

**ASHLAND THEOLOGICAL SEMINARY**  
**CLC 7761 PERSONALITY ASSESSMENT**  
**Summer Semester, 2020 (Online)**  
**Tuesdays, 10:00am – noon (Online via Zoom platform);**  
**May 12, 19, 26; June 2, 9, 16**

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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)

## 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 be taught in a fully online format, incorporating both synchronous (i.e., the expectation to meet live, online, each scheduled class session) and asynchronous (i.e., work at-your-own-pace from home) components. These two elements of the course will employ pre-recorded lectures (designed for remote viewing), reflection, case conceptualization, multiple choice exercises/tests, written assignments, and activities designed to assist in the formation of critical thinking. The pace of this course will be student driven, to the extent that this allows for the accomplishment of course objectives for the majority of students.

The preponderance of course material will be conveyed asynchronously; it is important that video lectures be viewed between classes as they will be the primary source of course content and serve as preparation for the synchronous discussions/exercises. Weekly (live) online sessions are scheduled for Tuesdays, from 10:00am until noon (on the dates identified above); these will permit an opportunity to review, clarify, and discuss readings/lecture; they will also emphasize dimensions of practice related to inventory administration, scoring, profile interpretation, report writing, and provision of client feedback. Optimal functioning in this course will be impacted by the reliability and speed of one's internet connection; streaming video content and accessing online resources may be hindered by an unstable internet connection or low download/upload speeds. The following webpage is provided as a tool for assisting you in evaluating the quality of your audio/video streaming, and for testing the connectivity of your camera/microphone; please consider conducting a "Pre-call" test of your system ahead-of the initial (May 12<sup>th</sup>) class session; this can ensure you have sufficient bandwidth and connection stability to participate (<https://tokbox.com/developer/tools/precall/>).

It is requested that students select a location for participating in class activities (synchronous and asynchronous) that: (1) provides adequate privacy, (2) is conducive to learning (largely distraction-free), and (3) is equipped with an Internet connection that is both stable and offers sufficient bandwidth to facilitate participation. It is highly recommended that students be familiar with their computers, their browser functions (native or third-party), the BlackBoard Learning Management System in general, and the video-conferencing component (Zoom) in particular. In addition, it will be valuable to know how to access a variety of one's system's settings (e.g., webcam, sound input and output, possible Bluetooth connections, etc.) **prior** to attending the first class session. Please note, a stand-alone Zoom app is available for many operating systems, and may offer a more efficient and easier route to joining class; for those who wish to download and install this program, you will be asked to sign-in upon initialization... please use your Ashland Id/password, or your Ashland issued Gmail account information. If you're not comfortable using any of these tools, please refer to the extensive library on the Learn AU site.

## 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

Graham, J. (2012). MMPI-2: Assessing Personality and Psychopathology (5<sup>th</sup> ed.). New York, NY: Oxford University Press. ISBN: 9780195378924

Weiner, I. B. & Greene, R. L. (2017). Handbook of Personality Assessment (2<sup>nd</sup> 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=cat02507a&AN=ohiolink.b39933026&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	IMPORTANT DATES	LECTURE TOPIC	ASSIGNMENTS DUE	READINGS
1	May 12	Personality Theory & Introduction to the MMPI-2		Ahmetoglu & Chamorro-Premuzic (2013) Groth-Marnat & Wright (2016) Graham Chs. 1 & 2
2	May 19	MMPI-2 Scales and Interpretation		Graham Chs. 3-6
3	May 26	MMPI-2 Scales and Interpretation	Test 1 posted (due June 2 <sup>nd</sup> )	Graham Chs. 7, 9, & 11 <i>Costa, Bagby, Herbst, &amp; McCrae (2005)</i>
4	June 2	MMPI-2 Scales and Interpretation & Introduction to the NEO-PI-3	Case Vignette #1	Graham Chs. 8, 10, & 12
5	June 9	NEO PI-R & NEO PI-3	Case Vignette #2	Weiner & Greene (2017) Ch. 11 <i>Paunonen &amp; Ashton (2001)</i> <i>Morasco, et al. (2007)</i>
6	June 16	NEO PI-R & NEO PI-3	Case Vignette #3 (due June 23 <sup>rd</sup> )  Test 2 posted (due June 30 <sup>th</sup> )  <i>NEO PI-R and Faith (Optional extra-credit, due June 30<sup>th</sup>)</i>	Finn text (1996) <i>Finn (2003)</i> ACA Code of Ethics, Section E

## VII. GRADING ELEMENTS

### Attendance

This course is scheduled to meet on Tuesdays, from 10:00am – noon on May 12<sup>th</sup>, 19<sup>th</sup>, 26<sup>th</sup>; June 2<sup>nd</sup>, 9<sup>th</sup> and 16<sup>th</sup>. Considering the compressed/accelerated format of this course, maintaining pace with the weekly lectures (posted on BlackBoard Learn) and “class” attendance, are exceptionally important; online dialogue, participation in 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). It is important to be familiar with the attendance policy, which in this online format applies to the prerecorded lectures (these are required to watch) and one’s presence in weekly live sessions. 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.***

### 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 course (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. Specific information, including the content domain, will be provided prior to each exam. (***~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 that students 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	
<b>Total</b>			<b>170</b>	(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, 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 either the MMPI-2 and/or NEO PI-R, as an element of this course, may notify the professor, and arrange a testing opportunity (a minimal fee of \$25.00 per assessment will be charged to offset materials and scoring costs). **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. SEMINARY WRITING CONSULTATION SERVICE**

The Seminary Writing Consultation 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 [Writing Center Online](#) and select “Online and Graduate” from the schedule menu.

## **XIII. ACCESSIBILITY RESOURCES AND ACCOMODATIONS**

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](mailto: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 (3<sup>rd</sup> 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 (2<sup>nd</sup> 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