

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Elaine Johnson	Phone: 837-6683
DEPARTMENT / DIVISION: Applied Behavioral Sciences		
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):		
8. Create a new course, APPL 617, Personality Assessment/M.S. in Applied Psychology and Certificate in Professional Counseling Studies programs will utilize the course		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall Spring <input checked="" type="checkbox"/> Summer Year: 2011		

Box 1: TYPE OF ACTION	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input type="checkbox"/>	Graduate <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
	1. Experimental Course ¹	NOP	a, c, e	AC
	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
	7. Course Description	NOP		ABCDEF
X	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDHIK
	13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
	18. Program Termination	NO, 10	d, e	ABCDEFHIK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)							
X	N.	This Cover Sheet		Q.	Full 5-page MHEC Proposal		T. Other
X	O.	Summary Proposal		R.	Financial Tables (MHEC)		
X	P.	Course Definition Document		S.	Contract		

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

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8. Create a new course, APPL 617, Personality Assessment/M.S. in Applied Psychology and Certificate in Professional Counseling Studies programs will utilize the course

10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - proposed date after which no new students will be admitted into the program;
 - accommodation of currently enrolled students in the realization of their degree objectives;
 - treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - reallocation of funds from the budget of the affected program; and
 - existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	DATE
APPROVAL SIGNATURES	
A. Department / Division	Chair: <i>J. Bates</i> 02-23-10
B. Final faculty review body within each School	Chair: <i>Margaret J. Fortbush</i> 4-29-10
C. College Dean	Dean: <i>Royce [unclear]</i> 5/3/10
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Jeff K. Army (Assoc. Law.)</i> 5/18/10
E. Curriculum Review Committee (UFS subcommittee)	Chair:
F. University Faculty Senate (UFS option)	Chair:
G. University Council (see # 11 above)	Chair:
H. President	President:
I. Board of Regents – notification only	
J. Board of Regents – approval	
K. MHEC – notification only	
L. MHEC – approval	
M. Middle States Association notification	Required only if the mission of the University is changed by the action

DOCUMENT O: SUMMARY PROPOSAL

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SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Elaine Johnson	Phone: 837-6683
DEPARTMENT / DIVISION: Division of Applied Behavioral Sciences		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
8. Create a new course, APPL 617, Personality Assessment/M.S. in Applied Psychology (Counseling Track) and Certificate in Professional Counseling Studies programs will utilize the course		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall Spring <input checked="" type="checkbox"/> Summer Year: 2011		

O-1: Briefly describe what is being requested:		
It is proposed that this course, taught as a special topics course in Spring, 2009, become a permanent course offering.		
For new courses or changes in existing courses (needed by Registrar)		
OLD Title: Special Topics: Personality Assessment	Course # / HEGIS Code: APPL 629	Credits: 3
NEW Title: Personality Assessment	Course # / HEGIS Code: APPL 617	Credits: 3

O-2: Set forth the rationale for the proposal:
In 2008 a new Maryland law was enacted, giving licensed clinical professional counselors (LCPCs) the right to do psychological testing given adequate preparation. The bill stipulated that 3-credit graduate courses in the following areas are required to qualify to do this type of assessment:
Tests and Measures Personality Assessment Intellectual Assessment Practicum in Advanced Assessment
UB had not previously offered a course in personality assessment. The course described herein was designed and taught as an experimental course (APPL 629) in Spring of 2009. It is proposed that the course become a permanent addition to our curriculum.

Document P: Required Format for Course Definition Document

1. **Date Prepared:** 1/30/2010
2. **Prepared by:** Elaine Johnson, Ph.D.
3. **Department:** Division of Applied Behavioral Sciences
4. **Course Number(s), including HEGIS code(s):** APPL 617
5. **Course Title:** Personality Assessment
6. **Credit Hours:** 3
7. **Catalog Description (Paragraph should reflect general aims and nature of the course)**
8. This course examines the rationale, psychometric properties, and utility of some of the major personality assessments in use today. It focuses primarily on objective measures of personality, but projective measures are introduced. Emphasis is given to the professional and ethical responsibilities associated with the assessment process, and to administration and interpretation procedures.
9. **Prerequisites:** APPL 610 and APPL 608 (or satisfactory grade in undergraduate Tests and Measurements course)
10. **Faculty qualified to teach course**
Dr. Courtney Gasser; Dr. Elaine Johnson
11. **Course Type / Component (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop)**

Lecture/Discussion and lab
12. **Suggested approximate class size:** 12-18
13. **Content Outline**
 1. Introduction to personality assessment, testing ethics, confidentiality, and storage of clinical materials;
 2. The clinical interview
 3. Report writing
 4. Measuring personality using the NEO PI-R
 5. Interpreting the NEO
 6. Diagnosis
 7. Measuring personality via the CPI-260

8. Feedback sessions
9. Other objective measures: The MPQ and the MMPI-2
10. Projective Assessment: The Rorschach

14. Learning Goals

By the end of the semester students will be able to

1. discuss ethical, theoretical, and applied aspects of psychological assessment.
2. administer, score, interpret and write up results of selected personality measures
3. effectively engage a client in a testing feedback session

15. Assessment Strategies

Classroom discussion and participation, self- and client-administration of psychological tests, written reports, presentations, exams

16. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.)

Neukrug, E.S., & Fawcett, R.C. (2006). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists*. Belmont, CA: Brooks/Cole.

Selected readings from sources such as:

American Counseling Association (2005). Code of ethics and standards of practice. Alexandria, VA: Author.

Beutler, L.E. (1996). The clinical interview. In L.E. Beutler & M.R. Berren (Eds.), *Integrative Assessment of Adult Personality* (pp. 94-120). New York: Guilford Press.

Cates, J.A. (1999). The art of assessment in psychology: Ethics, expertise, and validity. *Journal of Clinical Psychology*, 55(5), 631-641.

Church, A.T. (1994). Relating the Tellegen and Five-Factor Models of personality structure. *Journal of Personality and Social Psychology*, 67(5), 898-909.

Costa, P.T., & McCrae, R.R. (1992). Administration and scoring of the NEO PI-R. In *NEO PI-R Professional Manual*. Odessa, FL: Psychological Assessment Resources, Inc.

Craig, R.J. (2005). The clinical process of interviewing. In R.J. Craig (Ed.), *Clinical and Diagnostic Interviewing* (2nd ed., pp. 21-41). Lanham, MD: Jason Aronson.

- Garfield, S.L. (2000). The Rorschach test in clinical diagnosis. *Journal of Clinical Psychology, 56*(3), 387-393.
- Glenn, D.M., Beckham, J.C., Sampson, W.S., Feldman, M.E., Hertzberg, M.A., & Moore, S.D. (2002). MMPI-2 profiles of Gulf and Vietnam combat veterans with chronic posttraumatic stress disorder. *Journal of Clinical Psychology, 58*(4), 371-381.
- Gough, H.G., & Bradley, P. (1996). Introduction. In *California Psychological Inventory manual, (3rd ed.)*. Palo Alto, CA: Consulting Psychologists Press.
- Hilsenroth, M.J., Charnas, J.W., Zodan, J. & Streiner, D.L. (2007). Criterion-based training for Rorschach scoring. *Training and Education in Professional Psychology, 1*(2), 125-134.
- Hunsley, J., & Di Giulio, G. (2001). Norms, norming, and clinical assessment. *Clinical Psychology: Science and Practice, 8*(3), 378-382.
- Hofstee, W.K.B., de Raad, B., & Goldberg, L.R. (1992). Integration of the Big Five and circumplex approaches to trait structure. *Journal of Personality and Social Psychology, 63*(1), 146-163.
- Quirk, S.W., Christiansen, N.D., Wagner, S.H., and McNulty, J.L. (2003). On the usefulness of measures of normal personality for clinical assessment: Evidence of the incremental validity of the revised NEO Personality Inventory. *Psychological Assessment, 15*, 311-325.
- Rossier, J., de Stadelhofen, F.M., Berthoud, S. (2004). The hierarchical structures of the NEO PI-R and the 16PF 5. *European Journal of Psychological Assessment, 20*, 27-38.
- Tellegen, A., Lykken, D.T., Bouchard, Jr., T.J., Wilcox, K.J., Segal, N.L., & Rich, S. (1988). Personality similarity in twins reared apart and together. *Journal of Personality and Social Psychology, 54*(6), 1031-1039.