ASHLAND THEOLOGICAL SEMINARY
CLC 7761 PERSONALITY ASSESSMENT (Category II)
Spring Semester 2016

Columbus Center
Monday 6:15 – 9:00 p.m.
Lee Wetherbee, Ph.D., L.P., L.P.C.C.-S

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Course Description

Advanced concepts are presented for the assessment of personality using objective (i.e. non-projective) assessment instruments. Special attention will be given to the development, nature, structure, administration, and interpretation of objective personality instruments. Both scientific and practical aspects of these inventories will be addressed. This course is required for the MACC degree.

Objective personality assessments can provide valuable clinical and treatment planning information that is not easily obtained by other data collection methods. This course is designed to provide students with basic skills needed to administer, score, interpret, and report findings of objective personality tests: primarily the MMPI-2 and NEO PI-3. Additional personality instruments will be explored as time permits. In addition to CC 892 being a prerequisite for this class, a basic understanding of diagnostics (DSM-V taxonomy), counseling theory, and treatment planning is expected as a foundation.

Student Learning Outcomes

- Students will gain a rudimentary competence in the administration, scoring, interpretation, and reporting of findings from objective personality instruments.
- Students will generate multiple test profiles based upon provided case studies
- Students will interpret these profiles based on skills learned in the class.
- Students will demonstrate facility with the incorporation of objective personality assessment results into treatment planning and therapy.
- Students will provide evidence of their ability to implement objective personality tests in a manner that conforms with the ethics guidelines of the American Counseling Association, the Ohio Revised Code, and the Ohio Administrative Code governing the conduct of counseling licensees.
CACREP CMHC Standards Met in this Course Include:

**H.2** – Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

**G.2** – Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

**Teaching Strategies for Student Learning**

This course will utilize a variety of learning approaches including, but not limited to, lecture (in-class PowerPoint with corresponding handouts available on the professor’s website), small group discussion, case formulation activities, and modeling of interpretive strategies by the professor. In addition to classroom discussion, students will process analogue assessment data, generate professional reports (as homework), and may engage in interpretive role-plays. The pace of the course will be student driven to the extent that this allows for the accomplishment of course objectives for the majority of students.

**Course Requirements**

**Textbook(s) and Other Readings**

ACA Code of Ethics and Standards of Practice, Section E: Evaluation, Assessment, and Interpretation
Available at ACA website:


*Note:* The Costa & McCrae (2010) NEO Inventories text is a single monograph encompassing all three inventories. It does not have an ISBN number... this is due to the fact that it’s a professional test manual, published by PAR (Psychological Assessment Resources) and distributed as a part of the NEO-PI-3 testing materials... this type of professional resource is only available to mental health professionals or other appropriately credentialed/trained individuals. For ethical as well as test security reasons, this resource is not open for distribution to the general public (you may see the manual on other websites, like Amazon, however, it will not be available for shipment), thus I will order it (through the Seminary) to be available in the bookstore... this is the only place you'll likely be able to purchase the manual (unless you apply with PAR to purchase resources independently). It is also worth noting that the use of this manual for a graduate course qualifies it for a "Training discount," thus the manual should be available for much less than the price quoted through Amazon or even PAR's website.
Attendance

This course is scheduled to meet on Monday evenings 6:15 p.m. to 9:00 p.m. January 11 through May 2 (note that class will not meet January 18 or March 7). Class attendance and participation are expected; classroom dialogue, group activities, and student initiated questions are vital parts of the learning process. Missed classes can be expected to disrupt the learning process and are very likely to interfere with performing adequately on class requirements (ultimately impacting the student’s grade). Ashland Theological Seminary’s Student Handbook policy on attendance will be observed. Please note this policy’s stance on missed classes: “Any student missing the equivalent of six class hours will be required to do additional work, receive a lower grade, or withdraw from the class, at the discretion of the professor.” It is the student’s responsibility to acquire missed lecture materials and/or handouts from other students. This policy also includes tardiness.

Assignments/Assessment of Student Learning

1) Exams. Examinations will consist of material from course readings (required textbooks as well as additional assigned readings), and corresponding lecture content. There will be two exams scheduled (i.e., posted online) each will cover a specified content domain and contain a combination of True/False, multiple choice, short answer, and/or ethical/clinical vignettes. Exams will be administered in a take-home format; they will be made available one week prior to their due dates, thus permitting students approximately one week to complete them. Specific information on each exam will be provided in class.

2) Practice interpretation of MMPI-2 and NEO PI-R (or NEO PI-3) protocols. (CACREP CMHC G.2). Students will be given opportunities to hone their practical skills through interpreting MMPI-2 and NEO PI-R (or NEO PI-3) test protocols. The student will be expected to demonstrate increasing levels of mastery through his/her own interpretations both within and outside of class. These will be accomplished, initially, through group work wherein students will consult and collaborate to complete MMPI-2 and NEO PI-R interpretations. After these group exercises, students will complete individual interpretations for the vignettes/profiles. After each is completed, the vignettes (profiles) will be discussed in class to reinforce the learning of this complex skill set. To be successful in interpretation, it is essential that students keep up with assigned readings, attend lecture, and participate.

3) Interpretation and reporting of Integrated MMPI-2 and NEO-PI-R (or NEO PI-3). (CACREP CMHC G.2). Students will provide a written report integrating NEO PI-R and MMPI-2 testing profiles provided, by the professor. These testing profiles have been
generated for training purposes and are not based on actual profiles of clients or students with whom the professor has worked. This exercise will build upon the skill set cultivated in the practice interpretations of individual profiles by fostering the critical integration of complimentary and “conflicting” personological material gleaned from two separate psychological instruments (MMPI-2 and NEO PI-R). Guidelines for this assignment will be reviewed in class and made available on the website.

4) **NEO PI-R (or NEO PI-3) and Faith** Students will be given the opportunity to explore the relationship between spiritual issues and personality (e.g., how personality domains/facets contribute to or influence worship style, perceived closeness to God, spiritual gifting, or disciplines likely to prompt growth, for example). Using information gleaned from NEO PI-R (or NEO PI-3) facets, students are encouraged to explore/discuss how specific FACETS (e.g. N4, O3), clusters of facets, and/or domains may relate to spiritual matters in the individual’s life. Student are to write a brief paper (3-5 pages, double spaced, 12 point font, 1” margins) describing their reflections and any supporting sources they would like to incorporate. In this paper, the student is expected to demonstrate: (1) an accurate understanding of the facet or domain being discussed, (2) a clear depiction of the spiritual or religious construct under consideration and (3) a clear articulation of the interrelationship/dynamics between the chosen personality dimension(s) being and one’s selected area of spiritual/religious life.

**Special Notes**

1. All materials generated by the student are expected to demonstrate professionalism. Materials of poor quality are unacceptable and may be returned to the students to be redone and/or result in the lowering of the student’s grade. See the professor with questions in advance of assignment due dates.

2. Any unprofessional conduct in regard to testing may result in consequences up to, and including failure in the course. **Completion of this course does not qualify the student to administer, score and interpret objective personality measures independent of supervision.**

3. It is suggested that the student called to pursue further use of objective personality measures seek out competent supervision to insure continued development of competence. In addition, becoming a member of professional organizations such as the American Counseling Association, American Association of Christian Counselors can further enhance the student’s interest and competence with personality assessment.

4. Students are responsible for maintaining the security of all testing materials provided in the course of this class, and returning or appropriately disposing of any protected materials.

5. In order to satisfy all course requirements in a timely manner, students will need to remain current with all assignments. Students who anticipate having to miss a class, or who are absent for unanticipated reasons are responsible for the material covered in that class.
6. Students can acquire a more sophisticated and phenomenological understanding of personality assessments when afforded the opportunity to complete them as a component of their training. Individuals wishing to take the MMPI-2 and/or NEO PI-R, as an element of this course, may contact the Administrative Assistant for the Counseling Department to arrange a testing opportunity (a minimal fee of $20.00 per assessment will be charged to offset materials and scoring costs). Please note, this is not a mandatory part of the course.

Calculation of Grade

The following points and distribution will be used in the calculation of the student’s final grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point value</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Examinations</td>
<td>60</td>
<td>~ 38%</td>
</tr>
<tr>
<td>Interpretation of MMPI-2 (2 interpretations)</td>
<td>50</td>
<td>~ 31%</td>
</tr>
<tr>
<td>Interpretation of NEO PI-R</td>
<td>20</td>
<td>~ 12%</td>
</tr>
<tr>
<td>Integrative Report (combined MMPI-2 and NEO PI-R)</td>
<td>30</td>
<td>~ 19%</td>
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<tr>
<td>NEO PI-R and Faith paper <em>(optional extra credit)</em></td>
<td>10</td>
<td></td>
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<tr>
<td></td>
<td>160</td>
<td>(without extra-credit)</td>
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Note: The reading and assignment conspectus will be posted on the professor’s website well in advance of the beginning of the semester. You will receive notice of this posting so that you can access this document when it is posted.
Lifelong Learning Component

Suggested additions to the student’s library that are NOT REQUIRED (numerous other elective readings will be posted on the course website)


SEMINARY GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>71-73</td>
<td>1.3</td>
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</tr>
<tr>
<td>F</td>
<td>below 65</td>
<td>0.0</td>
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</tbody>
</table>
The following description of grades is taken from the ATS catalogue (p. 78) and will be adhered to for this course:

**A:** Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
   (includes grades of A and A-)

**B:** Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
   (includes grades of B+, B, and B-)

**C:** Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
   (includes grades of C+, C, and C-)

**D:** Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
   (includes grades of D+, D, and D-)

**RELATIONSHIP TO THE CURRICULUM MODEL**

All coursework at Ashland Theological Seminary is intrinsically connected to the 4Cs of the curriculum model: **core identity**, **character**, **calling**, and **competency**. This course affirms the value of human life and the purpose of such life (teleology) as rooted in a relationship with God (**core identity; character**) and others (**calling**). The course also prepares students to identify and address key concepts of conceptualization, diagnosis, and treatment in counseling practice with clients experiencing mood and anxiety disorders (**competence**).

**ACADEMIC INTEGRITY POLICY**

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

**WRITING ASSISTANCE**

If you need assistance with writing projects for your coursework, contact the ATS Writing Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic writing. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your
paper evaluated for areas needing improvement. The ATS Writing Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

STUDENTS WITH DISABILITIES

A student who has a specific physical, psychological or learning disability and requires accommodations is encouraged to inform the instructor during the first days of the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services located in the Center for Academic Support, Library Seventh Floor, (419) 289-5904, ssalvo@ashland.edu prior to receiving accommodations. Ashland University makes every effort to comply with Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Amendments to the Act (2008).
There is no such thing as strong coffee, only weak people