

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

PSYCHOLOGY 543B-001

Personality Assessment Adult

Fall 2026 – 3 Credit Hours

Location – Alumni Hall 0333

Instructor: Sydney K Greenwalt, PhD
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Course Time: TH 9:30a-12:20p
Office Hours: WThF 1:30-2:45p & by appt.
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Course Readings:

- Aita, S. L., Sofko, C. A., Hill, B. D., Musso, M. W., Boettcher, A. C. (2018). Utility of the Personality Assessment Inventory in detecting feigned Attention-Deficit/Hyperactivity Disorder (ADHD): The Feigned Adult ADHD index. *Archives of Clinical Neuropsychology*, 33, 832-844. <https://doi.org/10.1093/arclin/ax113>
- Duvall, S., Armstrong, K., Shahabuddin, A., Grantz, C., Fein, D., & Lord, C. (2022). A road map for identifying Autism Spectrum Disorders: Recognizing and evaluating characteristics that should raise red of “pink” flags to guide accurate differential diagnosis. *The Clinical Neuropsychologist*, 36, 1172-1207. <https://doi.org/10.1080/13854046.2021.1921276>
- Fantini, F., Aschieri, F., David, R. M., Martin, H., & Finn, S. E. (2022). *Therapeutic assessment with adults: Using psychological testing to help clients change. First edition.* Routledge. <https://doi.org/10.4324/978042902797-2>
- Graham, J.R. (2012). *MMPI-2: Assessing Personality and Psychopathology, Fifth Edition.* New York: Oxford University Press.
- Groth-Marnat, G. & Wright, A. J. (2016). *Handbook of psychological assessment, Sixth Edition.* New York: Wiley
- Harrison, K. B., McCredie, M. N., Reddy, M. K., Krishnan, A., Engstrom, A., Posey, Y. S., Morey, L. C., & Loveland, K. A. (2020). Assessing Autism Spectrum Disorder in intellectually able adults with the Personality Assessment Inventory: Normative data and a novel supplemental indicator. *Journal of Autism and Developmental Disorders*, 50, 3935-3943. <https://doi.org/10.1007/s10803-020-04450-2>
- Krishnamurthy, R., Hass, G. A., Natoli, A. P., Smith, B. L., Arbisi, P. A., & Gottfried, E. D. (2021): Professional Practice Guidelines for Personality Assessment, *Journal of Personality Assessment*, <https://doi.org/10.1080/00223891.2021.1942020>
- Morey, L.C. (2003). *Essentials of PAI Assessment.* Hoboken, N.J.: John Wiley & Sons.
- Roble, C. V., Ferragamo, B. L., Jahromi, A. H., & Schecter, L. (2024). Gatekeeper or pathfinder? Reimagining the role of the mental healthcare provider in gender affirming surgery referral (pp. 61-). In M. Garcia's *Genital Gender Affirming Surgery*. Springer. https://doi.org/10.1007/978-3-031-69997-9_6
- Rosenquist, S. (2020). Psychological evaluations for Assisted Reproductive Intervention: Guidelines for clinical practice. *Journal of Health Service Psychology*, 46, 21-28. <https://doi.org/10.1007/s42843-020-00004-3>
- van Impelen, A., Merckelbach, H., Jelicic, M., & Merten, T. (2014). The Structured Inventory of Malingered Symptomatology (SIMS): A systematic review and meta-analysis. *The Clinical Neuropsychologist*, 8, 1336-1365. <https://doi.org/10.1080/13854046.2014.984763>

*other readings as assigned

Prerequisites: Graduate standing in Psychology

Course Description: This course focuses on the administration, interpretation, and clinical application of contemporary personality and psychopathology assessment measures used in adult clinical practice. Students will develop competency in the use of the MMPI-2-RF, MMPI-3, PAI, selected symptom and risk assessment measures, response validity measures, and report writing. Emphasis is placed on integrating assessment findings to answer referral questions, support diagnosis, guide treatment planning, and communicate results to clients and multidisciplinary teams.

Course Objectives:

Upon successful completion of this course, students will be able to:

1. Critically evaluate and apply the theoretical, psychometric, ethical, and multicultural foundations of adult personality and psychopathology assessment.
2. Administer, score, interpret, and communicate findings from major personality assessment instruments and supplemental measures used in contemporary clinical practice.
3. Integrate assessment data from multiple sources, including self-report measures, clinical interviews, behavioral observations, collateral information, and historical records, to develop evidence-based case conceptualizations.
4. Formulate diagnostic impressions, assess risk, and develop clinically useful treatment recommendations that are responsive to referral questions and client needs.
5. Produce professional psychological assessment reports and provide effective therapeutic feedback that supports clinical decision-making and treatment planning.
6. Apply personality assessment principles across specialized practice settings, including medical, neurodevelopmental, occupational, forensic, and behavioral health referral contexts, while adhering to professional and ethical standards.

CLASS GUIDELINES & POLICIES

- **Attendance and Participation.** You are expected to attend and participate in each class unless illness, an emergency, or some other significant issue prevents you from doing so. Throughout your time in this course, please make your health a priority. If you or your significant others are dealing with health-related issues that interfere with your ability to perform in this course, please let me know. Emergencies come up for a variety of reasons, so if you need to miss or be late for class please notify me as soon as possible. However, DO NOT call, text, or email me or one of your classmates while you are driving! Wait until you can safely call, text, or email.
- **Read all assigned material BEFORE class.** Much of the reading in this course focuses on test administration, scoring, and interpretation. Consequently, it is critical to keep up with the reading so that you can participate in discussions, ask informed questions, and understand the material as we cover it. *The average semester workload is approximately 8 to 10 hours per week outside of class meetings, with some weeks requiring more or less time.* Ensure that you have reserved the necessary amount of time to prepare for each class.
- **During class.** Please do not engage with other electronic media during class (e.g., email, texting, checking social media, surfing the web).
- **Late assignments.** All assignments are due at the beginning of class on the assigned due date unless otherwise noted. Because this is an assessment course, and assessment reports are typically completed within established deadlines, timeliness is a professional issue we will

stress in this course. Only in extreme circumstances will late assignments be considered. Unless otherwise noted, if a late assignment is approved, it will be docked one letter grade each day it is late.

- **Academic Dishonesty.** In keeping with ethical standards, it is critical that you accurately report on your testing protocol and not “make-up” personal information, test data, or submit bogus assessment reports. Using a classmate’s scores instead of calculating those scores yourself or modeling your assessment report after another student’s report also constitutes academic dishonesty/plagiarism.
- **Scoring Mistakes.** Because mistakes in the scoring of an assessment can result in inaccurate interpretations, reports, diagnoses, and potential treatment for clients, errors are heavily weighted. Be sure to double-check your scoring!
- **Grammar, Spelling, and Punctuation.** Your assessment reports reflect your professionalism. Poor grammar, typos, and spelling errors unfortunately discredit your credibility as a clinician. Consequently, grammar, spelling, and punctuation mistakes in your assessment reports are heavily weighted in this course. The assessment reports you turn in should be neat, organized and professionally presented. Be sure to proofread your reports carefully!
- **Openness to Feedback.** Learning to write meaningful and effective assessment reports is challenging. Because the nature and style of assessment reports often varies by clinical setting and/or clinical supervisor it is important to demonstrate flexibility in your ability to write assessment reports. Consequently, it is equally important to exhibit openness to feedback regarding your assessment reports.
- **Confidentiality, Validity, and Copyright Issues.** It is unethical to share test content, format, or results with others outside of this class. Doing so will compromise the validity of these tests. Treat test protocols with the same respect that you would any client’s assessment materials. Additionally, as a matter of both professionalism and respect for confidentiality it is critical that you treat the test results confidentially and avoid discussing anonymous results in public settings or in electronic venues.

Course Requirements

Assessment Foundations and Profile Interpretation (10%)

- MMPI-2-RF Interpretative Questions (5%)
- PAI Profile Interpretation Questions (5%)

These assignments are designed to develop students' foundational competency in personality assessment interpretation. Students will learn to identify response styles, evaluate validity, interpret clinically significant elevations, and formulate preliminary diagnostic and treatment hypotheses. Emphasis is placed on developing systematic approaches to profile interpretation and understanding how assessment findings contribute to case conceptualization. Rubrics available on Blackboard.

Clinical Personality Assessment Reports (30%)

- MMPI-3 Integrated Assessment Report #1 (15%)
- MMPI-3 Integrated Assessment Report #2: Specialty Assessment Application (15%)

These reports provide students with hands-on experience translating personality assessment findings into professional psychological reports. Students will integrate referral questions, assessment data, clinical observations, and interpretation into reports that are clear, accurate, and clinically useful.

The second report focuses on the application of personality assessment within specialty practice areas such as gender-affirming care, bariatric surgery, assisted reproductive intervention, fitness-for-

duty evaluations, public safety assessment, or parenting capacity evaluations. Rubric available on Blackboard.

Response Validity and Diagnostic Accuracy (10)

Students will evaluate assessment data using symptom validity and response validity measures, including the Rey 15-Item Test and Structured Inventory of Malingered Symptomatology (SIMS). The assignment focuses on identifying potentially noncredible responding, understanding the limits of assessment interpretation, and appropriately integrating validity findings into clinical and forensic conclusions. Rubric available on Blackboard.

Specialty Assessment Presentation (10%)

Each student will present on a specialized area of personality assessment practice. Presentation topics may include autism assessment, gender-affirming evaluations, bariatric surgery evaluations, assisted reproductive intervention assessments, parenting capacity evaluations, public safety screening, fitness-for-duty evaluations, or emerging areas of clinical assessment.

Students will review current literature, discuss commonly used assessment approaches, identify ethical considerations, and demonstrate how personality assessment is used to answer specialized referral questions. Rubric available on Blackboard.

Comprehensive Integrated Assessment Project (25%)

The comprehensive assessment report serves as the capstone assignment for the course. Students will integrate data from multiple assessment sources, including personality measures, symptom inventories, risk assessments, interview findings, and collateral information, to develop a complete psychological assessment report.

The goal of this assignment is to simulate contemporary professional practice and demonstrate competency in synthesizing complex assessment data into a coherent case conceptualization and set of evidence-based recommendations. Rubric Available on Blackboard

Final Competency Examination (15%)

The final examination assesses students' ability to integrate course content and apply assessment findings to clinical decision-making. Students will demonstrate competency in personality assessment interpretation, report writing, ethical practice, treatment planning, response validity assessment, and specialty assessment applications.

Evaluations Criteria and Grading

<i>Category</i>	<i>Assignment</i>	<i>Weight</i>
<i>Assessment Foundations & Profile Interpretation</i>	MMPI-2-RF Interpretative Questions (5%)	10%
	PAI Profile Interpretation Questions (5%)	
<i>Clinical Personality Assessment Reports</i>	MMPI-3 Integrated Assessment Report #1 (15%)	30%
	MMPI-3 Integrated Assessment Report #2 (15%)	
<i>Response Validity & Diagnostic Accuracy</i>	SIMS/Rey Response Validity Assignment	10%
<i>Specialty Assessment Applications</i>	Specialty Assessment Presentation	10%
<i>Comprehensive Assessment Integration</i>	Comprehensive Report	25%
<i>Final Competency Examination</i>	Exam	15%
Total		100%

Grading Scale:

Percentages	Grade
90 – 100%	A
80 – 89.9%	B
70 – 79.9%	C
60 – 69.9%	D
Below 60%	F

Tentative Course Schedule (*the schedule is subject to modification based on the evaluation of students' progress and more readings may be assigned over the course of the semester*)

Day	Topic	Reading	Assignment
8/27	Course Introduction and Foundations of Assessment - Review syllabus and course expectations - Ethics of personality assessment - Test selection and referral questions - Validity, reliability, cultural considerations, and equity in assessment	Groth-Marnat & Wright - Ch 1 - Ch 2 (pp. 50-72) APA Ethical Standards Section 9	
9/3	MMPI-2 & MMPI-2-RF: Foundations - Introduction and Validity Scales	Groth-Marnat & Wright - CH 7 (pp. 243-263; 273-279) Graham – - Ch 1, - Ch 2 (pp. 14-19) - Ch 3	
9/10	MMPI-2-RF Interpretation - Clinical Scales and Profiles - Other Scales	Groth-Marnat & Wright - Ch 7 (pp. 279-328) Graham - CH 4 & 5	<i>MMPI-2-RF Interpretative Questions (Scale Interpretation)</i>
9/17	MMPI-3: New Norms, Interpretation, Validity, Higher-Order, & RC Scales - New normative sample - MMPI-3 development - Validity scales - Higher-order scales - RC scales	Watch: MMPI-3 Overview Webinar through 38:00 MMPI-3 Treatment Manual Ben-Porath & Yossef (2023) - CH 6 (pp. 239-256; pp. 261-266) - CH 8 (pp. 333-343) - CH 9 (pp. 381-4-20) Levak et al.- - CH 1 (pp. 1-14); - CH 3 (pp. 41-60)	
9/24	MMPI-3: Treatment Planning and Therapeutic Feedback	Ben-Porath & Yossef (2023) - CH 10 (pp. 421-446)	

Day	Topic	Reading	Assignment
	- Therapeutic assessment model - Strength-based interpretation - Treatment planning - Patient-centered communication - Translating findings into recommendations	Levak et al. (2026) – - CH 10 (pp. 304-317) Fantini et al. (2022) – - CH 1 (pp. 1-33)	
10/1	MMPI-3: Report Writing Workshop - Report structure - Integrating referral questions - Writing clinically useful recommendations - In-class case interpretation exercises	Groth-Marnat & Wright - Ch 7 (pp. 334-337; 328-331; 338-341; 347-348) Graham – - Ch 6 & 7 - CH 11 (pp 283-294) Levak et al. – - Ch 3 (pp. 42-55); - Ch 4 (pp. 62-107)	
10/8	Personality Assessment Inventory (PAI) - Administration and scoring - Validity scales - Clinical scales - Case conceptualization	Morey – - Ch 1, 2, 3, & 8	
10/15	PAI Advanced Interpretation - Advanced Interpretation - Differential diagnosis considerations - Report-writing applications	Morey – - CH 4, 5, 6, & 7 Harrison et al. (2020) Aita et al. (2018)	<i>MMPI-3 Report #1 (Diagnostic Clarification)</i>
10/22	Brief Symptom Measures and Risk Assessment - Selecting and integrating brief measures	Groth-Marnat & Wright: - Ch 13 (pp. 662-666)	<i>PAI Profile Questions</i>
10/29	Neurodevelopmental Assessment in Adults - Autism - ADHD differential diagnosis - Executive functioning concerns - Personality testing in neurodevelopmental evaluations	Duvall et al. (2022) Harrison et al. (2020) MIGDAS-2 Manual Hull et al. (2019) Adler & Cohen (2004)	
11/5	Specialty Applications of Personality Assessment	WPATH SOC8	

Day	Topic	Reading	Assignment
	- Medical Assessments - o Gender Affirming Surgery - o Assisted Reproductive Intervention - o Bariatric Surgery - Occupational Assessments - o Public Safety Psychological Screening - Family/Forensic Assessments - o Parenting Capacity - o Child Protection	ASMBS psychosocial evaluation recommendations APA Child Protection Evaluation Guidelines <i>Levak et al. –</i> - Ch 5 (pp. 121-123; - CH 6 (pp. 134-138, 144-150); - CH 7 (pp. 188-195; 208-213, 222-235); - CH 8 (pp. 244-262); - CH 9 (pp. 271-276, 282-286);	
11/12	Malingering and Response Validity Assessment - Rey 15 Item Test - Structured Inventory of Malingered Symptomatology (SIMS) - Symptom validity considerations - Ethical and forensic implications	Rogers (pp. 7-8) Smith (pp. 330-334) van Impelen et al. (2014)	<i>MMPI-3 Report#2 (Specialty Assessment Case)</i>
11/19	Clinical Interview and Integrative Assessment - Advanced Interviewing - Digital Assessment Systems - Emerging Directions in Assessment	Groth-Marnat & Wright - Ch 3 (pp. 77-93; 99-104)	<i>SIMS/Rey Response Validity Assignment</i>
11/26	No Class – Thanksgiving Break		
12/3	Student Presentations - Integrative case discussions		<i>Comprehensive Assessment Report</i>
12/10	Final Examination - Interpretation and integration of assessment data - Clinical decision making - Ethics and professional practice		

POLICIES & EXPECTATIONS

Written Assignments

All written work should be completed using APA format: typed, doubled-spaced, using 12-point font, with NO extra spaces between paragraphs. Margins should be set to 1" on all sides. Note that several of these guidelines are NOT the default in MS Word.

Changes to the Syllabus

There may be some changes to the course content or schedule as the semester unfolds. Any changes will be announced in class and posted on Blackboard. I will avoid changing any due dates if possible.

Electronic Devices

Computers or other note-taking devices should be used in class under the caveat that you are only using them for note-taking or following along with the reading assigned for the class period under the instructor's guidance. If you are found to be repeatedly using your computer/other electronic device for non-class related material, I may ask you to leave the class, AND/OR you will NOT receive engagement credit for that day.

E-mails

You may contact me via e-mail at the email address provided on the first page of the syllabus. Generally, I respond quickly over e-mail on workdays before 6pm. Be sure to check the syllabus for an answer to your question before you e-mail me. When you e-mail, please indicate the class name/number in your subject line.

If you would like to discuss your assignment feedback, please schedule an appointment. *I will not discuss grades over e-mail.*

Sharing Personal Information

Because our discussions about counseling in a pluralistic society by their very nature have personal relevance to our own lives, I ask you to make an informed decision about what you share during class. I encourage sharing your experiences and perspectives as an active part of the learning process. However, please be mindful of what you are sharing and whether the classroom environment is an appropriate venue for disclosure. I believe that it is fair to assume that disclosures made during class are not meant to be shared with those outside the class; however, I CANNOT ensure confidentiality.

Safe Learning Environment

I believe that each student has the right to engage in the learning process in an environment free of bias and discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, veteran status, etc. Any student speaking or behaving in ways that challenges a safe learning environment for other students may be addressed directly during class, asked to meet me after class, or asked to leave the classroom (depending on the specific situation). To help facilitate a safe learning environment for all students, a list of "Norms for Classroom Discussion" is provided earlier in the syllabus. As a class, we will discuss this list and make any additions or alterations that we see as appropriate.

PSYCHOLOGY DEPARTMENT POLICY ON WITHDRAWALS AND INCOMPLETE GRADES

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <https://www.siu.edu/registrar/class/dropping.shtml>).

The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

PSYCHOLOGY DEPARTMENT POLICY ON PLAGIARISM

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that

clearly identifies whether words and ideas are those of the student or are from another source.

Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

PSYCHOLOGY DEPARTMENT POLICY ON WRITING

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria.

Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<https://www.siu.edu/lss/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your

instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.