



Personal History Survey™



## User's Guide for the Personal History Survey

David M. Corey • Yossef S. Ben-Porath

When referencing this User's Guide, please cite according to APA style as follows:

Corey, D. M., & Ben-Porath, Y. S. (2026). *User's guide for the Personal History Survey (PHS)*. University of Minnesota Press.

Published by: University of Minnesota Press  
Distributed by: Pearson  
P.O. Box 1416  
Minneapolis, MN 55440  
800.627.7271  
www.PearsonAssessments.com



User's Guide for the Personal History Survey™ (PHS™)

Copyright © 2026 by the Regents of the University of Minnesota. All rights reserved. Distributed exclusively under license from the University of Minnesota by NCS Pearson, Inc., P.O. Box 1416, Minneapolis, MN 55440. 800.627.7271  
www.PearsonAssessments.com

**Warning:** Professional use only; resale not permitted. No part of this publication may be copied, reproduced, modified, or transmitted by any means, electronic or mechanical, without written permission from the University of Minnesota Press, 111 Third Avenue South, Suite 290, Minneapolis, MN 55401-2520 (612-301-4821).

The following are trademarks of the Regents of the University of Minnesota: **MMPI**, **Minnesota Multiphasic Personality Inventory**, **MMPI-2-RF**, **Minnesota Multiphasic Personality Inventory-2-Restructured Form**, **MPQ**, and **Multidimensional Personality Questionnaire** are registered trademarks of the Regents of the University of Minnesota. **PHS**, **Personal History Survey**, **MMPI-2**, **Minnesota Multiphasic Personality Inventory-2**, **MMPI-3**, and **Minnesota Multiphasic Personality Inventory-3** are unregistered, common law trademarks of the Regents of the University of Minnesota. **Pearson** and **Q-global** are trademarks, in the U.S. and/or other countries, of Pearson PLC or its affiliates.

**NCS Pearson, Inc. 5601 Green Valley Drive Bloomington, MN 55437**

Produced in the United States of America.



# Table of Contents

|                                                                                                                         |           |
|-------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Acknowledgments</b>                                                                                                  | <b>v</b>  |
| <b>Chapter 1. Introduction to the Use of the Personal History Survey in<br/>Preemployment Psychological Evaluations</b> | <b>1</b>  |
| Role of Biographical Data in Multimethod Assessments.                                                                   | 1         |
| Functions of Structured Biographical Data Collection                                                                    | 2         |
| Biographical Data as Core Assessment Components.                                                                        | 2         |
| Self-Report Biographical Data and Collateral Verification                                                               | 3         |
| An Overview of the PHS Design, Structure, and Domains                                                                   | 4         |
| Integration of Biographical Data With Psychological Testing and the Clinical Interview.                                 | 6         |
| Organization of This User's Guide                                                                                       | 7         |
| Key Principles                                                                                                          | 7         |
| User Competencies and Training Resources                                                                                | 8         |
| Conclusion                                                                                                              | 9         |
| <b>Chapter 2. Administration of the PHS</b>                                                                             | <b>11</b> |
| Administering the PHS via Pearson's Q-global Platform                                                                   | 11        |
| User-Selected Options                                                                                                   | 11        |
| Environmental Conditions for Completing the PHS                                                                         | 16        |
| Administration of the PHS                                                                                               | 17        |
| Completion of the PHS                                                                                                   | 21        |
| Conclusion                                                                                                              | 21        |
| <b>Chapter 3. The PHS Report: Structure, Content, and Features</b>                                                      | <b>23</b> |
| User Options                                                                                                            | 23        |
| Report Sections.                                                                                                        | 24        |
| How the PHS Report Supports the Functions of Structured Biographical Data Collection                                    | 28        |
| <b>Chapter 4. Using Pearson Software to Administer and Report the PHS</b>                                               | <b>63</b> |
| Administration of the PHS                                                                                               | 63        |
| Generating a PHS Report.                                                                                                | 63        |
| Accessing Reports                                                                                                       | 64        |
| Mandatory Settings                                                                                                      | 64        |

|                                          |    |
|------------------------------------------|----|
| Gender-Neutral Report Language . . . . . | 64 |
| Technical Support . . . . .              | 64 |

## **Chapter 5. Integrating the PHS With Personality Test, Background, and Interview Findings: A Case Illustration . . . . . 67**

|                                                                       |     |
|-----------------------------------------------------------------------|-----|
| Key Points . . . . .                                                  | 67  |
| Introduction . . . . .                                                | 68  |
| Five-Step Data Integration Model . . . . .                            | 93  |
| Step 1: Assessing Protocol Validity. . . . .                          | 93  |
| Step 2: Identifying Substantive Test Findings . . . . .               | 94  |
| Step 3: Evaluating Background Findings . . . . .                      | 96  |
| Step 4: Constructing and Integrating the Clinical Interview . . . . . | 98  |
| Step 5: Determining Relevant Risk . . . . .                           | 100 |
| Guarding Against Common Interpretive Errors . . . . .                 | 103 |
| Conclusion . . . . .                                                  | 108 |

## **References . . . . . 109**

## **Appendix. Frequently Asked Questions . . . . . 113**

|                                          |     |
|------------------------------------------|-----|
| About the Instrument. . . . .            | 113 |
| Administration . . . . .                 | 114 |
| The PHS Report. . . . .                  | 114 |
| Interpretation and Integration . . . . . | 115 |
| Legal Considerations . . . . .           | 116 |

## **Figures**

|                                                                                                                                                          |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Figure 3-1. Personal History Survey (PHS) Sample Report for Ms. J. . . . .                                                                               | 29  |
| Figure 3-2. Personal History Survey (PHS) User-Designated Administration and Report Options . . . . .                                                    | 61  |
| Figure 4-1. Screenshot of Personal History Survey (PHS) Assessment Delivery Options on Q-global . . . . .                                                | 65  |
| Figure 4-2. Screenshot of Personal History Survey (PHS) Administration Options on Q-global . . . . .                                                     | 65  |
| Figure 4-3. Screenshot of Personal History Survey (PHS) Report Selection on Q-global . . . . .                                                           | 66  |
| Figure 4-4. Screenshot of Personal History Survey (PHS) Report Configurations on Q-global . . . . .                                                      | 66  |
| Figure 5-1. MMPI-3 Police Candidate Interpretive Report (PCIR) for Ms. J. . . . .                                                                        | 69  |
| Figure 5-2. MPQ Police Preemployment Interpretive Report (PPIR) for Ms. J. . . . .                                                                       | 84  |
| Figure 5-3. The Two-Question Analysis of a Risk-Related Assertion, Illustrated With a Common Admission:<br>A Physical Altercation After Age 18 . . . . . | 107 |

## **Tables**

|                                                                         |    |
|-------------------------------------------------------------------------|----|
| Table 5-1. Interview Targets Derived From Integrated Findings . . . . . | 99 |
|-------------------------------------------------------------------------|----|



# Acknowledgments

We wish to acknowledge and thank several individuals who contributed in various ways to the development of the Personal History Survey (PHS).

First and foremost, we extend our deep gratitude to **Casey O. Stewart, PsyD, ABPP**, whose ingenuity and insights played a key role in the instrument's early development and refinement. Dr. Stewart's feedback over half a decade of trial use with thousands of public safety candidates helped sharpen the instrument's real-world application.

We wish to acknowledge the contributions of doctoral candidate **Kaci Holmes**, who oversaw PHS data management efforts in her role as a graduate research assistant at Kent State University and whose groundbreaking doctoral research using a prior version of the survey will help inform and guide use of the instrument going forward.

We are grateful to our many other colleagues who contributed time and feedback to ensure that the PHS and its report serve the purpose of collecting the broad array of biographical information necessary for valid assessment of public safety candidates' psychological suitability for employment.

We also acknowledge the tens of thousands of public safety candidates we have assessed over nearly 50 years, who taught us the importance of clarity and precision in asking about life history as well as the relevance of context and the potential for identifying resilience and growth.

Much of the utility of an online life history questionnaire resides in its organization and attention to user experience. We thank **Alicia Gomez**, University of Minnesota Press product development editor, for her editorial support and uncanny ability to refine language and structure. We are also grateful to **Katherine Presnell, Karen Perkins, Ben Klaers**, and **Lesia Balhorn** at Pearson for their tireless teamwork and technical support in developing the PHS administration software and report.

We also wish to thank **Jocelyn Roland, PhD, ABPP**, and **Bruce Cappel, PhD, ABPP**, who provided detailed peer reviews of the report and this User's Guide.

Finally, we acknowledge the stewardship of **Katie Nickerson**, test division manager at the University of Minnesota Press, and her predecessor, **Beverly Kaemmer**, retired associate director, whose early recognition of the importance of biographical history as a component of psychological assessment provided an essential impetus for this work.

David M. Corey  
Yossef S. Ben-Porath



# Chapter 1. Introduction to the Use of the Personal History Survey in Preemployment Psychological Evaluations

The Personal History Survey™ (PHS™) is composed of questions and, in that ordinary sense, might be described as a background questionnaire (i.e., a structured method for eliciting disclosure of events, behaviors, and circumstances relevant to public safety employment). The word survey, however, signals something broader: The PHS is designed to help the evaluator look across the landscape of an individual's life history, not merely to inventory its contents. What matters is not only what is disclosed but how the reported history fits together—across domains, across time, and in relation to both risk and protective factors. This User's Guide explains how to administer the instrument, interpret its output, and integrate its findings with collateral background information, psychological testing, and a clinical interview to support evidence-based suitability determinations.

## Role of Biographical Data in Multimethod Assessments

Preemployment psychological evaluations (PPEs) are multimethod assessments by design. Contemporary practice guidance (e.g., International Association of Chiefs of Police [IACP], 2020; Spielberg & Corey, 2024) emphasizes the integration of multiple, job-relevant data sources rather than reliance on any single test score, interview impression, or isolated historical fact. In occupationally mandated evaluations, psychologists are advised to ground conclusions in established scientific and professional knowledge and to use multiple sources of relevant information when forming opinions about functional capacities and job-relevant risk (American Psychological Association [APA], 2018).

Best practice guidance for assessing public safety candidates<sup>1</sup> stresses the importance of systematically collecting and integrating information about a candidate's relevant life history (i.e., biographical data<sup>2</sup>) in multiple domains, including school, work, interpersonal relationships, family, legal, financial, substance use, and mental health (IACP, 2020). The biodata research literature indicates that biographical data predict important occupational outcomes including performance and counterproductive behavior. In selection contexts, biodata are most defensible when each domain of inquiry is plausibly linked to job performance or risk (Allworth & Hesketh, 2000; Breau, 2009; Mael, 1991; Speer et al., 2022).

---

<sup>1</sup> Various terms are used interchangeably throughout this User's Guide to refer to the individual being evaluated including *evaluatee*, *examinee*, and *respondent*, along with *applicant* in the context of a preoffer assessment and *candidate* in the context of a postoffer assessment.

<sup>2</sup> The terms *biographical data* and *biographical information* are used as synonymous with *personal history*, *personal history information*, *life history*, and *biodata*. Although various terms appear in the research literature and professional practice, they refer to the same methodology: systematic collection and evaluation of information about an individual's relevant life experiences, behaviors, and circumstances.

## Functions of Structured Biographical Data Collection

The use of a structured method for collecting biographical data serves five practical functions:

1. **Standardized coverage of job-relevant domains.** Structured biographical data collection ensures comprehensive assessment of life history domains routinely relevant in high-trust, high-discretion roles: conduct history, integrity-related events, violence exposure, substance use, employment functioning, relationship stability, stress management, and mental health. Standardization ensures all candidates' life histories are assessed in a uniform manner and on the same domains supporting fairness and consistency.
2. **Transparency and defensibility.** Structured biographical data collection creates a documented record of what was asked and what was answered. This documentation supports transparency in the assessment process and provides defensibility when screening decisions are subject to review or challenge. The evaluator can demonstrate that decisions were based on systematic inquiry into job-relevant domains rather than unsupported impressions or selective questioning.
3. **Structured interview planning.** Comprehensive biographical data collected before a clinical interview enables the evaluator to identify the highest-yield issues requiring exploration. Rather than relying on generic interview questions applied uniformly to all candidates, the evaluator can construct interview content systematically based on patterns, discrepancies, and areas of concern identified in biographical data and psychological test results. This targeted approach maximizes the clinical interview's utility while efficiently allocating interview time.
4. **Cross-checking of self-report.** Structured biographical data collection provides a basis for cross-checking information across multiple sources. Self-reported biographical information can be compared against background investigation findings, employment records, treatment documentation, criminal justice records, and responses to personality test items covering similar content domains. Concordance across sources supports credibility; discrepancies identify areas requiring investigation.
5. **Documentation and audit trail.** Structured biographical data collection improves documentation of the assessment process, creating an explicit record of how biographical information informed interview planning and suitability determination. This audit trail supports quality assurance, professional supervision, peer review, and continuous improvement in assessment practice while preserving professional judgment and the primacy of multimethod data integration.

Chapter 3 describes how the PHS Report supports each of these functions; Chapter 5 illustrates them through an extended case example.

## Biographical Data as Core Assessment Components

In the assessment of public safety personnel, biographical data are not an adjunct; they constitute a core evidentiary source for assessing suitability and for contextualizing psychological test results and interview responses. Meta-analytic research demonstrates that biographical data rank among the best predictive assessment methods available, with validity coefficients comparable to or exceeding those of many psychological tests (Speer et al., 2022). Biographical data provide information about behavioral history, developmental experiences, and life functioning that personality measures do not cover.

The most direct evidence of this predictive value in public safety selection comes from Dilchert et al. (2026), the largest study to date of prehire misbehavior and subsequent police misconduct. The authors examined archival records for 8,539 law enforcement candidates evaluated at more than 150 municipal, county, state, and federal agencies, including 6,075 hired officers whose conduct was tracked for up to 5 years. Prehire misbehaviors were assessed through a standardized background questionnaire followed by a structured confirmation interview (i.e., the same methodology described later in this chapter). Statistical analyses of officers' risk of misconduct over time showed that 15 of 19 prehire misbehavior indicators significantly predicted one or more forms of posthire misconduct and in some cases increased risk by a factor of more than 14.

Based on prevalence, effect magnitude, and statistical stability, the authors identified two tiers of indicators warranting structured use in hiring decisions. Tier 1 comprises relatively common indicators suitable for systematic screening: written reprimands or suspensions in prior law enforcement employment; unfavorable termination conditions; bad credit; employer warnings related to negligence, recent moving violations, holding more than three jobs in the past 2 years, and a history of temper problems. Tier 2 comprises rare but high-severity red flags: citations for domestic violence, arrears on alimony or child support, unjustified use of force, demotions, complaints regarding racially offensive behavior, and multiple physical altercations. The posthire outcomes predicted by these indicators included excessive force complaints, sexual harassment accusations, misuse of official vehicles, misconduct-related lawsuits, written reprimands, undesirable off-duty conduct, and criminal charges. Notably, the authors found that these prehire indicators had minimal influence on agencies' actual hiring decisions, and they concluded that systematic collection and structured use of biographical data targeting these prehire misbehaviors constitute an underused strategy for reducing posthire police misconduct.

The operational goal in using biographical data is not to treat any single admission as dispositive. Rather, the evaluator seeks to identify patterns, assess severity and recency, evaluate stability or change across time, and understand context. Individual biographical facts gain meaning through integration with other biographical information, psychological test findings, and clinical interview observations (Breagh, 2009; Speer et al., 2022). A single employment termination may reflect situation-specific factors or an unfortunate mismatch between candidate and position; multiple terminations across different employers constitute a pattern. Brief counseling following divorce represents adaptive help-seeking; psychiatric hospitalizations for suicidal crises indicate more substantial concern.

## Self-Report Biographical Data and Collateral Verification

Biographical data in preemployment evaluation are obtained through two complementary methods: self-report and collateral verification. Self-report biographical data (e.g., those collected through the PHS) provide systematic, comprehensive coverage of relevant life domains. All candidates respond to identical questions using uniform response formats to ensure consistency and completeness. Self-report biographical instruments can assess internal experiences (e.g., thoughts, feelings, motivations) and subjective perceptions not directly observable or verifiable through external records.

However, self-report biographical data are susceptible to response distortion in high-stakes selection contexts. Candidates motivated to present favorably may minimize negative information, exaggerate achievements, or provide socially desirable responses. Although structured biographical instruments

can incorporate features that reduce distortion (e.g., verifiable questions, iterative branching that detects inconsistencies, narrative elaboration requirements), no self-report format eliminates response bias.

Collateral verification through background investigation addresses this limitation by providing objective documentation of verifiable biographical facts. Employment records, educational transcripts, criminal history, civil litigation records, credit reports, and interviews with references offer external validation of self-reported information. Background investigation can uncover information candidates choose not to disclose and can clarify timing, severity, and consequences of reported events.

The integration of self-report biographical data with collateral verification optimizes validity. Self-report provides comprehensive, standardized coverage; collateral verification provides objective validation and additional information. Concordance between sources supports candidate credibility; systematic discrepancies raise concerns requiring investigation. The pattern of convergence and divergence across self-report and collateral sources becomes meaningful, predictive information.

## **An Overview of the PHS Design, Structure, and Domains**

The PHS is a structured self-report instrument designed specifically for public safety candidate assessment. The PHS covers multiple life history domains relevant to performance and risk in public safety positions, including police (or law enforcement) officer, correctional officer, dispatcher, and firefighter/medic:

- Family of Origin
- Childhood/Adolescent Relationships
- Adverse Childhood Experiences
- Education
- Military Service
- Marital/Partner/Child Relationships
- Employment
- National Security Clearance
- Driving
- Finances
- Physical and Mental Health
- Life Events
- Substance Use
- Gambling and Gaming
- Legal
- Sexual Behavior
- Biased Attitudes and Behavior
- Online/Social Media

Questions are primarily verifiable (through external records or investigation), behavioral (focused on actions rather than attitudes), and historical (documenting past experiences rather than current self-perceptions).

Unlike many biographical surveys that are limited to negative disclosures—in effect, comprising a “damage report” of the respondent’s life history—PHS questions include a wide array of potentially risk-mitigating or protective variables. Traditional biographical questionnaires often focus exclusively on identifying problems: disciplinary actions, terminations, arrests, substance use, mental health treatment, and financial difficulties. Although such information is relevant to risk assessment, exclusive focus on negative history produces an incomplete and potentially misleading picture. Candidates are not defined solely by their difficulties or mistakes; they are also characterized by their strengths, resources, adaptive capacities, and patterns of successful functioning across life domains.

The PHS addresses this limitation through systematic assessment of protective factors and positive behavioral patterns. Protective factors (i.e., characteristics, experiences, and resources that buffer against risk, promote resilience, or predict positive outcomes) provide essential context for weighing the risk of recurrent problem behavior. Research in developmental psychopathology demonstrates that adverse experiences do not deterministically produce dysfunction; outcomes depend on the balance of risk and protective factors operating across the lifespan (Masten, 2001). Two candidates with similar adverse childhood experiences may show dramatically different adult functioning depending on protective factors such as positive mentoring relationships, achievement orientation, effective coping strategies, and stable social support.

PHS respondents are asked to provide explanatory context for many risk-related questions. For example, rather than simply documenting that a candidate was terminated from employment, the PHS prompts a narrative elaboration: the number of occurrences, the approximate timeframe and setting of each, and a detailed explanation of the circumstances in the candidate’s own words. In explaining the circumstances, candidates frequently reveal how they responded to the setback and what has changed since. This contextualization enables evaluators to distinguish candidates who have grown from adversity from those who show persistent patterns of dysfunction. A candidate terminated for attendance problems who subsequently maintained excellent attendance across 5 years with a new employer demonstrates different functioning than a candidate with multiple terminations across different employers for similar behaviors.

Similarly, elaborations concerning relationship difficulties, legal problems, substance use, or mental health challenges often disclose how candidates addressed these issues and how current functioning differs from past difficulties—information bearing on capacity for insight, motivation for change, effectiveness of coping strategies, and ability to learn from experience, all of which are protective factors relevant to psychological suitability. What the candidate has learned, and what they would now do differently, is deliberately left to the clinical interview where it can be explored in depth rather than answered in a single written response (see Chapter 5).

The PHS also prompts candidates to describe behavioral events in which they demonstrated resiliency and recovery, adaptability, prosocial behavior, moral/ethical judgment, and conscientiousness. By systematically assessing these protective factors and positive behavioral patterns along with risk-related information, the PHS enables balanced evaluation. Evaluators can identify candidates who combine

inevitable human imperfections with substantial strengths and adaptive capacities, distinguishing them from candidates whose risk factors are not balanced by protective factors or who show limited evidence of resilience, growth, or positive functioning. This comprehensive approach supports more accurate risk assessment and more fair evaluation than biographical surveys focused exclusively on negative history.

The narrative elaborations requested throughout the PHS serve a second important function beyond content: they reveal a candidate's cognitive and emotional processing of their experiences. Candidates who provide thoughtful, detailed, coherent narratives demonstrating insight into their behavior, understanding of consequences, and capacity for self-reflection differ from those who provide superficial, defensive, or incoherent accounts lacking insight or genuine engagement with their own history. The quality of narrative responses (i.e., their detail, coherence, emotional authenticity, and demonstration of self-awareness) provides information about psychological functioning that complements the factual content disclosed.

The PHS generates a comprehensive report that organizes biographical information into theme-based sections or domains, flags potentially concerning responses, and elicits narrative elaborations that provide context and potentially mitigating considerations. This structured output helps evaluators to systematically review all relevant biographical domains, highlights areas potentially requiring follow-up in background investigation or clinical interview, and creates documentation of what biographical information was collected and considered in the assessment process.

Importantly, the PHS is not a psychological test that produces normative scores indicating deviance or pathology. It is a structured method for collecting and reporting self-disclosed biographical information. The evaluator's task is to integrate PHS responses with psychological test findings, background investigation results, and clinical interview observations to form evidence-based judgments about candidate suitability. PHS responses gain meaning through this integration process rather than through comparison to normative standards.

## **Integration of Biographical Data With Psychological Testing and the Clinical Interview**

Preemployment assessment requires systematic integration of biographical data with psychological testing and the clinical interview. Each assessment modality contributes unique information; no single source is sufficient. Biographical data document behavioral history and life circumstances; personality tests assess current personality traits and psychopathology symptoms; and clinical interviews permit direct observation, targeted inquiry, and evaluation of insight and judgment.

The integration process follows a systematic sequence. First, the evaluator reviews personality test validity scales to determine whether test results are interpretable. Second, the evaluator identifies substantive findings from test scores, noting personality characteristics or psychopathology indicators that require attention. Third, the evaluator examines biographical findings from both self-report (e.g., the PHS) and collateral sources (i.e., background investigation) to identify patterns of concern or strength. Fourth, the evaluator constructs the clinical interview systematically, based on convergence and divergence across test and biographical findings, and uses the interview to resolve contradictions, assess context and current manifestation, and make direct behavioral observations. Fifth, the evaluator synthesizes all evidence to determine whether the candidate meets selection standards.

This systematic integration process—described in detail by Spilberg and Corey (2024) and Corey and Ben-Porath (2024) and further elaborated in Chapter 5 with a detailed case illustration—structures professional judgment to optimize validity while reducing vulnerability to cognitive biases that compromise unstructured assessment. The integration process treats biographical data not as supplementary information considered after psychological testing but as coequal evidence systematically integrated throughout the assessment.

## Organization of This User's Guide

This User's Guide provides guidance for administering the PHS and using the PHS Report in PPEs of public safety candidates. The Guide assumes readers possess basic competence in preemployment assessment practice and familiarity with contemporary personality assessment instruments such as the Minnesota Multiphasic Personality Inventory®-3 (MMPI®-3; Ben-Porath & Tellegen, 2020) and Multidimensional Personality Questionnaire® (MPQ®; Tellegen et al., 2023).

Chapter 2 addresses PHS administration including decisions about preoffer versus postoffer timing, options for suppressing marijuana-related questions where legally required, proctoring considerations, and the general instructions and attestation (i.e., a veracity warning, artificial intelligence [AI] instruction, a Genetic Information Nondiscrimination Act of 2008 [GINA] admonishment, and a closing attestation).

Chapter 3 describes the structure and content of the PHS Report, explaining how biographical information is organized and how risk-related admissions, denials, elaborations, and potentially risk-mitigating assertions appear in the report.

Chapter 4 describes how to administer the PHS using the Pearson™ Q-global® administration, scoring, and reporting system as well as how to generate the PHS Report, including which user-designated options are available to customize report content and format.

Chapter 5 demonstrates how PHS Report findings are integrated with personality test results, background investigation findings, and the clinical interview to reach a suitability determination, carrying a single case through a five-step data integration model. The chapter concludes with a review of common interpretive errors and the practices that guard against them.

## Key Principles

Several key principles guide effective use of biographical data in preemployment evaluation:

**Patterns matter more than isolated incidents.** A single problematic event may reflect situation-specific factors, developmental immaturity, or an unfortunate mistake. Patterns of similar problems across time and contexts indicate stable characteristics predictive of future behavior. Evaluators should distinguish one-time occurrences from recurring themes in behavioral history.

**Recency and trajectory matter.** Recent behavior is more predictive of future behavior than distant history. A pattern of problems 10 years ago followed by sustained positive functioning suggests successful change. An escalating pattern of recent difficulties indicates increasing risk. Evaluators should attend to temporal patterns and trajectories rather than treating all history as equally relevant.

**Context matters.** Cultural background, developmental stage, socioeconomic circumstances, and situational factors affect the meaning of biographical information. Decontextualized interpretation risks misunderstanding experiences or penalizing candidates for constrained opportunities or culturally normative behavior. Evaluators should interpret biographical data within the appropriate context.

**Convergence increases confidence; divergence requires investigation.** When biographical data, personality test findings, and interview observations converge to support the same conclusions, confidence in suitability determinations increases. When sources diverge (i.e., biographical data suggest concerns while testing appears benign or vice versa), the evaluator must investigate to determine which source provides more valid information about current functioning.

**Verifiable information carries more weight than self-report alone.** When self-report biographical information conflicts with background investigation findings or personality test results, collaterally verified information should receive greater weight. Evaluators should distinguish between confirmed facts and uncorroborated claims.

**Protective factors moderate risk.** Complete biographical assessment identifies both risk factors and protective or mitigating factors (i.e., strengths, resources, resilience, and adaptive patterns that moderate risk or predict positive outcomes). Candidates with risk factors who also possess substantial protective factors may present acceptable overall risk. Evaluators should assess both sides of the risk-resilience balance.

## User Competencies and Training Resources

This User's Guide assumes that PHS users hold the qualifications required to conduct PPEs of public safety candidates in their jurisdiction, and it is not a substitute for training in that specialty. Competent use of the PHS rests on several areas of knowledge and skill. Users should understand the legal and regulatory framework governing preemployment evaluations, including the Americans with Disabilities Act's (ADA, 1990) distinction between preoffer and postoffer inquiries, GINA (2008), applicable state law, and the professional practice guidelines that govern these evaluations. The PHS is designed to support but not replace these requirements.

Users should be competent in the administration and interpretation of the normed personality instruments with which the PHS is typically integrated, including interpretation referenced to public safety comparison groups (Corey & Ben-Porath, 2022, 2024; Corey, Sellbom, & Ben-Porath, 2023). Users should be skilled in the interpretation of biographical data (i.e., the analysis of context, recency, severity, and pattern that gives life history information its meaning) and in conducting structured clinical interviews built from that information (Corey & Zelig, 2020; Spilberg & Corey, 2024). Users also should be able to integrate findings across testing, biographical data, background investigation, and interview to reach defensible suitability determinations (Corey & Zelig, 2020). Chapters 2–5 of this User's Guide address the PHS-specific elements of these competencies; the works cited previously address the broader specialty.

Formal training in PPE of public safety candidates is available through several sources, including on-demand programs by the American Academy of Police & Public Safety Psychology (ABPPSP; <https://training.concept.paloalto.edu/collections>). Users practicing in jurisdictions with peace officer standards and training requirements should also consult their state's or province's screening requirements and materials; the California Commission on Peace Officer Standards and Training (POST) *Peace Officer Psychological Screening Manual* (Spilberg & Corey, 2024) is a comprehensive example.

## Conclusion

The PHS provides a structured, standard method for collecting comprehensive biographical data relevant to public safety candidate assessment. When integrated systematically with psychological testing and a clinical interview, biographical data enhance assessment validity, support evidence-based decision-making, and improve documentation and defensibility. This User's Guide provides guidance for administering the PHS and generating the PHS Report for use in informed suitability determinations.



## Chapter 2. Administration of the PHS

### Administering the PHS via Pearson's Q-global Platform

The PHS can only be administered using Q-global (see Chapter 4). Computerized administration has several distinct advantages over paper-and-pencil administration: (a) it ensures the security of private, sensitive information that would otherwise be vulnerable to unwanted or accidental disclosure; (b) it provides for the sequential branching of biographical questions based on an examinee's response choice; (c) it prevents skipping or inadvertently overlooking questions by presenting one question at a time and requiring that it be answered before proceeding; (d) it allows the examinee to elaborate on answers to questions that require context or explanation for proper understanding or interpretation; and (e) it facilitates the immediate availability of the examinee's responses and generation of the PHS Report.

The *Q-global User Guide* (NCS Pearson, 2016), available and downloadable from the Q-global Resource Library, provides detailed instructions on general site navigation, managing accounts, creating and managing examinees, generating reports, and group administration. Users should consult this resource for general guidance on interacting with Q-global.

Users have two options for administering the PHS: on-screen administration (OSA) or remote on-screen administration (ROSA). OSA is the proper delivery method when the hiring agency or screening psychologist wishes to have the examinee complete the PHS at their office location. This method can ensure that the respondent's environment is comfortable and distraction free and that the PHS is completed on a specified date and time. Alternatively, ROSA sends an invitation to the examinee via email, allowing them to complete the PHS in the privacy of their home or other setting. Instructions for both delivery methods are provided in the *Q-global User Guide*.

### User-Selected Options

In addition to the general instructions in the *Q-global User Guide* related to setting up examinees, assigning assessments, and delivering the PHS via OSA or ROSA, there are three user-selected options for a PHS administration: (1) preoffer versus postoffer administration, (2) postoffer administration with or without marijuana use-related questions,<sup>3</sup> and (3) suppressing administration of one or more personal history domains. These options are discussed next.

### Preoffer Versus Postoffer Administration

Job applicants in any industry are typically evaluated for suitability using multiple stages or "hurdles": initial application, preliminary screening assessments (including verification of eligibility such as minimum age, education, employment history, and any certification requirements), structured interviews, skills testing, reference/criminal history checks, and final selection decisions. In public safety hiring, this multistage process commonly includes written examinations, physical ability tests, oral board

<sup>3</sup> The preoffer version does not include marijuana-use questions.

interviews, background investigations, medical examinations, and psychological evaluations. The timing and sequence of these hurdles vary across jurisdictions based on local practices, resources, and legal requirements.

The ADA (1990), as amended, establishes constraints on the timing of certain assessment procedures. Title I of the ADA prohibits employers from making disability-related inquiries or requiring medical examinations before extending a conditional offer of employment (COE). This prohibition encompasses any inquiry or assessment that is “likely to elicit information about a disability” (42 U.S.C. § 12112(d)(2)). The Equal Employment Opportunity Commission (EEOC), which enforces the ADA, has consistently interpreted this provision broadly to protect applicants from discrimination based on disability during the initial screening and selection process.

Specifically, the ADA distinguishes between preoffer and postoffer stages of the hiring process:

**Preoffer.** Before a prospective employer provides the applicant<sup>4</sup> a COE, the employer (including its screening psychologist) may not make disability-related inquiries or require medical examinations. This prohibition applies to questions about an applicant’s physical or mental impairments, history of treatment for mental health conditions, use of prescription medications, past hospitalizations, workers’ compensation claims, or any other inquiry likely to reveal the existence, nature, or severity of a disability. Employers may, however, ask about an applicant’s ability to perform job-related functions and may require applicants to demonstrate ability to perform specific tasks (Prohibited Medical Examinations and Inquiries, 2011).

**Postoffer.** After a prospective employer provides a COE, the employer may require medical examinations and make disability-related inquiries if they do so for all entering employees in the same job category. However, the 9th Circuit has held that a conditional offer is not “bona fide” or “real” unless it follows the collection and analysis of all nonmedical information that could reasonably be gathered and analyzed before the offer is made. In *Leonel v. American Airlines, Inc.* (2005), the court ruled that extending COEs before completing background investigations violates the ADA because the employer is using medical information to make decisions that should be based on nonmedical information collected preoffer. The court emphasized that permitting medical examinations only after a COE ensures that employment decisions are not influenced by disability-related information when nonmedical factors should serve as the basis for the decision. Although *Leonel v. American Airlines, Inc.* is binding only in the 9th Circuit, employers and psychologists in other jurisdictions may wish to consider this reasoning when structuring their selection processes, as courts may adopt similar standards in evaluating whether COEs are sufficiently real to permit medical examinations under the ADA.

The results of postoffer medical examinations and disability-related inquiries must be kept confidential and maintained separately from general personnel files. Employers may withdraw a COE based on medical examination or inquiry results only if the reason for exclusion is job-related and consistent with business necessity and no reasonable accommodation would enable the individual to perform essential job functions (42 U.S.C. § 12112(d)(3)).

---

<sup>4</sup> The PHS Report (discussed in Chapter 3) distinguishes between “applicants” (preoffer evaluatees who have not yet received a COE) and “candidates” (postoffer evaluatees who have received a COE and passed initial selection hurdles).

## Implications for Biographical Data Collection

The ADA's preoffer prohibition on disability-related inquiries has significant implications for biographical data collection in public safety personnel assessment. Although much biographical information (e.g., employment history, educational background, criminal history, financial history) does not implicate the ADA, questions about mental health, substance use, psychological counseling or treatment, psychiatric hospitalization, or use of psychotropic medications clearly constitute disability-related inquiries prohibited before a COE has been extended. ADA enforcement guidance specifies that asking applicants whether they have ever seen a psychiatrist or psychologist, have been hospitalized for mental health reasons, or take medications for anxiety or depression constitutes impermissible disability-related inquiry before a COE has been extended (U.S. EEOC, 2000).

The distinction between permissible and impermissible preoffer questions can be nuanced. Questions about conduct or behavior are generally permissible even if the conduct might be associated with disability. For example, asking "Have you ever been disciplined at work for conflicts with coworkers?" is permissible because it addresses job-relevant conduct rather than inquiring about disability. In contrast, asking "Have you ever received treatment for anger management problems?" would be impermissible because it directly inquires about mental health treatment. Similarly, asking "How many days of work did you miss last year?" does not implicate disability, whereas asking "Have you ever been on medical leave for mental health reasons?" does.

For biographical data collection in public safety hiring, these ADA requirements are reflected in professional practice guidance on occupationally mandated psychological evaluations (APA, 2018) and necessitate different versions of biographical questionnaires for preoffer and postoffer administration.

## PHS Preoffer and Postoffer Versions

The PHS addresses legal requirements through two versions designed for different stages of the hiring process:

**PHS preoffer version.** The preoffer version excludes all questions about mental health status, mental health treatment, and other topics that would constitute disability-related inquiries under the ADA. Because questions about the legal use of marijuana, alcohol, and other substances could reveal a substance use disorder, they are excluded as well. The preoffer version otherwise collects comprehensive biographical information across multiple domains (i.e., family background, educational history, employment history, financial functioning, legal history, relationship history, and conduct) while scrupulously avoiding topics and questions likely to elicit disability-related information. This version is appropriate for administration before a COE has been extended.

**PHS postoffer version.** The postoffer version includes all questions from the preoffer version plus additional questions about mental health status, mental health treatment history, substance use, and related topics relevant to psychological suitability assessment. This version is designed for administration after a COE has been extended, when the ADA permits disability-related inquiries as part of postoffer medical examinations and psychological evaluations. The postoffer version enables comprehensive biographical assessment across all domains relevant to public safety suitability determination.

The availability of both versions provides users with flexibility in structuring their screening process while maintaining ADA compliance. Users that prefer to conduct initial screening using biographical data before investing resources in COEs can administer the preoffer PHS version as part of early-stage applicant screening. Hiring agencies that prefer to extend COEs before collecting biographical data can administer the postoffer version as part of a comprehensive postoffer evaluation. The choice depends on local practices, resource considerations, and risk management preferences.

Regardless of timing decisions, users should ensure that (a) no disability-related inquiries occur before a COE has been extended; (b) all evaluatees for the same position receive the same biographical data collection procedures at the same stage; (c) biographical data are integrated systematically with other assessment information rather than considered in isolation (see Chapter 1); and (d) screening decisions based on biographical data are job-related, supported by evidence, and consistently applied.

## Documentation

Users should maintain clear documentation of when biographical data were collected relative to the issuance of a COE. The PHS Report automatically indicates which version was administered (preoffer or postoffer) and the date of PHS administration, creating an audit trail for compliance purposes. This documentation enables the user to demonstrate proper procedures if selection decisions are challenged.

## Suppressing Marijuana-Related Questions

State law in some U.S. jurisdictions provides specific protections for applicants and candidates regarding cannabis use that create circumstances under which employers (and their agents, including screening psychologists) must suppress marijuana-related questions from preemployment assessments. For example, California Senate Bill (SB) 700, which took effect January 1, 2024, and is codified at California Fair Employment and Housing Act Government Code § 12954, makes it unlawful for California employers to discriminate against applicants/candidates or employees based on their use of cannabis off the job and away from the workplace or based on an employer-required drug screening test that has found the person to have nonpsychoactive cannabis metabolites in their hair, blood, urine, or other bodily fluids.

The law recognizes that tests for nonpsychoactive cannabis metabolites cannot distinguish between cannabis use that occurred days or weeks earlier and any current impairment, effectively penalizing legal off-duty conduct without demonstrating job-related risk. However, SB 700 contains important exceptions: It does not apply to applicants/candidates or employees in the building and construction trades; does not preempt state or federal laws requiring testing for controlled substances; does not permit employees to possess, be impaired by, or use cannabis on the job; and does not affect an employer's rights and obligations under federal law or interfere with federal contracts (California Civil Rights Council, 2024).

For public safety employers conducting preemployment psychological evaluations, SB 700 creates important constraints on biographical data collection. California Government Code § 12954, as amended effective January 1, 2024, explicitly makes it unlawful for employers to request information from applicants/candidates relating to their prior use of cannabis. In response, California POST revised its Personal History Statement forms to remove all inquiries about prior cannabis use (Commission on Peace Officer Standards and Training, 2023). Consistent with these requirements, the PHS marijuana suppression option should be selected when evaluating California peace officer candidates to remove

prohibited cannabis-related questions while retaining all other permissible substance use items. SB 700 does not, however, affect an employer's ability to obtain and consider an applicant's or candidate's criminal conviction history, and general criminal history inquiries remain permissible. When marijuana questions are suppressed, the PHS Report cover page indicates below the report title that these questions were not administered, creating documentation that marijuana use was not considered in the hiring decision (see Chapter 3).

Hiring agencies should make suppression decisions in consultation with legal counsel familiar with applicable jurisdictional law, relevant federal requirements (e.g., Department of Transportation regulations for positions requiring commercial driver's licenses), and the specific job duties of the position. For positions exempted from SB 700 (such as those in building and construction trades) or positions subject to federal requirements that mandate drug screening including marijuana, suppression may not be appropriate or legally required. For positions subject to SB 700 without applicable exemptions, suppression reduces legal risk associated with potential discrimination claims.

It is important to note that suppressing marijuana-related questions from the PHS does not prohibit the psychological evaluation from addressing cannabis use. If an evaluatee voluntarily discloses cannabis use during the clinical interview, or if personality test results suggest substance-related concerns that the evaluator explores in the interview, this information may be considered in the suitability determination. SB 700 prohibits discrimination based on off-duty cannabis use and drug screening for nonpsychoactive metabolites; it does not prohibit consideration of information about substance use patterns, impairment, or psychological functioning voluntarily disclosed or discovered through lawful assessment methods. However, when marijuana questions are not suppressed and are included in the postoffer PHS, evaluators may consider patterns of problematic use, impairment history, or cannabis use that has affected work performance, relationships, or psychological functioning because these factors relate to psychological suitability rather than mere off-duty use.

Users outside California should determine whether similar state or local laws affect marijuana-related inquiries in their jurisdictions. As cannabis legalization expands and employment protections for lawful off-duty use increase, the legal landscape continues to evolve. As of this writing, Nevada, New York, New Jersey, Montana, Connecticut, Rhode Island, and Minnesota protect legal cannabis use outside work hours and away from the workplace. These states vary, however, in their statutes' provisions for public safety exceptions and other provisions. The PHS's marijuana suppression option provides flexibility to adapt to varying legal requirements across jurisdictions.

## Suppressing Domains

Users who wish to exclude domain-specific sets of PHS questions can do so when they select the OSA or ROSA administration method. Although most users are unlikely to select this option, some jurisdictions may prohibit, for example, questions about financial history with evaluatees for nonsworn positions (e.g., dispatcher). When choosing to suppress a domain, none of the questions in that domain will be included in the PHS administration and all suppressed domains will be listed on the cover page of the PHS Report.

## Environmental Conditions for Completing the PHS

As with the administration of personality testing, administration of the PHS should occur in a quiet, comfortable environment in which the respondent is free of distraction. However, unlike personality testing, which requires standardized administration conditions including proctoring to ensure test security and prevent coaching or collaborative responding (Corey & Ben-Porath, 2020), the PHS does not require proctored administration. The PHS may be completed by individuals in their own environment without supervision or monitoring by agency personnel or psychological evaluators.

The rationale for this difference in administration requirements relates to the nature of the information being assessed and the potential for coaching to affect validity. Psychological tests measure constructs such as personality traits, psychopathology symptoms, and cognitive abilities through carefully developed and validated items where the “correct” or adaptive response pattern is not always obvious to respondents. Coaching—whether through formal test preparation, consultation with others during test taking, or review of test items—can lead to erroneous responding rather than genuine self-reporting. Proctored administration reduces these threats to validity.

In contrast, the PHS collects factual biographical information about respondents’ life histories: educational background, employment history, legal history, financial history, substance use history, relationship history, and (in the postoffer version) mental health treatment history. The PHS asks evaluatees to report specific, verifiable facts about their own experiences: “Have you ever been fired from a job?”, “Have you ever been arrested?”, “Have you ever filed for bankruptcy?” For questions of this nature, coaching provides little advantage: A respondent who has been fired from a job gains nothing from consulting with others about how to answer the question because the fact itself cannot be credibly altered.

Moreover, dishonest responding to biographical questions—whether prompted by coaching or independent fabrication—creates substantial risk for evaluatees. Biographical information is verifiable through background investigation, employment records, criminal history databases, credit reports, and other external sources, and respondents who provide false biographical information face high likelihood of detection when self-report is compared against collateral information. False statements on biographical questionnaires may constitute grounds for disqualification independent of the underlying biographical facts because dishonesty and lack of integrity represent fundamental suitability concerns in public safety hiring. Under these circumstances, accurate reporting is the rational strategy and coaching provides no benefit.

Additionally, some PHS questions require narrative elaboration describing circumstances, context, and outcomes of reported events. These narrative responses are difficult to fabricate convincingly and become increasingly difficult to maintain consistently across other selection hurdles, including the hiring interview, background investigation, and the clinical interview. Coached or fabricated narratives tend to lack the detail, coherence, and emotional authenticity of genuine accounts, often revealing themselves through inconsistencies or implausibility when explored in depth.

For these reasons, the PHS does not require proctored administration. Individuals may complete the PHS at their convenience in their own environment, taking whatever time they need to research and recall biographical information accurately and provide thoughtful narrative elaborations where requested.

This approach maximizes evaluatee convenience while maintaining assessment validity, as unproctored administration poses minimal threat to the integrity of biographical data collection.

## ROSA Considerations

When using ROSA, evaluatees complete the PHS in their chosen environment. Although this maximizes convenience, users should provide clear instructions that respondents should (a) strive to complete the PHS in a single session without extended interruptions, (b) use a private device (not a public computer or shared device) to optimize security, (c) ensure adequate time to complete the assessment without rushing, and (d) have access to relevant documents (e.g., employment records, dates) to ensure accurate reporting.

## Technical Requirements

Respondents completing the PHS require:

- Internet-connected computer or tablet
- Updated web browser
- Stable internet connection
- Approximately 60–90 minutes to complete (depending on biographical history complexity)

Q-global is compatible with major operating systems and browsers.

The platform automatically saves responses, allowing evaluatees to resume their session if it is interrupted due to technical issues.

## Administration of the PHS

### General Instructions

At the start of the PHS administration, evaluatees are presented with three statements. The first statement is a veracity warning; the second is an AI instruction; and the third is a GINA admonishment. Each is discussed below.

### Veracity Warning

Before answering any life history questions or providing other private information, respondents must acknowledge that they have read, understood, and agreed to the following statement:

*This survey covers various aspects of your personal history. Answer each question **truthfully and completely**.*

*Answer “Yes” if a question is true for you **in any respect**, even if only once or partially, or **if you are unsure whether it is true for you**. Provide your explanation if one is requested.*

*Answer “No” only if you are confident the answer is “No” and the question does not apply to you in any way.*

*Read every question carefully. Answers later found to be inaccurate or untruthful may cause you to be denied employment or have your conditional offer of employment withdrawn. If untruthfulness is discovered after you are hired, your employer may terminate your employment or take other action.*

The veracity warning serves several purposes. It

- emphasizes the importance of honest, accurate responding;
- establishes the standard for answering (i.e., “yes” whenever a question is true in any respect or the respondent is unsure; “no” only when confident), which favors disclosure over omission when the respondent is in doubt;
- clarifies consequences of dishonesty; and
- creates documentation that respondents were warned about the importance of truthfulness.

The veracity warning’s purposes are further supported by allowing the respondent to return to and correct responses to any earlier PHS questions and to provide an elaboration to most “yes” responses.

## AI Instruction

The second statement instructs respondents not to use AI tools when responding. Respondents must acknowledge that they have read, understood, and agreed to the following instruction:

*You may not use artificial intelligence (AI) tools—including chatbots, writing assistants, or other generative AI applications, such as ChatGPT, Claude, Gemini, or similar tools—to compose, draft, edit, or refine any of your answers or elaborations. All answers must be written entirely by you, in your own words.*

*By proceeding, you affirm that your responses will be your own and prepared without the assistance of AI tools.*

The AI instruction serves purposes that parallel those of the veracity warning. The PHS asks for the respondent’s history in their own words. Narrative elaborations function both as behavioral samples—of candor, attitude, cognition, and expression—and as content for the postoffer clinical interview (see Chapter 3), and both functions depend on the respondent having composed the answers themselves. An answer drafted or refined by an AI tool conceals the very response characteristics—minimization, guardedness, evasiveness—that make elaborations informative. The instruction is therefore broad by design, prohibiting not only AI-composed answers but the use of AI to edit or polish answers the respondent wrote. Like the other general instructions, it also creates documentation: The respondent affirms before answering that the responses will be their own, and the closing attestation reinforces that affirmation, subject to the same consequences the veracity warning describes. The instruction deters AI use but cannot guarantee compliance, and this bears on the choice between proctored and remote administration. A proctored setting allows the user to limit access to other devices and applications, whereas remote administration relies on the instruction and attestation alone. Guidance on recognizing and addressing suspected AI use appears in Chapter 5.

## GINA Admonishment

The third statement contained in the general instructions is an admonishment, in compliance with U.S. federal law, not to report any genetic information:

*In answering these questions, do not include any genetic information. The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA from requesting or requiring any family medical history or any information related to genetic testing, genetic services, genetic counseling, or genetic diseases for which an individual may be at risk.*

The respondent must acknowledge that they have read, understood, and agreed to this admonishment.

GINA prohibits employers and other covered entities from discriminating based on genetic information in employment decisions (Genetic Information Nondiscrimination Act, 2008). GINA defines genetic information broadly to include information not only about an individual's genetic tests, genetic tests of family members, requests for or receipt of genetic services, participation in clinical research involving genetic services, and genetic information about a fetus or embryo, but also about family medical history (42 U.S.C. § 2000ff(4)).

The Equal Employment Opportunity Commission (EEOC), which enforces GINA, has issued regulations and guidance addressing employer obligations. Among these requirements, GINA prohibits employers from requesting, requiring, or purchasing genetic information about applicants or employees (42 U.S.C. § 2000ff-1(b)). This prohibition extends to requests for family medical history, which GINA treats as genetic information because family medical history may reveal genetic predispositions to disease.

However, GINA recognizes that employers may inadvertently obtain genetic information in contexts where such information is not being specifically requested. To address this concern, GINA regulations establish a "safe harbor" provision: employers are not considered to have violated GINA's prohibition on requesting genetic information if they provide a warning to the individual not to provide genetic information when requesting medical or health information. The EEOC has specified that this warning should use language such as "Do not provide any genetic information, including family medical history" (Acquisition of Genetic Information, 2010).

The PHS incorporates this safe harbor protection through the GINA admonishment quoted previously, which appears prominently in the general instructions and serves several important functions. First, the admonishment satisfies GINA's liability provision, protecting users from liability if respondents voluntarily provide genetic information despite explicit instruction not to do so. Second, the admonishment educates respondents about what types of information they should not disclose. Many respondents may not be familiar with GINA or understand what constitutes genetic information under the law. The admonishment clarifies that family medical history, genetic testing results, and genetic counseling are protected information that should not be provided. For example, when answering questions in the postoffer version about mental health treatment, respondents should describe their own treatment experiences without mentioning that family members have similar conditions, that treatment was sought because of family history of mental illness, or that genetic testing revealed predisposition to psychiatric conditions. Finally, the inclusion of the GINA admonishment in the PHS Report creates documentation that the respondent received appropriate warnings, supporting the position that any genetic information obtained was inadvertent rather than requested.

The PHS platform presents the admonishment prominently during the administration process, and respondents must acknowledge the GINA admonishment before answering any PHS questions. The PHS

Report documents that the admonishment was provided and that the evaluatee read, understood, and agreed to the statement, creating a record of GINA compliance.

If respondents provide genetic information despite the admonishment (e.g., by describing family medical history in narrative responses), agencies and screening psychologists should not use this information in employment decisions. The evaluator reviewing the PHS Report should note but disregard any genetic information that was inadvertently disclosed. Documentation should reflect that genetic information was not considered in the suitability determination. In cases where genetic information is extensively provided despite the admonishment, agencies may wish to consult legal counsel about appropriate steps to ensure GINA compliance and prevent claims of discrimination based on genetic information.

## Biographical Questions

Following acknowledgment of the veracity warning, AI instruction, and GINA admonishment, the PHS proceeds to administration of the biographical questions organized by domain. All questions are administered unless a domain has been suppressed by the user, the user has chosen the preoffer administration (in which case all medical inquiries and questions potentially identifying a disability are suppressed), or the user has chosen the postoffer administration without marijuana questions. Unless suppressed, questions are administered by domain in the following order:

- Demographics
- Family of Origin
- Childhood/Adolescent Relationships
- Adverse Childhood Experiences
- Education
- Military Service
- Marital/Partner/Child Relationships
- Employment
- National Security Clearance
- Driving
- Finances
- Physical and Mental Health
- Life Events
- Substance Use
- Gambling and Gaming
- Legal
- Sexual Behavior
- Biased Attitudes and Behavior
- Online/Social Media

As previously discussed, although all respondents are asked to answer all biographical history questions (except when suppressed by electing the preoffer option or other user designation), some responses

require elaboration or explanation. Questions in the Military Service and National Security Clearance domains are suppressed when a respondent indicates, respectively, that they never served in the military or were never investigated for a national security clearance. Thus, based on their responses, some respondents are asked additional questions that others are not.

## Attestation

Once all relevant biographical questions have been administered, the examinee is required to attest to the statement below. This statement reflects the veracity warning given at the start of the PHS administration in the general instructions:

*I affirm that I have not used artificial intelligence (AI) tools to compose, draft, edit, or refine any of my answers or elaborations, and, to the best of my knowledge, my answers are true and accurate. I am aware that any answer later found to be inaccurate or untruthful may cause me to be denied employment or have my conditional offer of employment withdrawn. If my untruthfulness is discovered after I am hired, my employer may terminate my employment or take other action.*

The attestation distinguishes intentional dishonesty from honest mistakes or memory lapses—evaluatees who make good-faith errors in recalling dates, sequence of events, or minor details are not considered dishonest if they have attempted to answer accurately. The attestation requirement also serves to reduce frivolous claims that evaluatees were unaware their responses would be verified or that dishonesty could affect their candidacy. Evaluatees cannot later claim ignorance of the verification process or the consequences of having provided false information.

## Completion of the PHS

Once the examinee provides their attestation and selects the forward button (i.e., >>), the PHS administration is considered complete and the examinee is no longer able to view or revise their responses. The user is then notified by email (if this option is selected when assigning the assessment in Q-global), and the results are available for immediate reporting.

## Conclusion

Proper administration of the PHS requires attention to legal requirements (e.g., ADA timing, marijuana suppression where applicable, GINA compliance), technical procedures (e.g., Q-global platform operation, version selection, domain suppression), and evaluatee instructions (e.g., technical requirements, appropriate environment, general instructions). When administered correctly, the PHS provides comprehensive, systematic biographical data that serve as an essential foundation for psychological evaluation of public safety personnel.



## Chapter 3. The PHS Report: Structure, Content, and Features

The PHS Report provides the examinee's responses to the PHS questions in a structured and easily navigable format. This chapter describes the structure, content, and features of the report and illustrates them with a sample report (see Ms. J, Figure 3-1).

As discussed in Chapter 2, there are three versions of the PHS Report: one for use in preoffer evaluations and two for use in postoffer evaluations. The postoffer versions allow users to include or exclude questions pertaining to marijuana use. This is necessary because in some jurisdictions such questions are not allowed by state law.<sup>5</sup> The sample report depicted in Figure 3-1 was generated from a PHS administration of the postoffer version with marijuana questions.

As seen in Figure 3-1, the postoffer report refers to the respondent as the candidate, reflecting that they have received a COE. The preoffer report uses the term applicant, reflecting that the respondent has not yet received a COE. We will use the term candidate for the remainder of this User's Guide because the report in Figure 3-1 is that of a respondent who has received a COE.

Page 1 of the PHS Report provides identifying information for the respondent, including their name; the position they have applied for; the agency they have applied to; the date of PHS completion; the last four digits of their social security number;<sup>6</sup> their date of birth and place of birth; and their cell phone number, email address, gender, and race/ethnicity.

The content of each report begins with the following introductory statement on page 2:

*The Personal History Survey (PHS) is intended for use in assessments of public safety personnel. The information it contains should be considered in the context of all available information about the individual.*

*The PHS Report begins with a navigation page linked to each section of the report. Information about candidate [applicant] admonishment and attestation appears next. Two sections organized by domain follow—these sections include informational items and risk-related admissions and denials. Five categories of potentially risk-mitigating assertions appear at the end of the report.*

### User Options

Various available user-designated administration and report options, summarized in Figure 3-2, may result in reports that differ in content and appearance from the one shown in Figure 3-1.

<sup>5</sup> The preoffer version of the PHS Report does not include any questions related to substance use that could reveal a substance use disorder because such questions are allowed only after a candidate has received a COE (see Chapter 2 for details).

<sup>6</sup> Users can opt to replace this with an alternative numeric identifier.

The administration options determine what the report contains. The user selects a standard or custom form and administers it either preoffer or postoffer. A standard form administers all domains, although the preoffer version omits the Physical and Mental Health and Substance Use domains (see Chapter 2). A custom form administers only the domains the user selects; domains that the user suppresses are listed in the report's User-Suppressed Domains section (described later) but not in the Report Navigation section. Except when using the standard preoffer form, the user also specifies whether the marijuana-related questions are included. The report type follows automatically from the form administered: a standard preoffer administration yields the preoffer version of the report, and a standard postoffer administration yields one of two postoffer versions of the report (i.e., either with marijuana questions or without). Figure 3-1 is a postoffer report with marijuana questions generated from a standard-form administration, so it includes all domains and there is no User-Suppressed Domains section.

There are three report options available to the user for the three report types. These report options are selected by the user when a report is generated and are not affected by the content covered in the PHS administration. The user may (a) identify the respondent by name, as in Figure 3-1, or by an alternative numeric identifier; (b) generate the full report, which includes the respondent's denials (this is the default and is shown in Figure 3-1), or a report with denials suppressed (but see the cautionary note next); or (c) view the report on-screen, download it, or print it. Chapter 2 addresses the considerations that inform these administration decisions; Chapter 4 describes how to make the selections in Q-global.

## Cautionary Note

Users should weigh the suppression of denials carefully because denials carry information of potential value beyond their content. As the report itself directs, denials should be reviewed for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources—a review that cannot be conducted with a report that does not display them.

A denial that conflicts with reliable information from another source bears on the accuracy and completeness of the respondent's self-report, and a pattern of such discrepancies may signal defensive or false responding; suppressing printing of the denials removes the material from which either observation would be made. For these reasons, users who print a denials-suppressed report may wish to consult the full report before completing the evaluation, where circumstances permit. Chapter 5 illustrates the analytic uses of denials—including their verification against collateral sources and the resolution of within-protocol discrepancies at interview—in the context of a complete case.

## Report Sections

Following is a brief description of the PHS Report sections.

### Report Navigation

The Report Navigation section provides hyperlinks that allow a user reading the report on-screen to navigate to subsequent sections and domains of the report. Only domains that were administered appear in the Report Navigation section.

## General Instructions and Attestation

The report next documents the three general instructions presented before administration of the PHS and the attestation provided at its completion. For each, the report states when the statement was presented; documents that the respondent acknowledged having read, understood, and agreed to it; and reproduces the statement verbatim, as shown in Figure 3-1 (p. 3). The purposes served by each statement are discussed in Chapter 2.

### Veracity Warning

The veracity warning appears first. The respondent acknowledged it before answering any life history questions, and it establishes the standard under which the responses that follow were given (i.e., answer “yes” if a question is true in any respect, answer “no” only when confident, and understand the consequences of untruthful answers).

### AI Instruction

The AI instruction follows next. It prohibits the use of AI tools to compose, draft, edit, or refine any answer or elaboration, and its acknowledgment affirms that the responses will be the respondent’s own. This affirmation is the first of two the report documents; the attestation is the second.

### GINA Admonishment

The GINA admonishment follows the AI instruction. Provided in compliance with U.S. federal law, it directs the respondent not to include any genetic information—including family medical history—in their responses.

### Attestation

The attestation appears last. The report documents that, upon completing the PHS, the respondent affirmed that the answers given are true and accurate to the best of their knowledge and acknowledged the employment consequences of answers later found inaccurate or untruthful.

## User-Suppressed Domains

If the PHS user opted to suppress administration of any PHS domain, the User-Suppressed Domains section appears next in the report and begins with the following statement:

*Based on user-selected options, questions in the following PHS domains were not administered to the candidate [applicant]:*

This statement is followed by a list of user-suppressed domains.

## Synopsis

The synopsis identifies all the PHS domains in which the respondent made one or more risk-related admissions. This information is followed by a list of categories of potentially risk-mitigating assertions made by the respondent.

## Informational Items (By Domain)

This section provides the responses to informational (rather than risk related or potentially risk mitigating) questions in the PHS domains of Family of Origin, Childhood/Adolescent Relationships, Education, Military Service, Marital/Partner/Child Relationships, Employment, and National Security Clearance. If the user has suppressed administration of these domains, informational items for these domains will not be included in this section.

## Risk-Related Admissions and Denials (By Domain)

This section includes the responses to each administered risk-related PHS question. The section begins with the following statement:

*This section is organized by domain. Risk-related admissions and denials are listed as bulleted statements. Denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview [postoffer version], and other information sources.*

Responses in this section are organized by domain. Unless administration of one or more domains is suppressed by the user—or unless the printing of risk-related denials is suppressed by the user (see the previous cautionary note)—risk-related admissions and denials are provided for all administered domains in the order shown in the Report Navigation (Figure 3-1, p. 2).

The Military and National Security Clearance domains will not appear in this section if the respondent indicated that they have not served in the military or sought national security clearance.<sup>7</sup> The Physical and Mental Health and Substance Use domains are not included in the preoffer version of the PHS Report.

For each domain, the responses to the risk-related questions are listed within two subsections: Risk-Related Admissions and Denials. As seen on page 9 of Figure 3-1, the first domain included is Adverse Childhood Experiences. It begins with a list of any risk-related admissions the respondent made in this domain. This list is preceded by a note indicating that owing to the potentially retraumatizing nature of the questions in this domain, the respondent was not asked to elaborate to any admissions. These experiences warrant careful review during the clinical interview (postoffer), when the evaluator's skills can mitigate risks associated with exploring sensitive topics.

In Figure 3-1, a list of the adverse childhood experiences denied by the respondent appears following the list of risk-related admissions. This list is preceded by report language indicating that the listed denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview (for postoffer evaluations), and other information sources.

**Regarding conditional items.** The PHS uses branching logic: Some items are administered only when an earlier response makes them applicable. Evaluators reviewing denials for discrepancies with collateral information should keep this distinction in mind: An item that would ordinarily be listed but is missing means only that an earlier response rendered it inapplicable, and the earlier response should be verified against the background investigation.

---

<sup>7</sup> This will be indicated in the Informational Items (By Domain) section of the report.

## Admission and Denial Tags

Tags are brief labels, printed in capital letters, that begin each PHS response—both admissions and denials, risk related and risk mitigating. Each tag names the content of the question and is separated from the verbatim question by a slash. In Figure 3-1 (p. 9), for example, the first admission in the Adverse Childhood Experiences domain is tagged as follows:

PHYSICAL ABUSE BY FAMILY MEMBER / You were physically abused by a family member.

Because tags name content rather than reproduce question wording, they support efficient visual scanning of the report (e.g., to locate content areas during interview preparation or data integration).

## Elaborations

For the subsequent PHS domains, some questions require that the respondent provide elaborations on admissions they make. For example, on page 11 of Figure 3-1 in the Employment domain, the list of risk-related admissions is preceded by the following statement:

***Risk-Related Admissions.*** *The candidate made the following risk-related admissions to the questions in this domain (all pertaining to employment history since leaving high school). Any written elaborations are included verbatim. The candidate was instructed to include in her elaboration, when the instance occurred, name of the employer, and a thorough explanation of the circumstances.*

Similar language precedes the list of admissions made in other PHS domains. A respondent's narrative elaborations serve dual purposes: as behavioral samples revealing elements of candor, attitudes, cognition, and personality and as content for exploration in the postoffer clinical interview. As discussed in Chapter 2, respondents are instructed not to use generative AI tools and are required to affirm that their responses are their own; guidance on how to address suspected AI use is presented in Chapter 5.

## Potentially Risk-Mitigating Assertions

This final section of the report begins with the following statement:

*Potentially risk-mitigating assertions are statements made by the candidate [applicant] that may identify experiences or positive attributes that mitigate risks identified in the evaluation.*

Potentially risk-mitigating assertions provide a candidate's perspectives on their strengths, adaptive capacities, and protective factors that may moderate identified risks. These assertions are intended for use in the postoffer clinical interview, where the evaluator can assess whether these self-reported strengths and insights are substantiated by behavioral evidence and consistent with personality test findings and background investigation. Assertions serve to contextualize risk-related admissions and identify potential resilience and growth. The assertions in this section were made by the respondent in response to questions included in the Biased Attitudes and Behavior, Childhood/Adolescent Relationships, Employment, Finances, Life Events, and Marital/Partner/Child Relationships domains. The report concludes with a list of these potentially risk-mitigating assertions organized in the following five categories:

- Resiliency/Recovery
- Adaptability

- Prosocial Behavior
- Moral/Ethical Judgment
- Conscientiousness

## How the PHS Report Supports the Functions of Structured Biographical Data Collection

Chapter 1 identified five practical functions served by structured biographical data collection. The features described in this chapter show how the PHS Report supports carrying them out.

1. **Standardized coverage of job-relevant domains.** The report's domain organization displays the coverage uniformly: Every respondent completing the same form is asked the same primary questions across the same domains, with admissions prompting the same follow-ups on frequency, timing, and elaboration, and the report presents the results in the same order and format for every candidate. Where a user has customized the administration, the User-Suppressed Domains section discloses exactly what was not asked so the report's coverage is never ambiguous.
2. **Transparency and defensibility.** The report is a documented record of what was asked and what was answered. Questions appear verbatim alongside each response, elaborations are reproduced verbatim, and the veracity warning, AI instruction, GINA admonishment, and attestation document the conditions the respondent accepted before and after answering. An evaluator whose determination is later reviewed can produce the precise inquiry on which it rested.
3. **Structured interview planning.** The report's aggregation of "yes" responses as risk-related admissions within each domain, with tags supporting rapid location of content, allows the evaluator to move from the report to an interview plan systematically. The report enables the evaluator to identify the admissions requiring context, the discrepancies requiring resolution, and the elaborations requiring exploration. Chapter 5 illustrates this process in detail.
4. **Cross-checking of self-report.** The report is organized for comparison against collateral sources. Admissions can be verified against background investigation findings; denials are displayed (in the full report) so that they, too, can be reviewed for discrepancies with collateral information; and the informational items provide the employment, education, and relationship framework against which records are matched.
5. **Documentation and audit trail.** Because the report preserves the complete administration—every question, every response, every elaboration, and the respondent's attestation—it creates a durable record of how biographical information entered the evaluation. The report can be retained in the evaluation file, and portions may be reproduced in the evaluator's own written report to document the basis for conclusions.

These functions are realized fully only when the report is integrated with psychological testing, background investigation, and the clinical interview. Chapter 5 demonstrates the integration through an extended case.

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J

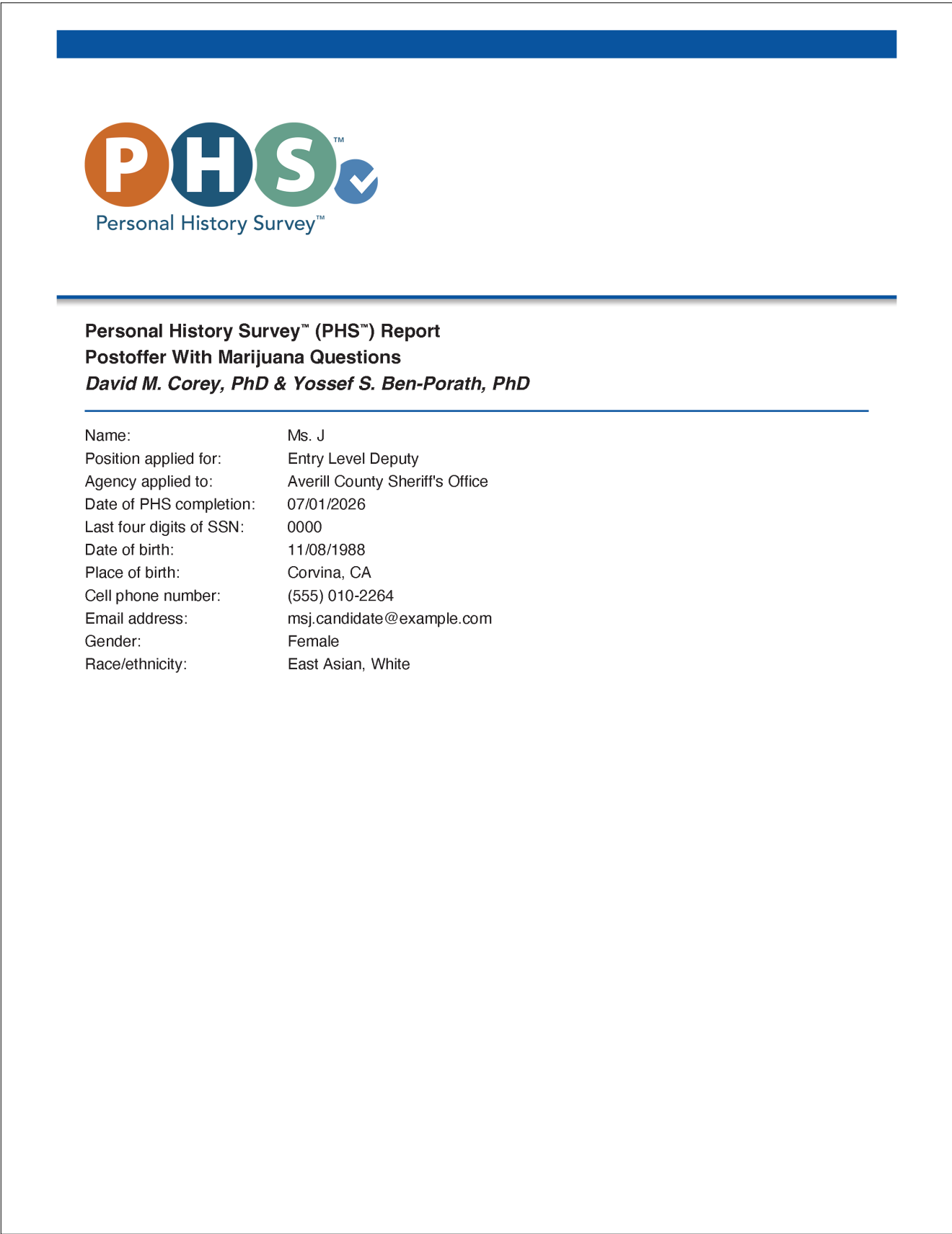


**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (continued)

PHS™ Report  
07/01/2026, Page 2

ID: 090  
Ms. J

*The Personal History Survey (PHS) is intended for use in assessments of public safety personnel. The information it contains should be considered in the context of all available information about the individual.*

*The PHS Report begins with a navigation page linked to each section of the report. Information about candidate admonishment and attestation appears next. Two sections organized by domain follow—these sections include informational items and risk-related admissions and denials. Five categories of potentially risk-mitigating assertions appear at the end of the report.*

## REPORT NAVIGATION

|                                                                      |    |
|----------------------------------------------------------------------|----|
| <a href="#">General Instructions and Attestation</a>                 | 3  |
| <a href="#">Synopsis</a>                                             | 4  |
| <a href="#">Informational Items (By Domain)</a>                      | 4  |
| <a href="#">Family of Origin</a>                                     | 4  |
| <a href="#">Childhood/Adolescent Relationships</a>                   | 4  |
| <a href="#">Education</a>                                            | 5  |
| <a href="#">Military Service</a>                                     | 5  |
| <a href="#">Marital/Partner/Child Relationships</a>                  | 6  |
| <a href="#">Employment</a>                                           | 6  |
| <a href="#">National Security Clearance</a>                          | 8  |
| <a href="#">Risk-Related Admissions and Denials (By Domain)</a>      | 9  |
| <a href="#">Adverse Childhood Experiences</a>                        | 9  |
| <a href="#">Education</a>                                            | 10 |
| <a href="#">Marital/Partner/Child Relationships</a>                  | 11 |
| <a href="#">Employment</a>                                           | 11 |
| <a href="#">Driving</a>                                              | 14 |
| <a href="#">Finances</a>                                             | 15 |
| <a href="#">Physical and Mental Health</a>                           | 16 |
| <a href="#">Life Events</a>                                          | 19 |
| <a href="#">Substance Use</a>                                        | 21 |
| <a href="#">Gambling and Gaming</a>                                  | 24 |
| <a href="#">Legal</a>                                                | 25 |
| <a href="#">Sexual Behavior</a>                                      | 27 |
| <a href="#">Biased Attitudes and Behavior</a>                        | 28 |
| <a href="#">Online/Social Media</a>                                  | 29 |
| <a href="#">Potentially Risk-Mitigating Assertions (By Category)</a> | 32 |
| <a href="#">Resiliency/Recovery</a>                                  | 32 |
| <a href="#">Prosocial Behavior</a>                                   | 32 |

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

PHS™ Report  
07/01/2026, Page 3

ID: 090  
Ms. J

## GENERAL INSTRUCTIONS AND ATTESTATION

### **Veracity Warning**

*Prior to administration of the PHS, the candidate received and acknowledged having read, understood, and agreed to the following instruction:*

This survey covers various aspects of your personal history. Answer each question **truthfully and completely**.

Answer "Yes" if a question is true for you **in any respect**, even if only once or partially, or **if you are unsure whether it is true for you**. Provide your explanation if one is requested.

Answer "No" only if you are confident the answer is "No" and the question does not apply to you in any way.

Read every question carefully. Answers later found to be inaccurate or untruthful may cause you to be denied employment or have your conditional offer of employment withdrawn. If untruthfulness is discovered after you are hired, your employer may terminate your employment or take other action.

### **AI Instruction**

*Prior to administration of the PHS, the candidate received and acknowledged having read, understood, and agreed to the following instruction:*

You may not use artificial intelligence (AI) tools—including chatbots, writing assistants, or other generative AI applications, such as ChatGPT, Claude, Gemini, or similar tools—to compose, draft, edit, or refine any of your answers or elaborations. All answers must be written entirely by you, in your own words.

By proceeding, you affirm that your responses will be your own and prepared without the assistance of AI tools.

### **GINA Admonishment**

*Prior to administration of the PHS, the candidate also received and acknowledged having read, understood, and agreed to the following admonishment in compliance with U.S. federal law:*

In answering these questions, do not include any genetic information. The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA from requesting or requiring any family medical history or any information related to genetic testing, genetic services, genetic counseling, or genetic diseases for which an individual may be at risk.

### **Attestation**

*Upon completion of the PHS, the candidate attested to the following statement:*

I affirm that I have not used artificial intelligence (AI) tools to compose, draft, edit, or refine any of my answers or elaborations, and, to the best of my knowledge, my answers are true and accurate. I am aware that any answer later found to be inaccurate or untruthful may cause me to be denied employment or have my conditional offer of employment withdrawn. If my untruthfulness is discovered after I am hired, my employer may terminate my employment or take other action.

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

PHS™ Report  
07/01/2026, Page 4

ID: 090  
Ms. J

## SYNOPSIS

The candidate made one or more risk-related admissions in the following personal history domains: Adverse Childhood Experiences, Employment, Driving, Finances, Physical and Mental Health, Life Events, and Online/Social Media.

The candidate provided one or more potentially risk-mitigating assertions in the following categories: Resiliency/Recovery and Prosocial Behavior.

## INFORMATIONAL ITEMS (BY DOMAIN)

### FAMILY OF ORIGIN

The candidate provided the following list of birth parents/stepparents/adoptive parents:

| Name   | Relationship | Residence          | Occupation                      | Last Contact | Status          |
|--------|--------------|--------------------|---------------------------------|--------------|-----------------|
| Linda  | Birth mother | Ashbrook, OR       | None                            | Ongoing      | Living          |
| Robert | Birth father | Calder Springs, CA | None                            | Ongoing      | Living          |
| Gerald | Stepfather   | N/A                | Insurance Broker                | 2019         | Deceased (2019) |
| Dennis | Stepfather   | Ashbrook, OR       | Building Materials Plant Worker | Ongoing      | Living          |

The candidate provided the following list of siblings with whom she grew up:

| Name   | Relationship | Residence    | Occupation               | Last Contact | Status |
|--------|--------------|--------------|--------------------------|--------------|--------|
| Marcus | Full brother | Ashbrook, OR | Cell Phone Store Manager | Ongoing      | Living |
| Alyssa | Full sister  | Ashbrook, OR | Barista                  | Ongoing      | Living |

The candidate reported the following:

- She was raised by her birth mother and birth father.
- She communicates with one or more of her family members daily.

## CHILDHOOD/ADOLESCENT RELATIONSHIPS

### Childhood Relationships

The candidate reported the following:

- She had more than three close friends during her childhood years (up to age 12).
- Her parents/guardians generally approved of her friends during her childhood years (up to age 12).
- She and her close friends mostly stayed out of trouble during her childhood years (up to age 12).
- Her close friends had a positive influence on her during her childhood years (up to age 12).
- She remains close with these friends from her childhood.

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

PHS™ Report  
07/01/2026, Page 5

ID: 090  
Ms. J

### Adolescent Relationships

The candidate reported the following:

- She had more than three close friends during her adolescent years (from ages 13 to 18).
- Her parents/guardians generally approved of her friends from adolescence.
- She and her close friends mostly stayed out of trouble during her adolescent years (from ages 13 to 18).
- Her close friends had a positive influence on her during her adolescent years (from ages 13 to 18).
- She remains close with these friends from her adolescence.

### EDUCATION

The candidate provided the following educational summary:

#### ***High School***

The candidate reported that she graduated from high school with a diploma. She also reported that she graduated with her class.

The candidate provided the following information about the high school she graduated from:

Name of high school: Corvina Valley High School  
Year of graduation: 2007  
Estimated grade point average: 2.0

#### ***College or Graduate School***

The candidate reported that she has not attended any colleges or graduate schools.

#### ***Certification Programs (Including Public Safety Academies and Trade, Technical, or Vocational Schools)***

The candidate reported that she has not attended any certification programs.

- The candidate reported attending one to four schools from kindergarten to 8th grade.
- The candidate said she was not held back in elementary, middle, or high school, or required to repeat a grade.

### MILITARY SERVICE

The candidate indicated that she did not serve in any branch of the United States or other national military.

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

PHS™ Report  
07/01/2026, Page 6

ID: 090  
Ms. J

## MARITAL/PARTNER/CHILD RELATIONSHIPS

- The candidate reported that **two** people live in her household.
- The candidate said that she has been married **one** time.
- The candidate stated that she has had **one** domestic partner (excluding current or former spouses).
- The candidate reported that she has **no** children.

The candidate provided the following information about her former spouse and current domestic partner:

### ***Former Spouse***

First and last name: Daniel  
Month/year you started living together: 07/2017  
Month/year you were married: 07/2018  
Month/year marriage ended: 07/2020  
Reason marriage ended: Divorce

### ***Current Domestic Partner***

First and last name: Thomas  
Month/year you started living together: 11/2023  
Domestic partner's occupation: Pipe Fitter

## EMPLOYMENT

The candidate provided the following employment history (including part time, full time, temporary, self-employment, internship, and volunteer work), beginning with her current or most recent job:

### ***Current/Most Recent Employment***

**Employer:** Bellamar Furniture  
City/state: Norvale, OR  
Type: Full time  
Title: Sales Manager  
Duties/assignments: Managed sales staff, scheduling, inventory, and customer service.  
Start date (month/year): 09/2022  
End date (month/year): 07/2025  
Reason for leaving: Pursue a career in Law Enforcement

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

PHS™ Report  
07/01/2026, Page 7

ID: 090  
Ms. J

### ***Previous Employment***

**Employer: Silverpine Casino Resort**

City/state: Tamsen, OR

Type: Full time

Title: Cashier

Duties/assignments: Cash handling, chip and ticket exchange, and guest transactions.

Start date (month/year): 02/2021

End date (month/year): 09/2022

Reason for leaving: Management Opportunity

**Employer: Bellamar Furniture**

City/state: Harlow City, OR

Type: Full time

Title: Sales Associate

Duties/assignments: Retail furniture sales and customer service.

Start date (month/year): 07/2020

End date (month/year): 02/2021

Reason for leaving: Better employment opportunity

**Employer: Marlowe Creek Casino & Hotel**

City/state: Delmara, WA

Type: Full time

Title: Night Manager

Duties/assignments: Supervised overnight front desk and guest services.

Start date (month/year): 04/2019

End date (month/year): 02/2020

Reason for leaving: Relocation

**Employer: Marlowe Creek Casino & Hotel**

City/state: Delmara, WA

Type: Full time

Title: Line Cook

Duties/assignments: Food preparation in the hotel restaurant.

Start date (month/year): 02/2017

End date (month/year): 04/2018

Reason for leaving: Family Illness

**Employer: Hartwell Market**

City/state: Delmara, WA

Type: Part time

Title: Stocker

Duties/assignments: Stocking shelves and inventory.

Start date (month/year): 11/2017

End date (month/year): 01/2018

Reason for leaving: Overwhelmed with two jobs

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

| PHS™ Report<br>07/01/2026, Page 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | ID: 090<br>Ms. J |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|
| <b>Employer: Amazon</b><br>City/state: Brackenford, WA<br>Type: Full time<br>Title: Order Processor<br>Duties/assignments: Picking and packing orders in a fulfillment warehouse.<br>Start date (month/year): 07/2016<br>End date (month/year): 02/2017<br>Reason for leaving: Car Accident                                                                                                                                                                                                                                                                                                                                                       |  |                  |
| <ul style="list-style-type: none"><li>• The candidate reported that her longest duration of unemployment was 6 months to 1 year.</li><li>• The candidate said that she has never been through a preemployment psychological evaluation.</li><li>• The candidate stated that she has not carried a weapon (firearm, taser, pepper spray, etc.) at work in a position.</li><li>• The candidate reported that she has not worked as a regular or reserve law enforcement officer or peace officer (including police officer, parole and probation officer, or any other position with the authority to make arrests and use lethal force).</li></ul> |  |                  |
| <b>NATIONAL SECURITY CLEARANCE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                  |
| The candidate reported that she has never been investigated for a national security clearance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                  |
| <a href="#">RETURN TO NAVIGATION PAGE</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                  |

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

PHS™ Report  
07/01/2026, Page 9

ID: 090  
Ms. J

## RISK-RELATED ADMISSIONS AND DENIALS (BY DOMAIN)

*This section is organized by domain. Risk-related admissions and denials are listed as bulleted statements. Denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources.*

### ADVERSE CHILDHOOD EXPERIENCES

#### ***Risk-Related Admissions***

The candidate made the following risk-related admissions to the questions in this domain (all pertaining to experiences before the age of 18).

**Note:** *Due to the potentially retraumatizing nature of these topics, the candidate was not asked to elaborate or provide an explanation when completing this portion of the PHS. The candidate's statements warrant careful review during the clinical interview.*

- PHYSICAL ABUSE BY FAMILY MEMBER / You were physically abused by a family member. YES
- EMOTIONAL ABUSE BY FAMILY MEMBER / You were emotionally abused by a family member. YES
- VERBAL ABUSE BY FAMILY MEMBER / You were verbally abused by a family member. YES
- LACK OF BASIC NECESSITIES / You were without enough food, clean clothing, or needed medical care because a parent/caregiver did not provide it. YES
- ABUSE BY NONFAMILY PERSON / You were physically, sexually, emotionally, or verbally abused by someone **other than** a family member, teacher, babysitter, or other caregiver. YES
- VICTIM OF INAPPROPRIATE TOUCHING / You were touched inappropriately. YES  
*Please indicate who touched you: family member.*
- WITNESSED DOMESTIC VIOLENCE / You observed violence at home. YES
- VICTIM OF DOMESTIC VIOLENCE / You were the victim of violence at home. YES
- VICTIM OF VIOLENCE OUTSIDE HOME / You were the victim of violence **away** from home. YES
- EMOTIONAL NEGLECT BY CAREGIVER / You felt unloved, unwanted, or neglected by a parent or other caregiver. YES
- EXCESSIVE OR UNFAIR DISCIPLINE / You were disciplined unfairly, excessively, or inappropriately by a parent or other caregiver. YES
- PARENTAL OR OTHER ABDUCTION / You were abducted or taken away from your home by a parent or other person who was not authorized to take you away. YES
- FREQUENT VERBAL CONFLICT AT HOME / You often witnessed yelling, screaming, or verbal fights at home. (For this question, **often** means on average **at least once per week for 6 months or longer.**) YES

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

| PHS™ Report<br>07/01/2026, Page 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | ID: 090<br>Ms. J |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|
| <ul style="list-style-type: none"> <li>SHAMING OR RIDICULE BY CAREGIVER / You were often shamed or ridiculed by a parent or other caregiver. (For this question, <b>often</b> means on average <b>at least once per week for 6 months or longer.</b>) YES</li> <li>EXPERIENCED CHILDHOOD TRAUMA / You experienced a traumatic event (e.g., a serious assault, car accident with injuries, house fire, or natural disaster). YES</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                  |
| <p><b>Denials</b></p> <p>The candidate made the following denials to the questions in this domain (all pertaining to experiences before the age of 18). These denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources.</p> <ul style="list-style-type: none"> <li>SEXUAL ABUSE BY FAMILY MEMBER / You were sexually abused by a family member. NO</li> <li>ABUSE BY CAREGIVER OR TEACHER / You were physically, sexually, emotionally, or verbally abused by a teacher, babysitter, or other caregiver. NO</li> <li>DRUG ACTIVITY IN HOME / Illegal drugs were sold or used in your home. NO</li> <li>CHILDHOOD BULLYING VICTIM / You were bullied. NO</li> <li>REMOVED FROM HOME BY AUTHORITIES / Someone in authority (e.g., a child protective worker or police officer) removed you from your home, even temporarily. NO</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                  |
| <p><b>EDUCATION</b></p> <p><b>Risk-Related Admissions</b></p> <p>The candidate made no risk-related admissions to the questions in this domain.</p> <p><b>Denials</b></p> <p>The candidate made the following denials to the questions in this domain. These denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources.</p> <ul style="list-style-type: none"> <li>ACADEMIC SUSPENSION / Have you ever been suspended from any school, college, university, training academy, or certification program? NO</li> <li>ACADEMIC EXPULSION / Have you ever been expelled from any school, college, university, training academy, or certification program? NO</li> <li>ACADEMIC OR DISCIPLINARY PROBATION / Have you ever been placed on academic or disciplinary probation while attending any school, college, university, training academy, or certification program? NO</li> <li>SCHOOL DISCIPLINE / Have you ever been sanctioned or disciplined by a faculty, student, or administrative body while attending any school, college, university, training academy, or certification program? NO</li> <li>ACADEMIC ACCOMMODATIONS OR REMEDIATION / Have you ever received remedial assistance, such as special education or special accommodations, while attending any school, college, university, training academy, or certification program? NO</li> </ul> |  |                  |
| <a href="#" style="color: #005596; text-decoration: underline;">RETURN TO NAVIGATION PAGE</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                  |

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div style="background-color: #005596; height: 20px; margin-bottom: 10px;"></div> <div style="display: flex; justify-content: space-between; font-size: 0.9em;"> <span>PHS™ Report<br/>07/01/2026, Page 11</span> <span>ID: 090<br/>Ms. J</span> </div> <hr style="border: 1px solid #005596; margin-top: 10px;"/> <div style="margin-top: 20px;"> <ul style="list-style-type: none"> <li>ACADEMIC DISHONESTY / Since high school, have you ever cheated on any test or exam or assisted another person in cheating on a test or exam? NO</li> </ul> </div> <hr style="border: 1px solid #ccc; margin-top: 20px;"/> <div style="margin-top: 10px;"> <h3 style="margin: 0;">MARITAL/PARTNER/CHILD RELATIONSHIPS</h3> <p style="margin-top: 10px;"><b><i>Risk-Related Admissions</i></b></p> <p>The candidate made no risk-related admissions to the questions in this domain.</p> <p><b><i>Denials</i></b></p> <p>The candidate made the following denials to the questions in this domain. These denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources.</p> <ul style="list-style-type: none"> <li>INFIDELITY / Were you ever unfaithful to a spouse or romantic partner? NO</li> <li>PHYSICAL PUNISHMENT RESULTING IN MARK / Did you ever use physical punishment on a child that left a visible mark such as redness or bruising? NO</li> </ul> </div> <hr style="border: 1px solid #ccc; margin-top: 20px;"/> <div style="margin-top: 10px;"> <h3 style="margin: 0;">EMPLOYMENT</h3> <p style="margin-top: 10px;"><b><i>Risk-Related Admissions</i></b></p> <p>The candidate made the following risk-related admissions to the questions in this domain (all pertaining to employment history since leaving high school). Any written elaborations are included verbatim. The candidate was instructed to include in her elaboration, when the instance occurred, name of the employer, and a thorough explanation of the circumstances.</p> <p><b>Separation Admissions</b></p> <ul style="list-style-type: none"> <li>RESIGNATION UNDER PRESSURE / Did you ever quit or resign under pressure or negative circumstances? YES</li> </ul> <p style="margin-left: 40px;"><i>Number of times: 1</i></p> <p style="margin-left: 40px;"><i>Elaboration: "In 2025, I resigned from my sales manager position at Bellamar Furniture in Norvale. For several months I had felt overwhelmed because employees kept coming to me for direction in areas I was never trained in, and nothing I did seemed to get recognized. After a difficult meeting with my district manager about problems at the store, we agreed it would be best for me to move on, and I gave my notice."</i></p> <p><b>Policy Violation Admissions</b></p> <ul style="list-style-type: none"> <li>EXCESSIVE TARDINESS / Were you ever late for work more than three times in any 6-month period? YES</li> </ul> <p style="margin-left: 40px;"><i>Year this most recently happened: 2017</i></p> <p><b>Negative Personnel Action Admissions</b></p> <ul style="list-style-type: none"> <li>FORMAL DISCIPLINE / Were you ever disciplined (orally or in writing)? YES</li> </ul> <p style="margin-left: 40px;"><i>Number of times: 1</i></p> <p style="margin-left: 40px;"><i>Elaboration: "In 2017, I received a written warning at Marlowe Creek Casino &amp; Hotel for being late to work more than three times in a 6-month period. I was working two jobs at the time and was having trouble</i></p> </div> <div style="text-align: right; margin-top: 20px;"> <a href="#" style="color: #005596; text-decoration: underline;">RETURN TO NAVIGATION PAGE</a> </div> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

PHS™ Report  
07/01/2026, Page 12

ID: 090  
Ms. J

*managing my schedule."*

- **NEGATIVE PERFORMANCE EVALUATION** / Did you ever receive a "needs improvement" or other negative performance evaluation or rating? YES

*Year this most recently happened: 2017*

- **ATTENDANCE COUNSELING** / Were you ever counseled (orally or in writing) for coming late to work, for excessive sick leave use, or for excessive absences from work? YES

*Year this most recently happened: 2017*

- **COUNSELED FOR OTHER ISSUE** / Were you ever counseled (orally or in writing) for any other issue or problem? YES

*Number of times: 3*

*Elaboration 1: "In 2019, I was verbally counseled at Marlowe Creek Casino & Hotel about errors in balancing my cash drawer at the end of shifts."*

*Elaboration 2: "In 2017, I was verbally counseled at Marlowe Creek Casino & Hotel about using my cell phone in the kitchen during slow periods."*

*Elaboration 3: "In 2016, I was verbally counseled at Amazon about not following the dress and safety-equipment policy in the warehouse."*

### **Denials**

The candidate made the following denials to the questions in this domain (all pertaining to employment history since leaving high school). These denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources.

#### **Separation Denials**

- **TERMINATION OR DISMISSAL** / Were you ever terminated (or fired) or dismissed? NO
- **RESIGNATION TO AVOID TERMINATION** / Did you ever quit or resign to avoid being terminated (or fired) or dismissed? NO
- **RESIGNATION UNDER INVESTIGATION** / Did you ever quit or resign while you were under investigation? NO
- **SEPARATION AFTER MISCONDUCT ALLEGATION** / Did you ever quit or resign by mutual agreement following an allegation of misconduct or notice of unsatisfactory performance? NO
- **JOB ABANDONMENT** / Did you ever stop showing up for a job, internship, or volunteer position? NO
- **QUIT WITHOUT NOTICE** / Did you ever quit or resign without giving at least 2 weeks' notice? NO

#### **Policy Violation Denials**

- **FALSE SICK LEAVE CLAIM** / Did you ever call in sick when you were not sick or caring for a sick family member? NO
- **IMPROPER CREDIT CARD USE** / Did you ever violate the terms of agreement for a travel or credit card provided by your employer? NO

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

| PHS™ Report<br>07/01/2026, Page 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | ID: 090<br>Ms. J |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|
| <ul style="list-style-type: none"> <li>• COMPUTER POLICY VIOLATION / Did you ever violate a computer policy (including, but not limited to, viewing pornographic materials)? NO</li> <li>• THEFT OR MISAPPROPRIATION / Did you ever take money or items of value without authorization? NO</li> <li>• MISUSE OF EQUIPMENT OR SUPPLIES / Did you ever misuse equipment or supplies? NO</li> <li>• LOST OR MISPLACED ID / Did you ever lose or misplace your badge or identification? NO</li> <li>• FALSIFICATION OR MISREPRESENTATION / Did you ever falsify, conceal, omit, minimize, or exaggerate facts in an official report or when applying for a job? NO</li> <li>• PROPERTY DAMAGE TO EMPLOYER / Did you ever cause more than \$50 in loss or damage to property or equipment belonging to an employer? NO</li> <li>• ON-DUTY MARIJUANA USE / Did you ever use marijuana/cannabis on the job or at the workplace or come to work under the influence of marijuana/cannabis? NO</li> <li>• HAZING PARTICIPATION OR VICTIMIZATION / Did you ever experience or participate in hazing? NO</li> <li>• FAILURE TO REPORT VIOLATION / Have you ever failed to report property damage or a policy/procedure violation? NO</li> <li>• AT-FAULT ON-DUTY ACCIDENT / Were you ever involved in an on-duty vehicle accident in which you were at fault? NO</li> <li>• ABUSE OF AUTHORITY / Have you ever used your position or authority to benefit yourself or another person, or to harm another person, contrary to policy or in violation of the law? NO</li> <li>• REFUSAL TO FOLLOW ORDER / Did you ever refuse to follow a lawful direct order from a supervisor? NO</li> <li>• UNAUTHORIZED REMOVAL OF EQUIPMENT / Did you ever remove equipment, components, or software from an employer for personal use? NO</li> <li>• UNAUTHORIZED DISCLOSURE OF INFORMATION / Did you ever release or share confidential information that you were not authorized to release or share? NO</li> <li>• THEFT FROM COWORKER / Did you ever take a coworker's property or money without permission? NO</li> <li>• TIMECARD FALSIFICATION / Did you ever falsify your or someone else's timecard? NO</li> </ul> |  |                  |
| <b>Negative Personnel Action Denials</b> <ul style="list-style-type: none"> <li>• SUSPENSION OR RELIEF OF DUTY / Were you ever suspended or relieved of duty? NO</li> <li>• FORMAL WARNING OR REPRIMAND / Were you ever warned or reprimanded (orally or in writing)? NO</li> <li>• REASSIGNMENT AFTER COMPLAINT / Were you ever required to accept a reassignment or change in duties because of a complaint or finding from an investigation? NO</li> <li>• REMEDIATION AFTER COMPLAINT / Did you ever receive training, counseling, or some other remediation because of a complaint or findings from an investigation? NO</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                  |
| <p style="text-align: right;"><a href="#">RETURN TO NAVIGATION PAGE</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                  |

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

| PHS™ Report<br>07/01/2026, Page 14                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | ID: 090<br>Ms. J |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|
| <ul style="list-style-type: none"> <li>FORMAL COMPLAINT FILED / Did a coworker, supervisor, subordinate, citizen, service recipient, or another person ever formally complain about your performance or conduct? NO</li> <li>SUSPENDED ON-DUTY DRIVING PRIVILEGES / Have your on-duty driving privileges ever been suspended or restricted? NO</li> <li>REQUIRED PSYCHOLOGICAL EVALUATION / Were you ever required or ordered to have a psychological or psychiatric evaluation (other than a preemployment evaluation)? NO</li> <li>EXTENDED PROBATIONARY PERIOD / Has your probationary period ever been extended for any reason? NO</li> <li>DEMOTED / Were you ever demoted? NO</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |  |                  |
| <b>Interpersonal Denials</b> <ul style="list-style-type: none"> <li>UNRESOLVED WORKPLACE CONFLICT / Did you ever have a personality conflict with a coworker, supervisor, subordinate, service recipient, or another person that you could not resolve? NO</li> <li>ABUSIVE OR OBSCENE LANGUAGE / Did you ever use insulting, abusive, or obscene language toward a coworker, supervisor, or subordinate? NO</li> <li>HEATED VERBAL ALTERCATION / Did you ever have an angry or heated verbal interaction with a coworker, supervisor, subordinate, service recipient, or another person? NO</li> <li>WORKPLACE PHYSICAL ALTERCATION / Did you ever have a physical altercation or fight at work (other than in the course of your employment duties)? NO</li> <li>WORKPLACE THREAT / Did you ever threaten a coworker, supervisor, subordinate, service recipient, or another person? NO</li> <li>CONFRONTATION WITH DIFFICULT COWORKER / Did you ever work with a person who was so difficult to work with that you had a confrontation over it? NO</li> </ul> |  |                  |
| <b>DRIVING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                  |
| <b>Risk-Related Admissions</b><br>The candidate made the following risk-related admissions to the questions in this domain. Any written elaborations or explanations are included verbatim. <ul style="list-style-type: none"> <li>MOVING VIOLATION CITATION / You have been cited (ticketed) for a moving violation (e.g., going through a red light or stop sign or exceeding the speed limit). YES<br/> <i>Number of times: 3</i><br/> <i>Elaboration 1: "In 2016, I was cited for going 20 miles per hour over the speed limit on the highway outside Delmara, WA. I paid the fine."</i><br/> <i>Elaboration 2: "In 2019, I was cited for going through a red light in Delmara, WA. I paid the fine and completed traffic school."</i><br/> <i>Elaboration 3: "In 2021, I was cited for a rolling stop at a stop sign in Norvale, OR. I paid the fine."</i> </li> </ul>                                                                                                                                                                                      |  |                  |
| <a href="#" style="color: #005596; text-decoration: underline;">RETURN TO NAVIGATION PAGE</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                  |

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

PHS™ Report  
07/01/2026, Page 15

ID: 090  
Ms. J

### **Denials**

The candidate made the following denials to the questions in this domain. These denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources.

- DUI/DWI CONVICTION / You have been charged with **or** convicted of driving while intoxicated or under the influence of alcohol or drugs. NO
- MOTOR VEHICLE ACCIDENT / You have been involved in an accident while driving a motorized vehicle. NO
- LICENSE SUSPENDED/RESTRICTED/REVOKED / Your driver's license has been suspended, restricted, or revoked. NO
- AUTO INSURANCE DENIED OR CANCELED / You have been denied automobile insurance or your insurance has been canceled. NO
- DROVE UNINSURED VEHICLE / You have driven (or have allowed someone else to drive) a vehicle registered to you during a time when it was not insured. NO
- MANDATED PROOF OF FINANCIAL RESPONSIBILITY / You have been required by a court or motor vehicle agency to file proof of financial responsibility (SR-22, FR-44, or similar) to reinstate or maintain your driving privilege. NO

## **FINANCES**

### **Risk-Related Admissions**

The candidate made the following risk-related admissions to the questions in this domain (all pertaining to events that occurred after the age of 18). Any written elaborations or explanations are included verbatim.

- EXCESSIVE DEBT / You were overwhelmed by debt. YES

*Number of times: 1*

*Elaboration: "After my divorce was final in 2020, I was left responsible for about \$12,000 in credit card debt from the marriage on a single income. For about a year I felt overwhelmed and could only make minimum payments. I set up a payment plan in 2021 and have paid most of it down since then."*

- FREQUENT BANK OVERDRAFTS / You had three or more ATM or bank overdrafts in a 12-month period. YES

*Number of times: 2*

*Elaboration 1: "In 2020, right after my divorce, I overdrew my checking account three times within a few months while I was adjusting to paying all of my bills on one income."*

*Elaboration 2: "In 2023, I had three overdrafts in a 12-month period when unexpected car repairs came up between paychecks. I have since set up a savings cushion and overdraft alerts."*

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

PHS™ Report  
07/01/2026, Page 16

ID: 090  
Ms. J

### ***Denials***

The candidate made the following denials to the questions in this domain. These denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources.

- BAD CHECK WRITING / You wrote a bad check. NO
- DEBT SENT TO COLLECTIONS / You had debt turned over to a collection agency. NO
- LOAN DEFAULT / You defaulted on a loan. NO
- CHILD SUPPORT DELINQUENCY / You were delinquent in making a child support payment. NO
- CHILD SUPPORT NONPAYMENT / You failed to make a child support payment. NO
- ALIMONY DELINQUENCY / You were delinquent in making an alimony payment. NO
- ALIMONY NONPAYMENT / You failed to make an alimony payment. NO
- PROPERTY REPOSSESSION / You had property repossessed. NO
- DEBT JUDGMENT / You had a judgment made against you in court to recover a debt you owed. NO
- WAGE GARNISHMENT / You had your wages garnished. NO
- BANKRUPTCY FILING / You declared personal or business bankruptcy. NO
- DELINQUENT LOAN PAYMENT / You were delinquent on a loan or other financial obligation for more than 90 days. NO
- PROPERTY LIEN / You had a lien (other than a construction lien) placed against your property. NO
- LATE TAX FILING / You failed to file federal or state income taxes on time. NO
- TAX PAYMENT DELINQUENCY / You were delinquent on your federal or state income tax payments. NO
- UNPAID RENT OR UTILITIES / You left a residence owing rent, utilities, or other household expenses. NO

## **PHYSICAL AND MENTAL HEALTH**

### ***Risk-Related Admissions***

The candidate made the following risk-related admissions to the questions in this domain (all pertaining to events or experiences that occurred at any time in the candidate's life). Any written elaborations or explanations are included verbatim.

### ***Treatment-Related Admissions***

- MENTAL HEALTH TREATMENT OR EVALUATION / You are receiving or have received mental health treatment or a mental health evaluation from a psychologist, psychiatrist, physician, or other health professional or counselor. YES

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

| PHS™ Report<br>07/01/2026, Page 17                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | ID: 090<br>Ms. J |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|
| <u>Provider</u><br>Name of provider: Evan R Castile, LPC<br>Dates of treatment (from-to month/year): 03/2025–03/2025<br>Reason(s) for treatment or evaluation: Depression/Mood                                                                                                                                                                                                                                                                                         |  |                  |
| <b>Depression/Self-Harm Admissions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                  |
| <ul style="list-style-type: none"><li>• SUICIDAL IDEATION, ATTEMPT, OR THREAT / You had suicidal thoughts, feelings, or impulses; you attempted suicide; or you threatened suicide. YES<br/><i>Number of times: 1</i><br/><i>Elaboration: "During a very stressful period at my last job, I had thoughts that I would be better off dead. I never attempted suicide and I never told anyone at the time. The thoughts eased after I left that position."</i></li></ul> |  |                  |
| <ul style="list-style-type: none"><li>• DEPRESSIVE EPISODE / You experienced significant depression. YES<br/><i>Year this most recently happened: 2022</i></li></ul>                                                                                                                                                                                                                                                                                                   |  |                  |
| <ul style="list-style-type: none"><li>• ANHEDONIA / You lost interest in things that normally brought you pleasure. YES<br/><i>Year this most recently happened: 2023</i></li></ul>                                                                                                                                                                                                                                                                                    |  |                  |
| <ul style="list-style-type: none"><li>• DEPRESSIVE IMPAIRMENT / You had difficulty getting out of bed because you felt so down or depressed. YES<br/><i>Year this most recently happened: 2023</i></li></ul>                                                                                                                                                                                                                                                           |  |                  |
| <ul style="list-style-type: none"><li>• APPETITE CHANGE / You went through a time when you had little or no appetite. YES<br/><i>Year this most recently happened: 2023</i></li></ul>                                                                                                                                                                                                                                                                                  |  |                  |
| <b>Anxiety Admissions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                  |
| <ul style="list-style-type: none"><li>• UNEXPLAINED ANXIETY / You went through a time when you felt anxious for no apparent reason. YES<br/><i>Year this most recently happened: 2023</i></li></ul>                                                                                                                                                                                                                                                                    |  |                  |
| <ul style="list-style-type: none"><li>• PANIC ATTACK HISTORY / You had a panic attack. YES<br/><i>Year this most recently happened: 2022</i></li></ul>                                                                                                                                                                                                                                                                                                                 |  |                  |
| <b>Anger/Irritability Admissions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                  |
| <ul style="list-style-type: none"><li>• UNUSUAL IRRITABILITY / You went through a time when you were unusually irritable. YES<br/><i>Year this most recently happened: 2023</i></li></ul>                                                                                                                                                                                                                                                                              |  |                  |
| <b>Activation Admissions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                  |
| <ul style="list-style-type: none"><li>• RACING THOUGHTS / You went through a time when your thought patterns were superfast (i.e., racing thoughts). YES<br/><i>Year this most recently happened: 2021</i></li></ul>                                                                                                                                                                                                                                                   |  |                  |
| <ul style="list-style-type: none"><li>• IMPULSIVE OR RISKY BEHAVIOR / You went through a time when you did things you normally would not do (such as buying a lot of unnecessary things, having sexual adventures, starting multiple projects). YES<br/><i>Year this most recently happened: 2023</i></li></ul>                                                                                                                                                        |  |                  |
| <a href="#">RETURN TO NAVIGATION PAGE</a>                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                  |

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

PHS™ Report  
07/01/2026, Page 18

ID: 090  
Ms. J

**Miscellaneous Admissions**

- CONCENTRATION PROBLEMS / You went through a time when you had difficulty concentrating. YES  
*Year this most recently happened: 2023*
- SLEEP DISTURBANCE / You had frequent trouble falling or staying asleep. YES  
*Year this most recently happened: 2022*
- UNUSUAL FATIGUE / You went through a time when you were unusually tired. YES  
*Year this most recently happened: 2023*
- STRESS OVERLOAD / You went through a time when you felt overwhelmed by stress. YES  
*Year this most recently happened: 2023*
- OBSESSIVE OR COMPULSIVE BEHAVIOR / You went through a time when you had recurring thoughts or behaviors you could not easily control. YES  
*Year this most recently happened: 2023*

**Denials**

The candidate made the following denials to the questions in this domain. These denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources.

**Treatment-Related Denials**

- PRESCRIBED PSYCHIATRIC MEDICATION / You are prescribed or have been prescribed any medication to treat or alleviate a mental health problem, including depression or other mood disturbances, anxiety, sleep problems, irritability, attention/concentration deficit, hyperactivity, stress conditions, anger, alcohol or drug abuse/dependence, or other mental health symptoms, problems, or conditions. NO
- MANDATED TREATMENT / A court or administrative agency ordered or required you to receive treatment from a mental health professional. NO
- PSYCHIATRIC HOSPITALIZATION / You were hospitalized for mental health, psychiatric, or psychological reasons. NO
- ADVISED TO SEEK MENTAL HEALTH HELP / You were told that you needed help for depression or other mental health issues. NO

**Evaluation/Diagnosis Denials**

- MENTAL HEALTH DIAGNOSIS / You were diagnosed with a mental health condition. NO
- MANDATED EVALUATION / A court or administrative agency ordered or required you to be evaluated by a mental health professional. NO

**Depression/Self-Harm Denials**

- SELF-INJURY (CUTTING) / You engaged in self-cutting. NO
- SELF-INJURY (BURNING/BRANDING) / You engaged in self-burning or self-branding. NO

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

| PHS™ Report<br>07/01/2026, Page 19                                                                                                                                                                                                                                                                                                                                                                                                          |  | ID: 090<br>Ms. J |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|
| <b>Anxiety Denials</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                  |
| <ul style="list-style-type: none"><li>• CHRONIC WORRY / You experienced excessive worry. NO</li></ul>                                                                                                                                                                                                                                                                                                                                       |  |                  |
| <b>Anger/Irritability Denials</b>                                                                                                                                                                                                                                                                                                                                                                                                           |  |                  |
| <ul style="list-style-type: none"><li>• ANGER CONTROL PROBLEMS / You had problems controlling your anger. NO</li><li>• ANGER-RELATED CONSEQUENCES / Your anger got you in trouble. NO</li></ul>                                                                                                                                                                                                                                             |  |                  |
| <b>Activation Denials</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                  |
| <ul style="list-style-type: none"><li>• MANIC OR HYPOMANIC EPISODE / You went through a time when you felt like you were on a natural high, unusually energetic, or needed only a few hours of sleep at night. NO</li></ul>                                                                                                                                                                                                                 |  |                  |
| <b>Miscellaneous Denials</b>                                                                                                                                                                                                                                                                                                                                                                                                                |  |                  |
| <ul style="list-style-type: none"><li>• POSSIBLE TBI / You had a head injury, concussion, or loss of consciousness. NO</li><li>• SIGNIFICANT WEIGHT CHANGE / You gained or lost 15% or more of your normal weight in 6 months. NO</li></ul>                                                                                                                                                                                                 |  |                  |
| <hr/>                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                  |
| <b>LIFE EVENTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                  |
| <b><i>Risk-Related Admissions</i></b>                                                                                                                                                                                                                                                                                                                                                                                                       |  |                  |
| <p>The candidate made the following risk-related admissions to the questions in this domain (all pertaining to events or experiences that occurred at any time in the candidate's life). Any written elaborations or explanations are included verbatim.</p>                                                                                                                                                                                |  |                  |
| <b>Trauma-Related Admissions</b>                                                                                                                                                                                                                                                                                                                                                                                                            |  |                  |
| <ul style="list-style-type: none"><li>• DEATH OF LOVED ONE / You experienced the death of a loved one. YES</li><li>• ILLNESS OR INJURY OF LOVED ONE / You learned that a loved one experienced a serious illness or injury. YES</li></ul>                                                                                                                                                                                                   |  |                  |
| <b>Victimization Admissions</b>                                                                                                                                                                                                                                                                                                                                                                                                             |  |                  |
| <ul style="list-style-type: none"><li>• VICTIM OF PHYSICAL ABUSE / You were the victim of physical abuse. YES<br/><i>Year this most recently happened: 2021</i></li><li>• VICTIM OF EMOTIONAL ABUSE / You were the victim of emotional abuse. YES<br/><i>Year this most recently happened: 2021</i></li><li>• VICTIM OF SEXUAL ABUSE / You were the victim of sexual abuse. YES<br/><i>Year this most recently happened: 2021</i></li></ul> |  |                  |
| <b>Psychosocial Stressor Admissions</b>                                                                                                                                                                                                                                                                                                                                                                                                     |  |                  |
| <ul style="list-style-type: none"><li>• CAREGIVER TO ILL FAMILY MEMBER / You were the main caregiver to a seriously ill or injured family member. YES</li></ul>                                                                                                                                                                                                                                                                             |  |                  |
| <hr/>                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                  |
| <a href="#">RETURN TO NAVIGATION PAGE</a>                                                                                                                                                                                                                                                                                                                                                                                                   |  |                  |

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

PHS™ Report  
07/01/2026, Page 20

ID: 090  
Ms. J

### **Denials**

The candidate made the following denials to the questions in this domain. These denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources.

#### **Trauma-Related Denials**

- PERSONAL SERIOUS INJURY / You were seriously injured. NO
- SERIOUS ILLNESS / You experienced a serious illness. NO
- CHRONIC ILLNESS DIAGNOSIS / You were diagnosed with a chronic illness. NO
- SERIOUS MEDICAL DIAGNOSIS / You were diagnosed with a serious medical condition. NO
- NATURAL DISASTER EXPERIENCE / You experienced a natural disaster (such as a hurricane, tornado, or earthquake). NO
- WITNESS TO SERIOUS VIOLENCE / You witnessed serious violence against someone. NO

#### **Victimization Denials**

- VICTIM OF SERIOUS CRIME / You were the victim of a serious crime. NO
- DOMESTIC VIOLENCE VICTIM / You were the victim of domestic violence. NO
- VICTIM OF BULLYING / You were bullied. NO
- VICTIM OF DISCRIMINATION / You were the victim of prejudice or discrimination. NO

#### **Psychosocial Stressor Denials**

- HOMELESSNESS / You were homeless or unhoused. NO

#### **Harm-to-Another Denials**

- PHYSICAL ALTERCATION / You were involved in a physical fight or altercation with someone, even in self-defense (unless it was part of your job). NO
- DOMESTIC ASSAULT / You pushed, shoved, hit, choked, or otherwise assaulted a domestic or romantic partner, even if in self-defense. NO
- CHILD OR DEPENDENT NEGLECT ALLEGATION / You were alleged to have endangered, neglected, or harmed a child or a dependent/vulnerable adult. NO
- SEXUAL ASSAULT ALLEGATION / You were accused of sexual assault. NO
- HARASSMENT OR STALKING ALLEGATION / You were accused of harassment or stalking. NO
- DOMESTIC VIOLENCE OR HARASSMENT ALLEGATION / You were accused of domestic violence or harassment. NO

#### **Justice System Involvement Denials**

- POLICE CALLED TO RESIDENCE / Police came to your home because of a complaint or a concern involving or including you. NO
- RESTRAINING ORDER AGAINST YOU / Someone petitioned for a protective order, emergency protective order, restraining order, or temporary restraining order against you. NO
- RESTRAINING ORDER FILED BY YOU / You petitioned for a protective order, emergency protective order, restraining order, or temporary restraining order against someone. NO

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

| PHS™ Report<br>07/01/2026, Page 21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | ID: 090<br>Ms. J |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|
| <ul style="list-style-type: none"><li>RESTRICTED CUSTODY OR VISITATION / Your parental custody or visitation rights were restricted or revoked by order of a court or administrative proceeding. NO</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                  |
| <b>Group Ritual/Initiation Denials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                  |
| <ul style="list-style-type: none"><li>GROUP RITUAL BODY MARKING / You got a tattoo, brand, or other body marking as part of a group ritual or initiation. NO</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                  |
| <b>Prior Background Investigation Denials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                  |
| <ul style="list-style-type: none"><li>JOB DENIED AFTER BACKGROUND CHECK / You did not get a job you applied for because of the results of a background investigation. NO</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                  |
| <b>Prior Preemployment Psychological Evaluation Denials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                  |
| <ul style="list-style-type: none"><li>JOB DENIED AFTER PSYCHOLOGICAL EVALUATION / You did not get a job you applied for because of the results of a psychological evaluation. NO</li><li>JOB DENIED AFTER POLYGRAPH EVALUATION / You did not get a job you applied for because of the results of a polygraph evaluation. NO</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                  |
| <b>Infidelity Denials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                  |
| <ul style="list-style-type: none"><li>INFIDELITY BY PARTNER / You experienced infidelity by a romantic partner. NO</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                  |
| <hr/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                  |
| <b>SUBSTANCE USE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                  |
| <b>Alcohol Use</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                  |
| <p>The candidate provided the following information about the amount and frequency of her alcohol use.</p> <p><b>Note:</b> One alcoholic beverage refers to 12 ounces of beer (5% alcohol), 5 ounces of wine (12% alcohol), or 1.5 ounces of 80-proof distilled spirits.</p> <ul style="list-style-type: none"><li>She typically drinks <b>no alcoholic beverages on a nonworkday</b>.</li><li>She typically drinks <b>no alcoholic beverages on a workday</b>.</li><li>The greatest number of alcoholic beverages she has consumed <b>on any day</b> of the past year is <b>four drinks</b>. She reported that she did this <b>10 times</b> in the past year.</li><li>She consumed alcohol to the point of intoxication (defined as legally impaired to drive) <b>four times</b> in the past year.</li></ul> |  |                  |
| <b>Risk-Related Admissions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                  |
| <p>The candidate made no risk-related admissions to the questions related to alcohol use.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                  |
| <b>Denials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                  |
| <p>The candidate made the following denials to the questions in this domain. These denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources.</p> <ul style="list-style-type: none"><li>DWI IN PAST YEAR / During the past year, have you driven while intoxicated? NO</li></ul>                                                                                                                                                                                                                                                                                                                                                                                         |  |                  |
| <p><a href="#">RETURN TO NAVIGATION PAGE</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                  |

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

| PHS™ Report<br>07/01/2026, Page 22                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                               | ID: 090<br>Ms. J |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------|
| <ul style="list-style-type: none"> <li>• DRANK THREE OR MORE BEFORE DRIVING IN PAST YEAR / During the past year, have you consumed three or more alcoholic beverages before driving a vehicle? NO</li> <li>• MORNING DRINKING TO RELIEVE HANGOVER / Have you ever had a drink in the morning to get rid of a hangover? NO</li> <li>• CONSECUTIVE DAYS OF INTOXICATION / Did you ever drink to intoxication 2 or more days in a row? NO</li> <li>• WENT TO WORK OR SCHOOL HUNGOVER / Did you ever go to work, school, or another important event with a hangover? NO</li> <li>• ALCOHOL-RELATED BLACKOUT / Have you ever had a blackout after drinking alcohol or had difficulty remembering things that happened while you were drinking alcohol? NO</li> <li>• ALCOHOL-RELATED PROBLEMS / Did you ever experience problems due to your alcohol use? NO</li> <li>• ALCOHOL TREATMENT OR COUNSELING / Did you ever receive treatment or counseling for alcohol use? NO</li> <li>• SOLITARY DRINKING TO INTOXICATION / Did you ever drink to intoxication alone (such as at home or in a dorm or hotel room)? NO</li> <li>• ALCOHOL-RELATED ABSENCE / Were you ever late for work (or called out sick) because of the effects of alcohol? NO</li> <li>• MISSED OBLIGATIONS DUE TO ALCOHOL USE / Did you ever miss work, a class, or other obligation because of alcohol use or its effects on you (including a hangover)? NO</li> <li>• ATTENDED WORK OR SCHOOL INTOXICATED / Did you ever go to work, school, or another important event under the influence of alcohol? NO</li> <li>• FELT NEED TO CUT DOWN DRINKING / Did you ever feel you should cut down on your drinking? NO</li> <li>• ENCOURAGED TO REDUCE DRINKING / Did a friend or family member ever suggest that you cut down on your drinking? NO</li> <li>• ENCOURAGED TO SEEK ALCOHOL TREATMENT / Did a friend or family member ever suggest that you should get treatment for your drinking? NO</li> <li>• UNSUCCESSFUL ATTEMPT TO STOP DRINKING / Did you ever try to stop drinking but wind up doing it again anyway? NO</li> <li>• GUILT ABOUT DRINKING / Did you ever feel regretful or guilty about your drinking? NO</li> <li>• ALCOHOL IMPACTED WORK PERFORMANCE / Did your use of alcohol ever have a negative impact on your work performance? NO</li> <li>• ALCOHOL IMPACTED RELATIONSHIPS / Did your use of alcohol ever have a negative impact on your professional or personal relationships? NO</li> <li>• ALCOHOL IMPACTED FINANCES / Did your use of alcohol ever have a negative impact on your finances? NO</li> </ul> | <a href="#" style="color: #005596; text-decoration: underline;">RETURN TO NAVIGATION PAGE</a> |                  |

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

PHS™ Report  
07/01/2026, Page 23

ID: 090  
Ms. J

- **ALCOHOL-RELATED LAW ENFORCEMENT CONTACT** / Did your use of alcohol ever result in intervention by police or other public safety personnel? NO
- **ON-DUTY ALCOHOL USE** / Did you ever use alcohol while on duty in a public safety position? NO

### Illegal Drug Use

The candidate provided the following information about illegal drug use (including unauthorized or illegal use of prescription medications or over-the-counter drugs and the illegal use of any other substance for the purpose of getting high or intoxicated; it also includes the use of marijuana, even if it was legal to use at the time).

- She reported never taking a prescribed drug that was not prescribed to her.
- She said that she has never forged or altered a prescription.

The candidate reported using the following drugs **without** a prescription:

| Drug                                                                                                                                                                                                                                                                                              | Appx. # of times used | Year first used | Year last used |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|----------------|
| <b>Narcotics:</b> including heroin, hydromorphone, methadone, morphine, opium, oxycodone, OxyContin, fentanyl, hydrocodone, Percocet, Percodan, Dilaudid, Vicodin, Roxicet, Darvon                                                                                                                | 0                     | -               | -              |
| <b>Stimulants:</b> amphetamine, crystal methamphetamine, cocaine (or crack), or prescribed stimulants, such as Adderall, Concerta, Meridia, Ritalin, Strattera                                                                                                                                    | 0                     | -               | -              |
| <b>Depressants:</b> barbiturates, benzodiazepines, or prescribed drugs such as Ativan, Xanax, Quaalude; GHB (Xyrem; also known as G, Gamma-OH, Liquid E, Fantasy, Georgia Home Boy); Rohypnol (also known as Rophy, Roofies, Rope, Mexican Valium)                                                | 0                     | -               | -              |
| <b>Hallucinogens:</b> ecstasy/MDMA, K2/Spice, ketamine, LSD, DXM (Dextromethorphan, dextrorphan, CCC, Skittles), phencyclidine (PCP), Salvia divinorum (also known as Salvia, Diviner's Sage, Ska Maria Pastora, Seer's Sage); peyote, mescaline, psilocybin (also known as mushrooms or shrooms) | 1                     | 2014            | 2014           |
| <b>Anabolic Steroids:</b> including Deca-Durabolin, Durabolin, Equipoise, Winstrol                                                                                                                                                                                                                | 0                     | -               | -              |
| <b>Inhalants:</b> also known as Bold, Laughing Gas, Poppers, Rush, Snappers, Whippets, glue, paint, fuel, aerosol                                                                                                                                                                                 | 0                     | -               | -              |
| <b>Synthetic Cathinones:</b> bath salts (also known as Bloom, Cloud Nine, Cosmic Blast, Flakka, Ivory Wave, Lunar Wave, Scarface)                                                                                                                                                                 | 0                     | -               | -              |
| <b>Kratom Leaves:</b> Thang, Kakuam, Thom, Ketum, Biak                                                                                                                                                                                                                                            | 0                     | -               | -              |
| <b>Marijuana:</b> cannabis, THC in any form including leaves (pipe, bong, rolled), gummies, liquid, topical, or food ingredient                                                                                                                                                                   | 99                    | 2014            | 2020           |

### Risk-Related Admissions

The candidate made no risk-related admissions to questions related to illegal drug use other than the previously listed information.

### Denials

The candidate made the following denials to the questions in this domain. These denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources.

- **MISUSE OF OTC/LEGAL MEDICATION** / Have you ever misused an over-the-counter medication or other legal medication (i.e., not used it as directed—such as taking more than the recommended dose, taking the recommended dose more often/longer than directed, using the medication to get high or change your mood, using the medication to stay awake/sleep)? NO

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

| PHS™ Report<br>07/01/2026, Page 24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | ID: 090<br>Ms. J |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|
| <ul style="list-style-type: none"> <li>• DRUG-RELATED PROBLEMS / Did you ever experience problems due to drug use? NO</li> <li>• DRUG ABUSE TREATMENT OR COUNSELING / Did you ever receive treatment or counseling for drug abuse? NO</li> <li>• DRUG-RELATED ABSENCE / Did you ever miss work, a class, or other obligation because of drug use? NO</li> <li>• ATTENDED WORK OR SCHOOL UNDER DRUG INFLUENCE / Did you ever go to work, school, or another important event under the influence of an illicit drug? NO</li> <li>• DRUG-RELATED MEMORY LAPSES / Did you ever have difficulty remembering things that happened while you were using a drug? NO</li> <li>• DRUG-RELATED BLACKOUT / Did you ever have a blackout after using a drug? NO</li> <li>• FELT NEED TO CUT DOWN DRUG USE / Did you ever feel you should cut down on your use of a drug? NO</li> <li>• ENCOURAGED TO REDUCE DRUG USE / Did a friend or family member ever suggest that you cut down on your use of a drug? NO</li> <li>• ENCOURAGED TO SEEK DRUG TREATMENT / Did a friend or family member ever suggest that you should get treatment for your use of a drug? NO</li> <li>• GUILT ABOUT DRUG USE / Did you ever feel regretful or guilty about your use of a drug? NO</li> <li>• UNSUCCESSFUL ATTEMPT TO STOP DRUG USE / Did you ever try to stop using a drug but wind up doing it again anyway? NO</li> <li>• DRUG IMPACTED WORK PERFORMANCE / Did your use of a drug ever have a negative impact on your work performance? NO</li> <li>• DRUG IMPACTED RELATIONSHIPS / Did your use of a drug ever have a negative impact on your professional or personal relationships? NO</li> <li>• DRUG IMPACTED FINANCES / Did your use of a drug ever have a negative impact on your finances? NO</li> <li>• DRUG-RELATED LAW ENFORCEMENT CONTACT / Did your use of a drug ever result in intervention by police or other public safety personnel? NO</li> <li>• ON-DUTY ILLEGAL DRUG USE / Did you ever use an illegal drug on duty or off duty while serving in a public safety position? NO</li> </ul> |  |                  |
| <hr/> <p><b>GAMBLING AND GAMING</b></p> <p><b>Gambling</b></p> <p><b><i>Risk-Related Admissions</i></b></p> <p>The candidate made no risk-related admissions to the questions related to gambling.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                  |
| <p style="text-align: right;"><a href="#">RETURN TO NAVIGATION PAGE</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                  |

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

PHS™ Report  
07/01/2026, Page 25

ID: 090  
Ms. J

### ***Denials***

The candidate made the following denials to the questions in this domain. These denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources.

- HIGH-STAKES GAMBLING / You gambled more than \$500 on a single wager. NO
- EXCESSIVE GAMBLING LOSSES / You gambled more than you could afford to lose. NO
- BORROWED MONEY FOR GAMBLING / You borrowed money or used a credit card to finance a bet or repay a gambling debt. NO
- SOLD PROPERTY FOR GAMBLING / You sold something to build up your gambling bankroll or pay off a gambling debt. NO
- MISSED WORK OR SCHOOL FOR GAMBLING / You skipped work or school to gamble. NO
- GAMBLING-RELATED PROBLEMS / You had problems at home, work, or school because of your gambling. NO
- TOLD YOU HAVE GAMBLING PROBLEM / Someone told you that you may have a gambling problem. NO
- ILLEGAL BOOKMAKING INVOLVEMENT / You hired a bookie in a state where it was illegal to do so. NO
- ILLEGAL ONLINE GAMBLING / You engaged in illegal offshore or internet gambling. NO
- GAMBLING-RELATED FINANCIAL PROBLEMS / You experienced financial problems because of your gambling. NO
- UNSUCCESSFUL ATTEMPT TO STOP GAMBLING / You tried to stop gambling but wound up doing it again anyway. NO
- GAMBLING-RELATED ANHEDONIA / Gambling caused you to lose interest in other, previously enjoyable activities. NO

### **Gaming**

The candidate stated that she does not engage in gaming.

### **LEGAL**

#### ***Risk-Related Admissions***

The candidate made no risk-related admissions to the questions in this domain.

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1. Personal History Survey (PHS) Sample Report for Ms. J (continued)**

PHS™ Report  
07/01/2026, Page 26

ID: 090  
Ms. J

### **Denials**

The candidate made the following denials to the questions in this domain. These denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources.

- FELONY CONVICTION / Have you ever been convicted of a felony? *(Do not include criminal history that was expunged by court order or for which you received a pardon.)* NO
- OUT-OF-STATE FELONY EQUIVALENT / Have you ever been convicted of an offense in any other jurisdiction which would have been a felony if committed in the state where you are currently applying? *(Do not include criminal history that was expunged by court order or for which you received a pardon.)* NO
- GUILTY PLEA TO CRIMINAL CHARGE / Have you ever pleaded guilty to a criminal charge (including an *Alford plea*—a guilty plea entered while maintaining innocence)? NO
- FELONY CONVICTION IN PAST 20 YEARS / In the past 20 years, have you been convicted of a crime based upon a verdict or finding of guilt of a felony by the trier of fact, or upon the entry of a plea of guilty or nolo contendere to a felony, regardless of whether the court declared the offense a misdemeanor or the offense became a misdemeanor by operation of law? *(Do not include criminal history that was expunged by court order or for which you received a pardon.)* NO
- FIREARMS OR EXPLOSIVES CONVICTION / Have you ever been convicted of a firearms or explosives offense? *(Do not include criminal history that was expunged by court order.)* NO
- PARTY IN CIVIL LAWSUIT / Have you ever been a party in a civil lawsuit (including small claims action or hearing related to marital or business dissolution, child custody, paternity, or child or spousal support)? NO
- CIVIL SETTLEMENT PAYMENT / Have you ever settled any civil suit in which you, an insurance company, or anyone else on your behalf was required to make payment to the other party? NO
- FRAUDULENT GOVERNMENT BENEFITS / Have you ever fraudulently received welfare, unemployment compensation, workers' compensation, or other state or federal assistance? NO
- FALSE INSURANCE OR WORKERS' COMP CLAIM / Have you ever filed a false insurance or workers' compensation claim? NO
- ILLEGAL DRUG TRANSACTION / Did you ever buy or sell an illegal drug? NO
- SHOPLIFTING / Did you ever shoplift (i.e., steal items from a store)? NO
- ANIMAL ABUSE OR NEGLECT / Have you ever abused or neglected an animal? NO
- UNLAWFUL CONCEALED WEAPON / Have you ever carried a concealed weapon without a permit? NO
- VANDALISM / Did you ever engage in vandalism? NO
- UNAUTHORIZED COMPUTER ACCESS / Have you ever accessed or used any part of a computer, computer system, software/web application, or program in a way that was against the law, contrary to policy, or without authorization? NO
- PENDING CRIMINAL CHARGES / Are there any criminal or other types of charges pending against you? NO

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

| PHS™ Report<br>07/01/2026, Page 27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | ID: 090<br>Ms. J |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|
| <ul style="list-style-type: none"> <li>• PENDING CIVIL ACTIONS / Are there any civil actions pending against you? NO</li> <li>• DIVERSION PROGRAM PARTICIPATION / Have you ever entered a diversion or similar type of program because of a criminal proceeding? NO</li> <li>• CIVIL COMPROMISE IN CRIMINAL CASE / Have you ever been a suspect in a criminal investigation that resulted in a civil compromise agreement? NO</li> <li>• INCARCERATION / Have you ever been incarcerated for any reason in any jurisdiction? NO</li> <li>• CONTEMPT OF COURT CHARGE / Were you ever charged with contempt of court? NO</li> <li>• CREDIBILITY CONCERNS AS WITNESS / Are you aware of any court that did not or would not consider you a credible witness? NO</li> <li>• COURT-ORDERED PROBATION / Have you ever been placed on court-ordered probation? NO</li> <li>• CHILDREN TAKEN INTO PROTECTIVE CUSTODY / Were any dependent children in your care ever taken into protective custody? NO</li> <li>• CITED/ARRESTED FOR DOMESTIC VIOLENCE / Were you ever cited or arrested for domestic violence (assault, abuse, or harassment)? NO</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                  |
| <h2>SEXUAL BEHAVIOR</h2> <h3><i>Risk-Related Admissions</i></h3> <p>The candidate made no risk-related admissions to the questions in this domain.</p> <h3><i>Denials</i></h3> <p>The candidate made the following denials to the questions in this domain. These denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources.</p> <ul style="list-style-type: none"> <li>• PROBLEMS DUE TO SEXUAL BEHAVIOR / You had difficulties or trouble because of your sexual behavior (including, but not limited to, harming your relationships, being placed in a compromising situation, being investigated at work or by police or other authority). NO</li> <li>• SEXUAL ACTIVITY AT WORK / You engaged in a sex act (defined as touching or any other physical act that can be reasonably thought of as being for the purpose of sexual arousal or gratification) at work. NO</li> <li>• SEXUAL CONTACT WITH MINOR / Since the age of 18, you had sexual contact (defined as the intentional touching of someone's intimate parts or intentionally touching the clothing covering the immediate area of someone's intimate parts if that touching can be reasonably thought of as being for the purpose of sexual arousal or gratification) with someone who was under the age of 16. NO</li> <li>• FORCED OR ATTEMPTED SEXUAL ACT / You were accused of forcing, or attempting to force, another person to engage in a sex act. NO</li> <li>• SEX WITH NONCONSENTING PERSON / You engaged in a sex act with a person who could not give consent because of a medical condition or because they were sleeping or under the effects of alcohol, a drug, or other substance. NO</li> </ul> <p style="text-align: right;"><a href="#">RETURN TO NAVIGATION PAGE</a></p> |  |                  |

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

PHS™ Report  
07/01/2026, Page 28

ID: 090  
Ms. J

- SEXUAL MISCONDUCT WITH SUBORDINATE / You had sexual contact with a person over whom you held a position of authority or responsibility (e.g., a person you supervised or coached, a detainee, a prisoner, a student). NO
- PORNOGRAPHY-RELATED PROBLEMS / You experienced problems in your personal life or at work because of viewing pornography. NO
- SEXUAL HARASSMENT ALLEGATION / You were accused of doing or saying something sexually inappropriate or offensive. NO
- PROSTITUTION OR ESCORT USE / You used the services of a prostitute or sexual escort, even if it was legal to do so. NO
- PUBLIC OR WORKPLACE MASTURBATION / You masturbated at work or at a job site. NO
- SEX-FOR-FAVORS EXCHANGE / You provided or received sexual gratification or services in exchange for money, drugs, or other favors. NO
- BESTIALITY / You had sex or engaged in some sort of sexual contact with an animal (that is, you touched an animal's sexual parts, or had an animal touch you, for sexual arousal or gratification). NO
- CHILD PORNOGRAPHY POSSESSION OR USE / You viewed, downloaded, bought, ordered, obtained, used, or sold any kind of child pornography, including pornographic comics or anime. NO
- PUBLIC SEXUAL ACTIVITY / You masturbated in a public place or in public view or had sex with someone in a public place or in public view. NO
- NONCONSENSUAL SEXUAL COMMUNICATION / Since the age of 18, you made a phone call or sent an email or text of a sexual nature to a person who did not consent to the call. NO
- VOYEURISM / You engaged in voyeurism (or peeping). NO
- NONCONSENSUAL SEXTING / Since the age of 18, you sent by cell phone, email, or other means a sexually explicit image of yourself to someone who did not consent to receive it. NO

## BIASED ATTITUDES AND BEHAVIOR

### ***Risk-Related Admissions***

The candidate made no risk-related admissions to the questions in this domain.

### ***Denials***

The candidate made the following denials to the questions in this domain. These denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources.

- OFFENSIVE JOKES AT WORK / Have you ever told jokes at work about someone's gender, race, ethnicity, disability, gender identity, or sexual orientation? NO
- DISCRIMINATORY COMMENTS AT WORK / Have you ever made negative comments at work about someone's gender, race, ethnicity, disability, gender identity, or sexual orientation? NO

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (*continued*)

| PHS™ Report<br>07/01/2026, Page 29                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | ID: 090<br>Ms. J |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|
| <ul style="list-style-type: none"> <li>• DISCOMFORT WITH ATHEIST COWORKER / Would you be uncomfortable working side-by-side with someone who is an atheist? NO</li> <li>• DISCOMFORT WITH DIFFERENT RACE/ETHNICITY / Would you be uncomfortable working side-by-side with someone from a race/ethnicity different from yours? NO</li> <li>• DISCOMFORT WITH DIFFERENT NATIONALITY / Would you be uncomfortable working side-by-side with someone from a nationality different from yours? NO</li> <li>• DISCOMFORT WITH DIFFERENT POLITICAL VIEWS / Would you be uncomfortable working side-by-side with someone who has a political orientation different from yours? NO</li> <li>• DISCOMFORT WITH DIFFERENT SEXUAL ORIENTATION / Would you be uncomfortable working side-by-side with someone whose sexual orientation is different from yours? NO</li> <li>• DISCOMFORT WITH TRANSGENDER/NONBINARY COWORKER / Would you be uncomfortable working side-by-side with someone who identifies as transgender or gender nonbinary? NO</li> <li>• DISCOMFORT WITH THEY/THEM PRONOUNS / Would you be uncomfortable working side-by-side with someone who asks to be referred to with "they/them" pronouns? NO</li> <li>• DISCOMFORT WITH WORKPLACE ACCOMMODATION / Would you be uncomfortable working side-by-side with someone who claims to be able to do the same job as you but requires special accommodation to do the job? NO</li> <li>• DEMONSTRATED BIAS OR PREJUDICE / Have you ever demonstrated bias based on someone's actual or perceived race, nationality, religion, gender identity or expression, housing status, sexual orientation, mental or physical disability, or other protected status? NO</li> <li>• AFFILIATION WITH DISCRIMINATORY GROUP / Have you ever been affiliated with a group of public safety officers who excluded, harassed, or discriminated against someone based on a protected category under federal or state antidiscrimination laws? NO</li> <li>• ACCUSED OF DISCRIMINATION OR HARASSMENT / Have you ever been accused of discrimination (e.g., sexual harassment, racial bias, sexual orientation harassment) by a coworker, superior, subordinate, or customer? NO</li> </ul> |  |                  |
| <h3>ONLINE/SOCIAL MEDIA</h3> <p><b>Risk-Related Admissions</b></p> <p>The candidate made the following risk-related admissions to the questions in this domain. Any written elaboration or explanation is included verbatim.</p> <ul style="list-style-type: none"> <li>• ONLINE PUBLIC-SAFETY IMPERSONATION / Have you ever presented yourself online (including on social media) as a public safety employee (e.g., police officer, correctional officer, firefighter/medic, or dispatcher) when you were not in such a position? YES</li> </ul> <p><i>Number of times: 1</i></p> <p><i>Elaboration: "Around 2019, I posted photos of myself on social media in a police officer Halloween costume with a caption saying I had 'joined the force.' Some people believed it and congratulated me, and I did not correct them for a few days. It was meant as a joke and I eventually clarified it."</i></p> <p style="text-align: right;"><a href="#">RETURN TO NAVIGATION PAGE</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                  |

**Figure 3-1. Personal History Survey (PHS) Sample Report for Ms. J (continued)**

PHS™ Report  
07/01/2026, Page 30

ID: 090  
Ms. J

- **ONLINE FALSE ALLEGATIONS** / Have you ever posted or shared content online (including on social media) as though it were true but you knew it to be false (e.g., fabricated allegations or doctored images) about an employer, coworker, or member of the public? YES

*Number of times: 2*

*Elaboration 1: "In 2020, during my divorce, I posted statements on social media about my ex-husband that I knew were exaggerated and partly untrue, including that he had hidden money from me. I was angry and hurt. I deleted the posts within a few weeks."*

*Elaboration 2: "In 2021, I shared a post accusing a former manager of stealing employee tips. I knew the claim had not been proven, and I shared it anyway because I was upset about how I had been treated there. I later deleted it."*

- **ONLINE THREATS/INCITEMENT** / In the past 5 years, have you posted or messaged threats of violence or posted content online (including on social media) encouraging violence against a person or group? YES

*Number of times: 3*

*Elaboration 1: "In 2023, I commented on a news story about animal abuse saying the person responsible 'deserved to be beaten the same way.' I was angry when I wrote it and deleted it later."*

*Elaboration 2: "In 2024, during an argument over text and social media with a former friend, I told her she'd 'better watch her back.' I did not mean it as a real threat, but I understand how it could be taken that way. We have not spoken since."*

*Elaboration 3: "In 2025, I replied to a post about a local crime saying that people like the suspect 'should be strung up.' It was an angry comment in the moment, and I deleted it the next day."*

### **Denials**

The candidate made the following denials to the questions in this domain. These denials should be reviewed carefully for discrepancies from collateral background information, prior admissions, information gathered in the clinical interview, and other information sources.

- **ONLINE HARASSMENT/STALKING** / In the past 5 years, have you harassed, stalked, bullied, or repeatedly targeted someone online (including on social media)—for example, sending repeated unwanted messages or coordinating pile-ons? NO
- **DOXXING** / In the past 5 years, have you shared someone's personal identifying information (e.g., address, phone number, name of employer, family information) online (including on social media) without permission or encouraged others to contact/harass them online (including on social media)? NO
- **DISCRIMINATORY/HATEFUL ONLINE POSTING** / In the past 5 years, have you posted, shared, or endorsed content online (including on social media) that a reasonable person would interpret as degrading, dehumanizing, or advocating discrimination against individuals based on a protected characteristic (e.g., race, religion, national origin, sex, disability)? NO
- **ONLINE ILLEGAL CONDUCT DISPLAY/SOLICITATION** / In the past 5 years, have you posted content online (including on social media) depicting your illegal conduct (e.g., illegal drug use, unlawful weapon use, theft, assault) or solicited others online (including on social media) to commit illegal acts? NO
- **ONLINE PLATFORM BAN/RESTRICTION** / Have you ever been suspended/banned/restricted by an online (including social media) platform for harassment, threats, hate speech, or unlawful conduct? NO
- **NONPUBLIC WORK DISCLOSURE ONLINE** / Have you ever posted or shared nonpublic work-related information online (including on social media)? NO

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (continued)

PHS™ Report  
07/01/2026, Page 31

ID: 090  
Ms. J

- UNAUTHORIZED SECURE-AREA ONLINE POSTING / Have you ever posted photographs/videos online (including on social media) of a secure or nonpublic work area without explicit authorization? NO

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-1.** Personal History Survey (PHS) Sample Report for Ms. J (continued)

PHS™ Report  
07/01/2026, Page 32

ID: 090  
Ms. J

## POTENTIALLY RISK-MITIGATING ASSERTIONS (BY CATEGORY)

*Potentially risk-mitigating assertions are statements made by the candidate that may identify experiences or positive attributes that mitigate risks identified in the evaluation.*

The candidate provided the following potentially risk-mitigating assertions; denials do not appear in the report.

### Resiliency/Recovery

- CHILDHOOD INFLUENCES AND FORMATIVE EVENTS / Has your childhood played a significant role —more so than most people you know—in shaping who you are today? YES

*Elaboration: "Some of my early experiences involved feeling unsafe and violated by people I should have been able to trust. As a result, I often found it difficult to trust others or feel secure in relationships."*

### Prosocial Behavior

- DEFENDED LGBTQ+ PERSON / Have you witnessed someone being harassed or made fun of because of their sexual orientation or gender identity and you defended or stuck up for them? YES

*Elaboration: "In 2022, a coworker at Silverpine Casino Resort was being mocked by two other employees in the break room because of his sexual orientation. I told them to knock it off, stayed with my coworker, and reported the incident to our shift supervisor. The two employees were counseled, and it stopped."*

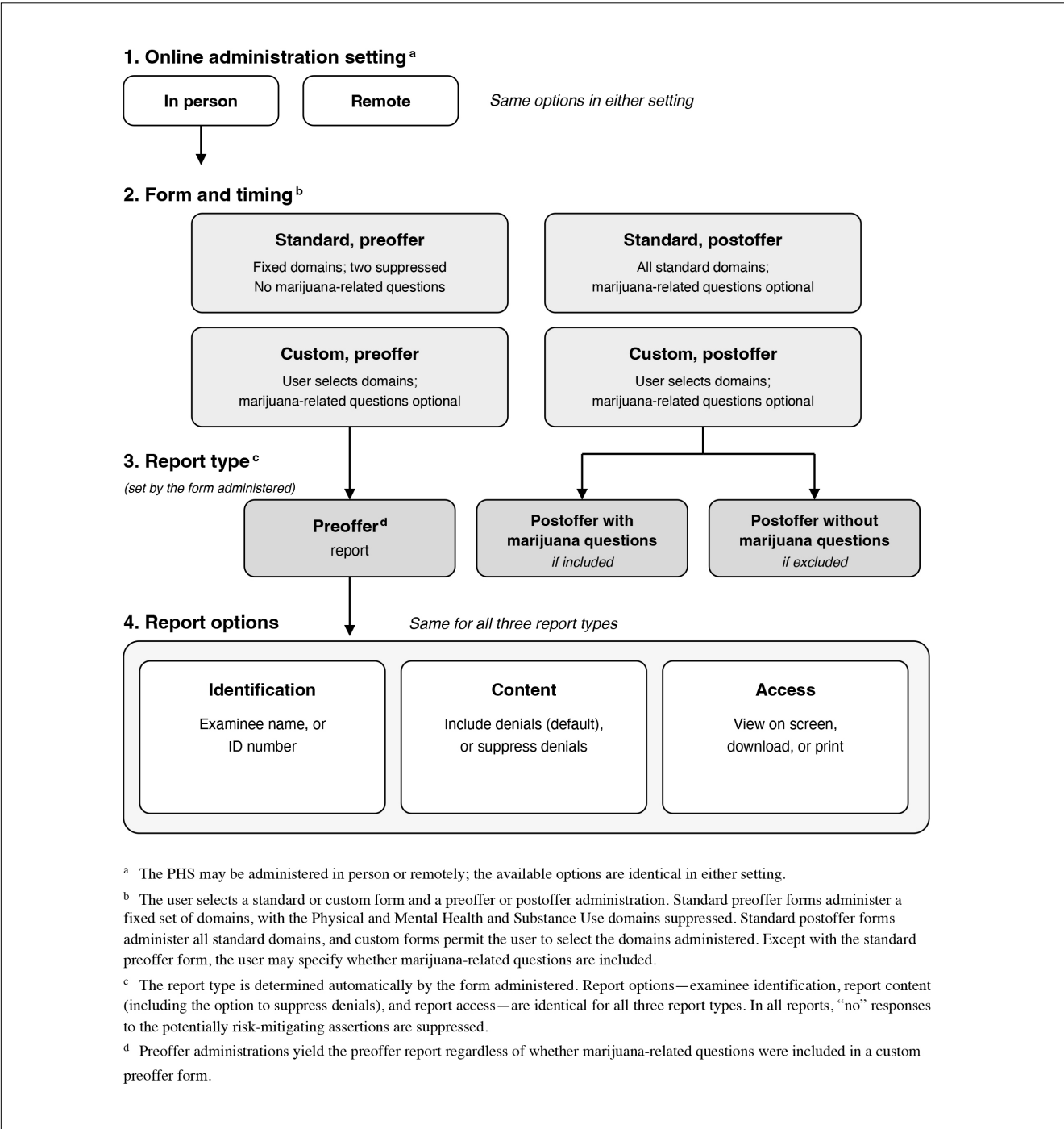
- CORRECTED BIASED REMARKS / Have you heard others make negative comments about someone's gender, race, ethnicity, disability, gender identity, or sexual orientation and tried to correct them? YES

*Elaboration: "In 2025, at a family gathering, several relatives made negative comments about a cousin's gender identity. I spoke up, corrected what they were saying, and explained why the comments were hurtful. I have done the same with coworkers when I have heard comments like that at work."*

### End of Report

[RETURN TO NAVIGATION PAGE](#)

**Figure 3-2.** Personal History Survey (PHS) User-Designated Administration and Report Options





## Chapter 4. Using Pearson Software to Administer and Report the PHS

This chapter describes how to use Pearson software to administer the PHS and to generate a report after administration has been completed.

### Administration of the PHS

When assigning the PHS, users can select from multiple administration options within the Q-global platform. The PHS may be administered either in person using on-screen administration or remotely through an emailed link (remote on-screen; see Figure 4-1).

### Administration Options

By default, the administration setting is configured for Public Safety. Users may select either a Standard form or a Custom form (see Figure 4-2).

For the **Standard form**, users must specify whether the administration is for a preoffer applicant or a postoffer candidate.

- Preoffer applicant version: All standard domains are included by default, and domain selections cannot be modified. The Physical and Mental Health and Substance Use domains are automatically suppressed.
- Postoffer candidate version: All 18 standard domains are administered. Users may specify whether marijuana-related items are included.

For the **Custom form**, users select either the preoffer applicant or postoffer candidate version and may choose which domain(s) to administer. When the Substance Use domain is selected, users must indicate whether to include marijuana-related questions.

### Generating a PHS Report Getting Started

To generate a PHS Report, log in to Q-global and locate the examinee record associated with the completed PHS administration.

1. From the Q-global dashboard, select the appropriate examinee.
2. Open the test record for the completed PHS administration.
3. Select **Generate Report**. A dialog box will open in which report specifications are defined.

## Selecting a Report

Q-global provides a single option for generating a PHS Report (see Figure 4-3). The report type is determined automatically by the form that was administered: preoffer, postoffer with marijuana questions, or postoffer without marijuana questions.

## Report Options

Once the report is selected, users can adjust two report settings (see Figure 4-4).

### Examinee Identification

Users may choose from two options how the examinee is identified in the report:

- include examinee name (default)
- identification number

### Report Content

Depending on the administration options selected, users may opt to

- include denials (default)
- suppress denials (by deselecting the default)

## Accessing Reports

The report is produced as a PDF within Q-global using the specified parameters and saved to the examinee's record.

Generated reports may be

- viewed on-screen
- downloaded
- printed

## Mandatory Settings

Certain settings cannot be modified. For example, the preoffer version of the report automatically suppresses specific domains and associated questions in accordance with administration requirements.

## Gender-Neutral Report Language

Reports automatically use gender-neutral language when the gender demographic is unspecified or identified as a value other than male or female. This approach aligns with recommendations outlined in the *Publication Manual of the American Psychological Association* (7th ed.; APA, 2020).

## Technical Support

For assistance with Q-global technical issues—including login, administration, and report generation—contact Pearson Clinical Customer Support. Technical support is provided through the central customer service team: 1-800-627-7271 or <https://www.pearsonassessments.com/forms/contact-us-support.html>

**Figure 4-1.** Screenshot of Personal History Survey (PHS) Assessment Delivery Options on Q-global

Assessment Options/Settings



PHS  
Personal History Survey™

**Delivery Options**



In Person Online  
(On-Screen)



Send Link via E-mail  
(Remote On-Screen)

**Summary**

Examinee  
Ms. J  
11/08/1988 | 37 yrs 10 mos [Edit](#)  
090  
Female  
(no e-mail)

Assessment  
PHS

[Create Administration](#)

[Cancel this request](#)

**Figure 4-2.** Screenshot of Personal History Survey (PHS) Administration Options on Q-global

**Administration Options**

Setting

☐ Public safety
 

☐ Preoffer applicant
 ☒ Standard form
 ☐ Custom form

Include marijuana questions?

☐ Yes
 ☒ No

**Domains** ⓘ

- ☒ Family of Origin
- ☒ Childhood/Adolescent Relationships
- ☒ Adverse Childhood Experiences
- ☒ Education
- ☒ Military Service
- ☒ Marital/Partner/Child Relationships
- ☒ Employment
- ☒ National Security Clearance
- ☒ Driving
- ☒ Finances
- ☒ Physical and Mental Health
- ☒ Life Events
- ☒ Substance Use
- ☒ Gambling and Gaming
- ☒ Legal
- ☒ Sexual Behavior
- ☒ Biased Attitudes and Behavior
- ☒ Online/Social Media

**Summary**

Examinee  
Ms. J  
11/08/1988 | 37 yrs 10 mos [Edit](#)  
090  
Female  
(no e-mail)

Assessment  
PHS

[Launch Assessment](#)

[Save and launch later](#)

[Cancel this request](#)

[TOP](#)

**Figure 4-3.** Screenshot of Personal History Survey (PHS) Report Selection on Q-global

### Create Report

We need a few more details to create this report.

#### Report Selection & Configurations



**PHS Report**  
 Inventory Needed: 0  
 0 usages available

Select

#### Summary

**Examinee**  
 Ms. J  
 11/08/1988 | 37 yrs 10 mos  
 090  
 Female  
 (no e-mail)

**Assessment**  
 PHS  
 Delivery: On-Screen Administration  
 09/30/2026

Create Report

Cancel

**Figure 4-4.** Screenshot of Personal History Survey (PHS) Report Configurations on Q-global

### Create Report

We need a few more details to create this report.

#### Report Selection & Configurations



**PHS Report**  
 Inventory Needed: 0  
 0 usages available

Selected | Deselect

#### Configurations

**Report File Type**  
 Adobe PDF - This report is only available as a PDF.

**Report Options**

☒ Include examinee name

☒ Include denials

#### Summary

**Examinee**  
 Ms. J  
 11/08/1988 | 37 yrs 10 mos  
 090  
 Female  
 (no e-mail)

**Assessment**  
 PHS  
 Delivery: On-Screen Administration  
 09/30/2026

☒ **PHS Report**  
 You will be charged 0 usage for this report.

Create Report

Cancel

Copyright © 2026 by the Regents of the University of Minnesota. All rights reserved.

## Chapter 5. Integrating the PHS With Personality Test, Background, and Interview Findings: A Case Illustration

Using an extended case illustration, this chapter demonstrates how an evaluator integrates information from a PHS Report, an MMPI-3 Police Candidate Interpretive Report, an MPQ Police Preemployment Interpretive Report, and a background investigation report to form a defensible suitability determination. The case of Ms. J, whose PHS Report was introduced in Chapter 3 (Figure 3-1), is carried through each step of a five-step data integration model. The chapter concludes with an examination of the interpretive errors that most commonly compromise biodata integration and the strategies by which the structured process guards against them.

### Key Points

**Data Are Integrated Using a Five-Step Model:** Systematic integration proceeds sequentially in the following order from the data sources of greatest established relevance and reliability to least: protocol validity, substantive test findings, background findings (including PHS self-report and collateral investigation), interview findings, and, finally, a determination of relevant risk. This structured approach brings transparency and uniformity to decision-making and reduces cognitive bias while preserving the benefits of clinical judgment.

**The Interview Is Constructed, Not Administered:** Interview content is derived from identifying convergence and divergence across the PHS, personality testing, and background investigation. Convergent risk patterns are explored for context, chronicity, and current or recent manifestation. Divergent patterns are investigated to determine which data source provides the more valid account.

**Responses Lead to Findings; Findings Lead to Inferences:** A suitability determination rests on a chain of reasoning with two links: findings and inferences. PHS responses—admissions and denials—acquire meaning only through analysis of pattern, recency, severity, and context, much of which can be obtained only from the interview. An admission is a report of experience and, once contextualized through elaboration or inquiry, may be interpreted as a finding. A denial may be verified, and where reliable information contradicts it, it is the discrepancy, not the denial, that becomes the interpretable finding. “No” responses to potentially risk-mitigating assertions are not displayed in the report and acquire no interpretive meaning; strengths must be sought affirmatively. Findings describe what the evidence shows to be true about the candidate. In contrast, inferences are the forward-looking, job-relevant conclusions or predictions drawn from the findings. A documented history alone cannot support a determination of psychological unsuitability, and no prediction can be supported without a corresponding finding.

**Suitability Determinations Rest on Convergence, Not Single Items:** The final determination in this case illustration did not rest on any single admission (i.e., not the adverse childhood experiences, remote marijuana history, suicidal ideation, or mental health treatment), but rather on the convergence of rare test findings, chronic symptomatology disclosed in the interview, and a recent, job-relevant breakdown in emotional regulation and stress tolerance unmitigated by protective evidence.

## Introduction

Two principles established in Chapter 1 anchor this chapter. First, biographical data are not adjuncts to public safety candidate assessment; they are core evidentiary sources that supply behavioral history, interpretive context, and incremental predictive information. Second, the value of any single data source is realized only through integration. Said another way, the accuracy of assessment judgments is optimized when data from within and across sources are weighted according to their relevance and reliability (Heilbrun et al., 2009), with psychological testing carrying the greatest established relevance and reliability, followed by background information and then the interview.

Chapters 2–4 addressed the administration, structure, and generation of the PHS Report. This chapter illustrates the integrative process using the case of Ms. J. Findings from her complete assessment battery—the MMPI-3 Police Candidate Interpretive Report (PCIR; Figure 5-1), the MPQ Police Preemployment Interpretive Report (PPIR; Figure 5-2), the PHS Report (Figure 3-1), a background investigation report, and a clinical interview—are examined step by step to arrive at a final suitability determination.

All identifying information in this case—including names, employers, schools, locations, and the hiring agency—is fictitious, and clinically significant details have been altered to preserve anonymity of the candidate.

Ms. J was evaluated postoffer for the position of entry-level deputy with the Averill County Sheriff's Office after receiving a COE. The background investigation had been completed and was available to the evaluator, as required in some jurisdictions and recommended wherever it is available (Corey, McElroy, & Ben-Porath, 2023).

**Figure 5-1.** MMPI-3 Police Candidate Interpretive Report (PCIR) for Ms. J

Yossef S. Ben-Porath  
Auke Tellegen

### **MMPI®-3**

#### **Police Candidate Interpretive Report**

***David M. Corey, PhD, & Yossef S. Ben-Porath, PhD***

---

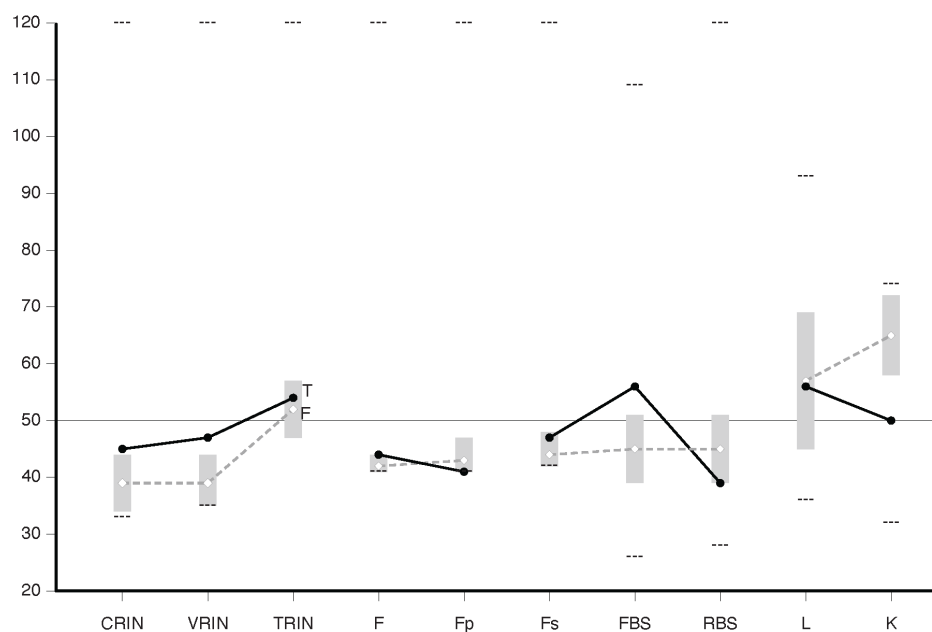
|                     |              |
|---------------------|--------------|
| Name:               | Ms. J        |
| ID Number:          | 090          |
| Age:                | 37           |
| Gender:             | Female       |
| Marital Status:     | Not reported |
| Years of Education: | Not reported |
| Date Assessed:      | 07/01/2026   |

**Figure 5-1.** MMPI-3 Police Candidate Interpretive Report (PCIR) for Ms. J (*continued*)

MMPI-3 Police Candidate Interpretive Report  
07/01/2026, Page 2

ID: 090  
Ms. J

### MMPI-3 Validity Scales



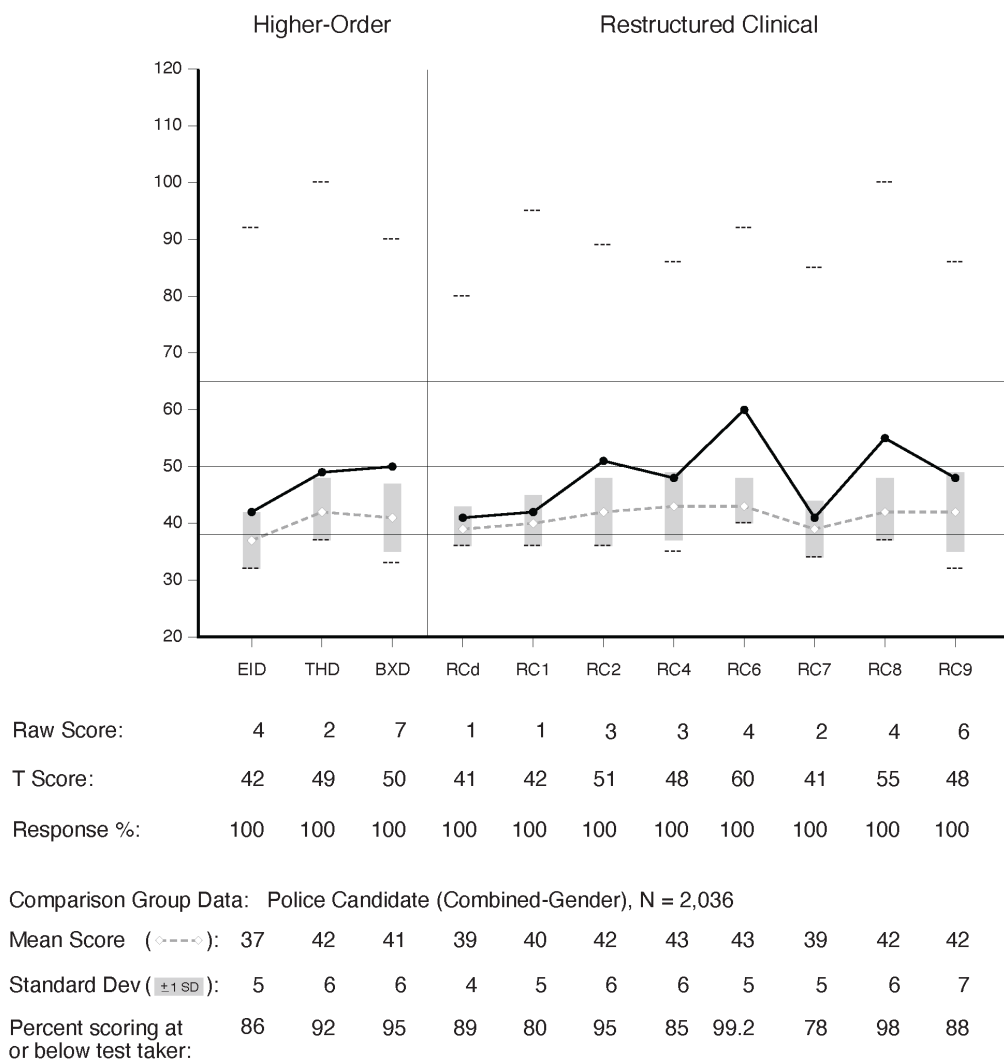
|                   |     |     |     |     |     |     |     |     |     |     |
|-------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Raw Score:        | 4   | 3   | 14  | 1   | 0   | 1   | 11  | 3   | 5   | 6   |
| T Score:          | 45  | 47  | 54  | 44  | 41  | 47  | 56  | 39  | 56  | 50  |
| Response %:       | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Cannot Say (Raw): | 0   |     |     |     |     |     |     |     |     |     |

Comparison Group Data: Police Candidate (Combined-Gender), N = 2,036

|                                         |    |    |    |    |    |    |    |    |    |    |
|-----------------------------------------|----|----|----|----|----|----|----|----|----|----|
| Mean Score (◇---◇):                     | 39 | 39 | 52 | 42 | 43 | 44 | 45 | 45 | 57 | 65 |
| Standard Dev (±1 SD):                   | 5  | 5  | 5  | 2  | 4  | 4  | 6  | 6  | 12 | 7  |
| Percent scoring at or below test taker: | 92 | 94 | 94 | 95 | 84 | 94 | 99 | 27 | 58 | 6  |

The highest and lowest T scores possible on each scale are indicated by a "---"; MMPI-3 T scores are non-gendered.

|      |                                 |     |                                      |   |                     |
|------|---------------------------------|-----|--------------------------------------|---|---------------------|
| CRIN | Combined Response Inconsistency | F   | Infrequent Responses                 | L | Uncommon Virtues    |
| VRIN | Variable Response Inconsistency | Fp  | Infrequent Psychopathology Responses | K | Adjustment Validity |
| TRIN | True Response Inconsistency     | Fs  | Infrequent Somatic Responses         |   |                     |
|      |                                 | FBS | Symptom Validity Scale               |   |                     |
|      |                                 | RBS | Response Bias Scale                  |   |                     |

**Figure 5-1.** MMPI-3 Police Candidate Interpretive Report (PCIR) for Ms. J (*continued*)MMPI-3 Police Candidate Interpretive Report  
07/01/2026, Page 3ID: 090  
Ms. J**MMPI-3 Higher-Order (H-O) and Restructured Clinical (RC) Scales**

The highest and lowest T scores possible on each scale are indicated by a "---"; MMPI-3 T scores are non-gendered.

EID Emotional/Internalizing Dysfunction  
THD Thought Dysfunction  
BXD Behavioral/Externalizing Dysfunction

RCd Demoralization  
RC1 Somatic Complaints  
RC2 Low Positive Emotions  
RC4 Antisocial Behavior

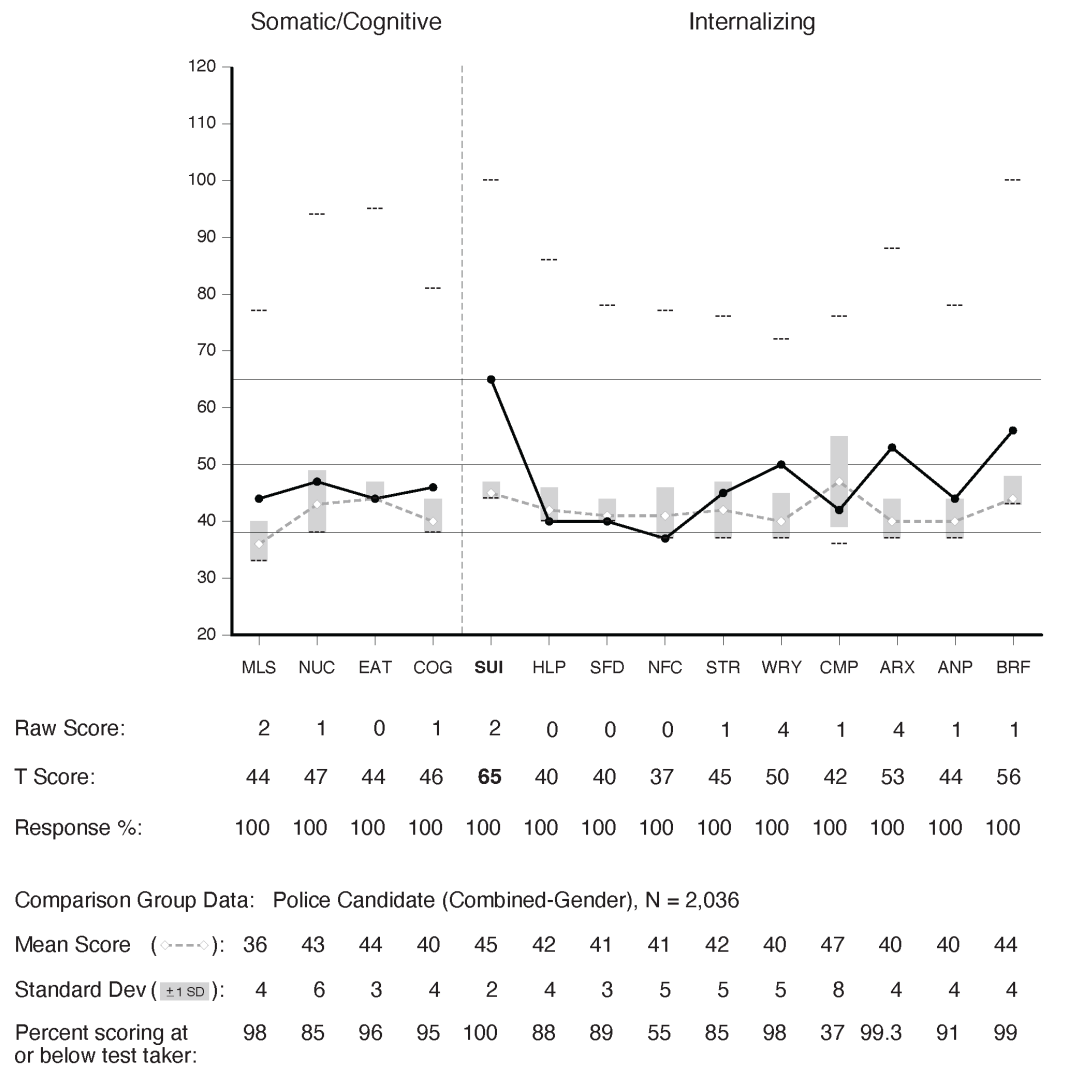
RC6 Ideas of Persecution  
RC7 Dysfunctional Negative Emotions  
RC8 Aberrant Experiences  
RC9 Hypomanic Activation

**Figure 5-1.** MMPI-3 Police Candidate Interpretive Report (PCIR) for Ms. J (continued)

MMPI-3 Police Candidate Interpretive Report  
07/01/2026, Page 4

ID: 090  
Ms. J

### MMPI-3 Somatic/Cognitive Dysfunction and Internalizing Scales



The highest and lowest T scores possible on each scale are indicated by a "---"; MMPI-3 T scores are non-gendered.

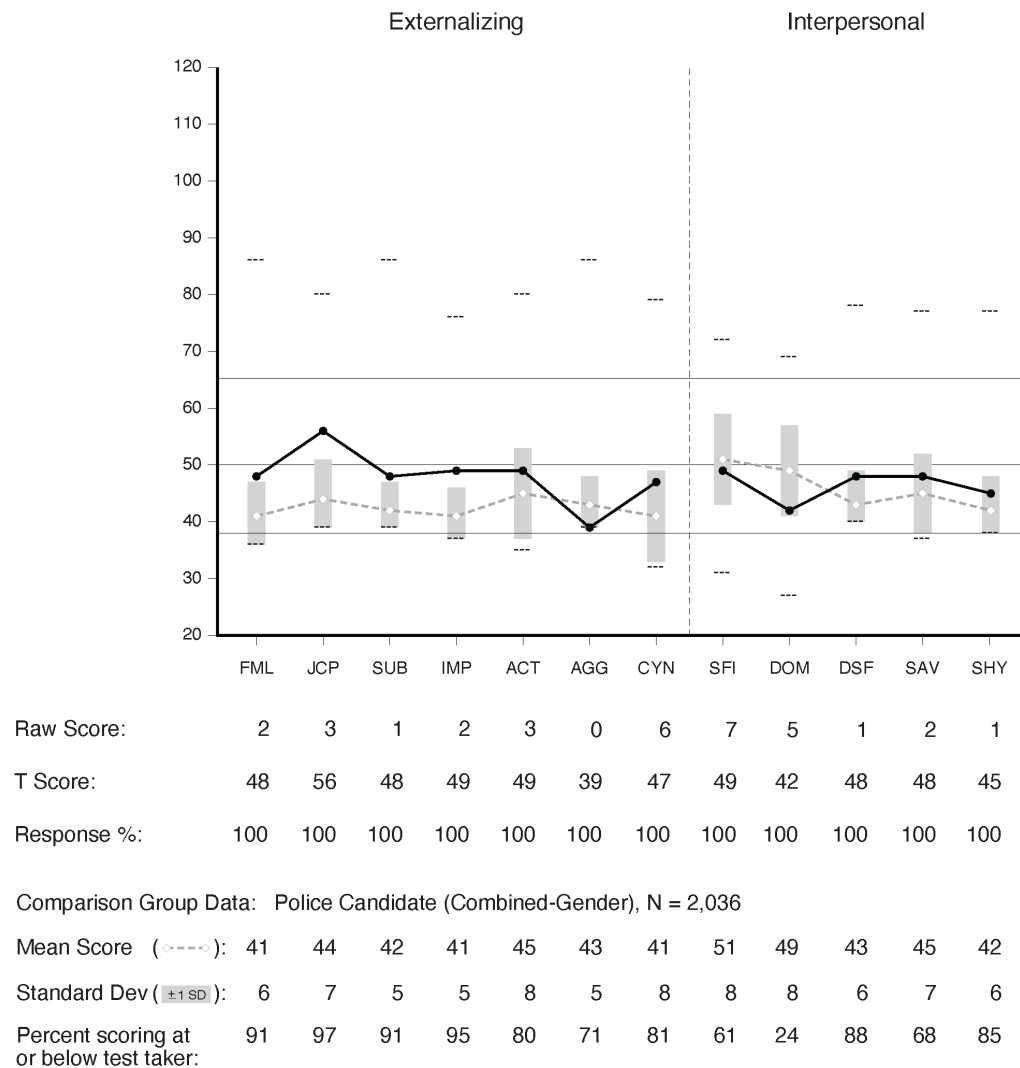
|     |                         |     |                           |     |                             |
|-----|-------------------------|-----|---------------------------|-----|-----------------------------|
| MLS | Malaise                 | SUI | Suicidal/Death Ideation   | WRY | Worry                       |
| NUC | Neurological Complaints | HLP | Helplessness/Hopelessness | CMP | Compulsivity                |
| EAT | Eating Concerns         | SFD | Self-Doubt                | ARX | Anxiety-Related Experiences |
| COG | Cognitive Complaints    | NFC | Inefficacy                | ANP | Anger Proneness             |
|     |                         | STR | Stress                    | BRF | Behavior-Restricting Fears  |

**Figure 5-1.** MMPI-3 Police Candidate Interpretive Report (PCIR) for Ms. J (*continued*)

MMPI-3 Police Candidate Interpretive Report  
07/01/2026, Page 5

ID: 090  
Ms. J

### MMPI-3 Externalizing and Interpersonal Scales



The highest and lowest T scores possible on each scale are indicated by a "----"; MMPI-3 T scores are non-gendered.

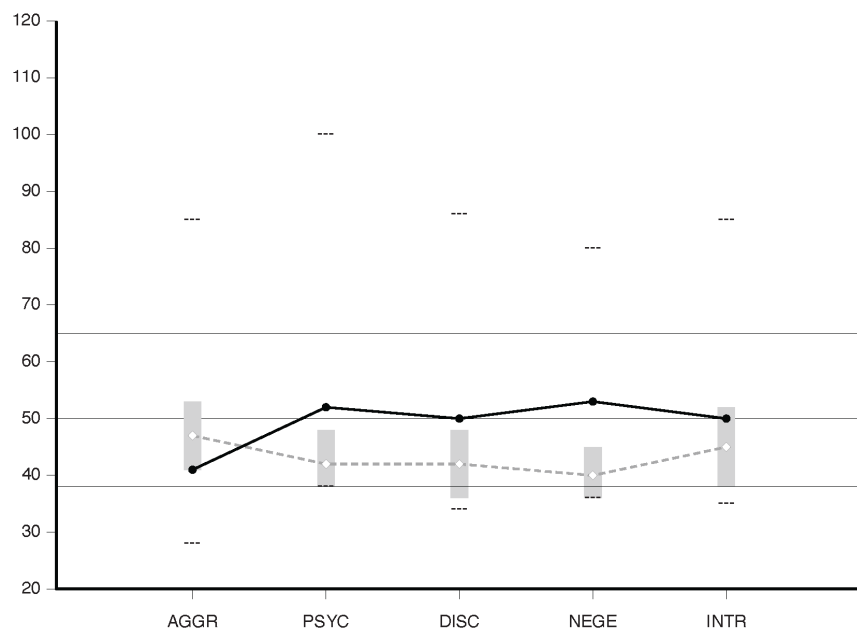
|     |                           |     |            |     |                    |
|-----|---------------------------|-----|------------|-----|--------------------|
| FML | Family Problems           | ACT | Activation | SFI | Self-Importance    |
| JCP | Juvenile Conduct Problems | AGG | Aggression | DOM | Dominance          |
| SUB | Substance Abuse           | CYN | Cynicism   | DSF | Disaffiliativeness |
| IMP | Impulsivity               |     |            | SAV | Social Avoidance   |
|     |                           |     |            | SHY | Shyness            |

**Figure 5-1.** MMPI-3 Police Candidate Interpretive Report (PCIR) for Ms. J (*continued*)

MMPI-3 Police Candidate Interpretive Report  
07/01/2026, Page 6

ID: 090  
Ms. J

### MMPI-3 PSY-5 Scales



|             |     |     |     |     |     |
|-------------|-----|-----|-----|-----|-----|
| Raw Score:  | 5   | 2   | 5   | 7   | 4   |
| T Score:    | 41  | 52  | 50  | 53  | 50  |
| Response %: | 100 | 100 | 100 | 100 | 100 |

Comparison Group Data: Police Candidate (Combined-Gender), N = 2,036

|                                         |    |    |    |      |    |
|-----------------------------------------|----|----|----|------|----|
| Mean Score (----):                      | 47 | 42 | 42 | 40   | 45 |
| Standard Dev (±1 SD):                   | 6  | 6  | 6  | 5    | 7  |
| Percent scoring at or below test taker: | 19 | 95 | 92 | 99.5 | 80 |

The highest and lowest T scores possible on each scale are indicated by a "---"; MMPI-3 T scores are non-gendered.

AGGR Aggressiveness  
PSYC Psychoticism  
DISC Disconstraint  
NEGE Negative Emotionality/Neuroticism  
INTR Introversion/Low Positive Emotionality

**Figure 5-1.** MMPI-3 Police Candidate Interpretive Report (PCIR) for Ms. J (*continued*)

| MMPI-3 Police Candidate Interpretive Report                                                                                                                                                                                                                                                     |      |      |      |      |     |     |     |      |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|------|-----|-----|-----|------|--|
| 07/01/2026, Page 7                                                                                                                                                                                                                                                                              |      |      |      |      |     |     |     |      |  |
| ID: 090<br>Ms. J                                                                                                                                                                                                                                                                                |      |      |      |      |     |     |     |      |  |
| MMPI-3 T SCORES (BY DOMAIN)                                                                                                                                                                                                                                                                     |      |      |      |      |     |     |     |      |  |
| PROTOCOL VALIDITY                                                                                                                                                                                                                                                                               |      |      |      |      |     |     |     |      |  |
| Content Non-Responsiveness                                                                                                                                                                                                                                                                      | 0    | 45   | 47   | 54 T |     |     |     |      |  |
|                                                                                                                                                                                                                                                                                                 | CNS  | CRIN | VRIN | TRIN |     |     |     |      |  |
| Over-Reporting                                                                                                                                                                                                                                                                                  | 44   | 41   |      | 47   | 56  | 39  |     |      |  |
|                                                                                                                                                                                                                                                                                                 | F    | Fp   |      | Fs   | FBS | RBS |     |      |  |
| Under-Reporting                                                                                                                                                                                                                                                                                 | 56   | 50   |      |      |     |     |     |      |  |
|                                                                                                                                                                                                                                                                                                 | L    | K    |      |      |     |     |     |      |  |
| SUBSTANTIVE SCALES                                                                                                                                                                                                                                                                              |      |      |      |      |     |     |     |      |  |
| Somatic/Cognitive Dysfunction                                                                                                                                                                                                                                                                   | 42   | 44   | 47   | 44   | 46  |     |     |      |  |
|                                                                                                                                                                                                                                                                                                 | RC1  | MLS  | NUC  | EAT  | COG |     |     |      |  |
| Emotional Dysfunction                                                                                                                                                                                                                                                                           | 42   | 41   | 65   | 40   | 40  | 37  |     |      |  |
| EID                                                                                                                                                                                                                                                                                             | RCd  | SUI  | HLP  | SFD  | NFC |     |     |      |  |
|                                                                                                                                                                                                                                                                                                 | 51   | 50   |      |      |     |     |     |      |  |
|                                                                                                                                                                                                                                                                                                 | RC2  | INTR |      |      |     |     |     |      |  |
|                                                                                                                                                                                                                                                                                                 | 41   | 45   | 50   | 42   | 53  | 44  | 56  | 53   |  |
|                                                                                                                                                                                                                                                                                                 | RC7  | STR  | WRY  | CMP  | ARX | ANP | BRF | NEGE |  |
| Thought Dysfunction                                                                                                                                                                                                                                                                             | 49   | 60   |      |      |     |     |     |      |  |
| THD                                                                                                                                                                                                                                                                                             | RC6  |      |      |      |     |     |     |      |  |
|                                                                                                                                                                                                                                                                                                 | 55   |      |      |      |     |     |     |      |  |
|                                                                                                                                                                                                                                                                                                 | RC8  |      |      |      |     |     |     |      |  |
|                                                                                                                                                                                                                                                                                                 | 52   |      |      |      |     |     |     |      |  |
|                                                                                                                                                                                                                                                                                                 | PSYC |      |      |      |     |     |     |      |  |
| Behavioral Dysfunction                                                                                                                                                                                                                                                                          | 50   | 48   | 48   | 56   | 48  |     |     |      |  |
| BXD                                                                                                                                                                                                                                                                                             | RC4  | FML  | JCP  | SUB  |     |     |     |      |  |
|                                                                                                                                                                                                                                                                                                 | 48   | 49   | 49   | 39   | 47  |     |     |      |  |
|                                                                                                                                                                                                                                                                                                 | RC9  | IMP  | ACT  | AGG  | CYN |     |     |      |  |
|                                                                                                                                                                                                                                                                                                 | 50   |      |      |      |     |     |     |      |  |
|                                                                                                                                                                                                                                                                                                 | DISC |      |      |      |     |     |     |      |  |
| Interpersonal Functioning                                                                                                                                                                                                                                                                       | 49   | 42   | 41   | 48   | 48  | 45  |     |      |  |
|                                                                                                                                                                                                                                                                                                 | SFI  | DOM  | AGGR | DSF  | SAV | SHY |     |      |  |
| Scale scores shown in bold font are interpreted in the report.                                                                                                                                                                                                                                  |      |      |      |      |     |     |     |      |  |
| <b>Note.</b> This information is provided to facilitate interpretation following the recommended structure for MMPI-3 interpretation in Chapter 5 of the <i>MMPI-3 Manual for Administration, Scoring, and Interpretation</i> , which provides details in the text and an outline in Table 5-1. |      |      |      |      |     |     |     |      |  |

**Figure 5-1.** MMPI-3 Police Candidate Interpretive Report (PCIR) for Ms. J (continued)

MMPI®-3 Police Candidate Interpretive Report  
07/01/2026, Page 8

ID: 090  
Ms. J

*This interpretive report is intended for use by a professional qualified to interpret the MMPI-3 in the context of preemployment psychological evaluations of police and other law enforcement candidates. **It focuses on identifying problems; it does not convey potential strengths.** The information it contains should be considered in the context of the test taker's background, the demands of the position under consideration, the clinical interview, findings from supplemental tests, and other relevant information.*

*The interpretive statements in the Protocol Validity section of the report are based on T scores derived from the general MMPI-3 normative sample, as well as scores obtained by the multisite sample of 2,036 individuals that make up the Police Candidate Comparison Group.*

*The interpretive statements in the Clinical Findings and Diagnostic Considerations sections of the report are based on T scores derived from the general MMPI-3 normative sample. Following recommended practice, only T scores of 65 and higher (with a few exceptions) are considered clinically significant. Scores at this clinical level are generally rare among police candidates.*

*Statements in the Comparison Group Findings and Job-Relevant Correlates sections are based on comparisons with scores obtained by the Police Candidate Comparison Group. Statements in these sections may be based on T scores that, although less than 65, are nevertheless uncommon in reference to the comparison group.*

*The report includes extensive annotation, which appears as superscripts following each statement in the narrative, keyed to Endnotes with accompanying Research References, which appear in the final two sections of the report. Additional information about the annotation features is provided in the headnotes to these sections and in the MMPI-3 User's Guide for the Public Safety Candidate Interpretive Reports.*

## SYNOPSIS

This is a valid MMPI-3 protocol. Scores on the Substantive Scales indicate clinically significant emotional dysfunction. Emotional-internalizing findings relate to **suicidal ideation**.

Comparison group findings point to additional possible concerns about negative emotions, persecutory beliefs, and odd perceptions and thoughts.

Possible job-relevant problems are identified in the following domains: Emotional Control and Stress Tolerance, Routine Task Performance, Decision-Making and Judgment, Feedback Acceptance, Social Competence and Teamwork, Integrity, Conscientiousness and Dependability, and Impulse Control.

## PROTOCOL VALIDITY

This is a valid MMPI-3 protocol. There are no problems with unscorable items. The test taker responded to the items relevantly on the basis of their content, and there are no indications of over- or under-reporting.

**Figure 5-1.** MMPI-3 Police Candidate Interpretive Report (PCIR) for Ms. J (*continued*)

MMPI®-3 Police Candidate Interpretive Report  
07/01/2026, Page 9

ID: 090  
Ms. J

## CLINICAL FINDINGS

*Clinical-level symptoms, personality characteristics, and behavioral tendencies of the test taker are described in this section and organized according to an empirically guided framework. (Please see Chapter 5 of the MMPI-3 Manual for Administration, Scoring, and Interpretation for details.) Statements containing the word "reports" are based on the item content of MMPI-3 scales, whereas statements that include the word "likely" are based on empirical correlates of scale scores. Specific sources for each statement can be viewed with the annotation features of this report.*

The test taker reports a history of suicidal/death ideation and/or past suicide attempts, as well as having made a plan for killing herself<sup>1</sup>. She likely is at risk for self-harm<sup>2</sup>, is preoccupied with suicide and death<sup>3</sup>, and is at risk for current suicidal ideation and attempts<sup>4</sup>.

There are no indications of clinically significant somatic, cognitive, thought, or behavioral dysfunction in this protocol.

## DIAGNOSTIC CONSIDERATIONS

No specific psychodiagnostic recommendations are indicated by this MMPI-3 protocol.

## COMPARISON GROUP FINDINGS

*This section describes the MMPI-3 substantive scale findings in the context of the Police Candidate Comparison Group. Specific sources for each statement can be accessed with the annotation features of this report.*

**Job-related correlates of these results, if any, are provided in the subsequent Job-Relevant Correlates section.**

**The test taker reported suicidal thoughts<sup>1</sup>. These responses require immediate follow-up. Please see the Critical Responses section later in this report for details.**

### Emotional/Internalizing Problems

The test taker reports a comparatively high level of negative emotions for a police candidate<sup>5</sup>. Only 1.0% of comparison group members convey this or a greater level of negative emotionality.

### Unusual Thoughts, Perceptions, and Beliefs

The test taker reports a comparatively high level of persecutory beliefs for a police candidate<sup>6</sup>. Only 2.0% of comparison group members convey this or a greater level of persecutory thinking.

She reports a comparatively high level of odd perceptions and thoughts for a police candidate<sup>7</sup>. Only 4.0% of comparison group members convey this or a greater level of unusual experiences.

## JOB-RELEVANT CORRELATES

*Job-relevant personality characteristics and behavioral tendencies of the test taker are described in this section and organized according to ten problem domains commonly identified in the professional literature as relevant to public safety candidate suitability. (Please see MMPI-3 User's Guide for the Public Safety Candidate Interpretive Reports for details.) Statements that begin with "Compared with other police candidates" are based on correlations with other self-report measures obtained in police candidate samples that included individuals who were subsequently hired as well as those who were not. Statements that begin with "She is more likely than most"*

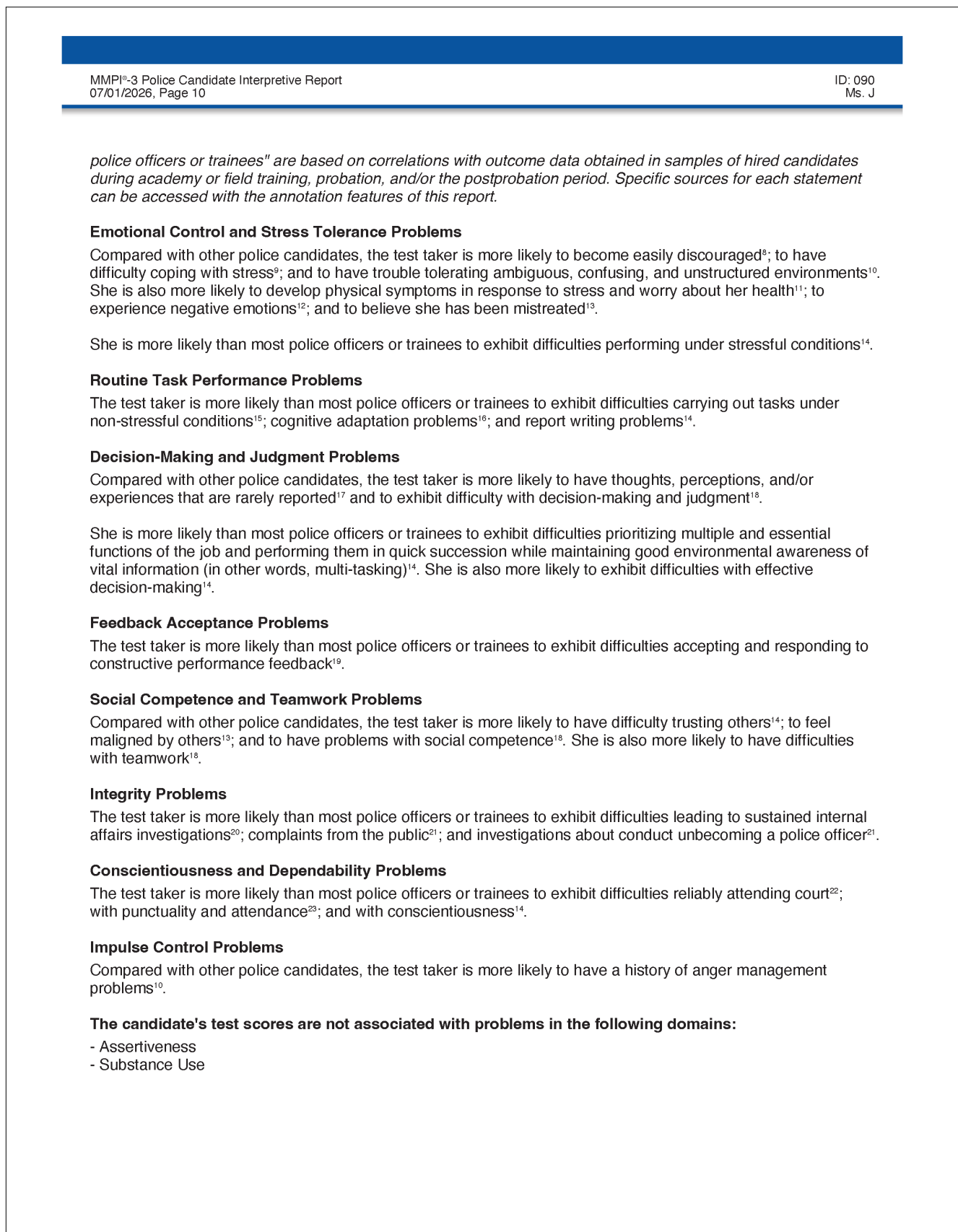
**Figure 5-1.** MMPI-3 Police Candidate Interpretive Report (PCIR) for Ms. J (*continued*)

**Figure 5-1.** MMPI-3 Police Candidate Interpretive Report (PCIR) for Ms. J (continued)

MMPI-3 Police Candidate Interpretive Report  
07/01/2026, Page 11

ID: 090  
Ms. J

## ITEM-LEVEL INFORMATION

### Unscorable Responses

The test taker produced scorable responses to all the MMPI-3 items.

### Critical Responses

*Seven MMPI-3 scales—Suicidal/Death Ideation (SUI), Helplessness/Hopelessness (HLP), Anxiety-Related Experiences (ARX), Ideas of Persecution (RC6), Aberrant Experiences (RC8), Substance Abuse (SUB), and Aggression (AGG)—have been designated by the test authors as having critical item content that may require immediate attention and follow-up. Items answered by the individual in the keyed direction (True or False) on a critical scale are listed below if her T score on that scale is 65 or higher. However, any item answered in the keyed direction on SUI is listed. The percentage of the MMPI-3 normative sample (NS) and of the Police Candidate Comparison Group (CG) that answered each item in the keyed direction are provided in parentheses following the item content.*

#### Suicidal/Death Ideation (SUI, T Score = 65)

Item number and content omitted. (True; NS 22.2%, CG 1.6%)

Item number and content omitted. (True; NS 4.1%, CG 0.1%)

### User-Designated Item-Level Information

*The following item-level information is based on the report user's selection of additional scales, and/or of lower cutoffs for the critical scales from the previous section. Items answered by the test taker in the keyed direction (True or False) on a selected scale are listed below if her T score on that scale is at the user-designated cutoff score or higher.*

The test taker has not produced an elevated T score (based on user-designated cutoffs) on any of the selected scales.

### Critical Follow-up Items

*This section contains a list of items to which the test taker responded in a manner warranting follow-up. The items were identified by public safety candidate screening experts as having critical content. Clinicians are encouraged to follow up on these statements with the candidate by making related inquiries, rather than reciting the item(s) verbatim. Each item is followed by the candidate's response, the percentage of Police Candidate Comparison Group members who gave this response, and the scale(s) on which the item appears.*

Item number and content omitted. (True; 1.6%; VRIN, ARX, NEGE)

Item number and content omitted. (True; 1.6%; SUI)

Item number and content omitted. (True; 19.4%; BXD, RC9, IMP, DISC)

Item number and content omitted. (True; 4.0%; RBS, RC8)

Item number and content omitted. (True; 0.1%; SUI)

Item number and content omitted. (True; 0.8%; Fs, RBS, RC8)

Item number and content omitted. (True; 2.8%; WRY, NEGE)

Item number and content omitted. (True; 12.7%; ARX)

Item number and content omitted. (True; 5.1%; EID, ARX, NEGE)

Item number and content omitted. (True; 13.5%; ANP)

**Figure 5-1.** MMPI-3 Police Candidate Interpretive Report (PCIR) for Ms. J (*continued*)

MMPI®-3 Police Candidate Interpretive Report  
07/01/2026, Page 12

ID: 090  
Ms. J

## ENDNOTES

*This section lists for each statement in the report the MMPI-3 score(s) that triggered it. In addition, each statement is identified as a Test Response, if based on item content, a Correlate, if based on empirical correlates, or an Inference, if based on the report authors' judgment. (This information can also be accessed on-screen by placing the cursor on a given statement.) For correlate-based statements, research references (Ref. No.) are provided, keyed to the consecutively numbered reference list following the endnotes.*

- <sup>1</sup> Test Response: SUI=65
- <sup>2</sup> Correlate: SUI=65, Ref. 2, 7, 10, 12, 16
- <sup>3</sup> Correlate: SUI=65, Ref. 1, 2, 5, 6, 7, 8, 9, 11, 12, 13, 15, 16, 17, 22, 24
- <sup>4</sup> Correlate: SUI=65, Ref. 1, 2, 5, 6, 7, 8, 9, 12, 13, 16, 17, 21, 22, 24
- <sup>5</sup> Test Response: NEGE=53
- <sup>6</sup> Test Response: RC6=60
- <sup>7</sup> Test Response: RC8=55
- <sup>8</sup> Correlate: NEGE=53, Ref. 20
- <sup>9</sup> Correlate: NEGE=53, Ref. 2, 4, 20, 23
- <sup>10</sup> Correlate: NEGE=53, Ref. 4, 20
- <sup>11</sup> Correlate: NEGE=53, Ref. 4
- <sup>12</sup> Correlate: NEGE=53, Ref. 3
- <sup>13</sup> Correlate: RC6=60, Ref. 3
- <sup>14</sup> Correlate: RC8=55, Ref. 2
- <sup>15</sup> Correlate: RC8=55, Ref. 18, 19
- <sup>16</sup> Correlate: RC8=55, Ref. 2; NEGE=53, Ref. 14
- <sup>17</sup> Correlate: RC8=55, Ref. 4, 20
- <sup>18</sup> Correlate: RC6=60, Ref. 23
- <sup>19</sup> Correlate: NEGE=53, Ref. 18, 20
- <sup>20</sup> Correlate: RC8=55, Ref. 20
- <sup>21</sup> Correlate: RC6=60, Ref. 19, 20
- <sup>22</sup> Correlate: RC8=55, Ref. 19
- <sup>23</sup> Correlate: RC8=55, Ref. 2, 14; NEGE=53, Ref. 2

**Figure 5-1.** MMPI-3 Police Candidate Interpretive Report (PCIR) for Ms. J (continued)

MMPI®-3 Police Candidate Interpretive Report  
07/01/2026, Page 13

ID: 090  
Ms. J

## RESEARCH REFERENCE LIST

The following studies are sources for empirical correlates identified in the Endnotes section of this report.

1. Anestis, J. C., Finn, J. A., Gottfried, E. D., Hames, J. L., Bodell, L. P., Hagan, C. R., Arnau, R. C., Anestis, M. D., Arbisi, P. A., & Joiner, T. E. (2018). Burdonesomeness, belongingness, and capability: Assessing the interpersonal-psychological theory of suicide with MMPI-2-RF scales. *Assessment, 25*(4), 415–431. <https://doi.org/10.1177/1073191116652227>
2. Ben-Porath, Y. S., & Tellegen, A. (2020). *The Minnesota Multiphasic Personality Inventory-3 (MMPI-3): Technical manual*. University of Minnesota Press.
3. Corey, D. M., & Ben-Porath, Y. S. (2022). *Minnesota Multiphasic Personality Inventory-3 (MMPI-3): User's guide for the public safety candidate interpretive reports*. University of Minnesota Press.
4. Detrick, P., Ben-Porath, Y.S., & Sellbom, M. (2016). Associations between MMPI-2-RF (Restructured Form) and Inwald Personality Inventory (IPI) scale scores in a law enforcement preemployment screening sample. *Journal of Police and Criminal Psychology, 31*, 81–95. <https://doi.org/10.1007/s11896-015-9172-7>
5. Glassmire, D. M., Tarescavage, A. M., Burchett, D., Martinez, J., & Gomez, A. (2016). Clinical utility of the MMPI-2-RF SUI items and scale in a forensic inpatient setting: Association with interview self-report and future suicidal behaviors. *Psychological Assessment, 28*(11), 1502–1509. <https://doi.org/10.1037/pas0000220>
6. Gottfried, E., Bodell, L., Carbonell, J., & Joiner, T. (2014). The clinical utility of the MMPI-2–RF Suicidal/Death Ideation Scale. *Psychological Assessment, 26*(4), 1205–1211. <https://doi.org/10.1037/pas0000017>
7. Khazem, L. R., Anestis, J. C., Erbes, C. R., Ferrier-Auerbach, A. G., Schumacher, M. M., & Arbisi, P. A. (2021). Assessing the clinical utility of the MMPI-2-RF in detecting suicidal ideation in a high acuity, partially-hospitalized veteran sample. *Journal of Personality Assessment, 103*(1), 10–18. <https://doi.org/10.1080/00223891.2020.1739057>
8. Kim, S., Lee, H.-K., & Lee, K. (2020). Assessment of suicidal risk using Minnesota Multiphasic Personality Inventory-2 Restructured Form. *BMC Psychiatry, 20*, Article 81. <https://doi.org/10.1186/s12888-020-02495-2>
9. Kremyar, A. J., & Wygant, D. B. (2023). Measuring internalizing psychopathology using the MMPI-3: An examination of convergent, discriminant, and incremental validity. *Journal of Psychopathology and Behavioral Assessment, 45*(3), 671–690. <https://doi.org/10.1007/s10862-023-10048-6>
10. Laurinaityte, I., Laurinavicius, A., Ustinaviciute, L., Wygant, D. B., Sellbom, M. (2017). Utility of the MMPI-2 Restructured Form (MMPI-2-RF) in a sample of Lithuanian male offenders. *Law and Human Behavior, 41*(5), 494–505. <https://doi.org/10.1037/lhb0000254>
11. Menton, W. H., Crighton, A. H., Tarescavage, A. M., Marek, R. J., Hicks, A. D., & Ben-Porath, Y. S. (2019). Equivalence of laptop and tablet administrations of the Minnesota Multiphasic Personality Inventory-2 Restructured Form. *Assessment, 26*(4), 661–669. <https://doi.org/10.1177/1073191117714558>
12. Miller, S. N., Bozzay, M. L., Ben-Porath, Y. S., & Arbisi, P. A. (2019). Distinguishing levels of suicide risk in depressed male veterans: The role of internalizing and externalizing psychopathology as measured by the MMPI-2-RF. *Assessment, 26*(1), 85–98. <https://doi.org/10.1177/1073191117743787>
13. Morris, C. S., Keen, M. A., White, C., Ingram, P. B., Mitchell, S. M., & Victor, S. E. (2024). Determining the MMPI-3 SUI scale's cross-sectional and prospective utility in suicide risk assessment. *Journal of Clinical Psychology, 80*(6), 1243–1258. <https://doi.org/10.1002/jclp.23664>

**Figure 5-1.** MMPI-3 Police Candidate Interpretive Report (PCIR) for Ms. J (*continued*)

MMPI-3 Police Candidate Interpretive Report  
07/01/2026, Page 14

ID: 090  
Ms. J

14. Roberts, R. M., Tarescavage, A. M., Ben-Porath, Y. S., & Roberts, M. D. (2019). Predicting postprobationary job performance of police officers using CPI and MMPI-2-RF test data obtained during preemployment psychological screening. *Journal of Personality Assessment*, 101(5), 544–555. <https://doi.org/10.1080/00223891.2018.1423990>
15. Rogers, M. L., Anestis, J. C., Harrop, T. M., Schneider, M., Bender, T. W., Ringer, F. B., & Joiner, T. E. (2017). Examination of MMPI-2-RF substantive scales as indicators of acute suicidal affective disturbance components. *Journal of Personality Assessment*, 99(4), 424–434. <https://doi.org/10.1080/00223891.2016.1222393>
16. Rufino, K. A., Daruwala, S. E., & Anestis, J. C. (2021). Predicting suicide attempt history in a psychiatric inpatient sample: A replication and extension. *Psychological Assessment*, 33(7), 685–690. <https://doi.org/10.1037/pas0001026>
17. Stanley, I. H., Yancey, J. R., Patrick, C. J., & Joiner, T. E. (2018). A distinct configuration of MMPI-2-RF scales RCd and RC9/ACT is associated with suicide attempt risk among suicide ideators in a psychiatric outpatient sample. *Psychological Assessment*, 30(9), 1249–1254. <https://doi.org/10.1037/pas0000588>
18. Tarescavage, A. M., Brewster, J., Corey, D. M., & Ben-Porath, Y. S. (2015). Use of prehire Minnesota Multiphasic Personality Inventory-2-Restructured Form (MMPI-2-RF) police candidate scores to predict supervisor ratings of posthire performance. *Assessment*, 22(4), 411–428. <https://doi.org/10.1177/1073191114548445>
19. Tarescavage, A. M., Corey, D. M., & Ben-Porath, Y. S. (2016). A prorating method for estimating MMPI-2-RF scores from MMPI responses: Examination of score fidelity and illustration of empirical utility in the PERSEREC police integrity study sample. *Assessment*, 23(2), 173–190. <https://doi.org/10.1177/1073191115575070>
20. Tarescavage, A. M., Fischler, G. L., Cappel, B. M., Hill, D. O., Corey, D. M., & Ben-Porath, Y. S. (2015). Minnesota Multiphasic Personality Inventory-2-Restructured Form (MMPI-2-RF) predictors of police officer problem behavior and collateral self-report test scores. *Psychological Assessment*, 27(1), 125–137. <https://doi.org/10.1037/pas0000041>
21. Tarescavage, A. M., Glassmire, D. M., & Burchett, D. (2018). Minnesota Multiphasic Personality Inventory-2-Restructured Form markers of future suicidal behavior in a forensic psychiatric hospital. *Psychological Assessment*, 30(2), 170–178. <https://doi.org/10.1037/pas0000463>
22. Tellegen, A., & Ben-Porath, Y. S. (2008/2011). *Minnesota Multiphasic Personality Inventory-2-Restructured Form (MMPI-2-RF): Technical manual*. University of Minnesota Press.
23. Whitman, M. R., Elias, L. S., Cappel, B. M., & Ben-Porath, Y. S. (2021). Criterion validity of MMPI-3 scores in preemployment evaluations of public safety candidates. *Psychological Assessment*, 33(12), 1169–1180. <https://doi.org/10.1037/pas0001042>
24. Whitman, M. R., Tylicki, J. L., Mascioli, R., Pickle, J., & Ben-Porath, Y. S. (2021). Psychometric properties of the Minnesota Multiphasic Personality Inventory-3 (MMPI-3) in a clinical neuropsychology setting. *Psychological Assessment*, 33(2), 142–155. <https://doi.org/10.1037/pas0000969>

**End of Report**

**Figure 5-1.** MMPI-3 Police Candidate Interpretive Report (PCIR) for Ms. J (*continued*)

MMPI-3 Police Candidate Interpretive Report  
07/01/2026, Page 15

ID: 090  
Ms. J

## ITEM RESPONSES

|        |        |        |        |        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1. 1   | 2. 1   | 3. 1   | 4. 2   | 5. 1   | 6. 2   | 7. 1   | 8. 1   | 9. 2   | 10. 2  |
| 11. 1  | 12. 1  | 13. 2  | 14. 2  | 15. 2  | 16. 1  | 17. 2  | 18. 2  | 19. 1  | 20. 1  |
| 21. 1  | 22. 2  | 23. 2  | 24. 2  | 25. 2  | 26. 1  | 27. 2  | 28. 2  | 29. 2  | 30. 2  |
| 31. 2  | 32. 2  | 33. 2  | 34. 2  | 35. 2  | 36. 1  | 37. 2  | 38. 1  | 39. 2  | 40. 1  |
| 41. 2  | 42. 2  | 43. 2  | 44. 2  | 45. 2  | 46. 2  | 47. 1  | 48. 2  | 49. 1  | 50. 2  |
| 51. 2  | 52. 1  | 53. 1  | 54. 2  | 55. 2  | 56. 2  | 57. 1  | 58. 1  | 59. 1  | 60. 1  |
| 61. 2  | 62. 1  | 63. 2  | 64. 2  | 65. 1  | 66. 2  | 67. 2  | 68. 2  | 69. 1  | 70. 2  |
| 71. 2  | 72. 1  | 73. 1  | 74. 2  | 75. 2  | 76. 2  | 77. 2  | 78. 2  | 79. 2  | 80. 1  |
| 81. 1  | 82. 1  | 83. 1  | 84. 2  | 85. 1  | 86. 2  | 87. 2  | 88. 1  | 89. 2  | 90. 2  |
| 91. 2  | 92. 2  | 93. 2  | 94. 1  | 95. 1  | 96. 1  | 97. 2  | 98. 2  | 99. 1  | 100. 2 |
| 101. 2 | 102. 1 | 103. 2 | 104. 2 | 105. 1 | 106. 2 | 107. 1 | 108. 2 | 109. 2 | 110. 1 |
| 111. 2 | 112. 2 | 113. 2 | 114. 2 | 115. 2 | 116. 2 | 117. 2 | 118. 2 | 119. 2 | 120. 2 |
| 121. 2 | 122. 2 | 123. 1 | 124. 2 | 125. 1 | 126. 1 | 127. 1 | 128. 2 | 129. 2 | 130. 2 |
| 131. 1 | 132. 2 | 133. 2 | 134. 1 | 135. 1 | 136. 2 | 137. 2 | 138. 2 | 139. 2 | 140. 2 |
| 141. 2 | 142. 2 | 143. 2 | 144. 2 | 145. 2 | 146. 2 | 147. 2 | 148. 2 | 149. 2 | 150. 2 |
| 151. 2 | 152. 2 | 153. 2 | 154. 2 | 155. 2 | 156. 2 | 157. 1 | 158. 2 | 159. 1 | 160. 2 |
| 161. 2 | 162. 1 | 163. 2 | 164. 2 | 165. 2 | 166. 2 | 167. 2 | 168. 2 | 169. 2 | 170. 2 |
| 171. 2 | 172. 2 | 173. 2 | 174. 1 | 175. 2 | 176. 2 | 177. 2 | 178. 2 | 179. 2 | 180. 1 |
| 181. 2 | 182. 2 | 183. 1 | 184. 2 | 185. 1 | 186. 1 | 187. 1 | 188. 2 | 189. 1 | 190. 1 |
| 191. 2 | 192. 2 | 193. 2 | 194. 1 | 195. 2 | 196. 2 | 197. 2 | 198. 2 | 199. 2 | 200. 2 |
| 201. 1 | 202. 1 | 203. 2 | 204. 2 | 205. 1 | 206. 2 | 207. 2 | 208. 2 | 209. 2 | 210. 2 |
| 211. 2 | 212. 1 | 213. 1 | 214. 2 | 215. 2 | 216. 2 | 217. 1 | 218. 2 | 219. 1 | 220. 2 |
| 221. 1 | 222. 1 | 223. 2 | 224. 2 | 225. 1 | 226. 2 | 227. 1 | 228. 2 | 229. 2 | 230. 2 |
| 231. 2 | 232. 1 | 233. 1 | 234. 2 | 235. 1 | 236. 2 | 237. 1 | 238. 2 | 239. 1 | 240. 2 |
| 241. 2 | 242. 2 | 243. 1 | 244. 2 | 245. 2 | 246. 1 | 247. 1 | 248. 2 | 249. 2 | 250. 2 |
| 251. 2 | 252. 1 | 253. 2 | 254. 1 | 255. 2 | 256. 1 | 257. 2 | 258. 1 | 259. 2 | 260. 2 |
| 261. 2 | 262. 1 | 263. 1 | 264. 1 | 265. 1 | 266. 2 | 267. 2 | 268. 2 | 269. 1 | 270. 2 |
| 271. 2 | 272. 1 | 273. 2 | 274. 2 | 275. 2 | 276. 1 | 277. 2 | 278. 2 | 279. 2 | 280. 2 |
| 281. 2 | 282. 1 | 283. 1 | 284. 1 | 285. 2 | 286. 1 | 287. 2 | 288. 2 | 289. 1 | 290. 2 |
| 291. 2 | 292. 2 | 293. 1 | 294. 2 | 295. 1 | 296. 2 | 297. 2 | 298. 2 | 299. 2 | 300. 2 |
| 301. 2 | 302. 1 | 303. 2 | 304. 1 | 305. 2 | 306. 1 | 307. 2 | 308. 2 | 309. 2 | 310. 2 |
| 311. 2 | 312. 2 | 313. 1 | 314. 2 | 315. 2 | 316. 2 | 317. 2 | 318. 2 | 319. 2 | 320. 2 |
| 321. 2 | 322. 2 | 323. 2 | 324. 2 | 325. 1 | 326. 1 | 327. 2 | 328. 2 | 329. 2 | 330. 2 |
| 331. 2 | 332. 2 | 333. 1 | 334. 1 | 335. 1 |        |        |        |        |        |

**Figure 5-2.** MPQ Police Preemployment Interpretive Report (PPIR) for Ms. J



Multidimensional Personality Questionnaire®

Auke Tellegen  
Martin Sellbom  
John Kamp  
Richard W. Handel

---

**MPQ®**  
**Police Preemployment Interpretive Report (Postoffer)**  
***David M. Corey, PhD, Martin Sellbom, PhD, & Yossef S. Ben-Porath, PhD***

---

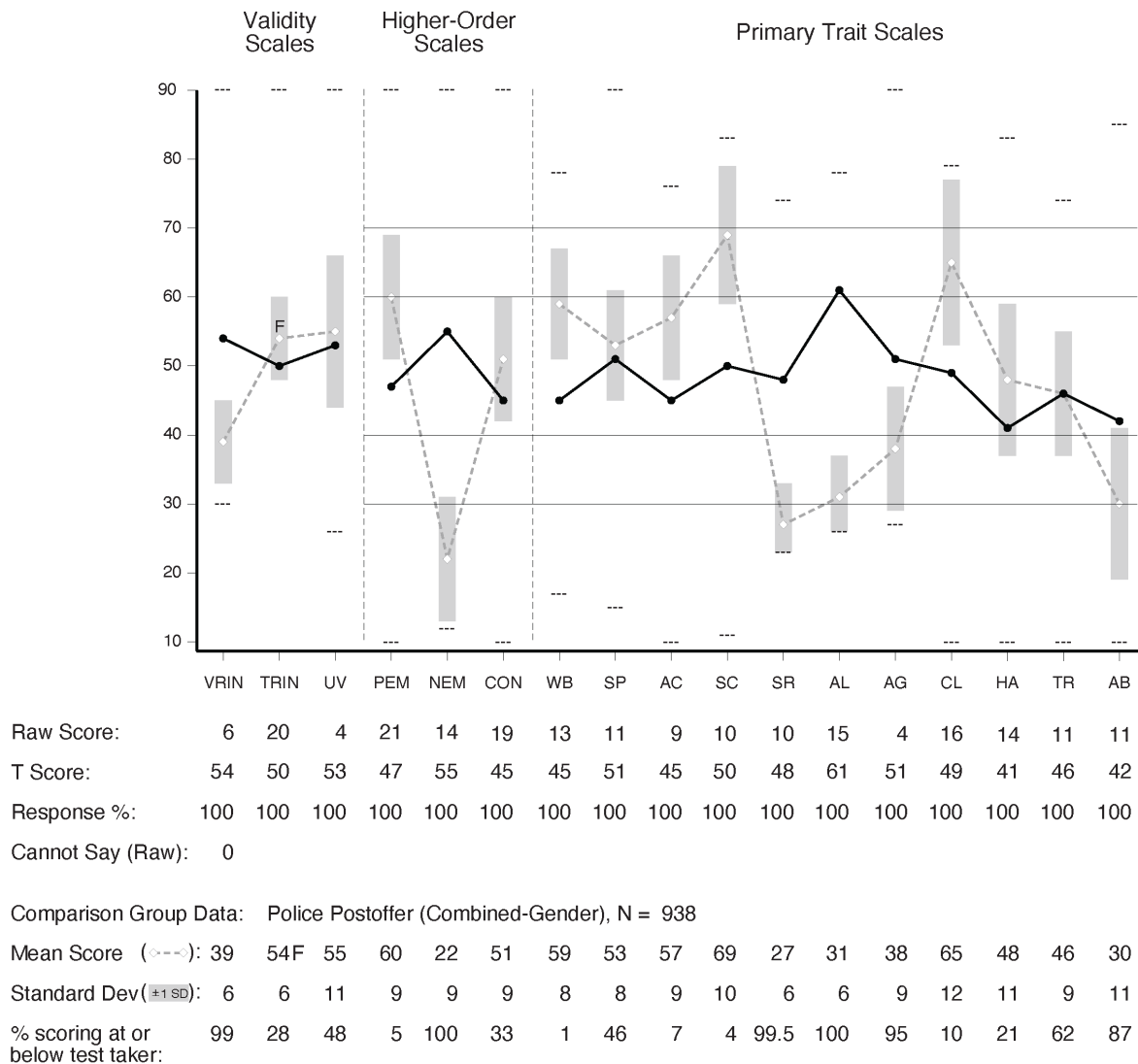
|                     |              |
|---------------------|--------------|
| Name:               | Ms. J        |
| ID Number:          | 090          |
| Age:                | 37           |
| Gender:             | Female       |
| Marital Status:     | Not reported |
| Years of Education: | Not reported |
| Date Assessed:      | 07/01/2026   |

**Figure 5-2.** MPQ Police Preemployment Interpretive Report (PPIR) for Ms. J (*continued*)

MPQ® Police Preemployment Interpretive Report (Postoffer)  
07/01/2026, Page 2

ID: 090  
Ms. J

### MPQ Scale Scores



The highest and lowest T scores possible on each scale are indicated by a "----".

VRIN Variable Response Inconsistency  
TRIN True Response Inconsistency  
UV Unlikely Virtues

PEM Positive Emotionality  
NEM Negative Emotionality  
CON Constraint

WB Wellbeing  
SP Social Potency  
AC Achievement  
SC Social Closeness  
SR Stress Reaction  
AL Alienation

AG Aggression  
CL Control  
HA Harmavoidance  
TR Traditionalism  
AB Absorption

**Figure 5-2.** MPQ Police Preemployment Interpretive Report (PPIR) for Ms. J (*continued*)

MPQ® Police Preemployment Interpretive Report (Postoffer)  
07/01/2026, Page 3

ID: 090  
Ms. J

### MPQ T SCORES (BY DOMAIN)

#### PROTOCOL VALIDITY

|                           |           |           |           |
|---------------------------|-----------|-----------|-----------|
| Content Nonresponsiveness | <u>0</u>  | <u>54</u> | <u>50</u> |
|                           | CNS       | VRIN      | TRIN      |
| Underreporting            | <u>53</u> |           |           |
|                           | UV        |           |           |

#### SUBSTANTIVE SCALES

|                       |           |           |           |           |           |
|-----------------------|-----------|-----------|-----------|-----------|-----------|
| Positive Emotionality | <u>47</u> | <u>45</u> | <u>51</u> | <u>45</u> | <u>50</u> |
|                       | PEM       | WB        | SP        | AC        | SC        |
| Negative Emotionality | <u>55</u> | <u>48</u> | <u>61</u> | <u>51</u> |           |
|                       | NEM       | SR        | AL        | AG        |           |
| Constraint            | <u>45</u> | <u>49</u> | <u>41</u> | <u>46</u> |           |
|                       | CON       | CL        | HA        | TR        |           |
| Absorption            |           | <u>42</u> |           |           |           |
|                       |           | AB        |           |           |           |

**Note.** This information is provided to facilitate interpretation following the recommended structure for MPQ interpretation in Chapter 6 of the *MPQ Manual for Administration, Scoring, and Interpretation*, which provides details in the text and an outline in Table 6-1.

**Figure 5-2.** MPQ Police Preemployment Interpretive Report (PPIR) for Ms. J (*continued*)

MPQ® Police Preemployment Interpretive Report (Postoffer)  
07/01/2026, Page 4

ID: 090  
Ms. J

*This interpretive report is intended for use by a professional qualified to interpret the MPQ in the context of preemployment psychological evaluations of police and other law enforcement candidates. It focuses on identifying both positive and negative attributes, although in some cases only positive or only negative attributes are described. The information it contains should be considered in the context of the test taker's background, the demands of the position under consideration, findings from other tests and the interview, and other relevant information.*

*The interpretive statements in the Protocol Validity and the General Personality and Comparison Group Findings sections of the report are based on guidance in the MPQ Manual for Administration, Scoring, and Interpretation as well as scores obtained by the MPQ Police Postoffer sample. Statements in the Job Relevant Correlates section of the report are based on empirical findings cited in the Endnotes and Research Reference List sections of the report.*

*The report includes annotation that appears as superscripts following each statement in the narrative. The annotation is keyed to endnotes with accompanying research references that appear in the final two sections of the report. Additional information about the annotation features is provided in the headnotes to these sections and in the MPQ User's Guide for the Police Preemployment Interpretive Report.*

## SYNOPSIS

This is a valid MPQ protocol. Scores on the MPQ Higher-Order and Primary Trait scales indicate significant negative attributes. Negative attributes include rarely experiencing cheerfulness or enthusiasm in daily life, not having a high achievement orientation, and feeling mistreated by others.

Job-relevant correlates are identified in the following domains: Emotional Control and Stress Tolerance, Routine Task Performance, Decision-Making and Judgment, Feedback Acceptance, Assertiveness, Social Competence and Teamwork, Integrity, Conscientiousness and Dependability, and Substance Use.

## PROTOCOL VALIDITY

This is a valid MPQ protocol. There are no problems with unscorable items. The candidate responded to the items relevantly based on their content, and there are no indications of underreporting.

## GENERAL PERSONALITY AND COMPARISON GROUP FINDINGS

*This section describes the MPQ substantive scale findings in the context of the Police Postoffer Comparison Group. Specific sources for each statement can be accessed with the annotation features of this report. Statements that begin with "The candidate reports" are based on responses to scale item content. Probabilistic statements are based on empirical correlates listed for that scale in the MPQ Manual for Administration, Scoring, and Interpretation.*

### Negative Attributes

The candidate reports a comparatively low level of cheerfulness or enthusiasm in her daily life<sup>1</sup>. Indeed, the candidate may frequently be unhappy; rarely experience positive emotions; be anhedonic; not react well to stress; be introverted and socially avoidant; and react poorly to social evaluations<sup>2</sup>. This level of life dissatisfaction and pessimism is very uncommon among police candidates and may be incompatible with public safety requirements for good emotional adjustment. Only 1.0% of comparison group members give evidence of this or a lower level of

**Figure 5-2.** MPQ Police Preemployment Interpretive Report (PPIR) for Ms. J (*continued*)

MPQ® Police Preemployment Interpretive Report (Postoffer)  
07/01/2026, Page 5

ID: 090  
Ms. J

wellbeing. She also reports not having a high achievement orientation<sup>3</sup>. She may not be driven and may exhibit low energy<sup>4</sup>. This low level of achievement striving is uncommon among police candidates and may impede conformance with public safety requirements for conscientiousness. Only 7.0% of comparison group members report this or a lower level of achievement orientation.

She reports being the victim of the malevolent wishes and actions of others<sup>5</sup>. Indeed, the candidate is likely to be interpersonally oversensitive, mistrustful, and suspicious; feel disconnected from others; be perceived by others as interpersonally cold; be prone to negative emotions; and tend to be unhappy, angry, hostile, and vindictive<sup>6</sup>. This level of social alienation is very uncommon among police candidates and may be incompatible with public safety requirements for good interpersonal functioning and teamwork. No comparison group members give evidence of this level of alienation.

## JOB-RELEVANT CORRELATES

*Job-relevant personality characteristics and behavioral tendencies of the test taker are described in this section and organized according to 10 problem domains commonly identified in the professional literature as relevant to public safety candidate suitability. (Please see MPQ User's Guide for the Police Preemployment Interpretive Report for details.) Statements that begin with "Compared with other police candidates" are based on correlations with other self-report measures obtained in candidate samples that included individuals who were subsequently hired as well as those who were not. Statements that begin with "Compared with other police officers or trainees" are based on correlations with outcome data obtained in samples of hired candidates during academy or field training, probation, and/or the postprobation period. Specific sources for each statement can be accessed with the annotation features of this report.*

### Emotional Control and Stress Tolerance

#### Negative Attributes

Compared with other police candidates, the candidate is more likely to be dysfunctional under stress<sup>7</sup>; to have a history of mental health concerns<sup>8</sup>; and to have a history of developmental risk factors (e.g., adverse childhood experiences)<sup>9</sup>.

### Routine Task Performance

#### Negative Attributes

Compared with other police candidates, the candidate is more likely to lack ambition and initiative<sup>10</sup>.

### Decision-Making and Judgment

#### Negative Attributes

Compared with other police candidates, the candidate is more likely to be hesitant to take firm or decisive actions<sup>10</sup>.

### Feedback Acceptance

#### Negative Attributes

Compared with other police candidates, the candidate is more likely to transfer or project blame onto others<sup>7</sup> and to be distrustful of people and question their motives<sup>7</sup>.

### Assertiveness

#### Negative Attributes

Compared with other police candidates, the candidate is more likely to be seen as reticent, inhibited, and awkward around others<sup>11</sup>.

**Figure 5-2.** MPQ Police Preemployment Interpretive Report (PPIR) for Ms. J (*continued*)

| MPQ® Police Preemployment Interpretive Report (Postoffer)<br>07/01/2026, Page 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | ID: 090<br>Ms. J |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|
| <p><b>Social Competence and Teamwork</b></p> <p><i>Negative Attributes</i></p> <p>Compared with other police candidates, the candidate is more likely to avoid close interpersonal relationships<sup>11</sup>; to find fault in others without justification<sup>7</sup>; and to have a history of social competence and teamwork problems<sup>9</sup>.</p> <p><b>Integrity</b></p> <p><i>Negative Attributes</i></p> <p>Compared with other police candidates, the candidate is more likely to feel cheated and victimized by life<sup>7</sup> and to have a history of work-related integrity problems<sup>9</sup>.</p> <p><b>Conscientiousness and Dependability</b></p> <p><i>Negative Attributes</i></p> <p>Compared with other police officers or trainees, the candidate is more likely to exhibit difficulties with self-initiative and commitment<sup>12</sup>.</p> <p><b>Substance Use</b></p> <p><i>Negative Attributes</i></p> <p>Compared with other police candidates, the candidate is more likely to have a history of substance use problems<sup>9</sup>.</p> <p><b>Impulse Control</b></p> <p>The candidate's test scores are not associated with correlates in this domain.</p> |  |                  |
| <p><b>ITEM-LEVEL INFORMATION</b></p> <p><b>Unscorable Responses</b></p> <p>The test taker produced scorable responses to all the MPQ items.</p> <p><b>Critical Follow-up Items</b></p> <p><i>This section contains a list of items to which the test taker responded in a manner warranting follow-up. The items were identified by public safety candidate screening experts as having critical content. Clinicians are encouraged to follow up on these statements with the candidate by making related inquiries, rather than reciting the item(s) verbatim. Each item is followed by the candidate's response, the percentage of Police Postoffer Comparison Group members who gave this response, and the scale(s) on which the item appears.</i></p> <p>Item number and content omitted. (True; 0.7%; VRIN, AL)</p> <p>Item number and content omitted. (True; 1.4%; VRIN, SR)</p>                                                                                                                                                                                                                                                                                                           |  |                  |

**Figure 5-2.** MPQ Police Preemployment Interpretive Report (PPIR) for Ms. J (*continued*)

| MPQ® Police Preemployment Interpretive Report (Postoffer)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | ID: 090 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------|
| 07/01/2026, Page 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Ms. J   |
| <h2>ENDNOTES</h2> <p><i>This section lists for each statement in the report the MPQ score(s) that triggered it. In addition, each statement is identified as a <u>Test Response</u> if based on item content or a <u>Correlate</u> if based on empirical correlates. (This information can also be accessed on-screen by placing the cursor on a given statement.) For correlate-based statements, research references (Ref. No.) are provided, keyed to the consecutively numbered reference list following the endnotes.</i></p> <ul style="list-style-type: none"><li><sup>1</sup> Test Response: WB=45</li><li><sup>2</sup> Correlate: WB=45, Ref. 1, 4, 6, 7</li><li><sup>3</sup> Test Response: AC=45</li><li><sup>4</sup> Correlate: AC=45, Ref. 3, 6</li><li><sup>5</sup> Test Response: AL=61</li><li><sup>6</sup> Correlate: AL=61, Ref. 1, 3, 4, 6</li><li><sup>7</sup> Correlate: AL=61, Ref. 2</li><li><sup>8</sup> Correlate: WB=45, Ref. 5</li><li><sup>9</sup> Correlate: AL=61, Ref. 5</li><li><sup>10</sup> Correlate: WB=45, Ref. 2; AC=45, Ref. 2</li><li><sup>11</sup> Correlate: WB=45, Ref. 2</li><li><sup>12</sup> Correlate: AC=45, Ref. 2</li></ul> |  |         |

**Figure 5-2.** MPQ Police Preemployment Interpretive Report (PPIR) for Ms. J (*continued*)

MPQ® Police Preemployment Interpretive Report (Postoffer)  
07/01/2026, Page 8

ID: 090  
Ms. J

## RESEARCH REFERENCE LIST

*The following studies are sources for empirical correlates identified in the Endnotes section of this report.*

1. Church, T. A. (1994). Relating the Tellegen and five-factor models of personality structure. *Journal of Personality and Social Psychology*, 67(5), 898–909. <https://doi.org/10.1037//0022-3514.67.5.898>
2. Corey, D. M., Sellbom, M., & Ben-Porath, Y. S. (2023). *Multidimensional Personality Questionnaire (MPQ): User's guide for the Police Preemployment Interpretive Report*. University of Minnesota Press.
3. Eigenhuis, A., Kamphuis, J. H., & Noordhof, A. (2013). Development and validation of the Dutch brief form of the Multidimensional Personality Questionnaire (MPQ-BF-NL). *Assessment*, 20(5), 565–575. <https://doi.org/10.1177/1073191112444920>
4. Sellbom, M., & Ben-Porath, Y. S. (2005). Mapping the MMPI-2 Restructured Clinical scales onto normal personality traits: Evidence of construct validity. *Journal of Personality Assessment*, 85(2), 179–187. [https://doi.org/10.1207/s15327752jpa8502\\_10](https://doi.org/10.1207/s15327752jpa8502_10)
5. Sellbom, M., Corey, D. M., & Ben-Porath, Y. S. (2021). Examining the validity of the Multidimensional Personality Questionnaire in the assessment of police candidates. *Assessment*, 28(1), 295–309. <https://doi.org/10.1177/1073191119887443>
6. Tellegen, A., Sellbom, M., Kamp, J., & Handel, R. W. (2023). *Multidimensional Personality Questionnaire (MPQ): Manual for administration, scoring, and interpretation*. University of Minnesota Press.
7. Tellegen, A., & Waller, N. G. (2008). Exploring personality through test construction: Development of the Multidimensional Personality Questionnaire. In G. J. Boyle, G. Matthews, and D. H. Saklofske (Eds.), *The SAGE handbook of personality theory and assessment: Personality measurement and testing* (Vol. 2, pp. 261–292). Sage. <https://doi.org/10.4135/9781849200479>

**End of Report**

**Figure 5-2.** MPQ Police Preemployment Interpretive Report (PPIR) for Ms. J (*continued*)

MPQ® Police Preemployment Interpretive Report (Postoffer)  
07/01/2026, Page 9

ID: 090  
Ms. J

### ITEM RESPONSES

|        |        |        |        |        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 1. 1   | 2. 2   | 3. 1   | 4. 1   | 5. 1   | 6. 1   | 7. 2   | 8. 1   | 9. 2   | 10. 1  |
| 11. 1  | 12. 2  | 13. 2  | 14. 2  | 15. 2  | 16. 1  | 17. 1  | 18. 2  | 19. 2  | 20. 2  |
| 21. 2  | 22. 2  | 23. 1  | 24. 2  | 25. 1  | 26. 1  | 27. 2  | 28. 2  | 29. 1  | 30. 2  |
| 31. 1  | 32. 2  | 33. 1  | 34. 2  | 35. 2  | 36. 2  | 37. 1  | 38. 2  | 39. 2  | 40. 2  |
| 41. 2  | 42. 1  | 43. 2  | 44. 2  | 45. 2  | 46. 2  | 47. 1  | 48. 1  | 49. 2  | 50. 2  |
| 51. 1  | 52. 1  | 53. 1  | 54. 1  | 55. 2  | 56. 2  | 57. 2  | 58. 1  | 59. 1  | 60. 1  |
| 61. 1  | 62. 2  | 63. 1  | 64. 1  | 65. 2  | 66. 2  | 67. 1  | 68. 1  | 69. 1  | 70. 2  |
| 71. 1  | 72. 1  | 73. 2  | 74. 1  | 75. 1  | 76. 1  | 77. 2  | 78. 2  | 79. 1  | 80. 2  |
| 81. 2  | 82. 1  | 83. 2  | 84. 1  | 85. 1  | 86. 1  | 87. 2  | 88. 1  | 89. 2  | 90. 2  |
| 91. 1  | 92. 1  | 93. 1  | 94. 1  | 95. 2  | 96. 2  | 97. 2  | 98. 2  | 99. 1  | 100. 1 |
| 101. 1 | 102. 2 | 103. 1 | 104. 1 | 105. 2 | 106. 1 | 107. 1 | 108. 1 | 109. 2 | 110. 1 |
| 111. 1 | 112. 2 | 113. 1 | 114. 2 | 115. 2 | 116. 2 | 117. 2 | 118. 2 | 119. 2 | 120. 1 |
| 121. 2 | 122. 2 | 123. 2 | 124. 1 | 125. 1 | 126. 2 | 127. 2 | 128. 2 | 129. 1 | 130. 2 |
| 131. 2 | 132. 1 | 133. 1 | 134. 1 | 135. 2 | 136. 1 | 137. 2 | 138. 1 | 139. 1 | 140. 1 |
| 141. 2 | 142. 2 | 143. 2 | 144. 2 | 145. 1 | 146. 2 | 147. 2 | 148. 1 | 149. 2 | 150. 1 |
| 151. 1 | 152. 2 | 153. 2 | 154. 1 | 155. 2 | 156. 2 | 157. 2 | 158. 2 | 159. 2 | 160. 2 |
| 161. 1 | 162. 2 | 163. 1 | 164. 1 | 165. 2 | 166. 2 | 167. 2 | 168. 2 | 169. 2 | 170. 2 |
| 171. 2 | 172. 1 | 173. 1 | 174. 2 | 175. 2 | 176. 2 | 177. 2 | 178. 1 | 179. 2 | 180. 2 |
| 181. 1 | 182. 2 | 183. 1 | 184. 1 | 185. 1 | 186. 1 | 187. 1 | 188. 1 | 189. 1 | 190. 1 |
| 191. 2 | 192. 1 | 193. 1 | 194. 1 | 195. 1 | 196. 2 | 197. 1 | 198. 1 | 199. 1 | 200. 2 |
| 201. 2 | 202. 2 | 203. 2 | 204. 1 | 205. 1 | 206. 1 | 207. 2 | 208. 1 | 209. 2 | 210. 1 |
| 211. 2 | 212. 1 | 213. 1 | 214. 1 | 215. 2 | 216. 1 | 217. 2 | 218. 1 | 219. 1 | 220. 2 |
| 221. 2 | 222. 1 | 223. 1 | 224. 1 | 225. 1 | 226. 2 | 227. 1 | 228. 2 | 229. 1 | 230. 1 |
| 231. 1 | 232. 1 | 233. 2 | 234. 1 | 235. 2 | 236. 1 | 237. 1 | 238. 1 | 239. 2 | 240. 2 |
| 241. 2 | 242. 1 | 243. 1 | 244. 2 | 245. 1 | 246. 2 | 247. 2 | 248. 2 | 249. 2 | 250. 2 |
| 251. 2 | 252. 1 | 253. 1 | 254. 1 | 255. 1 | 256. 2 |        |        |        |        |

## Five-Step Data Integration Model

Spilberg and Corey (2024) caution that “whether the interview adds more validity than error variance hinges on how it is constructed and conducted, and on how the resulting information is analyzed and used” (p. 133). This caution reflects decades of research demonstrating that unstructured clinical interviews conducted without systematic foundation in objective data contribute primarily measurement error: Interviewers form premature hypotheses, attend selectively to confirming information, and rely on judgments vulnerable to cognitive bias (Dawes et al., 1989; Grove et al., 2000; Kuncel et al., 2013).

The solution lies in systematically integrating information from psychological testing, self-report biographical data, background investigation, and the clinical interview. Spilberg and Corey (2024) proposed a five-step model for this data integration, discussed and illustrated in depth by Corey and Ben-Porath (2024) and adapted for use with all public safety candidates. The first step of the model is evaluation of protocol validity—reviewing validity indicators for evidence of content nonresponsiveness, inconsistency, overreporting, and underreporting to determine whether test results are reliable and interpretable. If validity scales indicate interpretive caveats, the evaluator notes these before proceeding.

The second step is identification and interpretation of relevant findings from substantive test scales using standard norms and, when available, position-specific comparison group norms. This step establishes which personality characteristics, psychopathology indicators, or behavioral propensities require attention.

The third step is assessment of background findings by evaluating relevant personal history information from all available sources, including the PHS, background investigation reports, personality tests, and the clinical interview. This step identifies patterns in work history, substance use, legal history, relationship stability, mental health, and other life domains as well as discrepancies within and across sources.

The fourth step is evaluation of interview findings to determine how they converge with, diverge from, or complement the test findings and background information. The interview is actively constructed from the patterns and discrepancies identified in steps two and three.

The fifth and final step is identifying relevant risk findings by determining whether the totality of findings supports the conclusion that the candidate does or does not meet selection standards. This fifth step involves three critical analyses: (1) what convergent, complementary, and divergent evidence supports the conclusion and what evidence-based inferences can be drawn; (2) what divergent findings mitigate these inferences, eliminating inferences outweighed by divergent evidence of at least comparable relevance, reliability, and validity; and (3) whether surviving risk-related inferences are of sufficient relevance and quality to warrant the candidate’s disqualification.

The remainder of this chapter applies each step of the data integration model to the case of Ms. J.

### Step 1: Assessing Protocol Validity

Both personality test protocols were valid. On the MMPI-3 (Figure 5-1), Ms. J produced scorable responses to all items; the content nonresponsiveness indicators (Cannot Say [CNS] = 0; Combined Response Inconsistency [CRIN] = 45T; Variable Response Inconsistency [VRIN] = 47T; True Response Inconsistency [TRIN] = 54T) reflected consistent, content-relevant responding; the overreporting indicators (Infrequent

Responses [F] = 44T; Infrequent Psychopathology Responses [Fp] = 41T; Infrequent Somatic Responses [Fs] = 47T; Symptom Validity Scale [FBS] = 56T; Response Bias Scale [RBS] = 39T) were unremarkable; and the underreporting indicators (Uncommon Virtues [L] = 56T; Adjustment Validity [K] = 50T) fell well within acceptable limits. The MPQ protocol (Figure 5-2) was likewise valid, with no problems involving unscorable items, inconsistent responding (Variable Response Inconsistency [VRIN] = 54T; True Response Inconsistency [TRIN] = 50T), or underreporting (Unlikely Virtues [UV] = 53T).

The PHS is not a psychometric test and produces no validity scale scores; its reliability safeguards are qualitative rather than statistical. Ms. J acknowledged the veracity warning before administration and attested afterward that her answers were true and accurate, and the PHS Report structure permits the evaluator to examine consistency across items and against external sources. This examination of consistency occurs in Step 3 of the data integration model.

In the case of Ms. J, two integrative observations stem from Step 1. First, the absence of underreporting on two independent instruments by a candidate who also made extensive and sensitive admissions on the PHS (i.e., adverse childhood experiences, employment problems, suicidal ideation, mental health treatment, financial problems, and problematic online conduct) converges to support her general candor and increases confidence in the subsequent substantive findings. Second, valid protocols do not equate to complete disclosure. As will be seen, Ms. J's guardedness emerged not in validity scale elevations but in specific denials and minimized elaborations that could only be exposed by a comparison across sources. A protocol validity finding permits the examiner to proceed to interpretation; it does not close the inquiry into candor.

## Step 2: Identifying Substantive Test Findings

### MMPI-3 Police Candidate Interpretive Report

Ms. J's MMPI-3 scores (Figure 5-1) include a single clinically elevated finding: a Suicidal/Death Ideation (SUI) T score of 65. She answered two SUI items in the keyed direction (PCIR, p. 11): thinking about how she might kill herself (reported by 22.2% of the normative sample but only 1.6% of the Police Candidate Comparison Group) and making a plan for killing herself (reported by 4.1% of the normative sample but only 0.1% of the Police Candidate Comparison Group). The PCIR flagged these responses as requiring immediate follow-up and indicated that she is likely at risk for self-harm, preoccupation with suicide and death, and current suicidal ideation.

Comparison group findings (PCIR, p. 9) identified three additional concerns that, although below the threshold for clinical interpretation, are notably uncommon among police candidates: a level of negative emotionality (Negative Emotionality/Neuroticism [NEGE] = 53T) conveyed by only 1.0% of comparison group members; persecutory beliefs (Ideas of Persecution [RC6] = 60T) reported by only 2.0%; and odd perceptions and thoughts (Aberrant Experiences [RC8] = 55T) conveyed by only 4.0%. This pattern illustrates that moderate deviations from general population means can carry meaningful predictive significance in the highly range-restricted samples typical of public safety candidate populations.

The job-relevant correlates of these scores (PCIR, pp. 9–10) spanned eight of the 10 problem domains: Emotional Control and Stress Tolerance (e.g., difficulty coping with stress; becoming easily discouraged; trouble tolerating ambiguous and unstructured environments; believing she has been mistreated), Routine Task Performance, Decision-Making and Judgment, Feedback Acceptance, Social Competence

and Teamwork (e.g., difficulty trusting others; feeling maligned), Integrity, Conscientiousness and Dependability (e.g., punctuality and attendance), and Impulse Control (e.g., history of anger management problems). Her scores were not associated with problems in the Assertiveness or Substance Use domains. The Critical Follow-up Items (PCIR, p. 11) included reports that her anxiety sometimes gets out of control (1.6% of the comparison group), she often loses sleep over worries (2.8%), she is an anxious person (5.1%), and she has become so angry with someone that she felt as if she would explode (13.5%).

## MPQ Police Preemployment Interpretive Report (PPIR)

The MPQ (Figure 5-2), a measure of normal-range personality, provided three findings (Police Preemployment Interpretive Report [PPIR], p. 4–5) that converged with the MMPI-3. First, Ms. J reported a comparatively low level of cheerfulness and enthusiasm in daily life (Wellbeing [WB] = 45T), a level of life dissatisfaction and pessimism reported by only 1.0% of the MPQ Police Postoffer Comparison Group and one the PPIR described as potentially incompatible with public safety requirements for good emotional adjustment. Second, she reported a low achievement orientation (Achievement [AC] = 45T; at or below 7.0% of the Police Postoffer Comparison Group), associated with low drive and energy. Third, she reported feeling she is a victim of the malevolent wishes and actions of others (Alienation [AL] = 61T) at a level matched by no members of the comparison group—a finding associated with interpersonal oversensitivity, mistrust, suspiciousness, disconnection from others, and a tendency to be unhappy, angry, hostile, and vindictive.

The MPQ's job-relevant correlates (PPIR, pp. 5–6) overlapped substantially with those of the MMPI-3 (i.e., Emotional Control and Stress Tolerance, Routine Task Performance, Decision-Making and Judgment, Feedback Acceptance [e.g., transferring blame onto others, distrusting people's motives], Social Competence and Teamwork, Integrity, and Conscientiousness and Dependability). Ms. J's job-relevant correlates also included Assertiveness (e.g., reticent, inhibited, and awkward around others) and Substance Use (e.g., more likely to have a history of substance use problems) but, unlike the MMPI-3, showed no correlates in Impulse Control. Two critical items warranted follow-up (PPIR, p. 6): she endorsed that some people go out of their way to keep her from getting ahead (0.7% of the comparison group) and that she occasionally has strong feelings such as anxiety or anger without knowing why (1.4%).

## Cross-Test Convergence

Before any biographical data are considered, these two instruments—one assessing psychopathology and the other normal-range personality traits—already converge on a coherent set of hypotheses: pervasive negative emotionality and unhappiness that are rare among police candidates; suicidal ideation; alienation and mistrust at a level essentially unseen in comparison samples; and a shared array of predicted job-relevant problems centered on stress tolerance, judgment, feedback acceptance, teamwork, and dependability. Convergence across personality tests substantially raises the evidentiary bar that background and interview findings would have to clear to mitigate the emerging risk picture. It does not, however, answer the questions that only biographical data and the interview can address: How long has this been true? How has it manifested behaviorally? What, if anything, has been done to address it and with what effect? And what is the candidate's current functioning?

## Step 3: Evaluating Background Findings

Step 3 draws on the two sources examined in Chapter 1: self-report biographical data (Figure 3-1) and the collateral background investigation. Ms. J's PHS is the full report, displaying her denials as well as admissions. This is the default configuration for the report, and it is the configuration needed for a complete discrepancy review (see cautionary note in Chapter 3). Consistent with the weighting guidance discussed earlier, collaterally verified information carries more weight than uncorroborated self-report, recent behavior carries more weight than distant history, and patterns carry more weight than isolated incidents.

### PHS Findings

The Informational Items (By Domain) section of Ms. J's PHS Report (pp. 4–8) documents a 9-year work history across seven positions in warehouse, food service, casino, and retail settings. This work history culminated in nearly 3 years as a sales manager for Bellamar Furniture—her longest tenure and highest level of responsibility—which she reported leaving to pursue a law enforcement career. This was followed by a year of unemployment (July 2025 to July 2026) that she elaborated stemmed from time spent as the unpaid caretaker for her seriously ill maternal grandmother, which was consistent with her Life Events admissions of a loved one's serious illness and of serving as a caregiver. She reported a 2-year marriage ending in divorce 6 years before the evaluation, a current cohabiting relationship that began in late 2023, close family contact, and enduring friendships from childhood and adolescence. These informational items describe sustained, albeit static, employment and intact social ties—context that matters when weighting the test findings.

Her risk-related admissions (pp. 9–31) clustered in seven domains:

*Adverse Childhood Experiences.* Fifteen admissions—including physical, emotional, and verbal abuse by a family member; inappropriate touching by a family member; witnessing and being the victim of violence at home; deprivation of basic necessities; excessive or unfair discipline; parental abduction; and emotional neglect. Consistent with PHS administration design, she was not asked to elaborate on these items; they were reserved for sensitive exploration in the interview. Her only narrative reference to this period appears later in the report, in the Resiliency/Recovery category (p. 32), where she wrote that early experiences of feeling unsafe and violated by people she should have been able to trust left her finding it difficult to trust others or feel secure in relationships.

*Employment.* One resignation under pressure (her 2025 departure from the Bellamar Furniture sales manager position; she elaborated this occurred after months of feeling overwhelmed and unsupported); a 2017 written warning for tardiness; a negative performance evaluation and attendance counseling in 2017; and verbal counseling three times (2016–2019). Her resignation under pressure also constitutes what Dilchert et al. (2026; see Chapter 1) identified as a Tier 1 misconduct predictor—unfavorable termination conditions—an empirically validated prehire signal that warrants the scrutiny it receives in the steps that follow.

*Driving.* Three moving violation citations—speeding 20 mph over the limit (2016), running a red light (2019, followed by traffic school), and a rolling stop (2021)—with denials of any DUI charge, motor vehicle accident, or license action.

*Finances.* Postdivorce credit card debt of about \$12,000 described as overwhelming but subsequently reduced through a payment plan, and two periods of bank overdrafts (2020 and 2023).

*Physical and Mental Health.* A cluster of depressive, anxiety, and related symptoms concentrated in 2021–2023 (i.e., significant depression, anhedonia, difficulty getting out of bed, appetite change, panic attack, unexplained anxiety, racing thoughts, impulsive behavior, sleep disturbance, and stress overload); a 1-month episode of outpatient counseling in March 2025 for depression and mood; and an admission of suicidal ideation reported as a single occurrence with a terse elaboration attributing it to a stressful period at her last job. She denied ever having been prescribed psychiatric medication, ever having been told she needed mental health help, and ever having received a mental health diagnosis.

*Life Events.* Admissions of physical, emotional, and sexual abuse victimization, each most recently in 2021—the year following her divorce and 5 years before the evaluation—as well as a denial, in the same domain, of having been the victim of domestic violence.

*Online/Social Media.* Three categories of admitted misconduct: a 2019 social media post jokingly presenting herself as a police officer; two knowingly false or exaggerated postings (about her ex-husband during the divorce and about a former manager); and three angry online threats or endorsements of violence between 2023 and 2025, each deleted after the fact.

The Substance Use domain produced no risk-related admissions, but the information reported by the candidate and included on report pages 21 and 23 documented marijuana use approximately 99 times between 2014 and 2020, a single hallucinogen use in 2014, and four instances of alcohol intoxication in the past year.

In the Potentially Risk-Mitigating Assertions section (p. 32), Ms. J responded affirmatively to questions about defending a coworker who was mocked because of his sexual orientation and correcting biased remarks made by others. She also indicated that as a result of childhood experiences where she felt unsafe and violated by people, she often finds it difficult to trust others or be secure in relationships. This could be an indication of growth and acquisition of insight; however, the evaluator will need to explore this further to be certain during Ms. J's clinical interview. By design (see Chapter 3), her "no" responses to the remaining assertions were not displayed. Consistent with the interpretive guidance discussed later in this chapter, the sparseness of the section was treated as neither a finding nor evidence of any kind. It did, however, leave the strengths search incomplete: Whatever capacities for recovery and adaptation Ms. J possesses would have to be elicited from the interview.

## Background Investigation Findings

The background investigation was completed before the psychological evaluation and corroborated the broad contours of her self-report. Records confirmed no criminal history, a driving record matching her three admitted citations, education as reported, and a credit history consistent with resolved postdivorce debt. Employment verification confirmed the 2017 written warning and the dates and titles of all listed positions, and it identified no terminations, misconduct investigations, or formal complaints. The investigator was unable to corroborate the admitted online conduct because the postings had been

deleted, which is a reminder that some self-reported information is available from no other source. Ms. J's disclosure of unverifiable derogatory information itself supports her candor.

The investigation contributed one finding not available from any other source: her most recent supervisor, while rating her as honest and technically capable, described her as having become increasingly withdrawn, negative, and easily overwhelmed during her final 6 months of employment, requiring reassignment of some duties before her resignation. This third-party observation converges with the test findings (i.e., low Wellbeing, negative emotionality, and stress intolerance correlates) and with her own resignation elaboration, and it situates her dysfunction in the recent past in an occupational position and setting far less demanding than that of a deputy sheriff. Importantly, because she spent the last 12 months as an unpaid caretaker for her seriously ill grandmother, the previous supervisor's reference is the only recent, objective, third-party report of her adaptation in a structured work environment.

## Discrepancies Targeted in the Interview

Step 3 concluded with a discrepancy inventory of the raw data from which the interview was partially constructed. The most meaningful *potential* discrepancies were these: (a) on the PHS, she reported suicidal ideation as a single, recent, situational occurrence, whereas her MMPI-3 SUI items included the rare endorsement of having made a plan; (b) on the PHS, she denied any history of prescribed psychiatric medication despite a documented 2025 treatment episode for depression, a domain in which prescription is common; (c) on the PHS, she denied domestic violence victimization while admitting physical, emotional, and sexual abuse in 2021; (d) her stated reason for leaving Amazon in February 2017 ("car accident") *potentially* conflicts with her denial of ever having been involved in an accident while driving; (e) her stated reason for leaving the most recent position (i.e., career change) conflicted with her own admission (i.e., resignation under pressure) and her supervisor's account; and (f) she reported receiving a written warning as formal discipline (Figure 3-1, p. 11) but denied ever receiving a formal warning or reprimand (p. 13). Whether these prove to be true or consequential discrepancies can only be determined after obtaining additional information from the clinical interview and, if indicated, collateral records.

## Step 4: Constructing and Integrating the Clinical Interview

Following the framework described by Corey and Zelig (2020), the interview was built from the convergence and divergence identified in Steps 2 and 3 rather than administered as a standardized protocol. Table 5-1 summarizes the interview plan.

**Table 5-1.** Interview Targets Derived From Integrated Findings

| Pattern                                                       | Sources                                                                                                                                                      | Interview target                                                                                                                                 |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Convergent risk: suicidal ideation                            | MMPI-3 SUI = 65 (ideation and plan items); PHS admission with minimized elaboration                                                                          | Chronicity; frequency; most recent episode; plan and intent; precipitants; protective factors; current ideation                                  |
| Convergent risk: negative emotionality and stress intolerance | MMPI-3 NEGE (1% of CG); MPQ WB (1% of CG); PHS mental health symptom cluster 2021–2023; supervisor account of final months; resignation elaboration          | Course of symptoms; functioning under recent occupational stress; coping repertoire; realistic appraisal of law enforcement stressors            |
| Convergent risk: alienation and mistrust                      | MPQ AL = 61 (no CG members); MMPI-3 RC6 (2% of CG); feedback acceptance and teamwork correlates on both tests; false-allegation and online-threat admissions | Attributions about employer nonsupport; response to being confronted with unflattering findings; accounts of past conflicts and their resolution |
| Divergence: single vs. chronic suicidal/death ideation        | PHS “Number of times: 1” vs. MMPI-3 item indicating a plan                                                                                                   | Resolve which account is accurate; assess candor about minimization                                                                              |
| Divergence: medication denial                                 | PHS denial vs. 2025 treatment episode                                                                                                                        | Direct inquiry into the treatment course, including any pharmacotherapy                                                                          |
| Divergence: abuse admissions vs. domestic violence denial     | PHS Life Events domain (2021):<br>Victim of Physical Abuse: Yes<br>Victim of Emotional Abuse: Yes<br>Domestic Violence Victim: No                            | Sensitive clarification of the 2021 victimization and its relational context                                                                     |
| Strengths search (mitigation obligation)                      | Model requirement that mitigating evidence be actively sought; sparse mitigating-assertions section                                                          | Elicit the candidate’s own account of coping, recovery, and adaptation; explore the two endorsed prosocial assertions                            |

## Interview Findings

The interview resolved the central divergences in the direction of greater, not lesser, concern. Ms. J disclosed a substantially more extensive history than her PHS admissions suggested. Thoughts of suicide—what she described as passive thoughts; not caring whether she lived or died—first emerged at about age 16 and had been present “off and on” in the years since; she could identify only one extended remission of roughly 6 months in 2023. She described a recent episode (approximately 15 months before the evaluation) during her final months of employment at Bellamar Furniture. While leaving the store after a difficult shift, a semitruck began drifting into her lane on the freeway. She made no effort to brake or steer away and watched it close in on her, later saying she did not care what happened. The truck driver corrected at the last moment. She attributed her deterioration to the demands of the sales manager position, saying employees relied on her for direction in areas she had never been trained in and that her efforts went unacknowledged. She reported recurrent panic attacks beginning in her late teens, with the most recent within the past year, although the PHS recency field indicated 2022. She acknowledged that she had been prescribed an antidepressant in early 2025 but discontinued it after a few weeks because it left her feeling emotionally “flat,” and she confirmed that the PHS medication denial was inaccurate. When asked about the 2021 victimization items, she described an abusive relationship in the period after her divorce, which she had not conceptualized as domestic violence when answering that item. Although this was a definitional rather than deceptive discrepancy, it confirms the severity of that period.

The strengths search that the five-step data integration model requires, and that the sparse mitigating-assertions section had left unfinished, continued into the interview. When invited to describe periods

of her life she regarded as demonstrating recovery, adaptation, or successful coping, she stated that she could not think of any despite the evaluator offering examples drawn from her own record (e.g., her management of postdivorce finances and her sustained employment). This interview response was a statement by the candidate about her own experience, and as such it was interpretable in a way that her sparse mitigation responses to the PHS were not. It converged with the low Wellbeing and Achievement findings and weighted against the hypothesis that the test scores reflected transient states. The distinction between the uninterpretable PHS pattern and the interpretable interview statement is discussed further in the final section of this chapter.

## Behavioral Observations

Direct observation supplied information no other source could. Ms. J presented as cooperative, guarded, and constricted in affect and become tearful when discussing her final months of employment. Her thinking was logical and goal-directed with no indication of the thought disturbance sometimes associated with even moderate RC8 elevations. The comparison group finding was better explained by her report of dissociative-spectrum experiences during periods of high distress. Her response to being confronted with discrepancies was neither hostile nor defensive in the externalizing sense; she acknowledged the medication omission (attributing it to trial use so brief she did not consider it reportable) and the minimized suicidal ideation history. However, her accounts of workplace difficulty consistently assigned causation to others (i.e., an unsupportive employer, untrained staff, unappreciative management) with limited reflection on her own contribution, consistent with the Alienation scale score and feedback acceptance findings. Her composure under the mild stress of the interview was adequate, but her account of her functioning under sustained occupational stress was not.

One point deserves deliberate attention knowing that candidates could complete the PHS with generative AI tools within easy reach. The PHS instructions direct respondents not to use AI in composing their answers (see Chapter 3 and p. 3 of Figure 3-1), and the closing attestation reinforces it, making an AI-drafted elaboration a potentially disqualifying misrepresentation. Although this instruction is a deterrent, it is not a guarantee. The practical integrity check belongs in the interview, when the evaluator can observe the candidate thinking and speaking and compare the candidate's spoken voice to their written one. Elaborations are behavioral samples of candor, attitude, cognition, and expression, and their value depends on the candidate having produced them. Written responses that noticeably outmatch the candidate's spoken language in vocabulary, organization, or polish are a within-protocol inconsistency that should receive the same disposition as every other inconsistency in this chapter: inquiry, not inference. Polished writing is not evidence of AI use because some people write far better than they speak. The evaluator who notices a mismatch should ask about it, perhaps by returning to an elaboration and exploring with the candidate how they composed it, and then weigh what the candidate says. In Ms. J's case, the comparison supported her candor: Her terse, unpolished elaborations matched the guarded, constricted presentation observed in the interview.

## Step 5: Determining Relevant Risk

Step 5 requires three actions: identification of the convergent evidence and the inferences it supports, identification of divergent or mitigating findings and elimination of any inference they outweigh, and judgment as to whether the surviving inferences are of sufficient relevance and quality to warrant disqualification. Carrying out these actions reliably requires a distinction in terms: *findings* are

descriptive conclusions about what the evidence shows to be true of the candidate; *inferences* are the forward-looking, job-relevant conclusions or predictions drawn from those findings. Evaluations can go wrong at this step in two ways: by treating findings as though they have a singular meaning, and by drawing inferences unattached to established findings. Disciplined suitability screening states each finding, identifies the evidence-based inference it supports, and applies the mitigation analysis to the inferences.

## Convergent Findings and the Inferences They Support

Three findings were established for Ms. J by convergent evidence across at least three independent sources. Each is stated below with the inference it supports.

*First finding.* Ms. J experiences chronic, recurrent, stress-reactive suicidal ideation, including recent passive suicidal behavior, as established by her responses to two items on the MMPI-3 SUI scale, the PHS admission, and the interview disclosure.

Inference. Exposure to the acute and chronic stressors of law enforcement work, which exceed the occupational demands under which her ideation has historically recurred, carries an elevated risk of recurrence and escalation, a risk compounded by the position's required access to firearms.

*Second finding.* Ms. J exhibits pervasive negative emotionality, unhappiness, and stress intolerance at levels found in 1%–2% or fewer of police candidates, culminating in decompensation under the ordinary demands of retail management. This finding was established by both tests' comparison group findings, the 2021–2023 mental health symptom admissions on the PHS, the supervisor's collateral account, her own account of her final months of employment, and her interview statement that she could identify no episodes of recovery or successful coping in her own history.

Inference. She is unlikely to sustain effective performance under the routine and traumatic stressors of the position, the job-relevant problems predicted by both tests (i.e., impaired performance under stress, decision-making, and multitasking) are corroborated rather than mitigated by her behavioral history, and the absence of demonstrated recovery indicates a poor prognosis for adaptation to a role substantially more demanding than the one in which she decompensated.

*Third finding.* Ms. J experiences alienation and mistrust at a level unmatched in the MPQ comparison group as expressed in a blame-externalizing attributional style and in false allegations and angry threats posted online when she felt wronged. These behaviors were established by both tests, her attributions in the interview, and her own admissions.

Inference. She is more likely than other candidates to experience difficulty with teamwork, acceptance of supervision and corrective feedback, and the citizen complaints, criticism, and discipline endemic to policing. Her online conduct indicates one form that her responses to perceived mistreatment have already taken.

## Divergent and Potentially Mitigating Findings

The structured data integration model requires that mitigating evidence be actively sought not merely weighed when found. Several findings argued in Ms. J's favor: sustained employment across 9 years with no terminations and a verified record free of criminal history; candid disclosure of substantial derogatory information including admissions no investigation could have uncovered; financial problems that were situational, contextualized by divorce, and resolved through her own sustained effort; two endorsed prosocial assertions; intact long-term friendships and family relationships; and voluntary, if brief, help-seeking in 2025.

Applying the model's elimination test, these findings defeat some inferences but not the central ones. The employment record and candor eliminate any inference of integrity-based unsuitability that might have been drawn from the online admissions considered alone, and the financial history viewed in context is affirmatively protective. By contrast, the substance use hypothesis raised by the MPQ correlate required no mitigation at all: The biographical record resolved it at the interpretation stage, where use that was temporally limited, nonprogressive, and unaccompanied by any problem indicator confirmed no risk to offset. This conclusion was reinforced by the MMPI-3's absence of substance use correlates. However, no mitigating finding undermines the three central inferences: the risk of recurrent and escalating suicidal ideation under occupational stress, the poor prognosis for sustained performance under the demands of the position, and the predicted difficulties with teamwork, supervision, and feedback acceptance. The evidence establishing the findings underlying those inferences (i.e., test scores from valid protocols, a collateral supervisor account, and the candidate's own interview disclosures) is precisely the kind of evidence of greatest relevance and reliability in the model's weighting hierarchy. By contrast, Ms. J's uncorroborated denials were given reduced weight considering the minimization the interview revealed; as a result, the risk picture was judged more likely understated than overstated by her self-report. Notably, the brief medication trial and single month of counseling, both occurring during her final months of employment, could not be counted as evidence of resolved difficulty: the passive suicidal episode and her most recent panic attack followed them.

## Reaching the Suitability Determination

The three surviving inferences were then tested against the functional demands of the position: sustained performance under acute and chronic stress; sound judgment under ambiguous, rapidly evolving conditions; acceptance of continual corrective feedback; cooperative teamwork; and reliable emotional regulation while carrying weapons and exercising authority. Each inference maps directly onto one or more of these demands. The evaluator concluded that the surviving inferences were job-relevant, current, consequential, and unmitigated and documented the determination in the following report language:

*Findings from this assessment reveal marked evidence of an emotional condition, personality traits, and a behavior pattern likely to preclude safe and effective performance as a law enforcement officer. Results of personality testing are substantially outside normal limits for a police candidate, indicating an elevated risk for self-harm and a level of negative emotionality and alienation found in fewer than 2% of police candidates, with associated risk across multiple performance domains including stress tolerance, decision-making and judgment, feedback acceptance, and teamwork. In the clinical interview, the candidate disclosed chronic suicidal ideation dating to adolescence*

*with only brief remission, a recent episode of passive indifference to her own safety, and emotional decompensation under the routine demands of her most recent employment. Although the candidate demonstrated candor, a stable work record, and other strengths, no information available from any source sufficiently mitigates these risks. In consideration of the full range of assessment information, the candidate does not meet the standards for psychological qualification as a deputy sheriff with the Averill County Sheriff's Office.*

Two features of this determination deserve emphasis. First, it rests on inferences drawn from findings established by the convergence of the most reliable sources, which are explicitly cited; as such, it would survive the loss of any single data point. Second, it is accompanied by documented consideration of mitigating evidence and of the alternative hypotheses the interview was constructed to test. These documentation practices make the determination professionally defensible and serve as safeguards against the interpretive errors examined next.

## Guarding Against Common Interpretive Errors

The validity of biodata integration depends not only on the quality of the assessment instruments but also on the evaluator's resistance to well-documented failures of clinical judgment (Dawes et al., 1989; Kahneman, 2011; Nickerson, 1998). The case of Ms. J is instructive precisely because it contains multiple opportunities for error: vivid admissions, stigmatized clinical content, and abundant material for premature hypotheses. This section outlines the principal interpretive errors and illustrates how the five-step data integration process guarded against each.

*Overweighting vivid single items.* Ms. J's protocol contained several vivid admissions with limited independent predictive value: a childhood marked by abuse, substantial marijuana use, and angry online postings. An evaluator focused exclusively on any of these might have reached the same disqualification determination for the wrong reasons or disqualified a resilient candidate with a superficially similar history. The structured sequence of the data integration model prevented this; each admission was evaluated for pattern, recency, severity, and context at Step 3 before any conclusion was drawn. Her marijuana use history—remote, nonprogressive, terminated in 2020 (6 years before the evaluation), and within agency standards—was resolved at the interpretation stage and formed no part of the risk picture. This conclusion was reinforced by the MMPI-3 finding of no substance use correlates. The disqualification determination ultimately rested on convergent, current, job-relevant dysfunction and not on any single vivid data point.

*Neglecting base rate.* Several admissions in Ms. J's PHS Report are common in candidate populations and benign in isolation: divorce, brief counseling during a life transition, postdivorce financial challenges, and adverse childhood experiences, all of which are often found in hired, well-performing public safety samples. The base rates reported by Dilchert et al. (2026) provide empirical anchors for this judgment: approximately 41% of law enforcement candidates reported moving violations within the past 5 years, and roughly one third reported having had bad credit, whereas a citation for domestic violence or a confirmed unjustified use of force appears in fewer than 1% of candidates. The comparison group percentages referenced in the PCIR and PPIR indicate problems at a highly uncommon base rate: negative emotionality at the 99th percentile of police candidates, alienation exceeding every member of the comparison group,

and endorsement of a suicide-plan item given by 0.1% of candidates. These are not common experiences and treating them as such would be the reverse error.

*Prejudging stigmatized clinical content.* A history of mental health treatment or suicidal ideation is not disqualifying per se and treating it as such is both a clinical error and a potentially legal one. The individualized assessment requirement of disability law obligates the evaluator to assess the candidate's current capacity to perform the job, not the mere fact of a psychiatric history. Ms. J's counseling episode and even her ideation history are relevant not as conditions but as findings subject to the same questions as every other risk-related admission (i.e., chronicity, recency, behavioral manifestation, context, and the presence or absence of effective mitigation). Had the interview established a remote episode that was successfully treated with years of demonstrated stability, the same history would have carried limited weight in the determination. What proved disqualifying was not that the history existed but that it was chronic, recent, and unmitigated.

*Succumbing to confirmation bias and hypothesis locking.* Confirmation bias (i.e., the tendency to seek, interpret, and recall information that confirms preexisting beliefs while discounting contradictory evidence) represents one of the most pervasive and consequential cognitive biases in clinical judgment (Nickerson, 1998). In biodata integration, this manifests as forming premature hypotheses based on limited information and then selectively attending to evidence supporting those hypotheses while failing to investigate or adequately weight disconfirming evidence. For example, candidates who as juveniles or young adults engaged in a wide range of antisocial conduct (e.g., truancy, expulsion, fighting, substance misuse, job termination) invite a premature conclusion because the risk-related events are vivid and historical items on both the PHS and the MMPI-3 result in what appears to be convergent findings. The safeguard against premature conclusion is the deliberate, disconfirmatory design of the interview. For example, when the MMPI-3's externalizing scales are elevated from reporting a juvenile misconduct history, the evaluator's constructed inquiries can overturn an emerging hypothesis of antisocial personality traits. A suitability determination reached after alternative hypotheses have been articulated, pursued, and documented is more defensible than the same determination reached by accumulation of confirming details alone.

*Failing to consider context.* Contextualizing is how the evaluator decides what a risk-related assertion means. Before an admission can be weighted, its meaning must be established, and context supplies the information that establishes that meaning. The question is triggered by the assertion itself, unlike the mitigation question, which arises only after a risk has been confirmed. The answer can either dispel concerns about the admission or confirm it. Read in context, Ms. J's financial admissions (i.e., a divorce, a single income, and a payment plan she set up and kept up) show someone who handled a hard situation responsibly and the inquiry into them properly ended there. On the other hand, her breakdown at work aggravated risk-related concerns. The demands that overwhelmed her were the ordinary frictions of managing a retail store, which are far more modest than the demands of the job she was seeking; consequently, the concern grew rather than resolved. Context is not a uniformly mitigating factor, but it is what gives each fact its meaning.

*Neglecting protective and mitigating factors.* Mitigation operates differently and comes later than the context question: Once a risk has been confirmed, does anything offset it? To answer this question, the evaluator makes three successive inquiries. The first is what was going on around the risk-related event. That information tells the evaluator what the event means, and it belongs to the contextual analysis above. The second is what has happened since the event, which can either resolve or aggravate concerns. If the behavior recurred or escalated, the events mean more not less. If it stopped years ago and stayed stopped, as Ms. J's marijuana use did, the events may no longer amount to a confirmed risk at all, and there is nothing left to mitigate. If the candidate did something about the problem and it worked (e.g., the payment plan Ms. J set up in 2021 and has kept up since), that is mitigation in the classic sense: a confirmed problem offset by what she did about it. The third inquiry concerns itself with the rest of the candidate's life—strengths that are not connected to any risk event. Ms. J's prosocial assertions, stable work record, long-standing relationships, and candor all fall in this category, and the evaluator finds them only by looking for them. Importantly, mitigating evidence matters only when there is a confirmed risk for it to offset. When no risk survives the contextual analysis, protective information is simply more good news about the candidate.

Similar guidance is provided in the federal government's National Security Adjudicative Guidelines (SEAD-4; Office of the Director of National Intelligence, 2017), which govern security clearance decisions and carry weight in public safety settings as well. The guidelines direct adjudicators to judge the "whole person" (i.e., all available, reliable information, past and present, favorable and unfavorable). Their relevance factors closely align with the questions just described: the circumstances surrounding the conduct, its frequency and recency, the person's age and maturity at the time, the presence or absence of rehabilitation and other permanent behavioral changes, and the likelihood of continuation or recurrence. Mitigation is built into the guidelines' structure: Every category of concern, from finances to drug involvement to psychological conditions, is published alongside a list of conditions that could mitigate it. One of the financial mitigators could have been written for Ms. J: whether the problem arose from conditions largely beyond the person's control, with divorce named among the examples, and whether "the individual acted responsibly under the circumstances." If adjudicators deciding who may hold the nation's secrets are required to weigh context and mitigation before disqualifying anyone, a preemployment evaluator can hardly justify doing less.

A final caveat on the topic of mitigation needs mentioning. Evaluators often cite the classic work of Wernimont and Campbell (1968), which introduced the principle of behavioral consistency. It is often, but erroneously, remembered as stating that the best predictor of future behavior is past behavior. But Wernimont and Campbell pointed out that the past predicts the future only under similar circumstances. In other words, fidelity (i.e., the similarity between the past context and the future one) matters when predicting the future from the past. A candidate with a documented strong work history in warehouse fulfillment may have excellent references, but the context of that performance has little in common with the context of police work. Ms. J's verified employment record illustrates the limit: It could and did eliminate the integrity-related inferences, but it could not speak to her capacity to cope with stressors faced by a deputy. In fact, Ms. J's employment history illustrated failure to effectively cope with stressors encountered in a far less demanding setting.

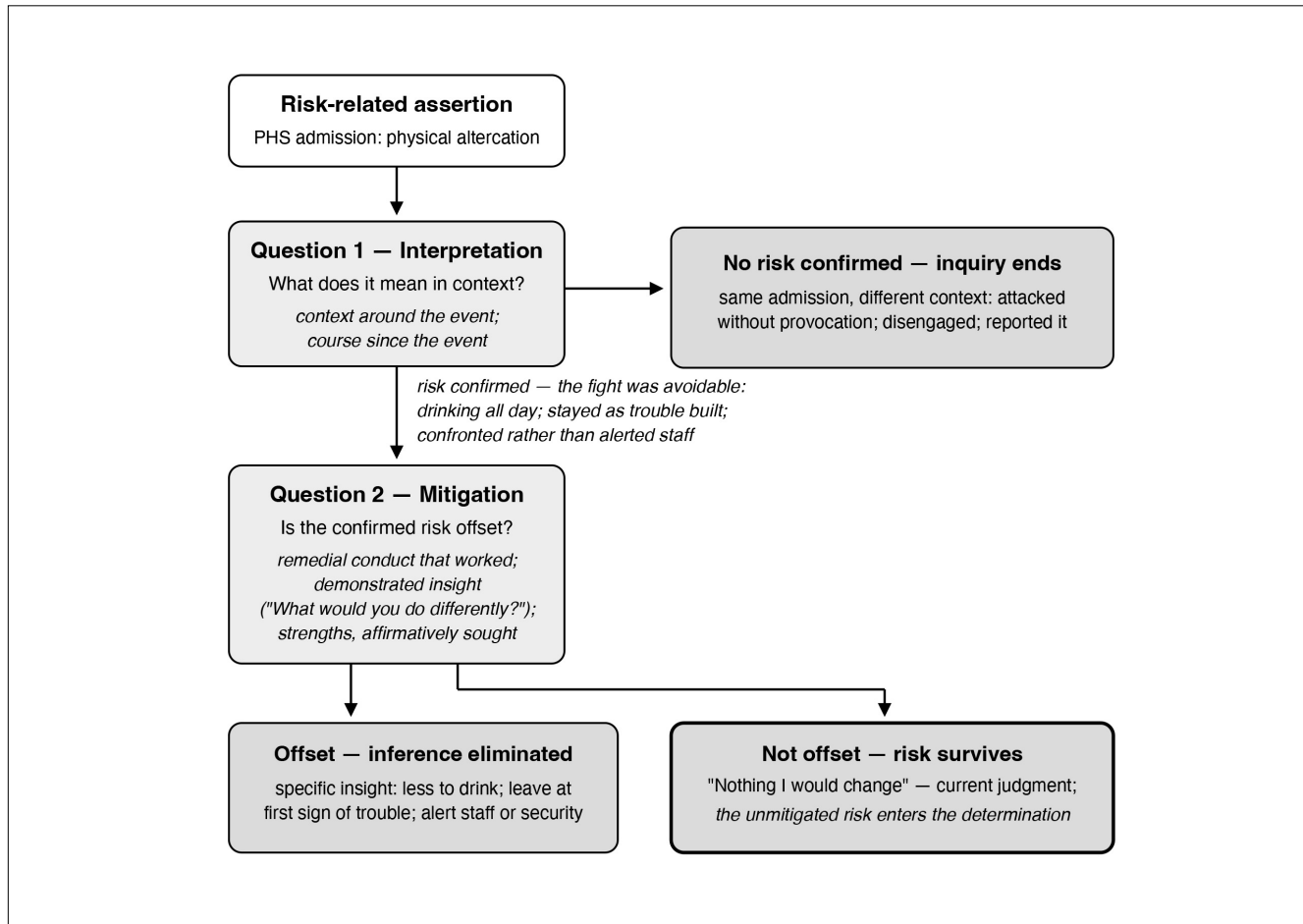
*Interviewing risk events through only one lens.* When asking about a risk-related event in the interview, the evaluator benefits from examining it through two lenses: then and now. The then lens reconstructs the event as it happened including the candidate's own choices around it. Consider the common admission of a physical altercation: The candidate had been drinking through the day before going out; at the bar, he watched a drunk patron harass a server and then nearby customers; rather than leave or alert an employee, he stayed and watched until the patron turned to a woman in his own group, then confronted him, and the avoidable fight followed. In his telling, he was the one who stepped up and saved his friend from a potential assault. The then account contributes to the contextual analysis in a way that substantiates it as risk-related: The event was avoidable at half a dozen decision points.

The now lens asks a different question: Looking back, what would you do differently? The answer is not simply more history; rather, it is a sample of the candidate's judgment and insight today, whatever the age of the event. A specific answer linked to the decision errors the candidate made (e.g., drinking less, leaving when the trouble started, alerting the manager or security) bears directly on whether anything like it will happen again, and it is properly weighted as mitigation. If a candidate states they would do nothing differently, this is not simply an indication of the absence of mitigation; it is new and current evidence that the poor judgment they displayed that night is unchanged.

The assessment error is interviewing through one lens only. Asking only "What happened?" produces facts but no indication of whether anything has changed, and it denies the candidate the chance to show that it has. On the other hand, asking "What did you learn?" sounds like the now lens but lets the candidate talk about the world instead of themselves (e.g., "I learned that bars can be dangerous places." or "I learned to act quickly when someone I care about is threatened."). Nothing in those answers examines the candidate's own conduct.

The better approach uses the then account as a map and walks the candidate through it one decision point at a time: "You've just walked in, and the patron is getting loud with the server. What do you do today and why?" "Now he's bothering the table next to yours. What do you do?" A candidate who has genuinely thought about the event makes a different decision at each point in time and can say why. One who has not is vague or insists on changing nothing. Either way, the evaluator learns more than asking "What did you learn?" would ever have produced. Figure 5-3 traces a risk-related assertion of this same altercation through both questions from interpretation to mitigation.

**Figure 5-3.** The Two-Question Analysis of a Risk-Related Assertion, Illustrated With a Common Admission: A Physical Altercation After Age 18



*Inferring meaning from nonendorsement of mitigating assertions.* When a candidate endorses only a few mitigating assertions, it is tempting to treat the sparseness itself as a finding (e.g., as evidence of a self-concept so negative that the candidate cannot describe their own history as containing recovery or adaptation). The inference seems both logical and intuitive, and when it fits a risk picture already taking shape, it is easy to accept without questioning. This should be resisted. A blank says nothing about why it is blank: The experience may never have happened or may simply not have come to mind, or the candidate may have read a word like “significant” more strictly than the question intended. Nor is there any research at this point showing that the number of assertions a candidate endorses predicts anything. Treating sparse endorsement of potentially risk-mitigating assertions as a risk indicator would transform a section built to reveal strengths into another risk scale, penalizing candidates once for what they admit and again for what they fail to claim.

This concern is one of the reasons the PHS Report does not display “no” responses to the potentially risk-mitigating assertions. The report shows what the candidate asserted and nothing more. Suppressing the “no” responses removes the list but not the temptation because a thin section can look meaningful too. Two assertions mean the candidate asserted two strengths; they do not mean the candidate has only two. When strengths matter to the analysis, as they do

at Question 2 (see Figure 5-3), the evaluator must go looking for them. That is what the evaluator did in this case. Asked in the interview to describe times she had coped with or recovered from adversity, Ms. J said she could not think of any. That statement entered the data integration analysis; the sparse questionnaire section did not. The same restraint governs the denials the report does display. A “no” to a risk-related item is a reason to verify and to ask but is never evidence by itself. This is one of the reasons Chapter 3 cautions against suppressing them.

## Conclusion

The case of Ms. J demonstrates what data integration means in practice. No single source determined the outcome. The personality tests identified rare-range (very low base rate) findings and generated hypotheses but could not establish chronicity or the behavioral manifestation of those characteristics. The PHS supplied the behavioral and historical record and, through an analysis of its divergence from findings in the other assessment components, supplied much of the agenda for the interview. The background investigation verified her self-report, established her candor, and contributed the single collateral observation that anchored the recency of her occupational dysfunction and its job relevance. The interview addressed every material discrepancy, permitted direct behavioral observation, and converted a set of converging indicators into a clinically coherent formulation. The resulting determination is grounded in documented, multisource evidence with mitigating findings and alternative hypotheses considered explicitly.

It bears repeating that the same process applied to a case with superficially similar entries (e.g., adverse childhood experiences, past counseling, remote substance use, a difficult job departure) could well end in qualification. What distinguishes this case is not the presence of a negative history but the convergence of current, consequential, job-relevant findings across sources unmitigated by the protective evidence the process was designed to seek out. The five-step data integration model does not make determinations. It ensures that when the evaluator makes a determination, the evidence—systematically assembled, explicitly weighed, and objectively tested against its alternatives—supports that decision.



## References

- Acquisition of Genetic Information, 29 C.F.R. § 1635.8 (2010). <https://www.ecfr.gov/current/title-29/subtitle-B/chapter-XIV/part-1635/section-1635.8>
- Allworth, E., & Hesketh, B. (2000). Job requirements biodata as a predictor of performance in customer service roles. *International Journal of Selection and Assessment*, 8(3), 137–147. <https://doi.org/10.1111/1468-2389.00142>
- American Psychological Association. (2018). Professional practice guidelines for occupationally mandated psychological evaluations. *American Psychologist*, 73(2), 186–197. <https://doi.org/10.1037/amp0000170>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).
- Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 *et seq.* (1990). <https://www.ada.gov/law-and-regs/ada/#top>
- Ben-Porath, Y. S., & Tellegen, A. (2020). *Minnesota Multiphasic Personality Inventory-3 (MMPI-3): Technical manual*. University of Minnesota Press.
- Breaugh, J. A. (2009). The use of biodata for employee selection: Past research and future directions. *Human Resource Management Review*, 19(3), 219–231. <https://doi.org/10.1016/j.hrmr.2009.02.003>
- California Civil Rights Council. (2024, January). *Discrimination in employment: Use of cannabis FAQ*. <https://calcivilrights.ca.gov/wp-content/uploads/sites/32/2024/01/Cannabis-Use-FAQ-ENG.pdf>
- California Fair Employment and Housing Act, Government Code § 12954 (2024). [https://leginfo.ca.gov/faces/billTextClient.xhtml?bill\\_id=202320240SB700](https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=202320240SB700)
- Commission on Peace Officer Standards and Training. (2023, December 7). *Legislative changes effecting selection standards – Cannabis use* (Bulletin No. 2023-67). [https://post.ca.gov/Portals/0/post\\_docs/bulletin/2023-67.pdf](https://post.ca.gov/Portals/0/post_docs/bulletin/2023-67.pdf)
- Corey, D. M., & Ben-Porath, Y. S. (2020). Practical guidance on the use of the MMPI instruments in remote psychological testing. *Professional Psychology: Research and Practice*, 51(3), 199–204. <https://doi.org/10.1037/pro0000329>
- Corey, D. M., & Ben-Porath, Y. S. (2022). *Minnesota Multiphasic Personality Inventory-3 user's guide for the Public Safety Candidate Interpretive Reports*. University of Minnesota Press.
- Corey, D. M., & Ben-Porath, Y. S. (2024). *Assessing police and other public safety personnel with the MMPI-3: A practical guide*. University of Minnesota Press.

- Corey, D. M., McElroy, H. K., & Ben-Porath, Y. S. (2023). Statewide psychological screening mandates for police candidates in the United States: A review and comparison to the standard of practice. *Professional Psychology: Research and Practice*, 54(2), 156–166. <https://doi.org/10.1037/pro0000487>
- Corey, D. M., Sellbom, M., & Ben-Porath, Y. S. (2023). *MPQ user's guide for Police Preemployment Interpretive Report*. University of Minnesota Press.
- Corey, D. M., & Zelig, M. (2020). *Evaluations of police suitability and fitness for duty*. Oxford University Press.
- Dawes, R. M., Faust, D., & Meehl, P. E. (1989). Clinical versus actuarial judgment. *Science*, 243(4899), 1668–1674. <https://doi.org/10.1126/science.2648573>
- Dilchert, S., Mercado, B. K., & Ones, D. S. (2026). The importance of not looking the other way: Prehire on- and off-the-job misbehavior predicts subsequent police misconduct. *Journal of Applied Psychology*. Advance online publication. <https://doi.org/10.1037/apl0001322>
- Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff *et seq.* (2008). <https://www.eeoc.gov/statutes/genetic-information-nondiscrimination-act-2008>
- Grove, W. M., Zald, D. H., Lebow, B. S., Snitz, B. E., & Nelson, C. (2000). Clinical versus mechanical prediction: A meta-analysis. *Psychological Assessment*, 12(1), 19–30. <https://doi.org/10.1037/1040-3590.12.1.19>
- Heilbrun, K., Grisso, T., & Goldstein, A. M. (2009). *Foundations of forensic mental health assessment*. Oxford University Press.
- International Association of Chiefs of Police. (2020). *Police Psychological Services Section: Preemployment psychological evaluation guidelines*. <https://www.theiacp.org/sites/default/files/Psych-PreemploymentPsychEval1.pdf>
- Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux.
- Kuncel, N. R., Klieger, D. M., Connelly, B. S., & Ones, D. S. (2013). Mechanical versus clinical data combination in selection and admissions decisions: A meta-analysis. *Journal of Applied Psychology*, 98(6), 1060–1072. <https://doi.org/10.1037/a0034156>
- Leonel v. American Airlines, Inc., 400 F.3d 702 (9th Cir. 2005). <https://law.justia.com/cases/federal/appellate-courts/F3/400/702/606305/>
- Mael, F. A. (1991). A conceptual rationale for the domain and attributes of biodata items. *Personnel Psychology*, 44(4), 763–792. <https://doi.org/10.1111/j.1744-6570.1991.tb00698.x>
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), 227–238. <https://doi.org/10.1037/0003-066X.56.3.227>
- NCS Pearson. (2016). *Q-global user guide*.
- Nickerson, R. S. (1998). Confirmation bias: A ubiquitous phenomenon in many guises. *Review of General Psychology*, 2(2), 175–220. <https://doi.org/10.1037/1089-2680.2.2.175>

- Office of the Director of National Intelligence. (2017, June 8). *National security adjudicative guidelines* (Security Executive Agent Directive 4). <https://www.dni.gov/files/NCSC/documents/Regulations/SEAD-4-Adjudicative-Guidelines-U.pdf>
- Prohibited Medical Examinations and Inquiries, 29 C.F.R. § 1630.13 (2011). <https://www.ecfr.gov/current/title-29/subtitle-B/chapter-XIV/part-1630/section-1630.13>
- Speer, A. B., Tenbrink, A. P., Wegmeyer, L. J., Sendra, C. C., Shihadeh, M., & Kaur, S. (2022). Meta-analysis of biodata in employment settings: Providing clarity to criterion and construct-related validity estimates. *Journal of Applied Psychology*, 107(10), 1678–1705. <https://doi.org/10.1037/apl0000964>
- Spilberg, S. W., & Corey, D. M. (2024). *Peace officer psychological screening manual* (Rev. ed.). California Commission on Peace Officer Standards and Training. [https://post.ca.gov/portals/0/post\\_docs/publications/psychological-screening-manual/Peace\\_Officer\\_Psychological\\_Screening\\_Manual.pdf](https://post.ca.gov/portals/0/post_docs/publications/psychological-screening-manual/Peace_Officer_Psychological_Screening_Manual.pdf)
- Tellegen, A., Sellbom, M., Kamp, J., & Handel, R. W. (2023). *Multidimensional Personality Questionnaire (MPQ): Manual for administration, scoring, and interpretation*. University of Minnesota Press.
- U.S. Equal Employment Opportunity Commission. (2000). *Enforcement guidance on disability-related inquiries and medical examinations of employees under the Americans with Disabilities Act: Compliance manual* (Report No. 915.002). <https://www.eeoc.gov/laws/guidance/enforcement-guidance-disability-related-inquiries-and-medical-examinations-employees>
- Wernimont, P. F., & Campbell, J. P. (1968). Signs, samples, and criteria. *Journal of Applied Psychology*, 52(5), 372–376. <https://doi.org/10.1037/h0026244>





## Appendix. Frequently Asked Questions

The questions below anticipate those most likely to arise in early use of the PHS. Each answer is a summary; the chapter references direct users to the full discussion.

### About the Instrument

#### **Is the PHS a psychological test?**

No. The PHS is a structured method for collecting and reporting self-disclosed biographical information. It produces no scores and no validity scales, and the PHS Report contains no interpretations or recommendations. Responses to the PHS acquire meaning through the analysis of pattern, recency, severity, and context and through integration with psychological testing, background investigation, and clinical interview as discussed and illustrated in Chapters 1 and 5.

#### **How many questions does the PHS contain?**

In the standard postoffer version with marijuana-related questions included, the PHS comprises approximately 60 informational items, 314 risk-related questions, and 24 potentially risk-mitigating assertions. The informational count varies with branching (e.g., the number of employers a respondent reports). Risk-related admissions prompt follow-up fields (i.e., number of occurrences, recency, and elaboration) that are part of the question rather than separate items. The preoffer version and custom forms present fewer questions (Chapter 2). Future product updates may include additional questions.

#### **Does the PHS Report tell me whether the candidate is suitable?**

No. The report organizes what the respondent disclosed (e.g., admissions, denials, elaborations, potentially risk-mitigating assertions) so that the evaluator can review this information systematically. The suitability determination is the evaluator's and is reached by integrating the PHS Report with the other components of the evaluation as illustrated in Chapter 5.

#### **For which positions is the PHS designed?**

The PHS was developed for preemployment psychological evaluations of public safety candidates, including law enforcement officers, correctional officers, firefighters and medics, and dispatchers (Chapter 1). It was not designed for fitness-for-duty evaluations of incumbents or for selection outside public safety, and its use in those contexts is not addressed by this User's Guide.

#### **Can the PHS replace the background investigation or the clinical interview?**

No. Self-report and collateral verification are complementary; the PHS provides standardized, comprehensive coverage, including internal experiences, while the background investigation provides external verification and information the candidate did not disclose. The interview is where discrepancies are resolved and context is developed. Each is necessary and none alone is sufficient (Chapters 1 and 5).

## Administration

### **Should the PHS be administered preoffer or postoffer?**

Both are supported, but the versions differ. The preoffer version excludes the Physical and Mental Health domain and all substance use questions that could reveal a substance use disorder because such inquiries are permitted only after a COE; jurisdictional requirements and agency practice determine the timing. Chapter 2 discusses these considerations, including the requirements for a bona fide conditional offer.

### **When should the marijuana-related questions be suppressed?**

Marijuana-related questions should be suppressed when applicable law restricts inquiry into previous cannabis use—as in California, where the California Fair Employment and Housing Act (2024) prohibits questions about the legal use of cannabis—or when agency standards make the information irrelevant to the evaluation. Chapter 2 addresses the legal considerations; Chapter 4 discusses application of the suppression option.

### **May the PHS be administered remotely?**

Yes. The PHS is administered online; the respondent may complete it in a proctored setting or remotely. Chapter 2 discusses proctoring considerations and the conditions that should be established for remote administration.

### **Can a respondent use a writing assistant or AI tool to help with their answers?**

No. The PHS instructs respondents that they may not use AI tools to compose, draft, edit, or refine any answer, and respondents must affirm that their responses are their own. Elaborations are behavioral samples as well as content, and both functions depend on the respondent having written them (Chapters 2 and 3). Guidance on addressing suspected AI use appears in Chapter 5.

## The PHS Report

### **What are the capitalized labels at the start of each response?**

Tags. Each tag names the content of the question to support rapid visual scanning of the report during interview preparation and data integration (Chapter 3).

### **Does the report flag concerning responses?**

All “yes” responses to risk-related questions are aggregated as Risk-Related Admissions within each domain, each beginning with its tag so the evaluator can locate them quickly and build interview inquiry around them (Chapters 3 and 5). The report does not score, weight, or interpret admissions. Treating any single flagged item as dispositive on its own invites the errors enumerated and discussed in Chapter 5.

### **Why doesn't the report display “no” responses to the potentially risk-mitigating assertions?**

A nonassertion carries no interpretable meaning, and displaying a “no” response may invite the temptation to treat it as if it did. The report shows what the candidate asserted and nothing more. A category with no endorsements prints a standard statement to that effect, and that statement is not a finding: two assertions means the candidate asserted two strengths, not that they have only two. When strengths matter to the analysis, the evaluator elicits them in the interview (Chapters 3 and 5).

**Should I generate the report with denials suppressed?**

The suppression option exists as a convenience: it permits the user to print a report limited to the informational items and the risk-related admissions and mitigating assertions, which may be useful for some purposes. It does not mean the denials should go unreviewed. Denials carry information of their own: they are reviewed for discrepancies against collateral background information and prior admissions, and they define the boundaries of what the candidate admitted. A user who generates a denials-suppressed report should still review the denials in the full report to identify any discrepancies with collateral background information (see the Cautionary Note section in Chapter 3).

## Interpretation and Integration

**A candidate admitted suicidal ideation (or mental health treatment, or adverse childhood experiences). Is that disqualifying?**

The admission is not disqualifying by itself, and treating it as such is both a clinical error and a potential legal one. Every risk-related admission is subject to the same two questions in order: What does it mean in context? And, if a risk is confirmed, is it offset by remedial conduct, demonstrated insight, or other evidence in the candidate's favor? A remote, resolved history with demonstrated recovery carries little weight; a chronic, current, unmitigated pattern carries a great deal (Chapter 5, including Figure 5-3).

**The PHS conflicts with the background investigation (or with personality test results). What do I do?**

Treat the discrepancy—not the denial or the admission—as the subject of analysis, and resolve it in the interview or by gathering additional information. It is the inconsistency between sources, verified and explored, that becomes an interpretable finding. Chapter 5 illustrates the process of discrepancy analysis and its use in the clinical interview.

**The candidate admitted almost nothing. Can I infer underreporting?**

The PHS alone does not suggest underreporting; it has no validity scales, and sparse admissions may simply reflect an uneventful history. The validity safeguards involve information beyond the PHS: comparison against the background investigation, the personality tests' underreporting indicators and historical items, and inquiry during the interview. A "no" response to a risk-related item is not evidence but rather a reason to verify and to ask (Chapters 3 and 5).

**The elaborations are terse or poorly written. Does that mean anything?**

Interpret with caution. Elaborations are behavioral samples of candor, attitude, cognition, and expression, and their content and style can be compared with the candidate's presentation at the interview. But writing ability varies for reasons unrelated to suitability (e.g., education, language background, comfort with the format) and brevity or polish, in isolation, supports no inference. Mismatches between the written and spoken voice are appropriate for inquiry rather than conclusions (Chapter 5).

**Can responses to the PHS establish that a candidate has a mental health condition or diagnosis?**

No. The PHS is not a diagnostic instrument, and its mental health items document reported experiences and events, not conditions. Disability laws obligate the evaluator to assess current capacity to perform the job, not the fact of a psychiatric history (Chapter 5).

## Legal Considerations

### **The candidate disclosed family psychiatric history despite the GINA admonishment. May I consider it?**

No. The admonishment instructs respondents not to provide genetic information, including family medical and psychiatric history, and information disclosed despite the instruction should not be discussed, documented further, or used in the evaluation (Chapter 2).

### **Who may use the PHS and receive the PHS Report?**

The PHS is designed for use by qualified professionals conducting preemployment psychological evaluations of public safety candidates; Chapter 1 describes the expected user competencies. Users are welcome to reproduce portions of the PHS Report in their own written reports (e.g., quoting a verbatim elaboration or listing the admissions that informed a conclusion) whenever they judge the material appropriate to be included. Once incorporated, that material is part of the evaluator's report, and its distribution, like that of the PHS Report itself and the evaluator's conclusions, is governed by applicable law, professional guidelines, and agency policy, which vary by jurisdiction.