

PERSONALITY MEASUREMENT

PSYC 7693

Spring 2016

10-12:30pm Thursday, Muenzinger D424

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Wiki: https://ibg.colorado.edu/mediawiki/index.php/PSYC_7693:_Personality_Measurement._Spring_2016

Why is personality and psychopathology assessment important?

The conduct of high quality research requires a solid understanding of measurement. As clinical psychologists you will obtain expertise in the measurement of clinically-relevant mental attributes and functioning. You also will be required to use evidence-based tools to inform treatment decisions and determine whether and how people change in response to an intervention or other experience. How will you know how to assess psychological disorders and dysfunction using the best evidence-based tools available? Which assessment measures should you consider and why? How should you adapt your approach to a particular client, population, or family? In this course, we will learn ways to think about these issues.

What are the aims of this course?

This course will provide an overview of personality and psychopathology assessment. By the end of this course you should (a) have a thorough understanding of issues central to psychological assessment; and (b) be familiar with a variety of assessment instruments used to assess personality and psychopathology, including knowledge of their psychometric properties. This course also has an applied component -- to teach beginner's competence in the SCID and MMPI-2 through lab and home practice and conducting your first Raimy client intake using these instruments. You will also gain experience in clinical report writing.

What is our teaching philosophy?

We have a discussion-based teaching style in this class. Drawing on the many perspectives in the room enhances the learning experience for all of us, but only if all students come to class prepared to discuss the assigned readings for each week. **Thus, each week we expect you to do the reading ahead of time and be prepared to discuss it in class.** We expect you to take notes as you read on points of interest, confusion, question or curiosity, and connections with other material within or outside of the course. We view you as future professionals and colleagues and expect a high degree of professionalism. You will need to pay close attention in class to succeed in this course. Significant material presented and discussed in class will not be available in the readings. People are terrible multi-taskers! Thus, **surfing the web, texting, emailing, etc., during class will be viewed VERY unfavorably and will make it difficult for you to succeed in this course.**

What are the course assignments and how do they relate to our goals?

The course assignments aim to further your development as clinical scientists. Lab training and experience working with a client will allow you to develop your clinical expertise. Assessment reports will allow you to practice generating the types of reports required on clinical practicum and internship.

Course Format

This course combines lecture and discussion with practical hands-on training in instruments that are widely employed in personality and psychopathology assessment. To reiterate, you will be expected to read the materials in advance of the class, and come prepared to ask and answer questions that are pertinent to the materials.

Course Evaluation

Course grades will be determined based on the following requirements:

1. *Class and lab participation*: Your class and lab participation grade will reflect your level of active involvement in the class, including coming to class prepared with ideas, questions, and information to share, showing that you have seriously engaged with the reading and class assignment(s), and contributed this material to in-class discussions.
2. *Assessment reports*: You will be assigned to write three clinical reports. In the first and second reports, you will interpret a MMPI-2 protocol. In the third report, you will conduct a clinical interview, administer the SCID-RV and MMPI-2, and write an intake report for a client in the Rainy Clinic. This report will provide an opportunity to integrate material from multiple sources and compose a comprehensive report (which are important for internship applications and beyond).
3. *Final exam (in class or lab)*: To promote mastery of the course material, we will have an in-class exam that covers both the technical aspects of the course (e.g., specific formulas for validity/ reliability and what they mean, discussion of different types of validity/ reliability) as well as the bigger-picture aspects of the course (e.g., considerations in designing measures, how to troubleshoot a clinical interview, pros/ cons of actuarial vs. clinical judgment, etc.). The exam is designed to be completed within a 2-hour class or lab period. You will have a say regarding when we give the exam; thus, the date will be finalized pending class discussion.
4. *Grading*. Your final grade will be based on class and lab participation (15%), each of the two brief MMPI reports (10% first report, 15% second report, 25% total for both reports), the Comprehensive report (25%), the in-class case presentation (10%), and the final exam (25%).

Readings

All journal articles have full references in the Lecture Schedule below and most, especially the hard-to-find ones, are in the google drive folder.

The two textbooks for this course will be:

1. Graham, J. R. (2012). *MMPI-2: Assessing Personality and Psychopathology* (5th Edition). Oxford University Press, New York.
2. Morrison, J. (2014) *The First Interview* (4th Edition). The Guildford Press, New York.

Please be sure to **purchase the correct edition** of each book.

General Course Policies

Students with Disabilities

If you qualify for accommodations because of a disability, please submit to us a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](#) under the Quick Links at the [Disability Services website](#) and discuss your needs with your professor.

Religious Observance

The right to observe religious holidays is something we feel strongly about and we will make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled tests/final exam, assignments, or attendance. Thus, a class missed on a religious holiday will not be viewed as an absence and exam dates can be altered if they conflict with a religious holiday. Our only request is that you inform us *as soon as possible* ahead of time (minimum 2 full weeks) if you plan to miss a test or exam because of a religious holiday. See [campus policy regarding religious observances](#) for full details.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. We will gladly honor your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the [policies on classroom behavior](#) and [the student code](#).

Discrimination and Harassment

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU-Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been a subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](#) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible of violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions

from the faculty member. Additional information regarding the academic integrity policy can be found at <http://honorcode.colorado.edu>.

Course Assignments

We expect that you will turn in all course assignments on their due date, which will be announced in class ahead of time. Late assignments that have not been discussed and approved ahead of time (e.g., for officially sanctioned reasons such as religious holiday observance, documented illness, family emergency) will be subject to point reduction of a quarter of the total points for each delayed day.

Course Lecture Schedule

Date & Instructor	Topic and Readings
1/14 Week 1 Vrieze	<p style="text-align: center;">I. Introduction and Course Overview II. History of Personality and Psychopathology Assessment</p> <p>PLEASE READ BEFORE COMING TO CLASS (as in future weeks):</p> <p>Cronbach & Meehl (1955). Construct validity in psychological tests. <i>Psychological Bulletin</i>, 52, 281-302.</p> <p>Robins & Guze (1970). Establishment of diagnostic validity in psychiatric illness: Its application to schizophrenia. <i>American Journal of Psychiatry</i>, 126, 107-111.</p> <p>Rosenhan (1973). On being sane in insane places. <i>Science</i>, 179, 250-258.</p> <p><i>To skim:</i> Spitzer et al. (1978) Research diagnostic criteria: Rationale and reliability. <i>Archives of General Psychiatry</i>, 35, 773-782.</p>
1/21 Week 2 Vrieze	<p style="text-align: center;">Classical and Modern Test Theory</p> <p>Anastasia chapters 4, 5, & 7</p> <p>Borsboom, D. (2006). Attack of the Psychometricians, <i>Psychometrika</i>, 71, 425-440.</p>
1/28 Week 3 Vrieze	<p style="text-align: center;">MMPI Introduction & Validity Scales</p> <p>Graham book, Chapters 1-3</p> <p><i>To skim for historical interest:</i> Hathaway & McKinley (1940). A multiphasic personality schedule (Minnesota): I. Construction of the schedule. <i>The Journal of Psychology</i>, 10, 249-254.</p>
2/4 Week 4 Vrieze	<p style="text-align: center;">MMPI-2 Clinical Scales & Code Types</p> <p>Graham book, Chapters 4-8, 11</p>
MEET IN CLINICAL CONFERENCE ROOM (D334)	
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2/11 Week 5	MMPI-2 RC & RF Scales
Vrieze	Graham book, Chapters 7 & 14 Select sections from RC & RF manuals
2/18 Week 6	Basic clinical interviewing
Arch	Morrison book, Chapters 1-6 Summerfeldt, L. J., & Antony, M. M. (2002). Structured and semistructured diagnostic interviews. In M. M. Antony & D. H Barlow (Eds.), <i>Handbook of assessment and treatment planning for psychological disorders</i> , (pp. 3 -37). New York: Guilford.
2/25 Week 7	Structured diagnostic interviewing
Arch	First, M. B., Williams, J. B. W., Karg, R. S., & Spitzer, R. L., (2015). <i>Structured Clinical Interview for DSM-5 Disorders – Research version (SCID-5-RV; Raimy Abridged Version.)</i> Arlington, VA: American Psychiatric Association. First, M. B., Williams, J. B. W., Karg, R. S., & Spitzer, R. L., (2015). <i>User’s Guide for the Structured Clinical Interview for DSM-5 Disorders – Research Version.</i> Arlington, VA: American Psychiatric Association.
3/3 Week 8	Basic clinical interviewing Part II
Arch	Morrison book, Chapters 7-10, 14, 16-17
3/10 Weekly 9	Psychometrics of judgments and diagnoses
Vrieze	Grove Handout, sections 3.1 - 3.7, 3.10 - 3.12.4, 3.12.6 - 3.12.7 Garb (2005). Clinical judgment and decision making. <i>Annual Review of Clinical Psychology, 1</i> , 67-89. <i>To Skim:</i> Meehl & Rosen (1955). Antecedent probability and the efficiency of psychometric signs, patterns, or cutting scores. <i>Psychological Bulletin, 52</i> , 194-216.
3/17 Week 10	I. Integrating different sources and kinds of assessment data II. The clinical versus statistical prediction “debate”
Vrieze	Sines (1959). The relative contribution of four kinds of data to accuracy in personality assessment. <i>Journal of Consulting Psychology, 23</i> , 483-492. Llma et al. (2005). The incremental validity of the MMPI-2: When does therapist access not enhance treatment outcome? <i>Psychological Assessment, 17</i> , 462-468.

	<p>Dawes, Faust, & Meehl (1989). Clinical versus actuarial judgment. <i>Science</i>, 243, 1668-1674.</p> <p>Grove et al (2000). Clinical versus mechanical prediction: A meta-analysis. <i>Psychological Assessment</i>, 12, 19-30.</p>
3/23 Week 11	Spring Break
3/31 Week 12 Arch	<p style="text-align: center;">I. Projectives II. Self-Reported Symptom Measures</p> <p>Lilienfeld, Wood & Garb (2000). The scientific status of projective techniques. <i>Psychological Science in the Public Interest</i>, 1, 27-66.</p> <p>Assignment: Find, evaluate, and share self-report measures in your area</p>
4/7 Week 13 Arch	<p style="text-align: center;">Assessment of Personal Values and Behavioral Functioning</p> <p>Duckworth, A. L., Steen, T. A., & Seligman, M. E. P. (2005). Positive psychology in clinical practice. <i>Annual Review of Clinical Psychology</i>, 1, 629-651.</p> <p>Hayes, S., Wilson, K. G., Gifford, E. V., Follette, V. M. & Strosahl, K. (1996) Experiential avoidance and behavioral disorders: a functional dimensional approach to diagnosis and treatment. <i>Journal of Consulting and Clinical Psychology</i>, 64, 6, 1152-1168.</p> <p>Skim: Wilson, K. G., Sandoz, E. K., & Kitchens, J. (2010). The Valued Living Questionnaire: Defining and measuring valued action within a behavioral framework. <i>The Psychological Record</i>, 60, 249-272.</p> <p>Lundgren, T., Luoma, J. B., & Strosahl, K. (2012). The Bull's-Eye Values Survey: A Psychometric Evaluation, <i>Cognitive and Behavioral Practice</i>, 19(4), 518-526.</p>
4/14 Week 14 Arch/ Vrieze	<p style="text-align: center;">I. Multicultural considerations II. Prediction & measurement invariance</p> <p>American Psychological Association. (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. <i>American Psychologist</i>, 58, 377-402.</p> <p>Reise, Widaman & Pugh (1993). Confirmatory factor analysis and item response theory: Two approaches for exploring measurement invariance. <i>Psychological Bulletin</i>, 114, 552-566.</p> <p>Section "Why Worry About Invariance?" of: Meredith & Teresi (2006). An essay on measurement and factorial invariance. <i>Medical Care</i>, 44, S69-S77.</p>

	Selected material from Anastasia on DIF and regression bias
4/21 Week 15 Arch/Vrieze	<p style="text-align: center;">Alternative approaches to psychiatric nosologies</p> <p>Krueger et al (2005). Externalizing psychopathology in adulthood: A dimensional-spectrum conceptualization and its implications for DSM-V. <i>Journal of Abnormal Psychology, 114</i>, 537-550.</p> <p>DSM-5 Alternative Personality Model, select pages from: American Psychiatric Association (2014). <i>Diagnostic and Statistical Manual of Mental Disorders</i>, version 5.</p> <p>Insel (2014). The NIMH Research Domain Criteria (RDoC) Project: Precision Medicine for Psychiatry. <i>American Journal of Psychiatry, 171</i>, 395-397.</p>
4/28 Week 16 Arch/Vrieze	Case presentations
TBA	Comprehensive final exam. In class, closed book, essay exam.

Lab Schedule

<u>Week</u>	<u>Topic</u>
Week 1	No lab
Week 2	Clinic tour & take MMPI (option to have self scored)
Weeks 3-5	MMPI interpretation
Weeks 6-10	SCID, clinical interviewing, and clinical intake
Week 11	No lab - Spring Break
Week 12	Projectives/ Performance-Based Assessment
Weeks 13-16	Professional Issues