

- To understand assessment of reliability and validity of psychological instruments
- To glean information about psychological instruments from statistical tables and graphs
- To understand issues in the construction of the MBTI and other instruments

Introduction to the MBTI Instrument

- To identify characteristics of the four dichotomies and eight preferences
- To be familiar with psychological type theory and history of the MBTI® instrument
- To be able to use the type table
- To be acquainted with characteristics of the four temperaments
- To be aware of cautions and limitations in the use of type

Dynamics and Development

- To be familiar with type dynamics
- To be familiar with the process of type development

Administration and Interpretation

- To be familiar with guidelines for administration and interpretation
- To understand the meaning of scores
- To understand ethical considerations in the use of type theory and the MBTI instrument
- To gain skill in interpretation

Teacjomg Strategies: Learning begins before the class sessions with approximately 30 hours of prestudy, using the textbooks and supplemental materials in a process guided by study questions. During the class, lectures, demonstrations, exercises, and discussion build on the foundation of the prestudy toward achievement of understanding and competence in the professional use of psychological instruments.

Basis for Student Assessment: Evaluation is based on class participation, daily quizzes, a take home short-answer essay exam, and a final project. Points for the course will be assigned as follows:

- 20% Class participation. **Attendance at all class sessions is expected.**
- 40% Daily quizzes on key concepts
- 10% Take home short-answer essay exam
- 30% Final Project

Mastery of basic statistics and measurement concepts, psychological type theory, history and construction of the Indicator, and principles of administration and ethics will be assessed by four daily *multiple-choice quizzes* the morning of the second through fifth days of the class, covering content from the previous day.

A *take home short-answer essay exam*, completed daily, evaluates understanding of interpretation of the Indicator and other instruments.

Final project. Students have 4-5 weeks following the five class days to prepare a project, which is presented at a final session to be held at a time set by the class. Examples of a project are 1) preparation of an outline, handouts, and a few visuals to introduce MBTI theory to a group; 2) a brief presentation on one application of type, such as using type in team building, in communication, or in teaching methods; 3) summary of research related to one application of

type; or 4) comparison of the MBTI instrument with another instrument of interest or complementary use of the MBTI assessment together with another instrument.

Professional Performance Evaluation Ratings. In addition to a letter grade, each student in COU 606 will receive a Professional Performance Evaluation rating, using the following scale:

- 5 = Exceptional: At level of practicing professional counselor
- 4 = High: Higher than expected for educational and experience level
- 3 = Good: Performance meets expectations for level
- 2 = Low: Indicates substandard performance. Requires remediation
- 1 = Poor: Far below expected level, requiring significant remediation

In awarding the Professional Performance rating, the instructors will consider the following aspects of a student's performance:

1. Listens to others, cooperates with others, and accepts other points of view
2. Responds in a self-reflective and self-critical manner to comments about professional and academic performance
3. Abides by established ethical standards
4. Shows motivation to master new material
5. Demonstrates sensitivity, awareness, acceptance of cultural & individual differences
6. Demonstrates critical thinking and healthy skepticism
7. Tolerates ambiguity that is inherent in the field of mental health
8. Recognizes the rights and responsibilities of counselors as well as other professionals.
9. Demonstrates development of professional identity as a counselor.

Grading: Final letter grades will be assigned based on the following grade equivalents:

A+	98-100	B+	87-89	C+	77-79
A	93-97	B	83-87	C	73-77
A-	90-92	B-	80-82	C-	70-72

Note: This table is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. To complete the course satisfactorily, a minimum grade of B- is required.

Remediation of Identified Deficits: The student will be responsible for initiating a collaborative process with the instructor to improve any perceived deficits of performance.

Classroom Conduct, Confidentiality & Ethics: Conduct in the learning environment in the classroom as well as outside the classroom setting is representative of the professional standards and is expected to be of the highest standard. Further explanation of these standards is found at the "Introduction to Counseling" Blackboard site.

Cell Phone Use: Cell phones should be turned off and not visible during class. Disregard for this request may affect your evaluations. If professional and personal reasons necessitates its use, it must be with the instructor's permission, and used discretely.

Accommodating Students with Special Learning Needs: Students who believe that they may need accommodations in this class are encouraged to contact the instructor as soon as possible to ensure that accommodations are implemented in a timely fashion.

This course meets publishers' academic requirement of a graduate course in tests and measurement for eligibility to use the MBTI and other Level B psychological instruments.

Classes, Activities, and Lesson Outline:

DAY 1

Introduction to MBTI
Theory
Dichotomies–functions
Descriptive statistics
Introduction to interpretation

DAY 2

Inferential statistics
Dichotomies–attitudes
Indicator results
Type table
Type and trait theories
Type language
Constructive use of differences

DAY 3

Type dynamics
Reliability
Type development

DAY 4

Validity
Construction issues
Administration of the assessment
History
Cross cultural use
Ethical use
Interpretation practice

DAY 5

Usability of assessments
Scoring the MBTI instrument
MBTI Step II
Using the Mental Measurements Year
Book
Demonstrating interpretation skills
Temperament approach
Forms and reports for the MBTI
assessment
Resources