

CLPS 1790
Laboratory in Personality and Clinical Assessment
Semester I, 2012-13

Instructor

Jack Wright. Metcalf 355.
Office hours: Th 11:00-11:50.

Teaching Assistants

Ryan Miller.
Office hours TBA.

Class & Laboratory Hours

Class meetings: Tu-Th 9:00-10:20,
Metcalf 107.

Additional laboratory hours:
Metcalf 107, 2hrs/week, times TBA.

Overview

This advanced laboratory course examines contemporary approaches to personality and clinical assessment. Perspectives and core topics to be covered include principles of psychological testing, reliability and validity, intelligence testing, lexical and five-factor approaches to personality assessment, and cognitive-social learning approaches. Coverage of other topics and current controversies varies over years and will sample from the following: actuarial methods, projective methods, implicit attitude assessment, functional assessment of behavior, post-traumatic stress, suicide risk, and the assessment of childhood psychopathology.

Instruments and methods widely used in research and clinical settings will be covered, including the Wechsler Adult Intelligence Scale (WAIS) and five-factor inventories (NEOPI-R). Depending on coverage (see above), other instruments and methods will include the Minnesota Multiphasic Personality Inventory (MMPI), Rorschach, the Thematic Apperception Test (TAT), implicit tests of attitudes (IAT), and syndromal child behavior checklists (CBCL/TRF). The attached schedule provides a list of specific topics and assignments for 2012-13.

The course is designed for advanced undergraduates concentrating in Psychology who have the necessary background (i.e., Introductory/CLPS0010, Quantitative/CLPS0900, and Personality/CLPS0701). Taking a course in quantitative methods during the current semester does not satisfy the quantitative methods prerequisite for this course.

Laboratory Exercises

A key goal of the course is for students to learn how to administer, score, and interpret instruments for assessing personality. Past experience in this course has shown that it is not practical for students to administer and score tests during regular class meetings, or to use themselves as the only individuals to be tested or interviewed. Therefore, students will be expected to conduct interviews and administer tests outside of regularly scheduled class times. Additional lab workshop hours will be scheduled for you to use the lab for testing purposes; these times will be announced during the first week of class. Depending on availability, this course may have access to a limited number of subjects from the Departmental subject pool. Because this pool will not satisfy all of our testing needs, you will need to recruit additional interviewees (e.g., classmates, roommates). Details on recruiting and testing participants can be found in materials distributed on the first day of class (see "Agreement Concerning Testing of Participants").

Laboratory Reports

Another key goal of the course is for students to become familiar with writing research reports in APA style. There will be three main types of written reports. In three *brief reports* (3-4 pages), you will summarize and critique an assessment method you have used, write a case study of the individual you interviewed or tested, or briefly summarize analyses you have performed using methods covered in class. In *two laboratory reports* (8-10 pages), you will write a more

extensive report that includes an introduction, method, results, and discussion sections, as in APA style. These reports will be based on data you have helped to collect and on data analyses you have performed with other members of your lab team. Although students will share data and data analyses, their reports must be written independently. *Final laboratory reports* are the culmination of the course and give you an opportunity to write a more complete APA-style report about a project you helped to design and execute (see below).

Final Projects

A third goal of the course is for students to gain experience in designing and executing an empirical research project. For the final project, students will form teams of 4-5 students, select a topic from those covered in the course, identify relevant readings, critically evaluate previous research on the topic, and propose a study to test new hypotheses. Each team will prepare a collaborative written proposal (about 2 pages) and give a brief presentation to the class. Students will receive feedback on their proposal, revise their experimental design as needed, then carry out the study. Students will then analyze their data, in most cases using statistical methods learned in prerequisite courses and practiced in their earlier laboratory reports.

Each team will prepare a poster to be part of the poster session for the class; this poster will be comparable to those presented at APA conferences, and will include a very brief introduction, method, results, and discussion section. Students will divide up specific responsibilities among team members. All team members are expected to be present at the class poster session, to be prepared to answer questions about their project, and to question other presenters about their research.

A final report of the research will be *written independently by each student* and will be an APA-style manuscript of about 12-15 pages. The report will include an Introduction in which previous research is reviewed, a Method section in which the participants, procedures, and measures are described, a Results section in which the findings are presented, and a Discussion section in which the findings are interpreted and critiqued.

Class/Lab Meetings

The structure of class/lab meetings will vary according to each week's agenda. The most common format will include an overview of the given topic or method, followed by time devoted to discussion, project planning, data analysis, and/or student presentations. Data analyses will be performed using computer workstations in the CLPS computer lab (Metcalf 107). Students are expected to participate in the computer lab exercises even if they believe they are able to perform their analyses on their own. This is to ensure that the teaching assistants can monitor students' progress and to encourage in-class collaboration and discussion. Students are also expected to participate in other class exercises, including but not limited to: timely entry of their data for class demonstrations and lab projects, blind review comments on lab reports final project proposals, and final project poster sessions, and classroom discussions of readings.

Software and Hardware

The course does not assume that students have had experience in using statistical software, but it does require that students learn to use such software (e.g., EXCEL, SPSS). These software packages vary in their user interfaces and research audiences. Students should not expect to use only the software with which they are already familiar, as this ultimately limits research productivity. All software used in this course will be installed on the workstations in the computer lab. The software is also available on the CIS software server, and students may also choose to install the software on their personal computers. If you do so, you are responsible for all licensing issues and any installation problems that are specific to your own computer (e.g., system requirements, networking). If students intend to install software on their own computers, they will need SPSS-17.0 or later, and Excel release 2007 or later with statistical add-ons. Unfortunately, vendors do not always write their software for MACs; check with the instructor or teaching assistant if you have questions about this.

Readings

Readings include overview chapters from edited volumes, and source empirical articles from peer-reviewed scientific journals. Students should plan to allocate more reading and study time to the empirical articles, as they are more technical than introductory textbooks. There is no text for this course. Occasional brief quizzes may be given on the readings and related lectures to monitor students' mastery of the material.

Website

This course uses the following website:

<https://sites.google.com/site/brownclps1790/Home>

Most of the materials handed out in class are archived there, including data and software you will need for your lab work. The website is not a replacement for coming to class; you should not expect a TA to explain materials you find there if you did not attend class when these materials were first presented.

Most students are able to use the website using their preferred internet browser. If you encounter problems with your browser, try using Google Chrome as your browser. If you still encounter problems, check with your TA.

Grading

Performance in the course will be assessed as follows: class attendance, participation and quizzes (20%), brief reports (20%), lab reports (30%), and final project (30%).

Personality and Clinical Assessment
 CLPS1790, Semester I, 2012-13
Schedule of Topics and Exercises

Topics and exercises are identified for each class day. Additional dates are given for exercises that are due on days other than class days. If any corrections are needed to this schedule, they will be posted on the course website in this document. Assigned readings appear on the reading list posted on the course website, also by date.

<i>Class</i>	<i>Day</i>	<i>Date</i>	<i>Topics, exercises, and due dates.</i>
1	Th	9.06	Overview. Begin personality inventory exercise.
	Su	9.09	Personality inventory exercise, part 1, <u>due</u> via email to TA at Noon.
	Mo	9.10	TA assembles personality inventory materials by Noon.
2	Tu	9.11	Diagnostic quiz. Review definitions and dimensions of personality. Develop inventory items.
	We	9.12	Personality inventory items <u>due</u> to TA by Noon. TA prepare final inventory by 8:00pm.
3	Th	9.13	Psychometrics review. Distribute final personality inventory. Review analyses to be performed.
	Fr	9.14	Self ratings for personality inventory <u>due</u> in Google spreadsheet by noon.
	Mo	9.17	TA prepare final data set by Noon.
4	Tu	9.18	Intelligence. Review of WAIS and procedures for WAIS exercise. Rehearse administration with partner.
	We	9.19	Data collection for WAIS exercise begins.
5	Th	9.20	Scoring and interpretation of WAIS. Administration of WAIS continues.
	Mo	9.24	Administration of WAIS to be completed.
6	Tu	9.25	Five-factor models of personality. Overview of FFM-NEO project. Procedures for entering and scoring raw data, and for entering scale data in Google spreadsheet. Begin NEO S ratings. Schedule volunteer for NEO form R. Personality inventory short report <u>due</u> . Scoring of NEO S data to be completed.
7	We	9.26	Five-factor models. Overview of analyses for FFM project. Overview of lab report format. Teams develop hypotheses for FFM lab. Data for form "S" <u>due</u> in Google spreadsheet by Noon. Team analysis time for FFM lab.
	Th	9.27	Date for form "R" <u>due</u> in Google spreadsheet by Noon.
	Mo	11.01	Date for form "R" <u>due</u> in Google spreadsheet by Noon.

<i>Class</i>	<i>Day</i>	<i>Date</i>	<i>Topics, exercises, and due dates.</i>
8	Tu	10.02	Critique of FFM. Additional analytic methods for FFM lab (2-way RM designs; tests of r). Final instructions on FFM lab report. Team discussion and analysis time for FFM lab. Begin writing introduction and method for FFM lab report. WAIS exercise <u>due</u> in class.
9	Th	10.04	Factor analysis. Overview of analyses of personality inventory data. Analysis time for FFM project and for factor analyses of personality inventory data.
10	Tu	10.09	Current controversies: Assessment of implicit attitudes. Analysis time for FFM project and factor analyses of personality inventory data.
11	Th	10.11	Current controversies: Assessment of implicit attitudes. Demonstration of IAT. Online self-administration. Discussion and critique of IAT.
12	Tu	10.16	Cognitive social learning approaches to assessment. Overview of materials for CSL lab. Begin data collection for CSL lab. FFM project report <u>due</u> .
13	Th	10.18	Cognitive social learning approaches to assessment. Overview and demonstration of analysis options for CSL lab. Develop hypotheses for CSL lab. Begin writing introduction and method for CSL lab. Data entry for CSL lab <u>due</u> by Noon.
14	Tu	10.23	Cognitive social learning approaches to assessment. Team analysis time for CSL lab. Short report for factor analysis exercise <u>due</u> . Blind reviews of FFM lab reports <u>due</u> .
15	Th	10.25	Overview of final projects. Final project planning time: Discussion of topics and preliminary readings.
16	Tu	10.30	Current controversies: Suicide and self-injury risk assessment. Final project team proposals <u>due</u> . (One proposal per team.)
17	Th	11.01	Current controversies: Suicide and self-injury risk assessment. TA feedback on final project team proposals.
18	Tu	11.06	Final project planning time. Revise proposals and readings based on TA feedback. CSL project reports <u>due</u> .

<i>Class</i>	<i>Day</i>	<i>Date</i>	<i>Topics, exercises, and due dates.</i>
19	Th	11.08	Oral presentations of final project proposals to class. Discussion and feedback on proposals.
20	Tu	11.13	Current controversies: Assessment of post-traumatic stress syndrome. Blind reviews of CSL project reports <u>due</u> .
21	Th	11.15	Current controversies: Assessment of post-traumatic stress syndrome. Final project planning time; Stimulus preparation and data collection planning. Blind reviews of final project proposals.
22	Tu	11.20	Final project planning time. Data collection. Assistance with data set format. Planning and executing analyses.
	Th	11.22	No class. Thanksgiving.
23	Tu	11.27	Final project data collection and analyses.
24	Th	11.29	Final project data analyses. First draft of final project introduction and method sections <u>due</u> .
25	Tu	12.04	Final project data analysis. First draft of results section <u>due</u> .
26	Th	12.06	Final project poster presentations.
	Sa	12.08	Reading period begins.
27	Tu	12.11	Assistance with final project reports.
	Fr	12.21	Final project reports <u>due</u> .

CLPS 1790
Laboratory in Personality and Clinical Assessment
Semester I, 2012-13
Readings for Topics 1-3

Background

- Gleitman, H., Fridlund, A. J., & Reisberg, D. (2001). *Basic psychology* (Chapter 16: Personality I: Assessment, trait theory, and the behavioral-cognitive approach.) NY: Norton.
- Domino, G. (2010). *Psychological testing*. New York: Prentice Hall. (Chapter 2: Test construction, administration, and interpretation, pp. 17-43).
- Mischel, W. (2009). From Personality and Assessment (1968) to Personality Science, 2009. *Journal of Research in Personality, 43*, 282–290.

Intelligence

- Domino, G. (2010). *Psychological testing*. New York: Prentice Hall. (Chapter 3: Reliability and validity, pp. 44-51, 54-59).
- Domino, G. (2010). *Psychological testing*. New York: Prentice Hall. (Chapter 5: Cognition, 97-121).
- Sternberg, R. J., Grigorenko, E. L., & Kidd, K. K. (2005). Intelligence, race, and genetics. *American Psychologist, 60*, 46-59.
- Nisbett, R. E., Aronson, J., Blair, C., Dickens, W., Flynn, J., Halpern, D. F., & Turkheimer, E. (2012). Intelligence: New Findings and Theoretical Developments. *American Psychologist*. Advance online publication. doi: 10.1037/a0026699.

Lexical and Five-Factor Models

- McCrae, R. R. (2005). Personality structure. In V. J. Derlega, B. A. Winstead, & W. H. Jones (Eds). *Personality: Contemporary theory and research* (pp. 192-216). Wadsworth: Belmont, CA.
- Block, J. (1995). A contrarian view of the five-factor approach to personality description. *Psychological Bulletin, 117*, 187-215.
- Terracciano, A. (2005). National Character Does Not Reflect Mean Personality Trait Levels in 49 Cultures. *Science, 310*, 96-98.
- Schmitt, D. P., Realo, A., Voracek, M., Allik, J. (2008). Why can't a man be more like a woman? Sex differences in Big Five personality traits across 55 cultures. *Journal of Personality and Social Psychology, 94*, 168-182.

CLPS1790

Laboratory in Personality and Clinical Assessment, Semester I, 2012-13

Agreement Concerning Testing of Participants and Use of Test Materials

1. This course involves learning how to administer, score, and interpret instruments for assessing adult and child personality. You will be responsible for testing participants and, when necessary, entering data to be used by your lab team and/or the entire class. In some cases, students in the class will test each other. In other cases, students may be recruited from other courses, or you will recruit them yourself. Times will be set aside outside of regular class hours for you to use the lab for testing purposes; these times will be arranged during the first two class sessions. Students are responsible for making sure that they can test subjects, and, when necessary, recruit them. If you do not believe you will be able to find participants, if you object to administering tests or questionnaires, or if you anticipate difficulties in providing your data to your classmates on time, this course is not appropriate for you.
2. For the purposes of this course, you may not test or interview relatives or close friends without the prior approval of the instructor. If you have friends or relatives who want to participate, your TA will help arrange for them to be interviewed by another student. You must not test anyone who has previous experience with the test(s) to be administered, anyone who needs or wants to be tested for diagnostic or clinical purposes, or anyone involved (currently or in the past two years) in counseling or psychotherapy as a client. Do not test someone who has previously been tested by another student in the course.
3. All participants must complete a consent form; a template will be provided to you. The signed consent form must be attached to any data or other interview materials. You must obtain permission from the instructor to interview or test anyone less than 18 years of age.
4. You may not advise, counsel, or recommend any psychological intervention to any participant based on any information you obtain about them. Participants will be informed (on the consent form) about the individual feedback, if any, that they will receive. They will also be told that they can receive copies of relevant articles and/or summaries of results based on group (i.e., anonymous) data.
5. It will be your responsibility to make certain that testing is conducted in a private and confidential location. Do *not* interview or test the participant in a situation where his or her answers can be heard by others, where the session will be interrupted, or where test materials could be misplaced.
6. All information you obtain during testing or interviews will be treated confidentially. You must not divulge the name or other personally identifying information about any participant to anyone else.
7. Test materials are to be used only for this course. You are responsible for test materials in your care. All test materials must be returned in their original condition. Some of these materials are expensive and have been purchased by the Department. Students will be responsible for materials that are damaged or lost.

I agree to abide by these guidelines for participating in this course.

Name: _____

Signature: _____ Date: _____

CLPS1790

Laboratory in Personality and Clinical Assessment
Semester I, 2012-13

Name: _____

Email: _____

Phone: _____

Year at Brown: 1 Fr. 2 So. 3 Ju. 4 Se.

Concentration status: _____

Please indicate whether you have taken the prerequisites for this course:

PY1 Yes No. If yes: Instructor: _____ Year/Semester: _____

PY9 Yes No. If yes: Instructor: _____ Year/Semester: _____

PY30 Yes No. If yes: Instructor: _____ Year/Semester: _____

Please list any other *psychology* courses you have taken that you think are relevant to this course:

Please list any courses *outside* of psychology that you think are relevant:

What access do you have to computers outside of class? What kind of computers?

Name: _____

What data analysis/statistical software do you know how to use? How well?

What are your reasons for taking this course?

Are there any other life experiences, interests, or goals that are related to your interest in taking this course?

What concerns do you have about this course or whether it is appropriate for you?

CLPS1790

Developing a Personality Assessment Method—Part 1

This exercise is designed to help you prepare for work you will do in class next Tuesday.

For this exercise, do not consult any references, websites, or class notes you may have. Complete the exercise before you do the readings for next week.

1. Introductory psychology textbooks usually offer definitions of “personality”. Most provide definitions in 30 words or less. Write your own brief definition of “personality”. Although this course also covers assessment in clinical populations, your definition should be relevant to “normal” adults.
2. Think of someone you know well. Without naming that person or otherwise revealing their identity, briefly describe (in a few sentences) his or her “personality”.
3. Assume you wish to develop a method for assessing the personalities of people you do not already know. You want a method that is quick and efficient, but also as accurate as possible. Assume “quick and efficient” means the assessment could be done in an hour or less. Briefly describe the method(s) you would use, including the information you would try to get and how you would get it.
4. Email your answers to 1-3 to the TA by Monday noon, 9.10.12. Bring a printout to class on Tuesday, 9.11.12. We will discuss the next step in the exercise then.