AUBURN UNIVERSITY

SPECIAL EDUCAITON, REHABILITATION, & COUNSELING

SYLLABUS

1. Course Number: COUN 7210 01

Course Title: Appraisal in Counseling and Psychology – Adult

Credit Hours: 3 semester hours

Prerequisites: Enrollment in COUN doctoral program

Corequisites: None

Instructor: Lee Stutts, Ph.D.

Office Hours: TBD

Instructor Email: leestutts@mindspring.com

Instructor Phone: 334-742-9555 or 334-703-8011\*

\*Cell Phone – you may leave voice mail on either or text to cell

1. Date Syllabus Prepared: August 2016
2. Texts or Major Resources Required:

Graham, J. R. (2011). *Assessing Personality and Psychopathology (5th ed.).* New York: Oxford. ISBN: 97378924

Morey, L. C. (1996). *An Interpretative Guide to the Personality Inventory (PAI).* Lutz, FL: Psychological Assessment Resources, Inc. ISBN: 0191190722x

Assigned Articles:

Includes but not limited to:

-Weiner, I.B. (1995). How to anticipate ethical and legal challenges in personality assessment. In J. N. Butcher (Ed.), *Clinical personality assessment: Practical approaches* (pp. 95-103). New York: Oxford.

-(December, 2008). MMPI-2; FBS (symptom validity scale bibliography). Pearson Education, Inc.

-Rogers, R., Sewell, K.W., Harrison, K. S., & Jordan, M. J. (2006). The MMPI-2 Restructured Clinical Scales: A paradigmatic shift in scale development. *Journal of Personality Assessment, 87,* 139-147.

-Wallace, A., & Liljequist, L. (2005). A comparison of the correlation structures and elevation patterns of the MMPI-2 Restructured Clinical (RC) and Clinical Scales. *Assessment,* 12, 290-294.

-Ben-Prath, Y. S. (1997). Use of personality assessment instruments in empirically guided treatment planning. *Psychological Assessment,* 9, 361-367.

-Perry, J. N., Miller, K. B., & Klump, K. (2006). Treatment planning with the MMPI-2. In J. N. Butcher (Ed.). *MMPI-2: A practitioner’s guide (*pp 143-164). Washington, D.C.: American Psychological Association.

-Butcher, J. N., Mosch, S. C., Tsai, J., & Nezami, E. (2006). Cross-cultural applications of the MMPI-2. In J. N. Butcher (Ed.) *MMPI-2: A practitioner’s guide* (pp 505-531). Washington, D.C.: American Psychological Association.

-Acevedo-Polakovich, I., Reynaga-Abiko, G., Garriott, P. O., Derefinko, K. J., Wimsatt, M. K., Gudonis, L. C., et al (2007). Beyond instrument selection: Cultural consideration in the psychological assessment of the U. S. Latinas/os. *Professional Psychology Research and Practice,* 38, 375-384.

-Dana, R. H., & Whatley, P. R. (1991). When does a difference make a difference? MMPI scores and African-Americans. *Journal of Clinical Psychology,* 47, 400-406.

-Millon, T., Strack, S., Millon-Niedbala, C. M., & Grossman, S. D. (2008). Using the Millon College Counseling Inventory to assess student mental health needs. *Journal of College & Counseling,* 11, 159-172.

-Joiner, T. E., Walker, R. L., Pettit, J. W., Perez, M., & Cukrowicz, K. C. (2005). Evidence-based assessment of depression in adults. *Psychological Assessment,* 17, 267-277.

-Widiger, T. A., & Samuel, D. B. (2005). Evidence-based assessment of personality disorder. *Psychological Assessment,* 17, 278-287.

-Antony, M. M., & Rowa, K. (2005). Evidence-based assessment of anxiety disorders in adults. *Psychological Assessment,* 17, 256-266.

YOU ARE RESPONSIBLE FOR READING THE MANUALS OF ALL TESTS USED IN THIS COURSE PRIOR TO USING THE TESTS.

1. Course Description:

“Development, administration, scoring and interpretation of personality …tests. Includes assessment interview, behavioral observation.” In essence, this course will familiarize you with two of the most commonly used measures for the assessment of psychopathology, the MMPI-2 and the PAI. We will not cover aptitude and achievement testing because we cannot do justice to each of these domains in a single semester. Coverage will include topics of methodological, theoretical, psychometric, cultural, individual differences, and ethical issues. Course will emphasize use and limitations of these measures for client assessment.

1. Course Objectives:

Through assigned readings, in-class exercises, practice administration of assessments, comprehensive presentation to peers on an assessment topic, and satisfactory performance in writing 6 profile assessment reports, students will demonstrate:

* 1. Understanding of the purpose, advantages, and limitations of p0ersonality assessment in adults;
  2. Knowledge of basic objective personality assessment skills with adults;
  3. Familiarity with evidence based assessment for treatment utility;
  4. Skills required to administer and score measures of adult psychopathology;
  5. Knowledge of appropriate measures of adult psychopathology;

1. To develop skills necessary to interpret and apply personality assessment tools in treatment of adults;

2. Ability to write professional reports to convey testing results for referral sources

and documentation;

3. Understanding of ethical issues involved in assessment of adult psychopathology;

4. Knowledge of psychologists’ ethical obligations in appropriate use of assessment;

5. Awareness of issues of cultural diversity involved in assessment of adult

Psychopathology.

1. Course Content and Schedule: (Students should complete reading each assignment listed prior to each class)

Note: INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS SYLLABUS

Week 1 : Introduction. Brief history of personality assessment/MMPI. LRC procedures. View sample profiles.

August 22 All assigned reading from texts are listed by author and all assigned reading from articles and single chapters are listed by assigned number.

Week 2:

August 29 Scoring the MMPI, Validity Continued; Pick groups and presentation topics; Check out Measures and Take for Self, Practice Evaluating Validity Scales

Graham Chapters 1 – 3, Articles # 1 & 2

Week 3:

September 12 Clinical and RC Scales, Content Interpretation

Sign Up for Presentations, Practice Interpreting Code Types and Relevant Scales

Graham Chapters 4-7; Articles # 3 & 4

Week 4:

September 19 Content interpretation continued, Mental Status Exam and Behavioral Observations, Computerized MMPI; report writing\*\*

Graham Chapters 8, 12 Assign Report 1

Week 5:

September 26 Psychometric Issues and Interpretive Strategies

Graham Chapters 9 & 11, More Practice Interpreting, Report 1 Due

Week 6:

October 3 Special Populations, Interpretation, Cross-cultural Applications & Limitations with the MMPI; Discussion of Cross –cultural issues in Assessment in General and with PAI

Graham Chapter 10, Article # 7 – 9

Assigned Report 2

Week 7:

October 10 PAI Introduction and Validity

Morey Chapters 1, 4 and 5

Report 2 Due, Assign Report 3 (PAI)

Week 8:

October 17 PAI Clinical Scales, Scoring the PAI

Morey Chapters 2, 3, 7 and 8

Week 9:

October 24 PAI and Diagnoses, Psychological Concerns & Treatment Utility

Morey Chapters 6, 9 and 10

Practice Interpretation

Report 3 (PAI 1) Due

Week 10:

October 31 Millon Theory and tests

Assign Report 4 (PAI 2)

Week 11:

November 7 Minnesota Multiphasic Personality Inventory – 2- Restructured Form

(MMPI-2-RF)

MMPI-2-RF Group Presentations

Practice MMPI-2-RF

Graham Chapter 14, Report 4 Due, Assign Report 5 (MMPI-2-RF)

Week 12:

November 14 Millon College Clinical Inventory (MCCI)

Millon Adolescent Clinical Inventory (MACI) Introduction

Discuss Administration and Theory, Report 4 Due

Report 5 Due

Week 13:

November 28 More coverage of the Millon Theory and MACI  
Practice Interpreting the MCCI

Assessment in Varied Settings

Week 14:

December 5 Feedback to Clients

Article # 10

Integrative Report Due

Use of Testing in Varied Settings

Articles # 5 & 6, 11-13

\*All assigned readings from texts are listed by author and all assigned reading from articles and single chapters are listed by assigned number.

\*\*Depending on class needs, we may cover other content during these class settings or switch the order of lectures.

1. *Course Requirements/Evaluation:*

-Reading of text, test manuals, assigned articles, and handouts.

-Assignments will consist of brief exercises (in and out of class), 5 assigned repots, 1 integrative assessment reports, one brief report on your observations from taking tests, and one class presentation.

a. *Homework Assignment.* I want you to take two of the tests we are studying in this course. I recommend the MMPI-2/MMPI-2-RF and/or PAI/MCCI. You may choose another you discuss with me. Please write a brief description (2-3 pgs) or you experience taking the tests and reviewing the results, e.g. length of tests, ease of use, ease of scoring, comparison of formats and results, did you learn something, etc. NOTE: I DO NOT WANT YOUR PERSONAL DATA/PEROFILE! You may choose to complete the assessments we cover in this course on your own to increase your understanding of what a client experiences in the process of completing these measures. The purpose of completing the profiles is to allow you to experience what it is like to take the instrument, familiarize you with all items of the instrument, and introduce you to the scoring process. Please note that if you choose to do this, you may experience some discomfort with the questions or your results. Options for this assignment may be discussed with me, e.g. alternative tasks.

b. *Assigned Reports.* You will complete a total of 6 reports for this course. [On one occasion, you will be asked to write an integrative report in which one will include results for both the **MMPI-2 and the MCCI or PAI**  (see below)]. The other reports will be on assigned profiles from the MMPI-2, MMPI-2-RF and PAI. All reports should have the following sections: 1) Background, 2) Reason for Referral, 3) Tests Administered, 4) Test Results, 5) Impressions, and 6) Recommendations. All reports should also have a header that says, **NOT A REAL CLIENT**. You are allowed to consult with one another on all assignments. However, you must write your reports independently. I will expect that your reports will not read the exact same as that of any other individual in the class (both present and *in other classes in the past or future*). To avoid turning in a report that is extremely similar to that of one of your colleagues, I recommend that when you discuss as case with a peer, you take notes and not discuss the case after you begin to write the report. This will reduce the likelihood of two individuals turning in a report that looks like one person copied or slightly modified that of the other. You may use a template if you desire for your reports. You will always be expected to turn in your reports via email PRIOR to the start of class on the day they are due.

c. *Integrative Reports*. Please note that all details about the assigned reports are relevant here. You will complete 1 integrative reports in which you will use a volunteer. Ask the volunteer to simulate stress, e.g. clinical symptoms. More information will follow on the recruitment of individuals to test for this report. You will follow the procedures outlined for this purpose and use an appropriate consent form. You SHOULD NOT test someone you know, but you may volunteer people you know for peers who do not know (and are unlikely to know) the individual. Testing non-client individuals, particularly those who may be close acquaintances of a peer, requires that the individual alter their responding to the items so as to protect their own privacy. Thus, all volunteers (unless you are testing an actual client) should respond as though they feel a little more stressed with their current circumstance than they actually feel. This will allow you to have an opportunity to build skills related to interpretation while minimizing ethical concerns that arise from administration of the tests. If you are seeing clients and have a supervisor who approves, you may test a client but you will need to also have the client’s consent and produce a report that will be entered into the client’s file. You should only test a client if it is relevant, not because it is easier than finding other participants (this will require careful discussion with the supervisor given the use of tests that assess overlapping content). You **cannot** provide feedback about the results of the test unless you tested an actual client in which case your supervisor would need to supervise you providing feedback. Given the limitations of this class and the way in which we have set up practicum I cannot supervise this task unless I am currently supervising you on that case. It is also important to note that you cannot count tests administered to fake clients for internship application purposes.

You will conduct a brief interview, getting relevant background information and developing behavioral observations. You will then have the individual complete the PAI, MMPI-2RF or the Millon for the first report. Though it would be unusual to give two similar assessments in practice, this will provide you the opportunity to integrate results from two different instruments. You may also give a non-pathology focused assessment if you want, e.g. NEO-FFI-3/MBTI.

You will provide a description of the individual’s mental status in this report in addition to the other sections outlined above in the “Assigned Reports” section. We will discuss what this might include in class. These measures will be integrated into a report. Your reports cannot contain the actual name of the individual, but must include an alias. You will be expected to follow LRC procedures for checking out testing materials and returning them in a timely manner. You must share these with your colleagues so it is advisable that you complete these interviews and assessments more than one week prior to the due dates to avoid a situation where you are unable to access the needed materials. Having completed the interview and testing portion of these reports that early will also provide adequate time for you to complete your reports. Your grade for these reports will not only include the reports, but your scoring will also be evaluated. The Grading section below has the breakdown of points for these two assignments.

When turning in these assignments, you must submit the original profile forms and a copy. Please come prepared with both at the start of class.

d. *Course Presentation.* You will complete a class presentation (50-70 minutes) on a personality measure that assesses psychopathology, or related special topic regarding personality assessment. Specifically, you will demonstrate an ability to use what you have learned about measure to understand closely related measures because one you are done with formal training, you will likely need to have the skills to teach yourself how to use newer editions of tests across time. During the second class meeting, we will draw numbers. (In order of those numbers, you will pick the group of interest unless you are all able to come to some consensus on your own and email me individually that you agree to the arrangement of the groups. If you are not present when the numbers are drawn, you will pick last. Once one of the presentation topics has adequate people presenting all remaining students will be assigned to the other test. The groups will present on the assigned day. If you must be absent on the assigned date, you will have to do an individual presentation on a test I assign. Absences on the assigned date will make it difficult for you to earn full credit without doing a second presentation on our own. You should model your presentation of the instrument after the content covered for the MMPI and PAI (the primary instruments for this course) with a strong focus on development, psychometric properties, uses and limitations. You will also want to integrate research articles into your presentation (you must have at least 10 peer-reviewed journal articles as references). You would then need to present the research in an organized manner such that you help your colleagues better understand the application of the instrument in various contexts and how it is similar to and different from measures with which they are already familiar. You will also need to discuss scoring and interpretation for your peers though you will not have sufficient time to explain everything about interpretation. The goal is that you not only are able to use the tests covered in the class, but that you also gain the skills to teach yourself how to use tests that you have not previously had exposure to. Each of these measures is available from the LRC. I will notify the LRC of your permission to have a more extended check-out of these measures for the presentation (I will give specific names.) All tests, booklets, and manuals will have a three-day check out limit and all scoring templates will the IN ROOM USE ONLY. It is expected that you will provide handouts to your colleagues. I prefer that you use PowerPoint for your presentation. A rubric for the grading of this project will be provided. Your group will all receive the same single grade.

1. Grading: I will use mastery grading for this course, with final grades of 90% - 100% of 1000 pts. – A, 80%-90% = B, 70%-70% = C, 60%-69% = D, and below 59% = F.

In-class Participation Exercises = 50 pts

Homework Assignments = 50 pts

Assigned Reports: first = 75 pts

2-5 = 90 pts ea (360)

Integrative Report 1 = 150 pts

Scoring PAI = 35 pts

Scoring MMPI-2RF = 35 pts

Scoring MCCI = 35 pts

Scoring MMPI-2 = 35 pts

Course Presentation = 175 pts

Total = 1000 pts.

1. Class Policy Statements:

*Late Policy*: I do not accept late papers. You may always turn a paper in ahead of time. You may always email a paper to me if you are unable to make it to class. Your paper is due by the START OF CLASS (if class starts at 4:00 pm and you turn your assignment in at 4:0 pm, your assignment is late). It is recommended that you have the paper completed before class. You will turn all written assignments in electronically (via email) so they will contain a time stamp. Should you worry that email might get lost, please CC yourself on the email. You can then be sure that you attached the assignment and can document the time you submitted your assignment. I also recommend you use your AU account to submit assignments as sometimes emails sent from other provider end up in my spam or delayed in receipt. Generally, it will serve you better to turn in an incomplete assignment rather than a late assignment should you find that you did not start the assignment in time to complete it by the deadline.

*Attendance:* Class attendance is highly recommended as it is difficult to obtain a good grade for class participation if you are not present. It is difficult to pass without attending class. I ask that you notify me in advance if you must miss class for an academic reason (such as a conference). Given that you can turn in papers early or email them, papers are always due on the day assigned even if you are not in attendance. Class attendance is only excused with a medical excuse from a doctor or when it meets the criteria for university approved absences. This class will involve extensive in-class exercises and it is expected that you will be present to participate and obtain the information from such activities.

**Participation and Attendance:**  You are responsible for regular attendance to this course. Since there will be in-class discussions of reading material, it is expected that you will be prepared to discuss the material and be present to do so. It is expected that you will be present and prepared, and that you will participate in the exercise in order to gain mastery over materials. Given that ethical practice within the profession of counseling requires that you are present when scheduled to meet with clients, you are expected to demonstrate this professional practice regularly with regard to attendance at scheduled classes. Only for those absences that fit the university absence policy can you make up work missed in class. As such, you will not receive credit for assignments missed (including in-class assignments such as the group presentation or practice homework assignments done in class) for an absence that is no excused. It is your responsibility to inform the instructor of your absence and you should let the instructor know of the absence in advance except in cases of emergencies (which must conform to those discussed in the AU student handbook). In cases of emergency, you will need to let the instructor know within one week of the end of the emergency (so you would need evidence of the last date of the emergency and the emergency prevented you from class attendance or you will not be allowed to make up missed credit-based activities. Since you will hand in most assignments using email, you can still submit an assignment should you need to be absent for an emergency. Submitting the assignment later will only be allowed in exceptional cases that will require documentation. If you must be absent on a day where you are to turn in hard copies of materials, you should get a peer to turn the materials in for you or make alternative arrangements. Breaks will be scheduled into the class so use that time if you need to be out of the classroom for personal matters. You may remind the instructor if you feel it is time for a break. The instructor will attempt to schedule a 15 minute break during each class to ensure that there is adequate time to attend to personal needs. It is also expected that you will not leave class to answer your cell phone (while the instructor recognizes that emergencies may occur, emergencies do not occur every week.). Please alert others to your schedule and encourage them to call when you are not in class and use the vibrate function on your phone to avoid disrupting others.

The emphasis on attendance reflects the importance of planned learning opportunities. You will practice interpretation in class on multiple occasions. Although I will not be testing you on your reading, having not read will mean you need to work quickly to catch up while students are working in class. It will irritate your peers if you have not read (and it leads to an unproductive in-class activity experience). You will find the class time less helpful than your peers who have already familiarized themselves with the material. I will grade some of the in-class exercises. The date and time of the exercises will not be announced in advance (and being absent from class will require you to make up these activities, or in the case of an unexcused absence, the result will be a grade of 0 for the activity). *50 points*

*Accommodations:* Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible, if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by email. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Office of Accessibility at 1228 Haley Center, 844-2096 (V/TT).

The University Honesty Code and the Tiger Club Rules and Regulations pertaining to cheating will apply to this class. Any evidence of plagiarism will result in a grade of 0 for the assignment. Note that you are allowed to collaborate with others but you are expected to write your own reports. Thus, I suggest that you first review the profiles on your own and get a general idea of what you think is going on before meeting with other people. I also do not recommend that anyone starts writing the report while meeting as this may cause your reports to look alike and then I would be left with the conclusion that one individual copied another. In addition, any evidence of unethical conduct will result in a report of such conduct to your advisor.

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

1. Justification for Graduate Credit:

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21, 1997 apply. This course is designed to assist students in developing skills specific to their profession. Not only will students learn to administer and interpret two of the most commonly used measures of adult objective personality assessment, they will complete a series of reading assignments and discussions to facilitate critical thinking about assessment research and application. Finally, students will develop skills necessary to communicate assessment findings to other professionals. **Only students enrolled in the COUN Ph.D. programs in the SERC department at Auburn University are allowed to enroll in this course.**