

## **P691: Seminar in Personality and Behavioral Assessment**

**Fall Semester, 2002**

Section: 5900  
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### **Required Texts:**

American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders (4th ed.), Text Revision (DSM-IV-TR). Washington, DC: Author.

Graham, J. R. (2000). MMPI-2: Assessing personality and psychopathology (3<sup>rd</sup> ed.). New York: Oxford University Press.

Groth-Marnat, G. (1997). Handbook of psychological assessment (3rd. ed.). New York: Wiley.

### **Recommended Texts:**

Bellak, L. (1997). The T.A.T., C.A.T., and S.A.T. in clinical use. (6th ed.). Boston, MA: Allyn & Bacon.

Other readings will be assigned during the semester.

### **Course description:**

This course is designed to orient the student to methods of personality and behavioral assessment. Students will learn about the administration, scoring, and interpretation of selected personality and behavioral measures for children, adolescents, and adults. Legal, professional, and ethical issues will be particular points of consideration. Emphasis will be upon differential diagnosis, diagnostic and descriptive nomenclature, reporting of results, and relating assessment information to intervention planning.

### **Objectives:**

1. To gain understanding of concepts and approaches to personality and behavioral assessment
2. To learn how to administer, score, interpret, and report findings from major personality and behavioral assessment measures.

3. To understand the benefits and limitations of assessment, including legal and ethical issues.
4. To link assessment procedures, results, and interpretation with the DSM-IV.
5. To learn how to integrate information from various sources in order to more fully describe
6. To understand the use of assessment data for intervention and treatment planning.
7. To learn how to organize, synthesize, and report assessment information.
8. To improve ability to use assessment information for differential diagnosis.

**Schedule:**

- 9/2 - Introduction, course organization, concepts, issues, models
- 9/4 - continued, Ethics and legal issues (Ch. 1 & 2, APA Ethical Principles)
- 9/9 - Cultural, ethnic, and diversity issues in personality assessment
- 9/11 - Behavioral assessment (Ch. 4)
- 9/16 - Thematic apperception methods (Ch. 10)
- 9/18 - continued
- 9/23 - continued
- 9/25 - Figure drawing methods, incomplete sentence techniques (Ch. 11)
- 9/30 - Clinical interviewing and mental status examinations (Ch. 3)
- 10/2 - continued
- 10/7 - No class, conference date
- 10/9 - Objective measures (Ch. 6, 7, 8, Graham)
- 10/14 - continued (Exam #1 due)
- 10/16 - continued
- 10/21 - continued, begin videotaping
- 10/23 - continued

- 10/28 - continued
- 10/30 - continued
- 11/4 - Report writing and providing feedback (Ch. 14)
- 11/6 - Assessment and intervention for specific problems/disorders
- 11/11 - continued
- 11/13 - continued
- 11/18 - continued
- 11/20 - Differential diagnosis
- 11/25 - continued (Exam #2 due)
- 11/27 - Thanksgiving break
- 12/2 - Intervention planning (Ch. 13)
- 12/4 - Case presentations
- 12/9 - Case presentations
- 12/11 - Case presentations

**Course Requirements:**

1. Administration, scoring, and interpretation of one thematic apperception measure, an incomplete sentence technique, and an objective personality measure to an adult and a child or adolescent. You will include a brief written summary of about one page for each administration. These administrations can be completed on the clients you use for your final project. You also will be given practice protocols and/or data to evaluate at different times, which will be submitted for grading. A schedule for these assignments will be forthcoming.
2. One comprehensive assessment of a child, youth, or adult who is "at risk" or has been identified as having emotional or behavioral problems. The assessment will minimally include a thematic apperception test, incomplete sentences, an objective measure of personality, specific measures, and a clinical interview. Flexibility in the assessment techniques will be given, recognizing that students have different interests and availability of clientele.

3. You may be asked or you might offer to present/discuss some of your data if you have a particularly interesting case.
4. Administration of a thematic apperception method to be video-taped. You are responsible to find someone to volunteer to be taped and the tape will be provided at your expense. The volunteer could be the person you work with for your comprehensive project, assuming you have permission. After making the videotape, you will meet with the instructor to review it.
5. Two take-home exams, in which the focus will be upon the interpretation and integration of concepts and data, and may include writing a "mini-report" on data given to you. There will not be a final examination per se, because your project will serve that purpose. These exams will be treated as an in-class exam, i.e., they are due on the date assigned (as if you were taking them in class). Late exams are subject to a partial loss of credit of 10% per day, including weekends, beginning on the day of the exam.
6. A final case presentation of about 15-20 minutes to the class, in which you summarize the reasons for referral, assessment procedures, interpretations/ findings, and conclusions. Schedule to be developed.

**Evaluation:**

Approximately 50% of your grade will be determined by the exams and about 50% by the applied aspects, including your in-class presentation, attendance, and participation. Attendance and participation are expected. Excessive absences or low participation may affect your grade.

**Special Note:** You will be conducting some assessments into potentially sensitive areas using techniques with varying degrees of inference involved. Because the use of these techniques requires supervised practice, including how to give feedback, you will not be able to provide any feedback or interpretation to the parents or people you assess, unless you are being directly supervised by an experienced psychologist. If prospective "clients" will cooperate only if you provide diagnostic feedback, then you are to decline their help graciously, explaining that the instructor does not permit giving such information and that they are helping you to complete course requirements. I realize this may create somewhat of a dilemma for you, but there is an issue that involves the ethics of providing clinical interpretations and feedback without adequate supervision. If problems do occur, then you and I will discuss how to address the situation.

**FINAL PROJECT DUE DATE: 12:00 Noon, Monday, December 16** (papers received after that date may result in receiving an incomplete in the course)