

COUN 800 COURSE SYLLABUS

CENTER FOR COUNSELING AND FAMILY STUDIES

COUN 800 PERSONALITY TESTING

I. COURSE DESCRIPTION

(3 hours; from Graduate Catalog) Use and application of personality assessment instruments is discussed, including projective tests with individuals. Students learn testing procedures as well as application of results and use in diagnosis and treatment planning.

This course provides students with an understanding of various aspects of personality testing including test development, administration, scoring, interpretation, and application. The course will also focus on the phases of the process of personality assessment: clarifying a referral question; conducting a clinical interview; test selection; scoring and interpretation; integration of testing with other sources of information; providing feedback to clients; and writing accurate and effective reports. While the emphasis of the course is on personality testing with adults and adolescents, issues related to personality testing of children will be explored. Although not a survey course of numerous measures of personality, the course will cover several major objective and projective personality tests such as the MMPI-2, MMPI-A, MCMI-III, MACI, TAT, and HTP. The Rorschach will be surveyed, but not in sufficient depth that students completing the course will be qualified users. The course will also introduce students to the assessment of normal and healthy personality through the use of testing. The NEO-PI-R, 16PF, MIPS, and the VIA will be used to accomplish this aspect of the course.

II. RATIONALE

Doctoral-level practitioners in professional counseling are frequently called upon to utilize personality testing in clinical practice. To do this ethically, counselors must be sufficiently trained in various methods of personality assessment, including the skillful use of personality testing. This course provides the student with the entry-level education, training, and experience necessary to further develop their skill in personality assessment using testing as one method for doing so.

III. PREREQUISITES

COUN 521 and COUN 646. This is a doctoral level course intended for students enrolled in the Ph.D. program and advanced masters students. Students will be permitted into the course by approval of the professor. Students should possess working familiarity with personality theory, test theory, test construction, statistics, diagnosis, and treatment

planning. Each student will take a battery of personality tests during the week, with several tests requiring standardized scoring, profile, and report forms. There will be a lab fee of \$100 for this battery of tests that will need to be paid during the first day of class.

As stated in the Liberty University Graduate Catalog, it is the student's responsibility to make up any prerequisite deficiencies that would prevent the successful completion of this course.

IV. MATERIALS LIST

Greene, R.L. (1999). *MMPI-2: An interpretive manual* (2nd ed.). Boston, MA: Allyn & Bacon.

Groth-Marnat, G. (2009). *Handbook of psychological assessment* (5th ed.). New York: John Wiley & Sons.

Ogdon, D.P. (2001). *Psychodiagnostics and personality assessment: A handbook* (3rd ed.). Los Angeles: Western Psychological Services.

Disclaimer: The above texts provide information consistent with that required by state licensing boards in the class subject area. Liberty University does not necessarily endorse specific religious, philosophical, or political positions found in these texts.

V. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio and video equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word (Microsoft Office is available at a special discount to LU students.)

VI. MEASURABLE LEARNING OUTCOMES

The student will be able to:

- A. Evaluate ethical issues and dilemmas that arise when using personality testing as one means of assessment based on existing ethical standards applicable to professional counselors. (Ph.D. learning outcomes 2., 3., 4., & 7.)
- B. Evaluate the impact of multicultural diversity on testing accuracy. (Ph.D. learning outcomes 2., 3., 4., & 7.)
- C. Identify, clarify, analyze, and refine specific referral questions used to help guide the personality assessment process. (Ph.D. learning outcomes 3., 4., & 6.)
- D. Demonstrate clinical interviewing skills used to obtain pertinent information related to personality assessment. (Ph.D. learning outcomes 3., 6., & 7.)
- E. Administer, score, interpret, and report scores on selected personality tests. (Ph.D. learning outcomes 2., 3., 6., & 7.)

- F. Interpret personality test results using background, interview, and other assessment data. (Ph.D. learning outcomes 3. & 6.)
- G. Synthesize personality testing and other assessment data into coherent and focused written reports. (Ph.D. learning outcomes 2. & 6.)
- H. Justify the use of personality testing within a Christian worldview. (Ph.D. learning outcomes 1., 4., & 6.)

VII. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. **Complete reading of required textbooks prior to coming to class.** Completion of additional recommended reading can further enhance the students' knowledge base and prepare them for Requirement 2. (Learning Outcomes A, B, & H)
- B. Attend all class sessions with a ready, willing, honest, and open attitude. Attendance is necessary to demonstrate completion of Requirement C below. (Learning Outcomes D, E, F, G, & H)
- C. Participate in class discussion and related activities designed to help students evaluate, analyze, interpret, and synthesize testing data. Enthusiastic agreement and respectful disagreement with others in the class is expected. Learning to accurately communicate beliefs, attitudes, and emotions about important issues is a crucial part of personal and professional development. (Learning Outcomes A, B, C, D, E, F, G, & H)
- D. Work groups of 3-4 students each will be formed the first day of class. Groups will develop their presentation on a particular aspect of personality testing. Some class time will be given to develop a phase of this assignment. The goal is for each group to have a presentation on personality testing that could be considered for implementation in clinical settings. Presentations will demonstrate student mastery of course content and outcomes. More information about this assignment will be provided on the first day of the course. (Learning Outcomes A, F, & H)
- E. Conduct two personality assessments based on data from sources arranged by the instructor. The results of the 2 assessments will be presented in written reports following the format provided in class. (Learning Outcomes F & G)
- F. Write a 15-20 page self-assessment report following the format provided in class using the student's own background information and testing results. (Learning Outcomes A, E, F, & G)

VIII. COURSE GRADING AND POLICIES

- A. Weight (Points)

Class attendance/participation	10% (100 pts)
Work Group Presentation	20% (200 pts)
Personality Assessment Reports	40% (2 @ 200 pts ea.)

Self-Assessment Report	30% (300 pts)
------------------------	---------------

Total	100% (1000 total pts)
-------	-----------------------

- B. Scale
- | | |
|---|----------------|
| A | 940 – 1000 pts |
| B | 860 – 939 |
| C | 750 – 859 |
| D | 680 – 749 |
| F | 679 and below |

C. Policies

Late work will be accepted up to 1 week after the due date for the assignment, but there will be a full letter grade reduction on the assignment. Assignments submitted later than one week will not be accepted and will receive a grade of 0.

IX. ATTENDANCE POLICIES

Students are expected to attend all class sessions so that active class participation occurs. Given that attendance/participation is 10% of the course grade, students who are present and appropriately active will receive the maximum credit for this aspect of the course. Excused absences are reserved for unforeseen situations such as serious illness or death in the family or for situations previously approved by the professor. Students should document illnesses and emergencies. Reasons such as “something else came up” or “Oops! I forgot” will be unexcused and result in a lower grade for the attendance requirement. Also, assignments are due on the day scheduled regardless of student absence.

X. OTHER POLICIES [reproduce these exactly]

- A. Academic Misconduct
Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.
- B. Disability Statement
Students with a documented disability may contact the Office of Disability Academic Support (ODAS) in DH 2016 or at dlpodas@liberty.edu to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Tutoring/Testing Center in TE 127 is the officially designated place for all tests administered outside of the regular classroom.
- C. Dual Relationship & Limits of Confidentiality
The faculty is responsible for interacting with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as they relate to the context of the

student-client setting. The faculty is responsible for avoiding dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

In the event of a student's disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or distance learning dean. The incident and action taken will become part of the student's permanent record.

- D. Correspondence
Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Your emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as "flaming" or sarcasm. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allowed them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual. Avoid offensive language of any kind.
- E. Drop/Add Policy
Consult the Graduate Catalog for drop/add policies.
- F. Dress Code (applies to classes meeting on campus)
Students are expected to maintain a neat, professional appearance while in class. Consult your department for additional guidelines.
- G. Classroom Policies (applies to classes meeting on campus)
While recognizing that students in COUN 800 are often adult professionals with responsibilities that arise during the intensive, students are asked to keep cell phones on silent or vibrate and quietly leave the classroom if it is necessary to receive or make a phone call and return to class as soon as possible. If this becomes excessive, then students may be required to limit phone use to breaks and after class.

BIBLIOGRAPHY

Students are encouraged to see the Course Documents/Journal Articles folder in the Blackboard course for peer-reviewed articles and other materials included to further enhance the learning experience.