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### PSYX 526.01: Psychological Assessment II - Objective Approaches and Applications

Laura Kirsch

*The University Of Montana*, [laura.kirsch@umontana.edu](mailto:laura.kirsch@umontana.edu)

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# Psychology 526

Spring 2017

## Psychological Assessment II: Objective Approaches and Applications

### Course Information

Time/Day: Tuesdays & Thursdays 3:30 – 4:50pm; Lab/Workshop: TBA

Location: SB 303

### Instructor Information

Instructor: Laura Kirsch, Ph.D.

Email: [laura.kirsch@umontana.edu](mailto:laura.kirsch@umontana.edu)

Office: Skaggs Bldg., Room 364

Office hours: Tuesdays 11am-1pm, or by appointment

Phone: 406.207-7870

Teaching Assistant: Jessica Peatee

Email: [jessica.peatee@umconnect.umt.edu](mailto:jessica.peatee@umconnect.umt.edu)

Office Hours: TBA and by appointment

### Required Readings

1. Graham, J.R. (2012). *MMPI-2: Assessing Personality and Psychopathology, 5<sup>th</sup> Ed.* Oxford University Press: New York.
2. Morey, L.C. (1996). *An Interpretive Guide to the Personality Assessment Inventory.* Psychological Assessment Resources, INC.
3. *Standards for Psychological and Educational Testing.* (2014). Washington, DC: American Educational Research Association.

\*\*\* None of these texts is available in the bookstore. Please secure copies from commercial vendors.

4. Additional required readings are listed in the course schedule. These supplemental readings will be available via Moodle.

### Course Objectives

This course will continue your training in and experience with measurement theory, psychological testing, evaluation and assessment. The course begins with coverage of general measurement topics, including psychometric theory, ethical issues, and test characteristics. We then focus our attention on some of the most commonly-used and researched 'objective' personality inventories, the Minnesota Multiphasic Personality Inventory – 2 (MMPI-2), the MMPI-2 Restructured Form (MMPI-2 RF), and the Personality Assessment Inventory (PAI). Following introductory material, you will gain 'hands-on' experience with MMPI-2 & PAI administration/interpretation and the written presentation of assessment results. In the interest of linking assessment activities with positive outcomes in psychotherapy, these 'hand-on' experiences will facilitate your understanding of how test data have the potential to inform psychotherapeutic intervention and case formulation. You will complete 3 modified psychological evaluations of undergraduate volunteers. These 'evaluations'—culminating in written reports—will include data from tests, observation, and an adapted clinical interview. By the end of the semester, you will demonstrate basic and beginning proficiency with test administration/interpretation

and the written/oral communication of assessment results. In the final few weeks of class, we will attend to a range of issues, including historical and contemporary controversies in psychological measurement, testing and assessment. Each student will identify an area relevant to personality assessment that was not covered previously, select relevant readings that examine the issue, and lead the classroom-based discussion.

A note about competence: Competent use of assessment tools, techniques and strategies requires considerable study, effort, and applied experience. Stated simply, no single course or learning experience will elevate your assessment skills to a level of full competence. Instead, your competency in psychological assessment will develop over time through multiple and varied experiences as graduate students, pre-doctoral interns, postdoctoral fellows, and early career psychologists.

## Learning Outcomes

Over the course of the semester, students will:

1. Demonstrate knowledge and understanding of basic psychometric principles and their relevance to psychological testing and assessment.
2. Demonstrate beginning proficiency and emerging competence regarding the interpretation of 'objective' personality testing and the written communication of assessment results.
3. Demonstrate knowledge and understanding of the impact of contextual factors on test interpretation and the related distinction between testing and assessment.

## Course Requirements

### Class Participation

We will meet twice weekly to discuss assigned readings and issues related to test interpretation. In addition to brief lecture on key points, the course will employ a seminar format. This will require active discussion and contributions from each of you. You are required to attend each class meeting with the assigned readings completed and fully prepared for discussion. Once semester schedules fall into place ( $\approx$  week 2 or 3), you will participate in biweekly 'lab'/'workshop' meetings, facilitated by the course TA, Jessica Peatee, MA. Early lab meetings will orient you to CPC policies/procedures and the testing materials/facilities. In later weeks, you will use lab time to discuss interviewing skills and approach, techniques and principles of harm assessment, your mock clients' testing and interpretations, and any other issues that arise over the course of the semester. I expect you to attend each lab/workshop meeting and to respond swiftly to communications from Jessica. Please note that class and lab/workshop participation account for 50 points toward your final grade.

### Case Presentations

Each of you is required to present one of the 'cases' you evaluate over the course of the semester. These case presentations will include summaries ( $\approx$  30 minutes) of the interview you conducted, the testing data, and your emerging thoughts about what these sources of data mean for the person you tested. These case presentations will facilitate your understanding of how the MMPI-2/PAI function and will give you early experience with concise oral presentation of complex clinical data. This presentation is worth 50 points toward your overall course grade. We will schedule these presentations early in the semester.

### Midterm Exam

In week 8 you will complete an in-class exam. The exam will include a series of short answer and essay questions based on the course material to date (i.e., basics regarding testing v. assessment,

psychometrics, ethical issues, test development strategies, MMPI-2 basics, etc.). Your test performance will comprise 100 points toward your final grade. More details will be provided in class.

### Assessment and Assessment Reports

You will complete four psychological evaluation tasks over the course of the semester. You will serve as the examiner *and* examinee for assessment # 1. Assessment #s 2-4 will employ Psychology Department Subject Pool student volunteers as examinees. Later assessment tasks will account for increasing percentages of your final grade (please see 'grading' below for specifics); in total, these tasks account for 62.5% of the overall course points. *Assessment reports are due during class on the days noted on the syllabus. Late submissions (i.e., those turned in after the designated class period) will incur an initial 5 point penalty. An additional 5 points will be deducted for each day the reports are late. Weekends will be treated as a single day.*

\*The department has moved subject pool recruitment and sign-ups to an online system, SONA. It is your responsibility to familiarize yourself with this system and the procedures for ensuring that all volunteers receive appropriate credit for participation.

#### *Assessment #1*

Your first assessment requires you to complete the MMPI-2, while 'role-playing' a person with a particular disorder or a person with whom you are familiar. After scoring the test, you will submit a 1-2 page 'reaction paper' that describes your experiences with the test and characterizes your reflections or reactions to it. This assignment will introduce you to the MMPI-2 stimuli and give you a sense of how it feels to take it. You will also gain initial experience with the scoring program and the range/diversity of generated scores. You will be required to submit the testing results, as we will use them in class to facilitate what the various MMPI-2 scales measure and how they work. PLEASE NOTE: this a *role-playing exercise*; do not take the test as yourself.

#### *Assessments #2-4*

Assessments 2 & 3 will include a modified clinical interview and the MMPI-2. For the 4<sup>th</sup> assessment, you will administer the PAI and an objective measure of depressive symptomatology (e.g., BDI-2, PHQ-9). For all assessments, you will use SONA to recruit departmental participant pool volunteers. The clinical interview should resemble an intake assessment, with necessary adjustments made given the nature of the interaction. As in any 'clinical' encounter, the interview will give you an opportunity to engage another person in the informed consent process, establish rapport, and apply your clinical interviewing skills. For your protection and the protection of the undergraduate volunteers, your interviews will be recorded AND observed live by a classmate.

You will submit written assessment reports that integrate interview and test findings for your 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> assessments. As noted above, your assessment tasks are worth increasing proportions of your final grade (i.e., 50, 75, 100, 100). Given the sensitive nature of the testing data and accompanying reports, you are required to work on these products in the CPC. *Neither the testing data nor the reports (drafts or final versions) can be carried outside of the CPC.*

### Assessment Grading

Grading of clinical reports will depend on a number of criteria, including writing style, grammar, clarity of communication, interpretive reasoning, data integration, and formatting. You are required to write these assessment reports *as if they were professional products intended for client records*. As a result, *typos and other issues related to writing mechanics matter*. I make extensive notes on all submitted

reports. Often, these notes highlight grammatical problems and issues of writing style. Submitted reports that include errors/issues for which I have previously provided clear commentary will be returned ungraded to the student for revision and resubmission. This will effectively mean that the report is late, and it will be graded accordingly. All reports will use an alias to identify the test subject and will be blinded (e.g., no other information should be included that could serve to identify the participant). We will discuss issues related to report writing and grading in more detail during class and lab/workshop.

#### Presentation/Discussion Leader

Each of you will make a presentation and facilitate the discussion for a full class period during the final weeks of the semester. You will select the presentation topic and readings for these class periods; the topics should address a contemporary issue of relevant interest in the area of objective personality assessment. Toward the beginning of the semester, you will select your area of interest and run it by me for my approval. You will then select 2-3 readings to present the topic and support your plan for the class period. This assignment will account for 75 points toward your final grade.

### Course Expectations, Guidelines and Policies

#### Academic Integrity

Academic dishonesty is antithetical to the mission of the University of Montana; all students must practice academic honesty. Misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct—including plagiarism- will result in an “F” for the course and might result in dismissal from your academic program and the university. Please let me know if you have any questions about what might constitute plagiarism. Please also familiarize yourself with the [Student Conduct Code](#).

#### Class Attendance and Punctuality

I expect you to attend every scheduled class period *and* lab/workshop meeting and to be on time. Class absences are acceptable for the following reasons: 1) your own illness; 2) illness or health care needs of a family member; 3) travel for an academically-relevant event (e.g., conference attendance). Please let me know as soon as you can if you know in advance of a scheduled absence. If you must miss class because of your own illness or a family health care obligation, please let me know before class or as soon as possible. If you choose to use a laptop or iPad to take notes, please restrict your use of these devices to course-related activities during our class meetings.

#### Absences

Students who miss class *FOR ANY REASON* will write a brief ( $\approx$  1 page, single-spaced) reaction paper summarizing your reflections on the assigned readings. The paper must be submitted as soon as possible after the missed class period. Be advised: *Failure to complete the paper or within two days after return will result in a 2-point deduction of your class participation grade.*

#### Policy on Incomplete Grades

An Incomplete will be assigned only in cases when student hardship precludes completion of the course requirements within the bounds of the semester. It is the student’s responsibility to discuss with me the possibility of an Incomplete prior to the end of the semester. Any student taking an Incomplete is required to finish the course requirements *as soon as possible after the semester’s close*. The student must communicate his/her plan for course completion to me as soon as he/she is able to do so. Per University policy, Incompletes revert automatically to ‘F’s after 12 months.

### Professional Comportment

As psychologists-in-training, your behavior must comply with the ethical and professional standards of our discipline at all times. Issues with particular relevance to assessment (e.g., informed consent, rights of examinees, confidentiality, mandated reporting, duty to warn/protect, test security, etc.) will be discussed in class. I urge you to raise additional ethical concerns for discussion when you encounter them. Please note that the CPC is a functioning mental health clinic. When you conduct your 'client' interviews you are required to follow all CPC policies/procedures and are expected to demonstrate professional behavior and dress.

### Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

### Grading

Assignment	Points
Class/Lab Participation	50
Case Presentation	50
Discussion Leader	75
Assessment #1	50
Assessment #2	75
Assessment #3	100
Assessment #4	100
Midterm Exam	100
<b>TOTAL</b>	<b>600</b>

Grades are assigned as follows:

Percentage	Letter Grade
93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
70 – 79	C
60 – 69	D
<60	F

## Tentative Course Schedule & Reading List

Week	Dates	Topic & Readings
1	T Jan 24	<u>Course orientation</u>
	Th Jan 26	<p><u>Introduction and the history of measurement and psychological testing</u></p> <ol style="list-style-type: none"> <li>Carlson, J.F. &amp; Geisinger, K.F. (2009). Psychological diagnostic testing: Addressing challenges in clinical applications of testing. In R.P. Phelps (Ed). <i>Correcting Fallacies about Educational and Psychological Testing</i>. (pp. 67-88). Washington, DC: American Psychological Association.</li> <li>Horn, S.L.; Mihura, J.L.; Meyer, G.J. (2013). Psychological assessment in adult mental health settings. In K.F. Geisinger, B. A. Bracken, J.F. Carlson, J.C. Hansen and N.R. Kuncel (Eds.), <i>APA handbook of testing and assessment in psychology, Vol. 2: Testing and assessment in clinical and counseling psychology</i> (pp. 231-252). Washington, DC: American Psychological Association.</li> <li>Meyer, G.J. et al. (2001). Psychological testing and psychological assessment: A review of evidence and issues. <i>American Psychologist</i>, 56, 128-165.</li> <li><i>Standards for Psychological and Educational Testing</i>. (2014). Washington, DC: American Educational Research Association. Chapter 10: Psychological testing and assessment (pp. 151-168).</li> </ol>
2	T Jan 31	<p><u>Psychometric foundations/classical and contemporary measurement theory</u></p> <ol style="list-style-type: none"> <li>Weiner, I.B. &amp; Greene, R.L. (2008). Psychometric foundations of assessment. In <i>Handbook of Personality Assessment</i> (pp. 49-73). Hoboken, NJ: John Wiley and Sons.</li> <li><i>Standards...</i> Chapter 1: Validity (pp. 23-31) Chapter 2: Reliability/precision and errors of measurement (pp. 33-47)</li> </ol>
	Th Feb 2	<p><u>Ethics and standards</u></p> <ol style="list-style-type: none"> <li>Weiner, I.B. &amp; Greene, R.L. (2008). Ethical considerations in personality assessment. In <i>Handbook of Personality Assessment</i>. (pp. 77-95).</li> <li><i>Standards...</i> Chapter 3: Fairness in testing (pp. 49-72) Chapter 8: The rights and responsibilities of test takers (pp. 131-137)</li> <li>Weiner, I.B. (2009). Anticipating ethical and legal challenges in personality assessments. In J.N. Butcher (Ed.), <i>Oxford Handbook of Personality Assessment</i> (pp. 599-609). New York: Oxford University Press.</li> <li>Turner, S.M., DeMers, S.T., Fox, H.R., &amp; Reed, G.M. (2001). APA's guidelines for test user qualifications: An executive summary. <i>American Psychologist</i>, 56, 1099-1113</li> </ol> <p><i>For reference:</i></p> <ol style="list-style-type: none"> <li>Dattilio, F.M., Tresco, K.E., &amp; Siegel, A. (2007). An empirical survey on psychological testing and the use of the term psychological: Turf battles or clinical necessity? <i>Professional Psychology: Research and Practice</i>, 38, 682-689.</li> <li>Montana Legislature: SB 235 (Short title: Clarify law on who may indicate performance of psychological testing)</li> </ol>
3	T Feb 7	<p><u>Clinical Interviewing Overview: Understanding and using interview data</u></p> <ol style="list-style-type: none"> <li>Morrison, J. (1995). Mental status exam I: Behavioral aspects; Mental status exam II: Cognitive aspects; Signs and symptoms in areas of clinical interest. In <i>The First Interview: Revised for DSM-IV</i>. (pp. 105-164). New York: The Guilford Press.</li> </ol> <p><i>For reference:</i></p> <p>Shea, S.C. (1988). The dynamic structure of the interview. In <i>Psychiatric Interviewing: the Art of Understanding</i>. (pp. 55-133). Philadelphia, PA: W.B. Saunders Company.</p>

Week	Dates	Topic & Readings
	Th Feb 9	<p><u>MMPI/MMPI-2: History, development, and overview</u></p> <p><b>*** ASSESSMENT #1 DUE ***</b></p> <ol style="list-style-type: none"> <li>Weiner, I.B. &amp; Greene, R.L. (2008). Overview (Self-Report Inventories). In <i>Handbook of Personality Assessment</i>. (pp. 99-134). Hoboken, NJ: John Wiley and Sons, Inc.</li> <li><i>Standards...</i> Chapter 6: Test administration, scoring, reporting and interpretation (pp. 111-121)</li> <li>Graham, J.R. (2012). <i>MMPI-2: Assessing Personality and Psychopathology, 5th Edition</i>. New York: Oxford University Press. Chapter 1: Development of the MMPI and MMPI-2 (pp. 1-13) Chapter 2: Administration and Scoring (pp. 14-22)</li> </ol> <p><i>For reference:</i> Tellegen, A. &amp; Ben-Porath, Y.S. (1992). The new uniform T scores for the MMPI-2: Rationale, derivation and appraisal. <i>Psychological Assessment, 4</i>, 145-155.</p>
4	T Feb 14	<p><u>MMPI-2: Validity Indicators</u></p> <ol style="list-style-type: none"> <li>Graham, J.R. (2012). Chapter 3: The Validity Scales (pp. 23-62).</li> <li>Bagby, R.M., Buis, T. &amp; Nicholson, R. (1995). Relative effectiveness of the standard validity scales in detecting fake-bad and fake-good responding: Replication and extension. <i>Psychological Assessment, 7</i>, 84-92.</li> </ol> <p><i>For reference:</i> 1. Baer, R. A. &amp; Miller, J. (2002). Underreporting of psychopathology on the MMPI-2: A meta-analytic review. <i>Psychological Assessment, 14</i>, 16-26. Bagby, R.M. &amp; Marshall, M.B. (2004). Assessing underreporting bias on the MMPI-2. <i>Assessment, 11</i>, 115-126.</p>
	Th Feb 16	<p><u>MMPI-2: Basic Clinical Scales</u></p> <ol style="list-style-type: none"> <li>Graham, J.R. (2012). Chapter 4: The Clinical Scales (pp. 63-91).</li> </ol>
5	T Feb 21	<p><u>MMPI-2: Codetypes</u></p> <ol style="list-style-type: none"> <li>Graham, J.R. (2012). Chapter 5: Codetypes (pp. 92-116).</li> </ol>
	Th Feb 23	<p><u>MMPI-2: Content Scales</u></p> <ol style="list-style-type: none"> <li>Graham, J.R. (2012). Chapter 6: Content interpretation (pp. 117-155).</li> </ol> <p><i>For Reference:</i> 1. Green, B.A., Handel, R.W. &amp; Archer, R.P. (2006). External correlates of the MMPI-2 Content Component scales in mental health inpatients. <i>Assessment, 13</i>, 80-97. 2. Barthlow, D.L., Graham, J.R. Ben-Porath, Y.S. &amp; McNulty, J.L. (1999). Incremental validity of the MMPI-2 content scales in an outpatient mental health setting. <i>Psychological Assessment, 11</i>, 39-47. 3. Archer, R.P., Aiduk, R., Griffin, R., &amp; Elkins, D.E. (1996). Incremental validity of the MMPI-2 content scales in a psychiatric sample. <i>Assessment, 3</i>, 79-90.</p>
6	T Feb 28  <i>Case Presentation</i>	<p><u>MMPI-2: Supplementary Scales/PSY-5</u></p> <ol style="list-style-type: none"> <li>Graham, J.R. (2012). Chapter 8: Supplementary Scales (pp. 182-221) Chapter 7: Restructured Clinical and Personality Psychopathology Five Scales (pp. 172-181).</li> </ol> <p><i>For Reference:</i> Archer, R.P., Elkins, D.E., Aiduk, R. &amp; Griffin, R. (1997). The incremental validity of MMPI-</p>



Week	Dates	Topic & Readings
		2 supplementary scales. <i>Assessment, 4</i> , 193-205.
	Th Mar 2 <i>Case Presentation</i>	<u>MMPI-2: Interpretation</u> 1. Graham, J.R. (2012). Chapter 11: An Interpretive Strategy (pp. 283-331). Lewak, R.W. & Hogan, R.S. (2003). Integrating and applying assessment information. In L.E. Beutler & G. Groth-Marnat (Eds.), <i>Integrative Assessment of Adult Personality</i> . (pp. 356-397). New York: Guilford.
7	T Mar 7 <i>Case Presentation</i>	<u>Report writing; linking interpretation to intervention and orientation</u> 1. Weiner, I.B. & Greene, R.L. (2008). The personality assessment process. In <i>Handbook of Personality Assessment</i> . (pp. 19-47). 2. Kvaal, S., Choca, J. & Groth-Marnat, G. (2003). The integrated psychological report. In L.E. Beutler & G. Groth-Marnat (Eds.), <i>Integrative Assessment of Adult Personality</i> . (pp. 398-433). New York: Guilford. 3. Brenner, E. (2003). Consumer-focused psychological assessment. <i>Professional Psychology: Research and Practice, 34</i> , 240-247. 4. Groth-Marnat, G. & Horvath, L.S. (2006). The psychological report: A review of current controversies. <i>Journal of Clinical Psychology, 62</i> , 73-81. 5. Michaels, M.H. (2006). Ethical considerations in writing psychological assessment reports. <i>Journal of Clinical Psychology, 62</i> , 47-58.
	Th Mar 9 <i>Case Presentation</i>	<u>MMPI-2-Restructured Form</u> 1. Graham, J.R. (2012). Chapter 7: <i>Restructured Clinical</i> and Personality Psychopathology Five Scales (pp. 156-172). Chapter 14: MMPI-2 Restructured Form (MMPI-2 RF) (pp. 395-408)
8	T Mar 14 <i>Case Presentation</i>	<u>MMPI-2-RF: Interpretation/Construct validity</u> 1. Tellegen, A., & Ben-Porath, Y. S. (2008). <i>MMPI-2-RF (Minnesota Multiphasic Personality Inventory-2 Restructured Form): Technical manual</i> . Minneapolis: University of Minnesota Press. Chapter 5: Test Interpretation 2. Selbom, M., Bagby, R.M., Kushner, S., Quilty, L.C. & Ayeart, L.E. (2012). Diagnostic construct validity of MMPI-2-Restructured Form (MMPI-2-RF) scale scores. <i>Assessment, 19</i> , 179-186.
	Th Mar 16	<b>Exam</b>
9	T Mar 21	<b>Spring Break</b>
	Th Mar 23	<b>Spring Break</b>
10	T Mar 28	Catch up and/or special topics Readings: TBA
	Th Mar 30	<u>The Personality Assessment Inventory (PAI)</u> <b>*** Assessment #2, First MMPI-2 report due***</b> 1. Morey, L.C. (1999). <i>An Interpretive Guide to the Personality Assessment Inventory</i> . Psychological Assessment Resources, INC. Chapter 1: Introduction and Overview (pp. 1-21)

Week	Dates	Topic & Readings
11	T Apr 4	<u>PAI: Profile Validity</u> 1. Morey, L.C. (1999). <i>An Interpretive Guide to the Personality Assessment Inventory</i> . Psychological Assessment Resources, INC. Chapter 4: Negative Distortion: Random Responding and Malingering (pp. 105-127) Chapter 5: Identifying Defensiveness on the PAI (pp. 129-143) 2. Braxton, L.E., Calhoun, P.S., Williams, J.E. & Boggs, C.D. (2007). Validity rates of the Personality Assessment Inventory and the Minnesota Multiphasic Personality Inventory-2 in a VA medical center setting. <i>Journal of Personality Assessment, 88</i> , 5-15.
	Th Apr 6	<u>PAI: Scales</u> 1. Morey, L.C. (1999). Chapter 2: Interpreting PAI Clinical Scale Elevations (pp. 23-80) 2. Slavin-Mulford, J., Sinclair, S.J., Stein, M., Malone, J., Bello, I. & Blais, M.A. (2012). External validity of the Personality Assessment Inventory (PAI) in a clinical sample. <i>Journal of Personality Assessment, 94</i> , 593-600. 3. Sinclair, S. J., et al. (2012). The Suicide (SPI) and Violence Potential Indices (VPI) from the Personality Assessment Inventory: A preliminary exploration of validity in an outpatient psychiatric sample. <i>Journal of Psychopathology and Behavioral Assessment, 34</i> , 423-431.
12	T Apr 11	<u>PAI: Codetypes and Interpretation</u> 1. Morey, L.C. (1999). Chapter 3: Two-point Codetypes in Profile Interpretation (pp. 81-103) Chapter 6: Use of PAI in Diagnosis (pp. 145-196)
	Th Apr 13	<u>Diversity and Multicultural Assessment</u> 1. Dana, R.H. (2005). <i>Multicultural Assessment: Principles, Applications and Examples</i> . Mahwah, NJ: Lawrence Erlbaum Associates. Chapter 1: Standard and multicultural assessment (pp. 3-33) Chapter 3: Assessment bias and cultural competence (pp.49-66) 2. Cheung, F.M. (2009). The cultural Perspective in personality assessment. In <i>Oxford Handbook of Clinical and Personality Assessment</i> , ed. JN Butcher, ( pp. 44–58). New York: Oxford Univ. Press 3. Graham, J.R. (2012). Chapter 10: Use with Special Groups (Older adults & Ethnic minorities, pp. 261-268)
13	T Apr 18	Student Led Topic: <i>Readings TBA</i>
	Th Apr 20	Student Led Topics: <b>*** Assessment #3, Second MMPI-2 report due***</b> <i>Readings TBA</i>
14	T Apr 25	Student Led Topic: <i>Readings TBA</i>
	Th Apr 27	Student Led Topics <i>Readings TBA</i>
15	T May 2	Student Led Topics <i>Readings TBA</i>
	Th May 4	Course Wrap-Up/Evaluation

**FINALS WEEK: Final Report (Assessment #4, PAI) due by 12:00pm, Wednesday, May 10**