



WINEBRENNER
THEOLOGICAL SEMINARY

“Winebrenner equips leaders for service in God’s Kingdom.”

Term:

Course: CC 6150; Personality Assessment [C]

Instructor:

Phone:

Email:

Office/Contact Hours:



COURSE DESCRIPTION

This course presents advanced concepts for the assessment of personality using objective assessment instruments. The course will also focus on the development, structure, administration, and interpretation of objective personality instruments. Practical and scientific aspects will be addressed. This course is designed to give students basic skills needed to administer, score, interpret, and report findings of objective personality tests. The primary test which will be presented is the MMPI-2. Other objective personality tests will also be reviewed. (3 hours)

COURSE OBJECTIVES

This course addresses the following 2024 CACREP Standards for Clinical Mental Health Counseling programs. At the conclusion of this course, the successful student will be able to:

1. Explain historical perspectives concerning the nature and meaning of assessment and testing in counseling **(3.G.1)**
 - Assessment occurs through textbook readings, class discussion and final exam.
2. Understand basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments. **(3.G.2)**
 - Assessment occurs through textbook readings, class discussion, article review, reflection paper, and final exam.

3. Comprehend statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. **(3.G.3)**
 - Assessment occurs through our textbook readings, class discussion, article review, reflection paper, and final exam.
4. Cognize reliability and validity in the use of assessments. **(3.G.4)**
 - Assessment occurs through textbook readings, class discussions, article review, reflection paper, and final exam.
5. Value culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications. **(3.G.5)**
 - Assessment occurs through textbook readings, class discussion, article review, reflection paper, interpretation exercises, and final exam.
6. Recognize and uphold ethical and legal considerations for selecting, administering, and interpreting assessments. **(3.G.6)**
 - Assessment occurs through textbook readings, class discussions, interpretation exercises, article review, and final exam.
7. Appreciate use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes. **(3.G.7)**
 - Assessment occurs through textbook readings, class discussion, article review, reflection paper, assessment and treatment planning assignment, interpretation exercises, and final exam.
8. Comprehend the use of assessments in academic/educational, career, personal, and social development. **(3.G.8)**
 - Assessment occurs through practice assessments and interpretation exercises, class discussions, and final exam.
9. Identify practical use of environmental assessments and systematic behavioral observations. **(3.G.9)**
 - Assessment occurs through class discussion, assignment of Assessments and Treatment Planning, article review, and reflection paper.
10. Grasp use of structured interviewing, symptom checklists, and personality and psychological testing. **(3.G.10)**
 - Assessment occurs through class discussion, assignment of Assessments and Treatment Planning, article review, reflection paper, interpretation exercises, and final exam.
11. Understand diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems. **(3.G.11)**
 - Assessment occurs through class discussion, assignment of Assessments and Treatment Planning, article review, reflection paper, interpretation exercises, and final exam.
12. Identify procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide. **(3.G.13)**
 - Assessment occurs through class discussion, and assignment of Assessments and Treatment Planning.
13. Comprehend the procedures for assessing clients' experience of trauma. **(3.G.14)**
 - Assessment occurs through readings, class discussion, and assignment of Assessments and Treatment Planning.

14. Know procedures for identifying and reporting signs of abuse and neglect. **(3.G.15)**
 - Assessment occurs through textbook readings, videos, and class discussion.
15. Cognize procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders. **(3.G.16)**
 - Assessment occurs through class discussion, assessment in treatment planning assignment, article review, reflection paper, interpretation exercises, and final exam.
16. Recognize procedures for using assessment results for referral and consultation. **(3.G.17)**
 - Assessment occurs through class discussion, article review, reflection paper, interpretation exercises, and final exam.
17. Complete a treatment plan utilizing a psychological assessment for treatment planning. **(5.C.4)**
 - Assessment occurs through the Assessment in Treatment Planning assignment, textbook readings, class discussions, and final exam.

REQUIRED TEXTBOOKS

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Smith, S., Krishnamurthy, R. (2018). *Diversity-sensitive personality assessment*. Routledge. ISBN: 978-0415823418

Thomas, G. (2010). *Sacred Pathways: Discover your soul's path to God*. Zondervan. ISBN-13: 978-0-310-32988-6

Additional required reading available on Populi

Fees: There is a fee for assessments which will be billed to your account.

METHODOLOGY

The course will utilize didactic and experiential learning activities, such as lectures and discussions, small group discussions, multimedia, role plays, panel discussions, and in-class and out-of-class assignments to develop critical thinking skills.

EVALUATION AND GRADE SCALE

Grade Scale

Letter Grade	Percentage
A+	99-100%
A	94-98%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
F	Below 70%

A course grade of F will not meet the requirements for degree credit.

Pluses and minuses are regularly assigned. The student's GPA is determined by dividing the total points by the number of trimester hours completed.

Calculation of grade will be based on the following:

Participation	20 pts.
Practice Assessments completed	60 pts
Reflection Paper:	25 pts.
Assessment in Treatment Planning Paper	30 pts.
Final Exam	50 pts.
<hr/>	
TOTAL =	185 pts.

COURSE REQUIREMENTS

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 200 points for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the *Publication Manual of the American Psychological Association*, 7th Edition.

ASSIGNMENTS/EXAMINATIONS:

1. Participation (Professional Behavior) – A portion of your grade will depend upon your level of participation during class each week. This means arriving to class on time, staying for the duration of class, and remaining focused during the allotted class time. This also means being prepared for class by bringing textbooks, articles, and other course material to class each week. Additionally, reading required materials and viewing required videos prior to class time is essential as students cannot enter into class discussions and activities with relevant questions and comments if they are not prepared. Spontaneous assessment may be given as a means to assess student preparedness. As we strive to provide a biblically-based approach to

counseling, it is expected that you evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.

- 2. Practice Assessments** – 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. Thus, students are highly encouraged to take several personality assessments in this course. These include the **MBTI, MMPI-3, DSM 5, TKI, NEO PI-3,** and the **Enneagram**. Students may opt to have their results interpreted for them. Students are encouraged to meet with the instructor at any time during the trimester to gain a better understanding of their assessment results. Students are required to attend an individual meeting with the instructor to discuss the MMPI-3 results.
- 3. Reflection Paper (KPI 6)** – Students will write a reflection paper detailing their findings from taking ALL assessments incorporating the book *Sacred pathways*. See separate sheet for directions and grading rubric on Populi.
- 4. Assessment in Treatment Planning Paper (KPI 2)** – Students will be given a case study. Students will assess client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders. This will also include experience of trauma, symptom checklists. Students will then create a treatment plan, giving the best assessments, carefully choosing culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes.
- 5. Final Examination (KPI 1)** – There will be one exam in this course. The final exam will be objective (multiple choice) and comprehensive. Questions will be taken from assessments, class discussions, readings assigned, and presentations.

Confidentiality – Due to the sensitive nature of the inventory results required for this course, students are expected to guard the confidentiality of their peers. It is imperative that you agree not to talk with persons outside the group/class about what is discussed in class, especially in regard to discussions regarding the results of all inventories assigned in the course. This agreement is in place and binding while the course is in progress and extends to any time in the future. The professor is also bound by confidentiality within the limitations of state laws and the ACA Code of Ethics (2014) and will destroy all inventory results once students' grades are submitted. Students are cautioned to read and understand the Informed Consent section contained in this syllabus and in the Graduate Catalog and the MACC Handbook regarding exceptions and limitations to confidentiality in the classroom.

CLASS SCHEDULE *All class meetings will be offered online via Teams meetings.*

Week	Topic	Readings/Assignments
1 1/5/26	History of Personality Assessment Syllabus Review Devotions reviewed	Readings and/or videos on Populi
2 1/12/26	The Personality Assessment Process Ethics related to Personality Assessment <i>Diversity:</i> Part I, Chapter 1, Chapter 18 No class on MLK Day (1/19/26)	Readings/videos on Populi DSM 5 assessment completed and discussed
3 1/26/26	MBTI <i>Diversity:</i> Chapter 2, 3	Readings and/or videos on Populi MBTI uploaded a day before class; email from Elevate.
4 2/2/26	<i>5 Love Languages</i> Symbis DISC <i>Diversity:</i> Chapter 4, 5, 6	Upload a day before class: <i>5 Love Languages</i> DISC on truity.com
5 2/9/26	Psychometric Foundations of Assessment <i>Sacred Pathways</i> <i>Diversity:</i> Chapter 7, 8	Readings/videos on Populi <i>Sacred Pathways</i>
6 2/16/26	MMPI-3 <i>Diversity:</i> Chapter 9, 10	Take MMPI-3 (Q Global) Readings and/or videos on Populi
7 2/23/26	MMPI-3 interpretation of results <i>Diversity:</i> Read Chapter 11, 12 and post comments and questions on this.	Breakout groups Readings and/or videos on Populi
8 3/2/26	Enneagram <i>Diversity:</i> Chapter 13, 14	Readings/videos on Populi Enneagram Due
9 3/9/26	NEO-PI 3 <i>Diversity:</i> Chapter 15, 16	Readings/videos on Populi NEO PI 3 Due
10 3/16/26	Thomas-Kilmann Conflict Mode Instrument (TKI) <i>Diversity:</i> Chapter 20	Readings/videos on Populi TKI Due
11 3/23/26	MCMII IV Discuss Reflection	Readings/videos on Populi Reflection Papers Due
12 3/30/26	Review for Final Exam	Assessment & Treatment Planning Due
TBD	Final Exam	on Populi

WEBSITES

DSM-5

<https://www.dsm5.org>

American Psychiatric Association (APA)

<https://www.psychiatry.org/>

Association for Assessment and Research in Counseling (AARC)

<https://aarc-counseling.org>

Myers & Briggs

<https://www.myersbriggs.org/>

Purdue Owl APA Writing Assistance

<https://owl.english.purdue.edu>

PROFESSIONAL DISPOSITIONS

The Master of Arts in Clinical Counseling Program has adopted a set of dispositions to be demonstrated by all students. These dispositions include:

- **Commitment** – including counselor identity, investment, advocacy, collaboration, and interpersonal competence.
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development.
- **Respect for self and others** – including honoring diversity, self-care, and wellness.
- **Integrity** – including personal responsibility, maturity, honesty, courage, and congruence.
- **Self-awareness** – including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

DIGITAL DELIVERY GUIDELINES

(Since all of this course is digitally delivered, the following guidelines will be followed.)

Teams Online Meeting Etiquette

Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires

direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates “seasick” with a moving image of you on the screen. It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all “present” and looking at each other. You can have the session on one side of your screen and take notes or view documents beside it in a split screen.

Except during breaks, all cameras should be turned on, and you must be present; no blank screens or avatars during class session. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise. You may use headphones if background noise is present. **Participation grades do include students’ attentiveness whether in-person or online.**

Secure Environment

An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students enrolled in the MACC digital delivery program must adhere to the following guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer or tablet with keyboard and use headphones if background noise is present.

Video Submissions

For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools:* Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy:* Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.
- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner’s Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.
- *Data Backup & Deletion:* Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

All work is due to the instructor on or before the final day of class, according to the syllabus schedule.

Late Work During the Term

A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, and reported to the instructor at the time of the late submission, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Chief Academic Officer (CAO) shall be notified by the instructor.

The instructor may have a stricter policy provided they consult with the CAO to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception, such as multiple assignments building on each other.

Coursework extensions are negotiated with the course instructor during the term. Late work may not be submitted after the end of a term without filing a request for a course extension of the course through the CAO no later than one week prior to the end of the term.

DISABILITY INFORMATION

If you are a student with a diagnosed disability, it is your responsibility to notify your instructor and the Chief Academic Officer at least one week prior to beginning of the trimester so that reasonable accommodations can be made. Students with approved ISAPs are responsible for providing each of their instructors with a copy of their ISAP and having a careful conversation with each instructor regarding how the ISAP can best be followed within the specific parameters of the course. See the Graduate Catalog for the full policy.

ACADEMIC INTEGRITY

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism. If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and CAO.

A growing concern in graduate work is the use of artificial intelligence (AI) to compose or contribute to some or all written work. Please be aware that this is considered plagiarism. Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

Using helpful tools or apps to check spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, grammar-check features, or the Grammarly app can scan for errors and may make suggestions for edits. A translation app may help improve the readability of a paper for those whose first language is not English. However, using a translation app to improve another translation app can appear to be plagiarism. These helpful, rule-based, non-generative AI programs are very different from an AI program that composes writing from a few suggestions.

There are some educational benefits of using generative AI, so Winebrenner does not unilaterally prohibit all use of AI. Generative AI may only be used in very specific courses and assignments with the express permission of the instructor of record.

GRADE DISPUTE

When a student wishes to dispute a grade assigned in a course, the student should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. A Committee of Arbitration will be convened, whose decision shall be final. (See the Graduate Catalog for full details.)

INFORMED CONSENT

The MACC faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. All students are cautioned that the MACC courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take

appropriate action in accordance with the state laws and the ACA Code of Ethics (2014). It is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities. A more detailed Informed Consent Statement is available from the CAO. It will also be made available to all students. Please contact Dr. Liames if you have any questions or concerns about the Informed Consent Statement.

All students are subject to policies outlined in the Winebrenner Graduate Catalog.

Syllabus revised: 02/01/2026