Course code: CP307

Course title: Personality Assessment

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| 1. **Course Learning Outcomes: (CLO’s)** | |
| CLO-1 | Define main concepts of personality assessment. **C1** |
| CLO-2 | Compare and Contrast the manifestation and characteristics of different personality types. **C4** |
| CLO-3 | Analyze the theoretical models of personality to conceptualize the clinical cases. **C4** |
| CLO-4 | Apply the relevant assessment skills and techniques to predict personality. (C3) |
| CLO-5 | Demonstrate ethical considerations in personality test administration.  **A2** |

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|  | | CLO 1 | CLO 2 | CLO  3 | CLO 4 | CLO5 |
| **PLO-1**  **Cognitive** | **Psychology Knowledge:**  Graduates will be able to comprehend the core concepts of Clinical Psychology—an ability to describe the manifestation of psychological issues | ✓ |  |  |  |  |
| **PLO-2**  **Cognitive** | **Conceptualization:**   Graduates can formulate and conceptualize psychological problems according to the Bio-Psych-Social and Spiritual Model with respect to cultural practices |  | ✓ |  |  |  |
| **PLO-3**  **Psychomotor** | **Basic Assessment Skill Development**: An ability to demonstrate and interpret various assessment modalities. |  |  |  | ✓ |  |
| **PLO-4**  **Psychomotor** | **Therapeutic Techniques and Implementation**: Graduates will be able to utilize the therapeutic skills and construct the intervention plan |  |  |  |  |  |
| **PLO-5**  **Affective** | **Communication:**  Graduates will be able to communicate and demonstrate practical verbal and written skills |  |  |  |  |  |
| **PLO-6**  **Psychomotor** | **Case studies**: An ability to conceptualize individual clinical cases with diverse ethnic, religious, and cultural backgrounds along with integrated assessment and intervention skills |  |  | ✓ |  |  |
| **PLO-7**  **Affective** | **Ethical considerations**:  Graduates will ensure professional ethical guidelines and principles in clinical and community settings. |  |  |  |  | ✓ |
| **PLO-8**  **Psychomotor** | **Research:** An ability to identify the need for significant indicators of mental health in a collectivistic culture to execute scientific research |  |  |  |  |  |
| **PLO-9**  **Psychomotor** | **Community Work**:  Graduates will able to engage with different organizations to provide community services including recognition and bridging different resources to fulfill the psychological needs of communities such as marginalized population |  |  |  |  |  |
| **PLO-10**  **Psychomotor** | **Mental Health Awareness:**   Graduates will be able to take initiative and design Programs for prevention and promotion of mental health wellness and quality of life in general population. |  |  |  |  |  |
| **PLO-11**  **Cognitive** | **Lifelong Learning**: Able to develop significant professional goals for life and recognize the importance of psychological skills in their personal and professional lives. |  |  |  |  |  |

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| 1. **Assurance of Learning and Assessment Items:**   *Specify Assessment Items that will assure student learning through application and achieve objectives of specific PLOs / CLOs* | |
| **Assessment Item** | **Application/ Outcomes**  **PLO / CLO** |
| Assignment 1 | PLO2, CLO3 |
| Assignment 2 | CLO5, PLO7 |
| Quiz 1 | CLO1, PLO1&2 |
| Quiz 2 | CLO3, PLO6 |
| Presentation | CLO2,3,4,5, PLO1,2,3,6,7,11 |
| Mid Term | CLO1, 2,3,4,5, PLO1,2,3,6,7,11 |
| Final Exam | CLO1, 2,3,4,5, PLO1,2,3,6,7,11 |

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| 1. **Assessment Structure and Grading Policy\*:** | | |
| **Assessment Item(s)** | **Weight (%)** | **When will be assessed** |
| Quiz | 15 | 2 times of semester |
| Assignments | 5 | Twice in a Semester |
| Presentation | 10 | Once in a semester |
| Class Participation | 5 | Throughout the semester |
| Mid Term Exam | 25 | One-time Assessment |
| Final exam | 40 | One-time Assessment |
| **Total** | **100** |  |
| **Notes – Norms and Important Class Policies:**  *(such as submission guidelines, academic honesty, make-up policy, code of conduct)*   * Attendance below 80% will result in Short-Attendance grade. The participant will not be allowed to sit in the final examination. * All assignment submission is subject to plagiarism check. Plagiarism score above 20% will render the submission void. | | |

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| 1. **Weekly Sessions Plan:** | | | | | |
| Week | Course Contents | CLO | Blooms taxonomy levels | Activity | Reference Chapter(s) |
| 1 | Introduction to the Course  What is Personality?  What is Personality Assessment?  Difference between  Testing and Assessment  History of Assessment | 1 | C1 | Discussion, group activity | Groth-Marnat, G. (2003). Handbook of Psychological Assessment (4th ed.). John Wiley & Sons, Inc. |
| 2 | Role of a Clinician  Difference between and Clinician and a Psychometrician  Ultimate Goals of Assessment  Skills of Clinician for assessment | 2 | C4 | lecture, debate | Groth-Marnat, G. (2003). Handbook of Psychological Assessment (4th ed.). John Wiley & Sons, Inc. |
| 3 | Phases in Clinical Assessment  Types of Referral Settings  Issues related to Reliability and Validity Trait vs State | 2 | C4 | Discussion, lecture | Groth-Marnat, G. (2003). Handbook of Psychological Assessment (4th ed.). John Wiley & Sons, Inc. |
| 4 | Big Five Personality Theory and Test | 3 | C4 | videos, discussion, lecture | Groth-Marnat, G. (2003). Handbook of Psychological Assessment (4th ed.). John Wiley & Sons, Inc. |
| 5 | Big Five Personality Test Interpretation | 4, 5 | C3,2 |  | Groth-Marnat, G. (2003). Handbook of Psychological Assessment (4th ed.). John Wiley & Sons, Inc. |
| 6 | Sigmund Freud Theory of Personality and self-administration of HTP | 3 , 4, 5 | C4,3,A2 |  | Groth-Marnat, G. (2003). Handbook of Psychological Assessment (4th ed.). John Wiley & Sons, Inc. |
| 7 | Interpretation of HTP and HTP history | 5 | A2 |  |  |
| 8 | Cognitive Judgement and Ram Model of Judgement | 2,3 | C4 |  |  |
| 9 | Mid Term | 1,2,3,4, | C1,4,3 |  |  |
| 10 | Introduction to RISB | 2,3, | C4 |  |  |
| 11 | RISB Administration and Interpretation | 4,5 | C3,A2 |  | Groth-Marnat, G. (2003). Handbook of Psychological Assessment (4th ed.). John Wiley & Sons, Inc. |
| 12 | Celebrities in the light of personality theories | 2,3, | C4 |  |  |
| 13 | Theoretical framework of TAT | 2,3, | C4 |  |  |
| 14 | TAT administration and interpretation | 4,5, | C3,A2 |  |  |
| 15 | Revision |  |  |  |  |
| 16 | Final Exam |  |  |  |  |