessment and self-report assessment in forensic practice. The course will cover the underpinnings of objective assessment. It will also provide a broad survey of and objective personality and self-report measures, including the Minnesota Multiphasic Personality Inventory (MMPI-3) and other versions of this assessment and the Personality Assessment Inventory (PAI). Emphasis will be placed on understanding evidence-based, effective, and ethical objective personality assessment across various forensic contexts and populations.

COURSE OBJECTIVES

1. Students will gain familiarity with objective personality assessments and self-report measures such as the MMPI-3 and PAI.
2. Students will understand considerations in test selection, test administration, test interpretation, and communication and reports of testing results.
3. Students will gain and understanding and appreciation of applied use of these assessments in forensic settings and with forensic populations.
4. Students will understand ethical issues related to psychological assessment and the use of personality and self-report assessments.
5. Students will build upon and enhance critical thinking abilities, particularly as it pertains to understanding psychological assessment.

REQUIRED READINGS

Required Books:

Essentials of PAI Assessment, 1st Edition
 Leslie C. Morey
 ISBN: 978-0471084631

Interpreting the MMPI-2-RF
 Yosseff S. Ben-Porath
 ISBN: 978-08616669660

Additional required readings will be posted on canvas.

Optional Book:

The Cambridge Handbook of Clinical Assessment and Diagnosis
 Martin Sellbom
 ISBN: 978-1108402491

CLASS STRUCTURE & REQUIREMENTS

Lectures will be given in person, barring any changes to public health protocols or changing needs for the course. Online materials will be posted for each lecture and be grouped by folder on Canvas. All reading materials outside of required books will be posted on Canvas prior to the class lecture and are expected to be reviewed prior to the corresponding lecture.

Class Participation: Class discussion is an essential feature of graduate courses and will enhance the understanding of the course material. Class participation will be considered based on professionalism and your engagement during class: asking and answering questions, participating in group discussions, group assignments, and class exercises, respectfully listening to others' opinions, providing constructive feedback, and staying focused in class.

Please limit all use of technology to course activities, and other use of technology can result in point deduction from your grade. Please do not use cell phones during class. Students who routinely arrive late to class, use electronics for non-class related activities, or leave class frequently or early will not earn full points for participation.

Class Attendance: It is important that you attend class. Two absences are permitted during the quarter. It is the student's responsibility to contact me if they are going to miss class or had to miss class. If I do not hear from you before class or within 24 hours after the class period, unless there are extenuating circumstances, the absence will not be excused, and therefore, any assignments cannot be made up. **If you miss more than two class periods (as determined on a case-by-case basis by the instructor), you will not be able to pass this course.**

Exams: There will be a midterm and final exam in this class. These exams will consist of interpreting assessment profiles and clinical information and writing a sample report

sections. More specific information will be given about these exams in class and posted on Canvas. The midterm and exam will be submitted on Canvas.

Assignments: Throughout the quarter, there will be four assignments to help prepare for the exams and apply the course knowledge. These will involve responding to case scenarios, interpreting assessment results, and other activities. Additional information regarding assignments will be discussed in class and posted on Canvas. All assignments will be submitted on Canvas.

COURSE GRADING

Grades will be determined by the following requirements:

Assignments	50% (500 points, 125 points each)
Midterm exam	25% (250 points)
Final exam	25% (250 points)
<i>Total:</i>	<i>100% (1000 points)</i>

There will be no extra credit, curving, or make-up exams/assignments. Grades will be based on the plus/minus system and will be distributed as follows (please note there is *no* A+ or D):

93-100 points= A	80-82 points = B-
90-92 points = A-	77-79 points = C+
87-89 points = B+	73-76 points= C
83-86 points = B	70-72 points= C-
69 points or less= F	

LATE POLICY FOR ASSIGNMENTS: 25% of the points for the assignment will be deducted for each CALENDAR DAY that an assignment is late.

If you miss a class, you must contact me within 24 hours in order to be able to make up any missed work. *If you know you will be missing an assignment beforehand with a valid excuse, let me know as soon as possible. I will be more willing and able to work with you the earlier you bring issues to my attention.*

COURSE POLICIES

- **Profession-wide Competencies to Prepare for Practice in Health Service Psychology:**
In this class, students are being prepared to demonstrate practice in Health Service Psychology as outlined in these areas:
 - 1) Research
 - 2) Ethical and legal standards
 - 3) Individual and cultural diversity
 - 4) Professional values, attitudes, and behaviors
 - 5) Communication and interpersonal skills
 - 6) Assessment
 - 7) Intervention
 - 8) Supervision
 - 9) Consultation and interprofessional/interdisciplinary skills

- **Students with Disabilities, Medical or Mental Health Conditions:**
Students who have disabilities, medical or mental health conditions wanting to request accommodations should contact the Disability Services Program (DSP). Information is also available online at the [DSP website](#) or see the [DSP Handbook](#). Students wishing to request COVID-19 related adjustments can find information about the request process by visiting the [COVID-19 Requests](#) page on the DSP website or by contact DSP at; 303.871.3241; 1999 E. Evans Ave.; Suite 440 Ruffatto Hall.

- **Information about Academic Integrity:**
Please examine the University of Denver's Honor Code, Code of Student Conduct, and Student Rights and Responsibilities documents, which are posted on the website of DU's Office of Citizenship and Community Standards (<http://www.du.edu/studentlife/studentconduct/index.html>). All members of the University community, including students, faculty, staff, administrators and trustees, are entrusted with the responsibility of observing these ethical goals and values as they relate to academic integrity and must not commit any intentional misrepresentation or deception in academic or professional matters.

- **GSPP Resources:**
If you have questions or concerns at any time during your training here at the GSPP, you may speak with any professor; your advisor; another faculty member, staff member, or administrator you trust; or Dorothy Hansen, Psy.D., the GSPP Student Advocate (at 303.619.3087 or Dorothyhansen739@gmail.com).

- **Statement about Professional Writing:**
GSPP students are encouraged to take advantage of the Writing Center's services; discussing writing practices and texts benefits writers at all levels of education and confidence. The Center offers individual consultations and small-group workshops that address everything from generating ideas and navigating new genres to crafting strong sentences and documenting sources. In fall 2020, all consultations and workshops will be offered online via Zoom. For more information, including instructions on how to make appointments, prepare for consultations, and access writing and citation resources, visit <https://portfolio.du.edu/writingcenter>.

➤ **Research Center Services:**

At this time, the University Libraries Research Center (<http://libraryhelp.du.edu>) will be maintaining services virtually through chat and email during our regular hours. Please contact us through chat or email for the quickest response time. All research consultations will be offered virtually through Zoom. Consultations help students at any stage of the research process, from refining a topic, to finding books and articles, to creating a bibliography. The Research Center can also assist students with finding images, audio recordings, and videos for course projects. Over 99% of the students who have visited the Research Center report they would recommend the Research Center to a friend or classmate. Please check the [Libraries' COVID-19 page](#) for up-to-date information on our libraries' services such as [access to our physical collections](#), [due date extensions](#), and [restrictions on ILL and Prospector](#). Computer support is available from the [University Technology Support \(UTS\) Help Center](#). GSPP works closely with AAC Social Sciences Librarian, Jenny Bowers. Her email is jennifer.bowers@du.edu.

➤ **Religious Accommodations Policy:**

University policy grants students excused absences from class or other organized activities or observance of religious holy days, unless the accommodation would create an undue hardship. You must notify me by the end of the first week of classes if you have any conflicts that may require an absence. It is your responsibility to make arrangements with me in advance to make up any missed work or in-class material.

➤ **Inclusive Learning Environments:**
(developed by the Faculty Senate)

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

➤ **Mental Health & Wellness:**

As part of the University's Culture of Care & Support we provide campus resources to create access for you to maintain your safety, health, and well-being. We understand that as a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug concerns, depression, difficulty concentrating and/or lack of motivation. These stressful moments can impact academic performance or reduce your ability to engage. The University offers services to assist you with addressing these or ANY other concerns you may be experiencing. If you or someone you know are suffering from any challenges, you should reach out for support. You can seek confidential mental health services available on campus in the Health & Counseling Center (HCC). If you seek services at the DU HCC, please be aware that you will be ineligible to accept a field placement or internship at that site due to the potential for problematic dual relationships. A list of psychotherapists is available under the Pioneer Web GSPP tab, in the Student Resources folder. Another helpful resource is Student Outreach & Support (SOS), where staff work with you to connect to all the appropriate campus resources (there are many!), develop a plan of action, and guide you in navigating challenging situations. If you are concerned about one of your peers you can submit a report through our Pioneers Care System. More information about HCC, SOS, and Pioneers CARE can be found at: Health & Counseling Services (<http://www.du.edu/health-and-counseling-center/>) Student Outreach & Support and Pioneers Care reporting (<http://www.du.edu/studentlife/studentsupport/>)

➤ **Title IX:**

Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation. The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking. The Center for Advocacy, Prevention and Empowerment (CAPE) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community. All services are confidential and free of charge.

For assistance during business hours, call 303-871-3853 and ask to speak to the Director of CAPE. After hours, please call the Emergency & Crisis Dispatch Line at 303-871-3000 and ask to speak to the CAPE advocate on call. For more information, please visit the Office of Equal Opportunity & Title IX website at <https://www.du.edu/equalopportunity/titleix/>.

➤ **Use of Technology in the Classroom:**

Access to the Internet can be a valuable aid to the classroom learning environment. You may be encouraged to use a laptop, smart phone, or other device to explore concepts related to course discussions and in-class activity. Keep in mind, however, that these technologies can be distracting – not only for you, but to others in the class. Please avoid the temptation of Facebook, texting, or other off-topic diversions.

➤ **Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses:**

At the University of Denver, we protect the intellectual property of all our faculty, and safeguard the privacy of all our students in online learning environments. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from their online courses. This restriction includes but is not limited to:

- Pre-recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

As we engage in online learning as an academic community, it is imperative to be respectful of all. Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under FERPA.

Students with disabilities who need to record classroom lectures or discussions must contact the Disability Services Program to register, request, and be approved for an accommodation. All students are advised that students may tape classroom activities for this purpose. Such recordings are to be used solely for individual or group study with other students enrolled in the class that quarter/semester. They may not be reproduced, shared in any way (including electronically or posting in any web environment) with those not in the class in that quarter.

Students who violate this policy will be reported to [The Office of Student Rights & Responsibilities](#) and may be subject to both legal sanctions for violations of copyright law and disciplinary action under Student Rights & Responsibilities Policies.

Please note that, due to the evolving nature of the class, this syllabus is subject to changes as determined by the instructor. **Please keep a copy of this syllabus as you may need it to comply with education equivalency standards for state licensing.**

Class Date	Topic	Readings and Assignments
Class 1 1/5/22	Syllabus Introduction to Psychological Assessment in Forensic Settings and Ethics	<i>Readings:</i> - On Canvas
Class 2 1/12/22	Writing Assessments Forensic Considerations	<i>Readings:</i> - On Canvas
Class 3 1/19/22	Introduction to PAI	Assignment 1 due 1/19 <i>Readings:</i> - PAI Essentials Chapters 1, 4, 5, 8
Class 4 1/26/22	PAI, PAI-A	Assignment 2 due 1/30 by 11:59pm <i>Readings:</i> - PAI Essentials Chapters 6, 7 - On Canvas
Class 5 2/2/22	PAI Continuation if needed Other self-report assessments (MCMI-IV, Trauma Assessments, Diagnostic Assessments)	<i>Readings:</i> - On Canvas
Class 6 2/9/22	Introduction to MMPI (MMPI-3, MMPI-RF)	Midterm due by 2/13 11:59pm <i>Readings:</i> - Interpreting MMPI-RF Chapters 1, 5, 6
Class 7 2/16/22	MMPI assessments (MMPI-RF, MMPI-A)	<i>Readings:</i> - Interpreting MMPI-RF Chapters 7, 8 - On Canvas
Class 8 2/23/22	MMPI Continuation if needed Other self-report assessments (Malingering, Symptom Specific Assessments, Psychopathy)	Assignment 3 Due 2/27 by 11:59pm <i>Readings:</i>

		- <i>On Canvas</i>
Class 9 3/2/22	Testing issues for consideration Forensic considerations	<i>Readings:</i> - <i>On Canvas</i>
Class 10 3/9/22	Forensic considerations	Assignment 4 Due 3/9 <i>Readings:</i> - <i>On Canvas</i>
		Final due 3/14 by 11:59pm