

**COUN 7540: Advanced Personality Assessment**  
The University of Toledo  
College of Health and Human Services  
School of Intervention & Wellness  
4 Credit Hours

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Instructor: Hannah Tippett, M.A., LPC  
Email: Hannah.Tippett@rockets.utoledo.edu  
Office Hours: Thursday 11:00 am – 4:00 pm (via Webex), and by appointment. **Email to schedule**  
Office Location: HH 3100M  
Office Phone: 419.530.2718  
Term: Fall 2020  
Class Location: Online, Synchronous. Blackboard Collaborate  
Class Day/Time: Thursday 4:00 pm – 7:40 pm  
Credit Hours: 4 credits

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### **Course Description:**

This course will focus on the administration, scoring, and interpretation of selected advanced personality assessment instruments. Special emphasis will be given to the MMPI-2, NEO-PI-3, MCMI-III, SASSI-3, and report writing.

### **Professional Disclosure Statement:**

Hannah Tippett, MA, LPC is a doctoral candidate and graduate assistant in the counselor education program at the University of Toledo. She earned her MA in Clinical Mental Health Counseling from the University of Toledo in 2018 and her BS in Human Ecology with a focus in Human Development and Family Science from The Ohio State University in 2015. Hannah is passionate about professional service and advocacy in the counseling profession and has held leadership roles and positions in the Northwest Ohio Counseling Association (NWOCA), the Ohio Association for Counselor Education and Supervision (OACES), the Association of Child and Adolescent Counseling – Ohio branch (ACACO), and the Alpha Omega chapter of Chi Sigma Iota (CSI). Her research focuses on gendered experiences, issues, and competencies in counseling. As an instructor, Hannah uses a post-modern, engaged pedagogical approach. Hannah enjoys spending times with her friends and fur children, George and Dewey, along with walking, exploring nature and the Metroparks, reading, and watching documentaries.

### **Required Text**

Groth-Marnat, G. & Wright, A. J. (2016). *Handbook of Psychological Assessment* (6th ed.). Hoboken, New Jersey: John Wiley & Sons.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, D.C.: American Psychiatric Association. ISBN: 9780890425558

American Counseling Association. (2014). *ACA Code of Ethics*. Alexandria, VA: Author. Available for free from: <http://www.counseling.org/knowledge-center/ethics>

### **Recommended Reading**

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

**Course Prerequisites**

COUN 5120 – Individual and Group Assessment

**CACREP 2016 Standards and Objectives**

This course aims to meet some of the 2016 standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This course specifically addresses the core area of Assessment and Testing (Section 2.F.7.a-m):

Student Learning Outcomes (SLOs)	CACREP (2016) Standard	Assessment
Students will demonstrate and understanding of the historical underpinnings of assessment. Further, students will understand and apply methods for preparing for and conducting initial assessment meetings	2.F.7.a. historical perspectives concerning the nature and meaning of assessment and testing in counseling  2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings	Quiz  Profile Interpretations  Final Assessment Report
Students will understand, identify, and apply the use of assessments for diagnostic and intervention planning purposes	2.F.7.e. use of assessments for diagnostic and intervention planning purposes  2.F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders	Profile Interpretations  Final Assessment Report
Students will understand and identify basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	2.F.7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Quiz  Profile Interpretations  Final Assessment Report
Students be able to identify reliability and validity and	2.F.7.g. statistical concepts, including scales of measurement, measures of	Quiz

other statistical concepts in the use of assessments	central tendency, indices of variability, shapes and types of distributions, and correlations  2.F.7.h. reliability and validity in the use of assessments	Profile Interpretations  Final Assessment Report
Students will understand and identify the use of assessments relevant to academic/educational, career, personal, and social development	2.F.7.i. use of assessments relevant to academic/educational, career, personal, and social development	Profile Interpretations  Final Assessment Report
Students will be able to implement and interpret use of symptom checklists, and personality and psychological testing	2.F.7.k. use of symptom checklists, and personality and psychological testing	Profile Interpretations  Final Assessment Report
Students will identify, implement, and evaluate ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	Reflection Journal  Profile Interpretations  Final Assessment Report

## Teaching Strategies

This course will be taught in using an online, synchronous modality (Blackboard Collaborate). This instructor will use engaged pedagogical strategies to best facilitate student learning, which involves promoting excitement, active participation, and instructor and student co-creation of a supportive learning environment. Your development and learning in this course will be contingent on your engagement in assigned readings, assignments, group work, discussions, and participation. Blackboard will be used as a course tool to deliver lectures, provide students with course content, and for students to submit their assignments.

## Statement on Diversity and Inclusion

In conjunction with the University of Toledo's values and expectations, the faculty within the College of Health & Human Services upholds the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse faculty, staff, and students; to challenge stereotypes; and to promote sensitivity toward diversity and foster of an environment of inclusion in all curricular and extracurricular activities. Therefore, all students enrolled in this course will be expected to:

- Be considerate of the thoughts and ideas of others.
- Demonstrate accountability, integrity and honor in all course-related activities.

- Promote a collaborative and supportive educational environment.
- Treat every individual with kindness, dignity, and respect regardless of: ***Gender, Race/ethnicity, Religion, Sexual orientation, Impairment(s)/Disability(ies), Political views, and Other element(s) of uniqueness.***

### **Technology and Accessibility Statement**

Technology will be utilized throughout this course to support, promote, and facilitate learning. In accordance with University of Toledo policy, all official email communication will be sent to students' university email addresses: `firstname.lastname@rockets.utoledo.edu`. I will only email you at your UToledo email. It is expected that students will read their email in a timely manner. I will respond to emails within 24 hours Monday-Friday. My access to email will be limited on the weekend. It is also expected that students will check the course content on a regular basis. Course content can be accessed through the Blackboard. Your syllabus and any other pertinent information or files will be posted here. This is also a way for you to contact and communicate with your peers in class under the e-mail function in the course tools section. Every student is provided access to a computer lab on campus, and so it will be expected that every student has access to the class files and University of Toledo e-mail account. If you have any issues or need accommodations in terms of the use of technology, please let me know and we can navigate this together.

### **Privacy, Confidentiality, and Professionalism**

Information shared in class is confidential (with exception of information I would need to legally report and/or disclose). It is important to strive for privacy, dignity, and respect for both the process and content of the information shared in class. The ability to demonstrate respect of others in this course is an important indication of how you will work with clients in a counseling capacity. Further, it is imperative to acknowledge that racism, sexism, classism, ableism, heterosexism, and other social oppressions exist and may surface in our discussions. These instances often related to our socialization and corresponding implicit biases. In order to move beyond prejudices and biases, we need to allow them to arise so that they can be processed and challenged. This class welcomes and necessitates openness and vulnerability regarding these topics. Therefore, as a class, we will create a supportive, non-judgmental environment where risk-taking and "mistakes" will be met with empathy and curiosity about the origins about biases and how we can deconstruct those ways of knowing.

### **Academic Accommodations**

The University of Toledo is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations memo from Student Disability Services, it is important that you correspond with me as soon as possible to discuss your disability-related accommodation needs for this course. For students not registered with Student Disability Services who would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact the [Student Disability Services Office](#).

### **Course Changes**

The course schedule, requirements, procedures, content, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

### Academic Dishonesty

All students are subject to the University Policy Statement on Academic Dishonesty in the current University Catalog. Academic dishonesty will not be tolerated. Please read [The University's Policy Statement on Academic Dishonesty](#).

### Attendance and Participation

As you are all graduate students, it is expected that you are responsible for taking an active part in your learning; therefore, you will not be graded on your attendance and participation for this course. However, you are expected to attend and participate in scheduled class sessions on time and for the duration of the scheduled session. Please be sure to review the University's missed class policy.

### Missing and Late Assignments

The submission dates and times for assignments are clearly marked on the course schedule. Please be aware of these dates and times. Late assignment will **not** be accepted unless prior permission has been granted by the instructor. Students will receive a zero (0) for any missing assignments.

### Grading

Discuss any *potential* problems about grades, assignments, participation, etc., with the instructor as soon as possible. Do not wait until after the fact to try and resolve any difficulties that arise. The following learning opportunities and assignments are required components of this course. They are explained in detail below:

<b>A</b>	94-100
<b>A-</b>	90-93.99
<b>B+</b>	87-89.99
<b>B</b>	83-86.99
<b>B-</b>	80-82.99
<b>C+</b>	77-79.99
<b>C</b>	73-76.99
<b>C-</b>	70-72.99
<b>D+</b>	67-69.99
<b>D</b>	63-66.99
<b>D-</b>	60-62.99
<b>F</b>	59.99 and lower

### Assignments:

- Quizzes (4) – 2 pts each (8 points total)
- Profile Interpretations/Clinical Reports (8) – 7 pts each (56 points total)
- Final Assessment Report – 36 point

**Total:** 100 points

**Quizzes:** Students will complete four (4) quizzes throughout the course of the semester. Each quiz will be 20 questions and worth a total of two (2) points. You will have unlimited attempts to complete these quizzes. These quizzes are designed to assess CACREP Standards (2016) related to the core area of Assessment and Testing and to prepare students for the NCE.

**Profile Interpretations/Clinical Reports:** Students will be presented with two each of the MMPI-2, NEO-PI-3, MCMI-III, and SASSI-3, along with a case study for each assessment, as take-home interpretation assignments. Students are expected to interpret the assessment profile related to each case study and write a clinical report and submit to Blackboard. Students are expected to follow the format of the “Clinical Report Template” on Blackboard. In the clinical report, students will include purpose of the assessment, type of assessment, background information and relevant history, data from the clinical interview, mental status exam, results of psychological testing, diagnosis, summary of clinical impressions (including diversity and social justice implications), and treatment recommendations. This will result in the completion and submission of **eight (8)** total clinical reports. Each clinical report is worth a total of **7 points**.

Profile Interpretations/Clinical Reports Rubric

<p>Integration of background info and data from clinical interview</p> <ul style="list-style-type: none"> <li>Includes assessment used, all sections of “Background &amp; Relevant History” section on template, data from clinical interview, and MSE</li> </ul>	<b>/1.5</b>
<p>Interpretation of results</p> <ul style="list-style-type: none"> <li>Thorough interpretation of results of assessment is included</li> </ul>	<b>/1</b>
<p>Diagnosis</p> <ul style="list-style-type: none"> <li>Diagnosis is provided and is supported by DSM-5 criteria</li> </ul>	<b>/1</b>
<p>Summary of Clinical Impressions: Integration of Background and Results into the Summary Section</p> <ul style="list-style-type: none"> <li>Background and results are fully integrated. Important information is highlighted, including, Diversity and Social Justice implications</li> </ul>	<b>/2</b>
<p>Treatment Recommendations</p> <ul style="list-style-type: none"> <li>Treatment recommendations are tied to the results. Recommendations are concrete and measurable.</li> </ul>	<b>/1</b>
<p>Quality of professional writing</p> <ul style="list-style-type: none"> <li>No to minimal spelling/grammatical errors.</li> <li>Adheres to Clinical Report Template</li> </ul>	<b>/5</b>
<b>Total</b>	<b>/7</b>

**Final Assessment Report:** Students will be provided with one comprehensive case study and four corresponding assessment profiles (MMPI-2, NEO-PI-3, MCMI-III, and SASSI-3) for this case. Students will complete a comprehensive Final Assessment Report, and will integrate testing data (i.e. interpretations from all four assessment profiles) and interview data. The Final Assessment Report is worth a total of 36 points.

Final Assessment Report Rubric

Paragraph introducing client and including purpose of assessment (i.e. referral purpose and source)	/5
Database: Assessments used to gather data	/5
All sections of “Background & Relevant History”	/2
Data from Clinical Interview	/1
Mental Status Exam	/1
Thorough interpretation of results of: <ul style="list-style-type: none"> <li>• MMPI-2</li> <li>• NEO-PI-3</li> <li>• MCMI-III</li> <li>• SASSI-3</li> </ul>	/8
Diagnoses <ul style="list-style-type: none"> <li>• Diagnoses are provided and is supported by DSM-5 criteria and data from assessments and clinical interview</li> </ul>	/4
Summary of Clinical Impressions <ul style="list-style-type: none"> <li>• Background and results are fully integrated</li> <li>• Important information is highlighted</li> <li>• Diversity and Social Justice implications included</li> </ul>	/8
Treatment Recommendations <ul style="list-style-type: none"> <li>• Treatment recommendations are tied to the results</li> <li>• Recommendations are concrete and measurable.</li> </ul>	/6
Analysis of each assessment (MMPI-2, NEO-PI-3, MCMI-III, SASSI-3) <ul style="list-style-type: none"> <li>• Cite at least 3 scholarly sources in this section</li> </ul>	/4

Quality of professional writing <ul style="list-style-type: none"><li>• APA Reference Page</li><li>• No to minimal spelling/grammatical errors</li></ul>	/1
<b>Total</b>	<b>/36</b>



### Course Outline and Schedule

<b>Week</b>	<b>Date</b>	<b>Topic and Content</b>	<b>Reading &amp; Assignments</b>
1	8/20	Introduction: Review Syllabus Course Material Role of Clinician, Psychometrics & Test Construction	Syllabus
2	8/27	Context of Clinical Assessment  The Clinical Interview	Ch. 2 – Context of Clinical Assessment  Ch. 3 – The Assessment Interview
3	9/3	The Assessment Report  MMPI	Ch. 15 – The Psychological Report  Ch. 7 – Minnesota Multiphasic Personality Inventory (pp. 243-263)  <b>Quiz 1 by 11:59pm</b>
4	9/10	MMPI-2  MMPI-2-RF	Ch. 7 – Minnesota Multiphasic Personality Inventory (pp. 263-370)  Keiller & Graham (1993)  Nichols (2006a) and (2006b)  <b>MMPI 1 due by 11:59pm</b>
5	9/17	MMPI-2-RF  Review scoring and interpreting the MMPI	<b>MMPI 2 Due by 11:59pm</b>
6	9/24	NEO-PI-3	Ch. 10 – NEO Personality Inventory  McCrae & Costa (1997)  Costa & McCrae (1995)  <b>Quiz 2 by 11:59pm</b>
7	10/1	NEO-PI-3	McCrae & Costa (1991)  Widiger & Costa (1994)

			<b>NEO-PI-3 1 Due by 11:59pm</b>
8	10/8	Review scoring and interpreting the NEO-PI-3  MCMI-III	Schinka et al (1997)  Morasco et al. (2007)  <b>NEO-PI-3 2 Due by 11:59pm</b>
9	10/15	MCMI-III  Review scoring and interpreting the MCMI-III	Ivey & Ivey (1998)  Ch. 9 – Millon Clinical Multiaxial Inventory  <b>MCMI 1 Due by 11:59pm</b>
10	10/22	SASSI  Review scoring and interpreting SASSI's	Myerholtz & Rosenberg (1998)  Clements (2002)  Laux, Salyers, & Kotova (2005)  Laux et al. (2012)  Feldstein & Miller (2007)  <b>MCMI 2 Due by 11:59pm</b>
11	10/29	<b>All Ohio Counselors Conference – No Class</b>	<b>Quiz 3 by 11:59pm</b>
12	11/5	Ethics/Professional Issues	Clawson (1997)  <b>SASSI 1 Due by 11:59pm</b>
13	11/12	Multicultural Assessment	Allen (2007)  Ridley et al. (1998)  Edwards et al. (2017)  Roysircar & Pignatiello (2011)  <b>SASSI 2 Due by 11:59pm</b>
14	11/19	Multicultural Assessment  Final Assessment Report Workday	<b>Final Assessment Report Due on 11/22 at 11:59pm</b>

15	11/26	<b>Thanksgiving: NO CLASS</b>	
Finals Week	11/30- 12/4	Finals Week, no class	<b>Quiz 4 Due on 12/3 by 11:59pm</b>

*\*The above schedule is subject to change at the discretion of the instructor.*