I. Locator Information:
Course: PSYC 623-01: Assessment of Personality and Psychopathology
Time and Location: T 6:00 – 8:50pm; 101 Southeast Nursing Ed. & Res. Ctr.
Semester Credit Hours: Three (3)
Instructor: Pius N. Nyutu, PhD
Office: 223 Southeast NC Nursing Ed. & Res. Ctr.
Office hours: T 8:30am – 12:30pm, 5:00-6:00pm; R 9:30am-12:30pm or by appointment
Email: pnyutu@uncfsu.edu
Phone: 910-672-1124

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Information from FSU or FSU students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. The student is responsible for ensuring the mailbox remains available to receive notifications. FSU is not responsible for issues related to notifications that are not deliverable due to full mailboxes. Inquiries or requests from personal email accounts are not assured a response.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description:
Assessment of Personality and Psychopathology: Principles of trait measurement including the administration, scoring, and interpretation of objective tests (such as the MMPI-2). Also covered are behavioral assessment techniques including direct observation approaches. Prerequisite: PSYC 550

III. Disabled Student Services:
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Ms. Linda Melvin
Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. Textbook:  

Other Suggested Resources  
See the bibliography below

VI. Student Learning Outcomes  
The course is divided into 5 sections: (1) overview, interviewing, and mental status exams; (2) the MMPI-II; (3) the MCMI-III; (4) behavioral assessment and functional analysis; and (5) other tests presented by students. The primary focus will be on the evaluation of adults, with some discussion about child and adolescent assessment. Psychometric characteristics, conceptual foundations, clinical applicability, empirical validation, administration, scoring and interpretation will all be addressed.

Upon completion of this course, students will be able to:
1. Describe the theories and psychometric principles behind psychological assessments  
2. Analyze the impact of the historical factors in the development of psychological assessment  
3. Understand ethical and multicultural issues concerning the use of psychological tests  
4. Design and conduct behavioral assessments, and utilize the information acquired to determine appropriate testing.  
5. Administer, score, and interpret the MMPI-2, MCMI-III, and selected brief psychological tests  
6. Integrate data from a variety of sources into a clear, concise, psychological report  
7. Communicate test findings and provide appropriate recommendations

VII. Course Requirements and Evaluation Criteria  
Evaluation for this course will be based on class attendance and participation, two assessment reports, an integrated report consisting of a battery of tests, and a class presentation by the student.
Courses Assignments

A. **Active Participation:** This class will be conducted in a seminar format, students are expected to have (1) completed the assigned reading, (2) be prepared with questions, comments and feedback, (3) be involved in class and online discussions on the readings, presentations, and further research. Other activities may involve small group activities, test practice, and simulations. 1 point will be earned for each class attended and a further 5 points at the end of the semester for active participation. (20 points total)

B. **Assessment Reports:** Each student must administer, score, and write a report of one MMPI-2 and one MCMI-III with a different volunteer examinee for each test. Students will be required to acquire the volunteer examinee’s written and signed consent indicating that the test is only for training purpose and will not provide results. It is recommended that students try to cater for gender and racial/ethnic differences as they look for examinees. Signed consent form, scoring sheets, and other documents used in administration of the test should be attached to the report and put in an envelope when handed to the instructor. No identifying names or information of the volunteer should be included in the written report and the scoring sheets. (15 points each/30 points total).

C. **Integrated Report:** Each student is required to conduct a battery of tests with a third volunteer examinee that includes the MMPI-2, the MCMI-III, and at least one other psychological test of the student’s choice. The student will then score, interpret, and write an integrated report. Signed consent form, scoring sheets, and other documents used in administration of the test should be attached to the report and put in an envelope when handed to the instructor. No identifying names or information of the volunteer should be included in the written report and the scoring sheets. (30 points)

D. **Class Presentation:** Each student (or in dyads) will be responsible for at least one-hour presentation on the use of a specific assessment instrument. Examples of possible topics are Brief Instruments, Behavioral assessment of Anxiety, Eating Disorders, Depression, Sexual Dysfunction, etc.; Projective Assessments; Etc. The presentation should include information on history and development, psychometric properties, description of the test including scales, administration and scoring procedures, interpretation considerations, and assets and limitations. The draft of the presentation should be submitted to the instructor at least one day before the presentation day for review and approval. (20 points)

**Course Grading Criteria**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Active Participation</td>
<td>20</td>
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<tr>
<td>Individual Test Reports (2)</td>
<td>30</td>
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<tr>
<td>Integrated Report</td>
<td>30</td>
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<tr>
<td>Class Presentation</td>
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<td>Total Possible Points:</td>
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</table>

A = 90-100%; B = 80-89%; C = 70-79% F = 69% and below

**FN** = FAILURE DUE TO NON-ATTENDANCE – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

**Interim Grades** (Advisory or warning): X = Non-attendance; EA = Excessive Absence

**Late Assignments:** Assignments must be turned in on the date they are due. Late assignments will be
Penalized 5 points of the grade for each day after the due date. Penalties will be issued up to the maximum points for the assignment after which the assignment will not be accepted.

**Grading:** You may appeal your grade for any assignment within one week of getting it back. To do so you must return the assignment to the instructor with a coherent written argument for why you feel your grade should be reviewed. Final grades cannot be changed after being posted on banner unless through appropriate grade appeal procedure.

**Policies:** Class attendance, preparation, and participation are required of all students. Students who miss a third or more of classes will be assigned a failing grade even if they have completed the assignments. Please email or phone the instructor if an emergency or extenuating circumstance prevents you from attending a class. Excellent work and consistent preparation is expected of all students. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.

**Use of Personal Computers and Electronic Media:** Use of personal computers in class is only permitted for the purpose of taking notes and conducting scheduled presentations. Students who conduct other activities on their computers during class time may be dismissed from the rest of the class period without earning any points for the session.

Use of cell phones and other electronic media is not permitted in class unless with the instructor’s authorization.

**Examinees**
1. Students will be expected to complete their assessment assignments with volunteers, not family members. These volunteers can be undergraduates, graduate students in other programs, or other acquaintances. **Due to the intrusive nature of psychological assessments, other students in the program, family members, and close friends are not to be utilized.**
2. Try to test at least one male and one female, and examinees of varying racial/ethnic backgrounds.
3. **You are to make no recommendations for psychological or medical treatment to the examinee or any other person on the basis of your evaluation.** (You may, of course, make such recommendations in your written report to the course instructor.) If you have difficulty in coping with an anxious examinee who is pressing you for advice, consult the course instructor.
4. All testing must be conducted at the university unless permission to test outside the university is granted by the course instructor or assistant.
5. The assessment results are confidential. You are expected to treat the results as such. Do not discuss the examinee or any of the test results outside of class.
6. Please note that, you are responsible for getting your volunteers, but the instructor will try to the best possible to advertise for volunteers in undergraduate psychology classes.

**Reports and Other Guidelines**
1. All reports must be typed, double spaced, and in 12pt. font.
2. Follow the outline provided for report writing.
3. All reports must be turned in on the date due. Late reports will be given a grade of F after the penalty period has been applied. Two late reports will mean an automatic final grade of F. Students who encounter problems due to an examinee becoming uncooperative should inform the instructor immediately to consult about solutions.
4. Keep reports and test materials in a safe place. Submitted reports and associated materials must be in a sealed envelope.
5. Maintain the test materials in your position safely and neatly. Make sure you sign-out the material with the instructor or teaching assistant and sign-in when you return them. You will be responsible for any materials you have signed for and/or in your possession.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

**Academic Integrity**

The FSU Undergraduate Catalogue states that “Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above.” Acts of dishonesty are prohibited in this class. See the FSU Student Handbook for the disciplinary system for academic misconduct.

All written work submitted must be the student’s original work. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the Department of Psychology.

Students must refrain from any activity that will disrupt the class; this includes use of cell phones and pagers. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.

**FSU Policy on Disruptive Behavior in the Classroom**

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VIII. Teaching Strategies
This course will be taught using lectures, readings, presentations, class and small group discussions, and experiential exercises. Copies of the syllabus, lecture notes, readings, and presentations may be made available through the Blackboard site for the course. Some evaluations may also be provided through Blackboard.

IX. Academic Support Resources
ITTS and Blackboard Help Assistance is available 24/7 by calling 910.672.HELP (910.672.4357) or submit a request online. Access Blackboard Online Support Center.

Other recommended resources
i. Smarthinking (available on Tools section of Blackboard)
ii. University College Learning Center http://www.uncfsu.edu/learningcenter/.

X. Course Outline and Assignment

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<tr>
<th>Week of</th>
<th>Topic and Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>January 13th</td>
<td>Overview/Introduction to the course</td>
<td>Introduce yourself and state your course goals on Blackboard discussion forum by Jan. 20th</td>
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<td>History, Theories, Psychometric Foundations</td>
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<td><em>Gregory</em> (2007) Ch. 2 &amp; 8</td>
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<td>Date</td>
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<td>January 20th</td>
<td>Ethical Standards of Psychological Testing</td>
<td><em>Vacc, Juhnke, Nilsen (2001)</em></td>
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<td>Intake Interview and Behavioral Assessment</td>
<td><em>Aiken &amp; Groth-Marnat (2007) Ch. 15; Groth-Marnat (2009) Ch. 3 &amp; 4</em></td>
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<td>January 27th</td>
<td>MMPI-2 Overview &amp; Validity Scales</td>
<td><em>Groth-Marnat (2009) Ch7; Greene (2000) Ch. 1, 2, &amp; 3</em></td>
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<td>MMPI-2 Clinical &amp; Content scales</td>
<td><em>Groth-Marnat (2009) Ch7; Greene (2000) Ch. 4, 5, &amp; 6</em></td>
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<td>February 17th</td>
<td>Report Writing/Practice Lab</td>
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<td>MCMII-III: Overview and Scales</td>
<td><em>Groth-Marnat (2009) Ch 8; Strack (2008)</em></td>
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<td>March 3rd</td>
<td>MCMII-III: Scoring and Interpretation</td>
<td><em>Groth-Marnat (2009) Ch 8; Strack (2008)</em></td>
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<td>March 10th</td>
<td>Midterm Break</td>
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<td>March 17th</td>
<td>Individual Meetings with Instructor</td>
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<td>March 24th</td>
<td>Writing Integrated Psychological Reports</td>
<td><em>Groth-Marnat (2009) Ch 15</em></td>
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<td>March 31st</td>
<td>Projective Assessments</td>
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<td>• The Rorschach</td>
<td><em>Groth-Marnat (2009) Ch 10</em></td>
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<td>• Beck Depression Inventory: <em>Groth-Marnat (2009) Ch 13</em></td>
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<td>• State Trait Anxiety Inventory: <em>Groth-Marnat (2009) Ch 13</em></td>
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<td>April 7th</td>
<td>Other Psychological Assessments</td>
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<td>• Behavior Assessment Scale for Children-2</td>
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<td>• Beck Depression Inventory: <em>Groth-Marnat (2009) Ch 13</em></td>
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<td>• California Psychological Inventory: <em>Groth-Marnat (2009) Ch 9</em></td>
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<td>• NEO Personality Inventory-3</td>
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XI. Bibliography


