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Psychology 8612
Assessment of Personality and Psychopathology:
Interviewing, Diagnosis, and Cultural Diversity
Spring 2018

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Office Hours: By Appointment

Laboratory: A separate syllabus covers the laboratory portion of the course.

Class Schedule: **Lectures:** Monday, 9 AM - 1 PM, N423 Elliott
Laboratory: See Laboratory Syllabus

Credits: This course is offered for 5 semester credits.

Course Overview: The focus of this course is on assessment of personality and psychopathology. Regardless of past experience in psychological assessment, you are required to attend class lectures and to complete all course requirements. (If you miss a lecture for any reason, it is simple courtesy to notify the instructor in advance, whenever possible, or at any rate as soon as possible after the fact.) You are free to ask classmates for copies of notes of a meeting that you missed, but remember that they are under no obligation to provide notes to you. In other words, knowledge of course material is expected—and ultimately your responsibility.

The lecture portion of this class does not focus on report writing. That skill is taught in the laboratory section. Instead, this part of the class is devoted to the *scientific underpinnings* of clinical personality and psychopathology assessment.

Sequence of Training: This course is the second cornerstone step in your clinical training, after Psy8611. Together with Psy8611, the course is designed to prepare you to function competently within the applied practica, which begin in the second year of your clinical training. Your initial practicum will focus on assessment. Psy8611 and Psy8612 must be passed first before you can begin the applied practica.

Objectives: By the end of the course, you are expected to show competence in the following areas:

1. Demonstrated knowledge of historical foundations for psychological measurement and personality/psychopathology assessment.
2. Demonstrated knowledge of test development and construction, with particular focus on the MMPI family of instruments. Knowledge regarding how to choose a personality inventory for

use with a particular patient having a particular complaint, how to administer it, how to score it etc.

3. Demonstrated specific knowledge of core elements of applied personality assessment (e.g., profile interpretation, validity scale interpretation, etc.)
4. Demonstrated knowledge regarding personality assessment and interpretation in adults and children, with particular consideration of diversity, writ large (e.g., ethnic, socioeconomic, sexual, etc.);
5. Demonstrated knowledge of the relevance of personality in understanding diverse psychiatric conditions; and
6. Demonstrated knowledge of clinical decision making through effective assessment.

Evaluation of Competence: The objectives listed above will be evaluated through (a) exams for the lectures and (b) required test administrations and interpretations for the lab. The objectives will be re-evaluated later in your graduate training through preliminary examinations.

Your grade in this course will be based on participation in class, and two exams (i.e., mid-term and final in-class exams) plus consideration of your laboratory performance; see below. If you fail to take an exam for any reason, you must explore your situation with the instructor, to the instructor's satisfaction, in order to remain enrolled in the course. Both exams will be take-home, and the final exam will be cumulative.

Your final grade will be derived from a weighted average of your exam scores. The midterm will be worth 40% and the final worth 60% of your grade. An overall score of 70% will be necessary to pass the course. An overall score from 70% to 86% will fall in the B range (B-, B, B+). An overall score from 87% to 100% will fall in the A range (A-, A; no A+s).

You will not receive a separate grade for the laboratory portion of the course. However, a passing grade for Psy8612 will not be submitted until all laboratory work has been satisfactorily completed, regardless of your in-class exam performance. Attendance at all laboratory sessions is mandatory. You must demonstrate proficiency in test administration and report writing before practica.

To evaluate your proficiency in these areas, you will perform assessments on adult REP¹ students and/or children recruited from the community. These test administrations will be heavily weighted in the evaluation of your laboratory performance, as will be the input of the laboratory instructors. It is expected that your proficiency in test administration will increase as the semester progresses and that you will be receptive to the supervision provided by the laboratory instructors.

You will be evaluated along several parameters as described in the lab syllabus. Unless improvement to "satisfactory" performance on all parameters is seen by the end of the semester (in the context of your final test administration and report), you will be required to re-take Psy8612 next year; you will need to repeat the lab, and you may need to repeat portions of the lecture based on your demonstrated competence in the areas listed above.

¹ The REP pool is the department's experimental subject pool, comprising students wishing to obtain extra credit in lower-level undergraduate courses.

There will be no extra test administrations or “re-doing” of assessments. It is expected that you will conduct yourself according to the APA rules on ethical conduct—as indeed you must in all activities, while you are affiliated with the program.

The laboratory instructors have extensive experience in psychological assessment and will act as supervisors in the development of your clinical skills. If you are experiencing difficulties with the laboratory portion of the course, the lecture instructor may assist the laboratory instructors in providing direct supervision to you.

Assignments: The readings assigned for each class session need to be read carefully before that class session, so we can have a productive and interesting discussion about them.

Course Outline: Lecture Topics and Reading Assignments

IMPORTANT NOTE ABOUT READING ASSIGNMENT DATES: Reading assignments listed for a specific week are assigned for discussion during that week's class period.

Week 1

Week of January 18th (No lecture on the 18th due to Martin Luther King Day. There **WILL BE** lab but there will **NOT BE** reading assignments. The lecture class will not meet, during this first week of the semester, because of the holiday on Monday the 15th.)

Week 2, January 22nd: Historical Origins of DSM-III and the Neo-Kraepelinian Perspective; APA standards

1. On being sane in insane places. (Rosenhan, 1973)
2. History of psychiatric nosology: (Kendler, 2009)
3. Historical role of Bob Spitzer: (Spiegel, 2005)
4. Historical Impact of Feighner et al.: (Blashfield, 1982) PLUS COMMENTARIES

Week 3, January 29th: Reliability and Validity

1. Construct validity in psychological tests. (Cronbach & Meehl, 1955)
2. Anastasia chapters 4 & 5

Week 4, February 5th: Measurement

1. Anastasia chapter 7
2. Attack of the psychometricians. (Borsboom, 2006)
3. Modern versus classical psychometrics. (Reise & Henson, 2003)

Week 5, February 12th: Mathematical aspects of judgments and diagnoses

1. Grove Handout, sections 3.1 - 3.7, 3.10 - 3.12.4, 3.12.6 - 3.12.7
2. Clinical judgment and decision making. (Garb, 2005)

Week 6, February 19th

Integrating different sources and kinds of assessment data

1. The relative contribution of four kinds of data to accuracy in personality assessment. (Sines, 1959)
2. The incremental validity of information used in personality assessment. (Garb, 1984)
2. The incremental validity of the MMPI-2: When does therapist access not enhance treatment outcome? (Lima et al., 2005)

Week 7, February 26th

Clinical versus statistical prediction.

1. Clinical versus actuarial judgment. (Dawes, Faust, & Meehl, 1989)
2. Clinical versus mechanical prediction: A meta-analysis. (Grove, Zald, Lebow, Snitz, & Nelson, 2000)

Week 8, March 5th

Current approaches to psychiatric nosologies.

1. Externalizing continuum. (R. F. Krueger, Markon, Patrick, & Iacono, 2005)
2. The meaning of comorbidity: (R.F. Krueger & Markon, 2006)
3. Reification and what to do about it: (Hyman, 2010)
4. The Hierarchical Taxonomy of Psychopathology (HiTOP) consortium. (Kotov et al., 2017)
5. Meehl (1993). Four queries about factor reality. *History and Philosophy of Psychology Bulletin*, 5(No. 2), 4-5. [Here is a link:
<http://meehl.umn.edu/files/149fourqueriesfactorrealitypdf>]

Week 9, March 12th: Spring Break

MID-TERM EXAM DUE MARCH 19th

Week 10, March 19th: MMPI

1. Validity of the RC scales: (Tellegen et al , 2006)
2. Challenges to the validity of the RC scales (Rogers et al.,2006)
3. MMPI-2-RF Manual: (Ben-Porath & Tellegen 2011; pp. 1-84)

Week 11, March 26th MMPI

Readings TBD

Week 12, April 2nd: Other personality inventories

1. Clinical application of the FFM: (Widiger & Presnall, 2012)
2. Big personality traits and psychopathology connected meta analytically: (Kotov, Gamez, Schmidt, & Watson, 2010)
3. DSM-5's approach to personality pathology: (R. Krueger, Derringer, Markon, Watson, & Skodol, 2012)
4. ASEBA: (Achenbach et al., 2008)
5. Temperament, personality, and psychopathology in clinical settings (Rettew, 2013)
6. Childhood personality structure: (Tackett et al., 2012)

Week 13, April 9th: Multicultural Considerations, Prediction and Measurement Invariance

1. ("Guidelines on multicultural education, training, research, practice, and organizational change for psychologists," 2003)
2. Section "Why Worry About Invariance?" of:
Meredith & Teresi (2006). An essay on measurement and factorial invariance. *Medical Care*, 44, S69-S77.
3. Selected material from Anastasia on DIF and regression bias

Week 13, April 16th: Diversity Cont.

1. Older adults and ethnic minorities: (Crowther et al. , 2011)
2. The cultural competence construct in applied settings (Huey et al., 2014)
3. Sexual minorities (Diamond et al., 2011)

Week 13, April 16th: Projectives

1. The scientific status of projective techniques. (Lilienfeld, Wood, & Garb, 2000)
2. Meta analysis of Rorschach variables. (Mihura, Meyer, Bombel, & Dumitrascu, 2015)
3. Extension of the Rorschach meta analysis : (Wood, Garb, Nezworski, Lilienfeld, & Duke, 2015)
4. Original Rorschach meta analysis authors respond to Wood et al : (Mihura, Meyer, Dumitrascu, & Bombel, 2013)

Week 14, April 23rd: Lifespan Development

1. A broad perspective on lifespan personality. (McAdams & Olson, 2010)
2. Mental health relevance of narrative identity (Adler et al., 2015)

Week 15, April 30: Interpersonal Assessment and Dynamic Personality Constructs

1. Interpersonal assessment: (Hopwood, 2010)
2. Interpersonal theory as a basis for conceptualizing personality and psychopathology: (Pincus, Lukowitsky, & Wright, 2010)
3. Psychoanalysis and Contemporary Academia: (Kernberg, 2011)

Final Exam due Friday, May 11

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