

 <p style="text-align: center;">D O A N E C O L L E G E</p>	<p>Professional Use of the Myers-Briggs Type Indicator® & Other Instruments</p> <p>COU 699 and BUS 699</p>
<p>3 Credits</p>	<p>Winter Flex Term, 2011, January 3-7, 2011</p>
<p>Course Syllabus</p>	
<p><i>Time / Location:</i></p>	<p>Monday through Friday, 8 a.m. to 4 p.m. (plus later follow-up session TBA) Counseling Bldg., Doane-Lincoln</p>
<p><i>Instructor:</i></p>	<p>Ray M. Zeisset, Ph.D. and Carolyn Zeisset, M.Ed.</p>
<p><i>How to contact:</i></p>	<p>rzeisset@aol.com</p>
<p><i>Required Texts (provided in course fee):</i> Lawrence, G. & Martin, C. (2001) <i>Building People, Building Programs: A Practitioner's Guide for Introducing the MBTI® to Individuals and Organizations</i>. Gainesville, FL: Center for Applications of Psychological Type. ISBN 0-935652-54-X</p> <p>Zeisset, R. M. (2009), <i>Statistics & Measurement: An Introduction</i> (4th Ed.) Gainesville, FL: Center for Applications of Psychological Type. ISBN 978-0-935652-90-1</p> <p>Study questions Identifying Type Dynamics Worksheet and answer key Guidelines for Ethical Use for Certified MBTI Professionals Statistics Worksheets and answer key</p>	

Course Description:

This is a course in psychological tests and measurement designed to prepare the student to use the Myers-Briggs Type Indicator® and other Level B psychological instruments. In addition, students learn essential psychometric principles needed for choosing, administering, and interpreting psychological instruments.

Course Learning Objectives:

Tests and Measurement

- To be familiar with terms used in descriptive and inferential statistics
- 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

Methods of Instruction:

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.

Assessment of Student Learning and Performance, Grades:

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
- 40% Daily quizzes on key concepts
- 10% Take home short-answer essay exam
- 30% Final Project

Attendance at all class sessions is expected.

Descriptions of Graded Performance Learning Activities:

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.

General Information:

Academic Integrity. The Doane College Academic Integrity Policy will be enforced in this course. All assignments, projects and tests in this course will represent the student's own work. Any use of others' ideas and words without proper citation of sources is plagiarism. Instances of academic dishonesty as defined in the policy, if a first offense, will result in loss of all points for the assignment or exercise. If warranted by the seriousness of the infraction, a greater penalty may be imposed on recommendation to the Vice President for Academic Affairs. Sanctions for second and subsequent offenses are handled by the Vice President for Academic Affairs.

Professional Performance Evaluation Ratings. In addition to a letter grade, each student in COU 699 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.

Instructors:

Ray M. Zeisset, Ph.D. and Carolyn Zeisset, M.Ed. are MBTI Master Practitioners who provided qualification/certification training for users of the MBTI tool for 22 years (1986-2008) as principals of Zeisset Associates, Inc., a company offering MBTI Master Practitioner training. They have provided MBTI training since 1998 at Doane College, where Ray Zeisset is an adjunct associate professor in the Master of Arts in Counseling program. Carolyn Zeisset is author of *The Art of Dialogue: Exploring Personality Differences for More Effective Communication*. Ray Zeisset is author of *Statistics & Measurement: An Introduction, 4th Edition*.

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:

MONDAY

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

TUESDAY

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

WEDNESDAY

Type dynamics
Reliability
Type development

THURSDAY

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

FRIDAY

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