

ASHLAND THEOLOGICAL SEMINARY
CLC 7761 PERSONALITY ASSESSMENT
Fall Semester, 2020 (Ashland Campus)
Wednesdays, 6:00 – 7:15pm;

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I. 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.* Prerequisite: CLC 6692.

II. STUDENT LEARNING OBJECTIVES (with DLOs): This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format. **At the conclusion of this course, students will**

1. Identify appropriate practices associated with administering, scoring, interpreting, and reporting the results of MMPI-2 and NEO-PI-3 inventories. (KO7)
2. Compose a basic interpretive report derived from a clinical description (i.e., vignette) and associated testing data (i.e., MMPI-2 and/or NEO-PI-3 profiles). (KO7, PSO5)
3. Select appropriate interpretive statements for individual and multiple (i.e., interacting) MMPI-2 and NEO-PI-3 scales. (KO7)
4. Apply the results of MMPI-2 and NEO-PI-3 assessments to counseling situations by identifying and/or writing appropriate interpretations, including treatment recommendations, from clinical vignettes. (KO7, PSO5)
5. Apply the ethical guidelines of the American Counseling Association, the Ohio Revised Code, and the Ohio Administrative Code to various counseling/testing scenarios. (PAO4)

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.

III. KNOWLEDGE BASE

A. Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure: This course meets the Ohio Administrative Code (OAC) requirement for 4757-13-01 (5) (b) Evaluation of Mental and Emotional Status.

B. 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.

IV. 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 course websites), 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. If circumstances necessitate (e.g., pandemic dynamics, stay-at-home orders, etc.), then a portion of this course, or possibly the entire course, may rely on synchronous or asynchronous distance modalities to

V. REQUIRED TEXTS

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

Available at ACA website:

<https://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>

Finn, S. (1996). Using the MMPI-2 as a Therapeutic Intervention. Minneapolis, MN: University of Minnesota Press. ISBN: 0816628858

Friedman, A. F., Bolinsky, P. K., Levak, R. W., & Nichols, D. S. (2015). Psychological Assessment with the MMPI-2/MMPI-2-RF (3rd ed.). New York, NY: Routledge. ISBN: 9780415526333

Weiner, I. B. & Greene, R. L. (2017). Handbook of Personality Assessment (2nd ed.). Hoboken, N.J.: John Wiley & Sons, Inc.

Permalink (Chapter 11):

<http://proxy.ashland.edu:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=cab39933026&site=eds-live>

ADDITIONAL REQUIRED READING

Additional articles or book chapters (beyond the required textbooks) will be assigned; these resources will be available, via electronic access, on the Blackboard Learn website and the professor's website (web-addresses are included above).

VI. COURSE SCHEDULE

WEEK	TOPIC	MATERIAL(S) DUE	READINGS
1 <i>Sept 2</i>	Personality Theory		Ahmetoglu & Chamorro-Premuzic (2013) Groth-Marnat & Wright (2016)
2 <i>Sept 9</i>	Personality Theory and Intro to the MMPI		Friedman, et al. (2015) Chs. 1 & 2
3 <i>Sept 16</i>	Intro to the MMPI		Friedman, et al. (2015) Chs. 3 & 4
4 <i>Sept 23</i>	MMPI 2 Scales & Interpretation		Friedman, et al. (2015) Ch. 5
5 <i>Sept 30</i>	MMPI 2 Scales & Interpretation	Exam 1 (posted)	Friedman, et al. (2015) Ch. 9
6 <i>Oct 6</i>	MMPI 2 Scales & Interpretation		Friedman, et al. (2015) Ch. 6 <i>Costa, Bagby, Herbst, & McCrae (2005)</i>
7 <i>Oct 13</i>	MMPI 2 Scales & Interpretation	MMPI-2 interpretation 1	Friedman, et al. (2015) Ch. 7 <i>Finn & Kamphuis (2006)</i>
8 <i>Oct 20</i>	MMPI 2 Scales & Interpretation		Friedman, et al. (2015) Ch. 8
9 <i>Oct 27</i>	MMPI 2 Scales & Interpretation		Friedman, et al. (2015) Ch. 10
10 <i>Nov 3</i>	NEO-PI R & NEO-PI-3	MMPI-2 interpretation 2	Weiner & Greene (2017) Ch 11
11 <i>Nov 10</i>	NEO-PI R & NEO-PI-3	Exam 2 (posted)	<i>Paunonen & Ashton (2001)</i> <i>Morasco, et al. (2007)</i>
12 <i>Nov 17</i>	NEO-PI R & NEO-PI-3		Finn text (1996)
<i>NO CLASS: Happy Thanksgiving!</i>			
13 <i>Dec 1</i>	NEO-PI R & NEO-PI-3		<i>Finn (2003) (article)</i>
14 <i>Dec 8</i>	Interpretive sessions	Integrated MMPI-2 & NEO-PI-3	Additional reading 1 (website)
15 <i>Dec 15</i>	Ethics	<i>NEO PI-R and Faith Paper (Optional extra-credit)</i>	ACA Code of Ethics, Section E Additional reading 2 (website)

VII. GRADING ELEMENTS

Attendance

This course is scheduled to meet on Wednesdays days, 6:00pm – 8:45pm, from September 2nd through December 15th. (**Please note, there will be no class on November 25th in observance of Thanksgiving**). class attendance and participation are exceptionally important; 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 more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise 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.**

Use of laptops and other electronic devices: Regarding the use of laptops in the classroom, the following policy has been adopted by the Counseling Department at ATS;

It is up to the discretion of the professor whether laptops may be used in any particular course. In those courses where permission is granted, please remember to limit computer usage to course related purposes while in class sessions by refraining from using laptops (and other electronic devices) for other than course related reasons, including internet search, e-mails, etc. Please demonstrate respect by giving your full attention to the instructor or student presenting.

You are permitted to use your electronic devices in this class, so long as you abide by the above policy. If your use of a computer (or other electronic device) disrupts the class or becomes a distraction to others, this permission may be revoked; if you have any questions or concerns about this, please see me before this becomes a problem.

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 for weeks 3 and 6 of the semester (these will be posted/administered online); each will cover a specified content domain and contain a combination of True/False, multiple choice, short answer, and/or case vignettes. Exams will be administered in a take-home format; they will be made available at least one week prior to their due dates, thereby permitting students approximately one week to complete them. Specific information on each exam will be provided in class. (**~53% of final grade**)

- 2. Practice interpretation of MMPI-2 and NEO PI-R (or NEO PI-3) protocols.** Students will be given opportunities to hone their practical skills through interpreting MMPI-2 and NEO-PI-R (or NEO PI-3) test protocols (testing profiles were generated for training purposes and were not based on actual client profiles or students with whom the professor has worked). Clinical vignettes, including assessment data (i.e., testing profiles) will be provided, allowing students to demonstrate increasing levels of mastery through their ability to identify, and/or develop appropriate interpretations, including treatment recommendations, from the information. These interpretations will be structured as objective exercises, typically requiring students to select the best interpretive statement or clinical observation from a series of possible responses; items may be multiple-choice, matching, short answer, or some combination of these. **To be successful in interpretation, it is essential to keep up with assigned readings, attend lecture, and participate. (~29% of final grade)**
- 3. Interpretation and reporting of Integrated MMPI-2 and NEO-PI-R (or NEO PI-3).** Students will generate a written report integrating separate NEO PI-R and MMPI-2 profiles provided by the professor (test profiles used in this exercise were generated for training purposes and were not based on actual client profiles 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 separate psychological instruments (MMPI-2 and NEO PI-R). Guidelines for this assignment will be reviewed in class and made available on the website. **(~18% of final grade)**
- 4. EXTRA CREDIT (Optional) - 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 religious/spiritual variables such as worship style, perceived closeness to God, spiritual gifting, disciplines likely to prompt growth, etc.). Using information gleaned from NEO PI-R (or NEO PI-3) inventory, 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. Students are to write a brief paper (minimum of 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 include: (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 discussed and one’s selected area of spiritual/religious life. **(~6% of final grade)**

VIII. CALCULATION OF GRADE AND CONNECTION OF LEARNING OUTCOMES

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

Grading Element	Associated Student Learning Outcomes	Associated CACREP CMHC Standards	Point value	Percentage of Final Grade
Examinations	1, 3, 5	G.2	90	~ 53%
Interpretation of MMPI-2 (2 interpretations)	1, 2, 3, 4, 5	H.2, G.2	50	~ 29%
Integrative Report (combined MMPI-2 and NEO PI-R)	1, 2, 3, 4, 5	H.2, G.2	30	~ 18%
NEO PI-R and Faith paper (optional extra credit)	3, 4	G.2	10	
Total			170	(without extra-credit)

SPECIAL NOTES ON GRADING

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 or unethical 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 any student intending to use (administer, score, and/or interpret) objective personality measures seek out appropriate supervision to insure continued development toward competence. In addition, becoming an active member of professional organizations such as the American Counseling Association, American Association of Christian Counselors can further enhance a student's interest and competence with personality assessment.
4. Students are responsible for maintaining the security of all testing materials provided in this class (including the NEO Inventories test manual), 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 do so via professionally hosted, remote (i.e., online) testing services (NEO PI-3 approximate cost: \$20; MMPI-2 approximate cost: \$45); please speak to the professor if you are interested. **Please note**, this is not a mandatory part of the course.

IX. SEMINARY GRADING SCALE

Grade	Percent	Grade Points	Description
A	97-100	4.0	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.
A-	92-96	3.7	
B+	89-91	3.3	
B	86-88	3.0	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.
B-	83-85	2.7	
C+	80-82	2.3	
C	77-79	2.0	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	74-76	1.7	
D+	71-73	1.3	
D	68-70	1.0	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	65-67	0.7	
F	Below 65	0	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

X. RECOMMENDATIONS FOR LIFELONG LEARNING

Students are encouraged to broaden and/or deepen their understanding of commonly used personality assessments and consider their capacity to both inform and enhance clinical work. For those seeking to utilize these tools in clinical practice, it is advised that supervised use of these tools (in clinical practice), be added to this preliminary (largely didactic) introduction to personality testing. Upon graduation, and for continuing education credit after licensure, students can avail themselves of various seminars, workshops, and conferences in this professional area, particularly trainings hosted by test developers, which may be a prerequisite for purchase and use of the corresponding inventory. Throughout this process, students are encouraged to scrutinize the psychometric properties of the instruments they intend to use, and pursue those with sufficient empirical support for their purposes.

XI. ACADEMIC INTEGRITY POLICY

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in

keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

XII. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Ashland Multiliteracy Center](#) and select “Online and Graduate” from the schedule menu.

XIII. Accessibility Resources and Accommodations

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

RECOMMENDED RESOURCES (*NOT* required but intended to be of current and future help)

- Butcher, J.N. & Perry, J.N. (2008). *Personality Assessment in Treatment Planning: Use of the MMPI-2 and BTPI*. New York, NY: Oxford University Press.
- Costa, P.T. & Widiger, T.A. (2002). *Personality Disorders and the Five-Factor Model of Personality, Second Edition*. Washington, D.C. American Psychological Association. ISBN: 1557988269. Also available online at NetLibrary.
- Groth-Marnat, G. & Wright, A. J. (2016). *Handbook of Psychological Assessment, Sixth Edition*. Hoboken, N.J. Wiley. ISBN: 978-1118960646
- Harwood, T. M., Beutler, L. E., & Groth-Marnat, G. (2011). *Integrative Assessment of Adult Personality (3rd ed.)*. New York, NY: Guilford Press.
ISBN: 978-1-60918-650-0
- Levak, R. W., Siegel, L., Nichols, D. S. & Stolberg, R. (2011). *Therapeutic Feedback with the MMPI-2: A Positive Psychology Approach*. New York, NY: Taylor & Francis Group. ISBN: 9780415884914
- McCrae, R. R. & Costa, P. T. (2005). *Personality in Adulthood: A Five-Factor Theory Perspective (2nd ed.)*. New York, NY: Guilford Publications, Inc..
ISBN: 1-57230-827-3
- Nichols, David S. (2008). *Essentials of MMPI-2 Assessment*. New York. Guilford Press.
ISBN: 0471345334.
- Piedmont, R. (1998). *The Revised NEO Personality Inventory: Clinical and Research Applications*. New York, NY: Plenum Press. ISBN: 0306459434