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Psychopathic Personality Traits in Students Entering Helping Professions

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by

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Tricks of the Trade: Psychopathic Personality Traits in Students Entering Helping Professions

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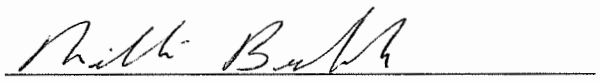

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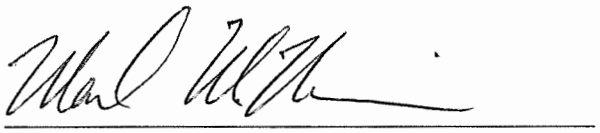

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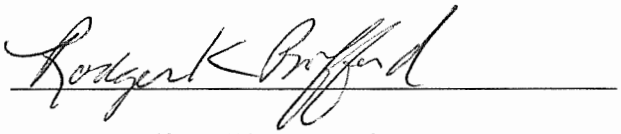

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Abstract

Psychopathy is often misrepresented as a sign of criminality and deviance. However, current literature suggests that psychopaths make up approximately one-fifth of the general population. Some people use these characterological traits to their benefit in positions of leadership. In this study, students from a Christian university in the Pacific Northwest were selected to participate in a survey, based upon their chosen major (Business, Psychology, and Religion). It was hypothesized that Business students would have the highest total levels of psychopathy and religion majors would show the lowest levels of psychopathy. Since religion often serves as a protective factor, it is further predicted that religion will mitigate the effects of psychopathy, and will be negatively correlated with psychopathic traits. Multiple one-way ANOVAs and Tukey post hoc tests were used to determine which degrees had statistically significant differences, and a correlational study examined the possibility of religion as a mitigating factor. Results indicated that Religion students had the highest levels of primary psychopathy as well as overall psychopathy levels, whereas Business students had the highest

levels of secondary psychopathy. It was also determined that primary and secondary psychopathy had no significant relationship to one another, and that total psychopathy levels had no significant differences between age and gender. The implications of this study show the potential for individuals with more psychopathic personality traits to enter prosocial leadership roles, such as clergy, and the benefit of pre-employment personality screening.

Keywords: Psychopathy, primary psychopathy, secondary psychopathy, religiosity, criminality, leadership, employment.

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Chapter 1

Introduction

As one part of the notorious Dark Triad (narcissism, Machiavellianism, psychopathy), psychopathy is often misrepresented and misunderstood. Films and television shows portray "psychopaths" as notorious villains who commit heinous crimes. However, psychopathy is a personality trait that exists on a continuum in most people, and includes features such as dishonesty, callousness, guiltlessness, and poor impulse control (Lilienfeld & Watts, 2016).

Conservative estimates place the number of individuals with psychopathic traits in the United States around 3 million (Schouten & Silver, 2012). One report explains, "Between 1 and 3% of the male population and less than 1% of the female population are psychopaths, although psychopaths make up about 20% of the American prison system" (as cited in Walsh & Wu, 2008, pp. 137-138). Lay thinking suggests that psychopathy is a rare trait, limited to only truly "evil" people. Instead, psychopathic traits are evident in members of the general public, often under the guise of strong leadership qualities. In fact, the three traits that best characterize psychopathy are boldness, meanness, and disinhibition (Donnellan & Burt, 2016) – traits found in the common schoolyard bully or overbearing boss.

Several studies examine the correlation between psychopathy and Antisocial Personality Disorder, using criminal populations as a basis for their research (Claes et al., 2014; Walsh & Bull, 2013). In non-criminal populations, research focuses on the relationship between psychopathic traits and substance abuse (Long, Macpherson, Verona, & Lejuez, 2015; Schulz,

Murphy, & Verona, 2015) or psychopathic traits and impulsivity (Morgan, Gray, & Snowden, 2011; Ray, Poythress, Weir, & Rickelm, 2009). The majority of scholarly work on the subject has focused on the behavioral outcomes of psychopathic traits in certain individuals, but few studies have examined how levels of psychopathy vary in different academic disciplines.

Primary and Secondary Psychopathy

Psychopathy manifests itself in different ways. Outside the scope of a formal personality disorder (such as Antisocial Personality Disorder), psychopathy can be understood best as a series of character traits found in most people, which are divided into emotional (primary) and behavioral (secondary) components. For the sake of this project, formal personality disorders will not be discussed; rather, the affective and behavioral traits are most important.

Primary psychopathy refers to affective aspects, including a lack of empathy for other people and tolerance for antisocial orientations (Levenson, Kiehl, & Fitzpatrick, 1995). People who display signs of primary psychopathy may struggle to maintain relationships or participate in social activities (Gervais, Kline, Ludmer, George, & Manson, 2013). They may appear aloof or insensitive to others. However, while these traits often correspond with introverts, people with primary psychopathic traits are often quite extroverted; they may appear charming, but have shallow emotions and refrain from taking responsibility for their actions (Helfgott, 2013). Thought to have an organic or genetic etiology, primary psychopathy is difficult to manage and treat (Anderson & Kiehl, 2014).

Secondary psychopathy refers to the behavioral aspects usually associated with common ideas of psychopathic behavior: rule-breaking, anxiety, aggression, and other violent behavior (Levenson et al., 1995). In most cases, secondary psychopathy is caused by environmental

factors, such as early childhood trauma or insecure attachments to caregivers (Poythress & Skeem, 2005). Unlike primary psychopathy, however, people who have predominately secondary psychopathic traits tend to feel more empathy toward others than those who have primary psychopathic traits (Dean et al., 2013). In general, they feel more remorse and guilt over their behavior. However, secondary psychopathic traits tend to include more risk-taking, particularly impulsivity, as a way to earn immediate gratification (Dean et al., 2013).

Successful versus Unsuccessful Psychopathy

When most people think of psychopaths, they think of criminals. These types, who have been caught because of their antisocial behavior, are called unsuccessful psychopaths. These individuals are often incarcerated or institutionalized because of their criminal behavior. Neurological studies have examined the brains of criminals with unsuccessful psychopathic tendencies and found that they have significantly less grey matter in the prefrontal cortex (particularly in the middle and orbitofrontal cortex) than other incarcerated individuals (Helfgott, 2013, p. 129). This suggests neurophysiological reasons for impulsive and/or risk-taking behaviors that may lead to unsuccessful psychopathy.

Other psychopaths, however, show signs of antisocial behavior yet may not engage in criminal activities. These are called successful psychopaths. Unlike their criminal counterparts, however, successful psychopaths may be effective leaders in their communities, working as salespeople or CEOs (Fix & Fix, 2015). Instead of acting out, they may use their personality style to secure a deal or manage a large department of employees. Furthermore, Wilson and McCarthy (2011) add that “in Western society some psychopathic traits may even be viewed as desirable as they may lead to attaining ‘The American Dream’” (p. 873). It can be argued, then,

that psychopathic traits are not exclusively negative. Although this present study will focus primarily on the negative aspects of psychopathy, it cannot be ignored that positive qualities do exist.

Many successful psychopaths, however, struggle with emotional regulation. Fix & Fix (2015) note that a typical profile for a successful psychopath is as follows: "Low levels of caring for others, difficulty understanding experienced emotions, a pessimistic emotional outlook, and fluidity in managing stress levels" (p. 187). As other scholars point out, "Successful psychopaths have been described as ruthless, without a sense of personal responsibility, manipulating others for their own personal gain in order to get to the top in an organization" (as cited in Wilson & McCarthy, 2011, p. 873). These traits are not uncommon, and can be found in many people who are described as driven and competitive.

Religiosity and Psychopathy

To date, few studies have examined the relationship between psychopathic personality traits and religious beliefs. However, in a study of 661 Polish participants, Łowicki and Zajenkowski (2017) examined how intrinsic religious orientation (religiosity for personal fulfillment) and extrinsic religious orientation (religiosity used for secondary gain) connected to the Dark Triad (psychopathy, Machiavellianism, and narcissism) and empathy. They found that intrinsic religious orientation was associated with lower levels of psychopathy, whereas extrinsic religious orientation positively correlated with grandiose and vulnerable narcissism (Łowicki & Zajenkowski, 2017, p. 171). Their overall findings indicated that empathy and religiosity were negatively associated with both psychopathy and Machiavellianism. This impeded their capacity for empathy of those with these traits and restricted their others-oriented perspective-taking.

Scope of the Problem

Psychopathy is difficult to detect in a general population because it is often well-hidden by those who embody certain traits, such as boldness, impulsivity, even leadership ability. In university students, many of whom do not have criminal records, psychopathic traits will look different than in institutionalized populations. However, one study revealed few differences in the rates of psychopathy among male undergraduate students and incarcerated males (Gao & Raine, 2010). As a result, it may be helpful to screen for signs of psychopathy in undergraduate and graduate students, in order to determine if people entering helping professions are doing so with potentially malicious purposes.

The gold standard of assessing for psychopathy in criminal populations is the Hare Psychopathic Checklist, Revised (PCL-R), which uses a two-factor model: one focuses on primary psychopathy, while the other focuses on secondary psychopathy (Levenson et al., 1995). The PCL-R is frequently used in forensic-setting risk assessments because of its high reliability and validity and good generalizability across diverse populations. Some equate the results of the PCL-R with a DSM diagnosis of Antisocial Personality Disorder ("Psychopathy Treatment," n.d.). The downside of the PCL-R is having a cutoff score, indicating that results are dichotomous: an individual is either psychopathic or not, which contradicts other studies that contend psychopathy exists on a continuum in all people (Lilienfeld & Watts, 2016). Normed on a prison population, the PCL-R is not intended for use on a non-institutionalized population. Furthermore, administration of the PCL-R requires specialized training and lengthy interviews with participants, which make it somewhat inaccessible for assessing non-criminal populations. Levenson et al. (1995) argued for the development of a self-report psychopathy scale that would

reveal similar findings as the PCL-R without the need for record review or interviews. Moreover, they wanted a measure that could be used on non-incarcerated individuals. They created the Levenson Self-Report Psychopathy Scale (LSRP) that correlated strongly with the PCL-R and maintained good psychometrics.

Purpose

This study seeks to compare the psychopathic personality traits that are present among undergraduate and graduate students in different academic disciplines, namely Business, Psychology and Religion. The study aimed to answer the questions, "Are students planning to go into caregiving professions (such as psychology or religion) likely to have higher levels of empathy and therefore lower levels of psychopathic traits?" and, "Are students who are planning to go into professions that are more focused on the bottom line (such as business) likely to have lower levels of empathy and higher levels of psychopathic traits?" Therefore, this study will investigate personality patterns among students preparing for helping careers and how those patterns may differ from students studying business.

Summary

Prior research has shown that psychopathic traits manifest in various ways in different people, and may have biological roots. Much of the research to date has focused on the connection between psychopathy and criminality, yet more studies are emerging to examine the nature of psychopathy in nonclinical populations, such as university students. The majority of these studies have examined antisocial behavior after it has occurred. As a result, this study will bolster current research by examining the rates of psychopathy in various vocational fields.

Throughout this study, the researcher hopes to answer the following questions: (a) Are rates of psychopathy lower in individuals pursuing helping professions? (b) Does the level of psychopathy vary among students from different academic disciplines? (c) Do low levels of empathy (primary psychopathy) in students from various disciplines correlate with higher rates of antisocial behavior (secondary psychopathy)? (d) Does faith serve as a mitigating factor for psychopathic thoughts and/or behaviors? The researcher presents the following hypotheses:

H1: Young adult males will have overall higher scores on the Levenson Self-Report Psychopathy Scale (LSRP) than young adult females.

H2: Higher overall scores on the LSRP assessment will be more prevalent in Business majors than in Religion and/or Psychology majors.

H3: Business majors will have higher primary psychopathy scores on the Levenson Self-Report Psychopathy Scale (LSRP) assessment than Religion and Psychology majors.

H4: High scores of primary psychopathy (e.g., low empathy, tolerance of antisocial orientations) will correlate positively with higher scores of secondary psychopathy (e.g., rule breaking behavior).

H5: High scores on Importance of Religion will negatively correlate with levels of total psychopathy.

Chapter 2

Methods

Participants

Undergraduate and graduate college students were the primary focus of this study. Approximately 1,000 students from a faith-based university in the Pacific Northwest were asked to participate (G-power estimated n = 103 for each group of students) in order to reach the total target sample of 200 participants. The target sample size of 68 per discipline (Business, Psychology, and Religion) was determined based on an estimated medium effect size and an alpha level of .05. Included among these participants were students who had previously received diagnoses of mental health disorders or who may have had prior criminal records. Students who agreed to participate were entered into a drawing for a chance to win one of five $10 Amazon gift cards. The final sample will be described with regard to age, ethnicity, gender, and academic major.

Instruments

Three instruments were used in this study. These included the Levenson Self-Report Psychopathy Scale (LSRP), a single-item measure of religiosity proposed by Gorsuch and McFarland (1972), and a set of demographic items, which included year in school, identified gender, major/program, religion, and ethnicity.

The Levenson Self-Report Psychopathy Scale (LSRP; Levenson et al., 1995) was administered to assess psychopathic personality traits. The LSRP is a 26-item self-report measure used primarily in non-clinical (college) populations. Administration of the LSRP takes

approximately five minutes, making it a time- and cost-effective measure of determining psychopathic traits. Questions followed the scoring outlined in Kimmig, Andringa, & Derntl (2018) and Shou, Sellbom, &Han (2017), and were answered on a 5-point Likert scale: (1) *strongly disagree*, (2) *disagree*, (3) *neither agree nor disagree*, (4) *agree*, (5) *strongly agree*, where higher scores indicate higher levels of psychopathy. The statements include items like "Success is based on survival of the fittest; I am not concerned about the losers" and "I often admire a really clever scam." Seven items are reverse-scored to control for response bias. The LSRP includes two correlated subscales: *Primary Psychopathy* (F1), which gauges psychopathic thinking and manipulativeness; and *Secondary Psychopathy* (F2), which tests for antisocial behavior. The Primary Psychopathy (F1) scale contains 16 items, and is scored 16-80, where a higher score indicates greater affective psychopathy. The Secondary Psychopathy (F2) scale contains 10 items, and is scored 10-50, where a higher score indicates greater psychopathic behavior. In addition, a total score that combines F1 and F2 is commonly reported, and is scored 26-130, where the higher score indicates greater total psychopathy. The internal consistency (alpha coefficient) for the LSRP Total Score (26 items) was .83; the alpha coefficient for F1 was .82 and for F2 was .61 (Miller, Gaughan, & Pryor, 2008). Several studies have found that the factors for F1 and F2 are strongly correlated, much like the PCL-R (Miller et al., 2008: r = .46; Epstein et al, 2006: r = .54; Lynam et al (1999): r = .43). Sellbom (2011) found comparable convergent and discriminant validity for the two scales in both incarcerated and non-incarcerated individuals.

Single-Item Religion Measure. One question on the demographic survey was borrowed from research by Gorsuch and McFarland (1972) to measure participants' levels of religiosity.

Their study examined the validity of single-item versus multiple-item religion measures on a university student population. Using factor analyses, Gorsuch and McFarland found there was essentially no difference between the two, but that the best single-item indicator of faith had participants rank the importance of faith in their lives. In that vein, the present study uses this question: "How important is your religion to you?" The following responses were offered to participants: (1) *Not at all; I have no religion*; (2) *Slightly important*; (3) *Somewhat important*; (4) *Quite important*; and (5) *Very important; it is the center of my life*. Responses from this question were used to perform correlational studies between psychopathic traits and levels of religiosity.

Procedure

After receiving approval from the institutional review board, data were collected via Survey Monkey. Participants were recruited from their courses to take part in a survey offered outside of their regularly scheduled class time. They were sent a survey link, and were asked by the researcher to read and agree to the informed consent. Participants who proceeded to take the survey were assumed to have consented. They first completed the initial demographic questionnaire on their computer or mobile phone. They then completed the LSRP, single-item measure of religiosity, and demographic questionnaire on their device, which was distributed electronically via SurveyMonkey.

Data Analysis

Means and standard deviations for the LSRP subscores for primary and secondary psychopathy and total scores were determined. A one-way ANOVA was used to examine which major/program (Business, Psychology, or Religion) and which gender (male/female) had the

highest levels of psychopathic personality traits. Pearson's correlations were computed to assess the relationship between primary and secondary psychopathy in the sample and the relationship of psychopathy and religiosity. Statistical analyses were completed using SPSS 25.0.

Chapter 3

Results

Undergraduate and graduate college students from a rural faith-based university were the primary focus of this study (n = 266). Data from 8 participants were removed due to incomplete responses. The remaining sample of 258 students consisted of 170 women (65.9%), 84 men (32.6%), and 4 undisclosed (1.6%), ranging from 18-73 years (M = 28.15, SD = 11.07; see Table 1). Participants were divided by major into three main categories: Business, Psychology, and Religion. Table 1 below shows the breakdown of participants by category.

Table 1

Number of Participants Divided by Degree, Level, and Gender

		Male	Female	TOTAL
Business	Undergraduate	29	36	65
	Graduate	12	13	25
Psychology	Undergraduate	18	40	58
	Graduate	5	52	57
Religion	Undergraduate	4	4	8
	Graduate	16	25	41
TOTAL		84	170	254

H1: Young adult males (between the ages 18-25) will have overall higher scores on the Levenson Self-Report Psychopathy Scale than young adult females (between the ages 18-25). A one-way ANOVA was performed to examine possible significant differences of psychopathy based upon age and gender. Equal variances were satisfied. Results indicated there was not a significant effect on age, $F(1) = 1.96$, $p = .16$, $\eta^2 = .058$, or on gender, $F(1) = 1.96$, $p = .48$. This suggests that men and women did not demonstrate significant differences in regard to psychopathic traits. Finally, results showed there was no interaction between age and gender, $F(1) = 1.96$, $p = .16$, suggesting that individuals aged 18-25 respond similarly to individuals over age 25. Table 2 indicates the average levels of total psychopathy divided by gender and age.

Table 2

Means and Standard Deviations of Total Psychopathy Levels by Age and Gender

Age	Gender	Mean	Std. Deviation	*n*
18 – 25	Male	77.41	6.54	49
	Female	75.62	5.83	97
Over 25	Male	79.54	7.99	35
	Female	80.14	5.81	73

H2: Higher overall scores on the Levenson Self-Report Psychopathy Scale Total Score will be more prevalent in Business students than in Religion and/or Psychology students. First, a one-way ANOVA was conducted to determine if a statistically significant difference exists among Business, Psychology, and Religion students on total rates of psychopathy. Initial results indicated statistically significant results, $F_{(9, 248)} = 14.15$, $p < .001$, $\eta^2 = .197$. To determine

where the differences could be found, a Tukey Post Hoc test was conducted. Results of the Post Hoc test indicated that the mean score for total psychopathy in Religion students (M = 83.63, SD = 6.27) was significantly greater than the total psychopathy levels in Business (M = 75.62, SD = 6.61) and Psychology (M = 76.98, SD = 5.12) students (See Table 3). However, the total psychopathy scores of Business students were not significantly different from those in Psychology students.

Table 3

Means and Standard Deviations of Total Psychopathy Levels by Degree Pursued

	Total Psychopathy	
	M	SD
Business	75.62	6.61
Psychology	76.98	5.12
Religion	83.63	6.27
TOTAL	77.76	6.57

H3: Business students will have higher primary and secondary psychopathy scores on the Levenson Self-Report Psychopathy Scale assessment than Religion and Psychology students. A one-way ANOVA was used to determine statistically significant differences among students in Business, Psychology, and Religion on primary psychopathy. Equal variances were assumed, and results indicated significant differences among all three disciplines, $F_{(9, 248)} = 23.49$, $p < .001$, $\eta^2 = .274$. A Tukey Post Hoc test was performed to determine where significant differences

could be found among the three disciplines, and found that there were significant differences between each of the disciplines, as shown in Table 4.

Table 4

Means and Standard Deviations of Primary Psychopathy Levels by Degree Pursued

	Primary Psychopathy	
	M	*SD*
Business	43.77	5.79
Psychology	46.35	4.37
Religion	52.57	5.26
TOTAL	46.61	5.94

Note. *M* = Mean; *SD* = Standard Deviation

This suggests that, in the present study, among the three disciplines Religion students have the most affective presentations of psychopathy, including lack of empathy for others and difficult relationships.

A second one-way ANOVA was used to determine significant differences among students with secondary psychopathy. Equal variances were assumed, and results indicated statistically significant differences, $F(2, 255) = 4.06$, $p = .02$, $\eta^2 = .031$. A Tukey Post Hoc test revealed statistically significant differences between the mean of secondary psychopathic traits in Business students and the mean of secondary psychopathic traits in Psychology students, as shown in Table 5.

Table 5

Means and Standard Deviations of Secondary Psychopathy Levels by Degree Pursued

	Secondary Psychopathy	
	M	*SD*
Business	31.85	3.16
Psychology	30.63	3.081
Religion	31.06	2.86
TOTAL	31.15	3.11

The mean of secondary psychopathic traits in Business students was not significantly different than the mean of secondary psychopathic traits in Religion students, nor did Psychology students show significant differences in mean secondary traits with Religion students. This investigation partially supports the hypothesis that Business students will have higher levels of psychopathy at the subscale level. They further suggest that Business students exhibit marginally more behavioral signs of antisocial behavior than their peers in Psychology and Religion, but fewer affective signs of psychopathy.

H4: High scores of primary psychopathy (e.g., low empathy, tolerance of antisocial orientations) will correlate with higher scores of secondary psychopathy (e.g., rule breaking behavior). A Pearson coefficient was computed to assess the relationship between primary and secondary psychopathy. Results indicated there was no correlation between the two variables, $r(257) = -.051$, $p = .414$. Overall, levels of primary psychopathy showed no relationship with levels of secondary psychopathy.

H5: High scores on Importance of Religion will negatively correlate with levels of total psychopathy. Correlational analyses were used to examine the relationship between self-reported faith and levels of total psychopathy. The data suggest that there is no relationship between self-reported faith and levels of overall psychopathy, $r(256) = .023$, $p = .717$. These findings indicate that religious/spiritual identity were not found to either mitigate against or potentiate psychopathic thoughts and actions.

Chapter 4

Discussion

This study investigated levels of primary, secondary, and total psychopathy in undergraduate and graduate students pursuing Business, Psychology, and Religion degrees. First, the levels of primary and secondary psychopathy were examined in each discipline. Then, levels of total psychopathy were examined in each discipline. Finally, correlation analyses examined the relationship between faith and spiritual identity and psychopathic traits. Age was added as a supplementary variable in analyses.

It was hypothesized that students pursuing Business degrees would show the most total psychopathic personality traits. However, in this sample, those pursuing Religion degrees had the highest total psychopathy traits, as well as primary psychopathy traits, such as aberrant thinking and calloused affect. This contradicts most studies about the relationship between psychopathy and religiosity: unsuccessful psychopathy is typically associated with criminal behavior, although some studies have found negative associations between religiosity and criminal or otherwise deviant acts (Laird, Marks, & Marrero, 2011). It is possible that students pursuing Religion degrees showed the most overall psychopathic traits due to the increased likelihood of entering leadership positions, which, according to Wilson and McCarthy (2011), can result in increased grandiosity and decreased empathy.

Further, it was discovered that students pursuing Business degrees exhibited lowest levels of total and primary psychopathy, but highest levels of secondary psychopathy (antisocial actions

and behaviors). This is in direct contrast to Wilson and McCarthy's (2011) study of psychopathic personality traits on students in the UK pursuing Arts, Science, Commerce, and Law degrees. Their investigation found that "Commerce students did score significantly higher on primary psychopathy, but not on secondary psychopathy, than most other students" (pp. 874-5). However, the results of the present study more closely parallel the findings of Lilienfeld, Latzman, Watts, Smith, & Dutton (2014), which show that psychopathic traits, particularly boldness, are more likely to be found in people pursuing leadership and management positions.

Third, it was hypothesized that young adult males (aged 18-25) would show the most overall psychopathic personality traits. However, this study failed to find a significant relationship between gender or age on psychopathy. This result is surprising, given that Gao and Raine (2010) found few differences between undergraduate males and incarcerated males. However, according to research cited by Walsh and Wu (2008), only 20% of incarcerated males are psychopaths.

Finally, it was hypothesized that high levels of faith/spirituality would negatively correlate with total levels of psychopathy. However, religiosity was not found to correlate with psychopathic personality traits. This finding contradicts previous findings that suggest religiosity has a positive correlation with moral concern (Jack, Friedman, & Boyatzis, 2016). In fact, Jack et al. (2016) found, "In every study…a central aspect of moral concern, empathic concern, significantly predicted religious and spiritual belief" (p. 13). They go on to show that non-religious participants showed higher levels of psychopathy than their religious counterparts. Results from the present study showed that religiosity did not correlate with psychopathic traits. This is likely influenced by two factors: first, religion often serves as a protective factor against

aberrant behavior. Second, the scope of this study was limited to students from a religiously-affiliated university, so there is a restricted range on religiosity that may not be generalizable to the general population.

Implications of Findings

These overall findings suggest that psychopathic personality traits for individuals pursuing helping professions, such as psychology or religiously affiliated careers, may not be as predictable as was originally anticipated. In fact, people who intend to pursue religiously-affiliated careers showed increased signs of psychopathy, such as narcissism, lack of empathy, and manipulation. Similarly, individuals pursuing business-oriented careers may not display as many self-focused and callous behaviors as previous studies have suggested. However, generalizing from this sample in a religiously-affiliated university may be problematic.

These findings may have ramifications in determining fitness in certain professions. For instance, law enforcement applicants undergo comprehensive psychological testing to determine fitness for duty. The results of the present study suggest there may be benefits to providing psychopathy screening before being admitted to a prosocial graduate program, such as those intended for religious leadership.

Similarly, offering pre-employment psychopathy screens may have cost-saving benefits for employers. One study examined pre-employment integrity measures compared to number of disciplinary actions taken in the six to 18 months following hiring. The author found, “the higher the integrity score, the fewer the reported counterproductive behaviors” (Fine, 2010, p. 609). It follows that the inverse may also be true: lower integrity scores (and therefore higher psychopathy scores) may lead to increased reports of counterproductive behaviors. Unsuccessful

psychopaths are more likely to get caught in unethical acts, which necessitates disciplinary action. Screening for undesirable attributes prior to employment may help reduce the need for disciplinary actions and save employers both time and money.

Limitations of the Study

This study was limited to a convenience sample of undergraduate and graduate students from one religiously affiliated Oregon university and thus the findings may not be generalizable to a greater population. Although an incentive was offered to complete the study, the possibility of participation bias cannot be overlooked, as students who chose to participate in the study may have been more inclined to do so out of goodwill for another student. It is possible, therefore, that students with higher levels of psychopathic character traits may not have chosen to participate at all.

Although multiple attempts were made to reach a maximum number of participants, a low number of responses in religiously-affiliated programs of study led to a disproportionate number of respondents in this discipline. As a result, Religion students were somewhat underrepresented in the data used. Results indicated that Religion students showed the highest overall psychopathic personality traits. It is possible that due to the introspective and self-reflective nature of Religion programs, particularly at the graduate level, they may be more sensitive to their flaws and therefore report themselves less in this regard.

Finally, data were collected on only one measure of psychopathy that was limited to self-report of psychopathic traits, so response bias is possible. The Levenson Self-Report Psychopathy Scale itself presents limitations, in that it is normed on non-clinical populations. For

the purposes of this project, it is appropriate for the demographic, but it fails to offer normed responses on clinical and/or incarcerated individuals for comparison.

Implications for Further Research

Results of the present study suggest possible connections between degree program pursued and successful psychopathy. Further research is needed to examine what draws individuals with psychopathic personality traits into fields, such as religion. A more comprehensive study on religiously-oriented programs could result in better explanations regarding which personality types are more likely to pursue religion degrees and why. Further study may also be warranted in measuring psychopathic traits, employment history, and disciplinary actions in the workplace. Finally, this study points to a possible link between psychopathy – especially self-seeking primary psychopathy – and narcissism. Further research may be needed to parse out overlap in these two parts of the Dark Triad.

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Appendix A

Demographic Survey

Year in school: Freshman, Sophomore, Junior, Senior, Graduate, Other: _____

Identified gender: Male Female Transgender Other: _____

Major/Program: Business Psychology Biblical Studies/Christian Ministries
MBA PsyD Seminary

Religion: Christian (Protestant) Christian (Catholic) Christian (Other)
Christian (Non-denominational) None/Other: _____

Ethnicity: White Black Native American/Alaskan Native Asian
Hispanic Southeast Asian Pacific Islander Bi/multicultural
Other: _____

If you are interested in being entered for one of five $10 Amazon gift cards, please list your email here: _____

Appendix B

Informed Consent

Psychopathic Personality Traits in Students Entering Helping Professions

Thank you for your cooperation in honestly completing this survey. All responses are confidential (i.e., the researcher will not know who you are). If at anytime you decide that you no longer would like to be a part of this study, you may discontinue. The primary purpose of this study is to understand the relationship between choice of major/graduate program and individuals' behaviors. Participation in this study will require **approximately 20-30 minutes.** You will have an opportunity to win one of five $10 Amazon gift cards upon completion of the study.

If you have any questions or desire further information with respect to the study, you may contact Sarah E. Gallup by phone at (503) 871-1482 or by email at sgallup14@georgefox.edu. You may also contact Dr. William Buhrow, dissertation chair, at George Fox University at bbuhrow@georgefox.edu.

I consent to participate

Appendix C

Selected Prompts from Levenson Self-Report Psychopathic Scale (LSRP)

1. Success is based on survival of the fittest; I am not concerned about the losers.
2. I find myself in the same kinds of trouble, time after time.
3. For me, what's right is whatever I can get away with.
4. I am often bored.
5. In today's world, I feel justified in doing anything I can get away with to succeed.
6. I find that I am able to pursue one goal for a long time.
7. My main purpose in life is getting as many goodies as I can.
8. I don't plan anything very far in advance.
9. Making a lot of money is my most important goal.
10. I quickly lose interest in tasks I start.
11. I let others worry about higher values; my main concern is with the bottom line.
12. Most of my problems are due to the fact that other people just don't understand me.

Appendix D

Demographic Responses

Ages 18-24	139 (54%)
Ages 25-34	58 (22%)
Ages 35-44	30 (13%)
Ages 45-54	17 (7%)
Ages 55+	11 (4%)

Finally, a demographic questionnaire was administered that included items regarding age, identified gender, ethnicity, religion, major, and year in school. Of the 258 respondents, 84 identified as male (32.6%), 170 participants identified as female (65.9%), and four participants (1.6%) did not report their gender identification. The majority of participants (n=139) were traditional college-age students between 18-24 (54%). Fifty-eight participants were aged 25-34 (22%). Thirty participants were aged 35-44 (13%). Seventeen participants were aged 45-54 (7%). Eleven participants were over age 55 (4%).

White	200 (77.5%)
Black	7 (2.7%)
Native American/Alaska Native	2 (0.8%)
Asian	14 (5.4%)
Biracial/Multiracial	14 (5.4%)
Other	5 (1.9%)
TOTAL	258

The majority of respondents (n = 200) identified their race as white (77.5%). Seven participants identified as black (2.7%). Two participants identified as Native American/Alaska

Native (0.8%). Fourteen participants identified as Asian (5.4%). Fourteen participants identified as biracial/multiracial (5.4%). Five participants did not indicate their race (1.9%).

Under $20,000	37 (14.3%)
$20,000 – $34,999	26 (10.1%)
$35,000 - $49,999	36 (14%)
$50,000 - $74,999	43 (16.7%)
$75,000 - $99,999	39 (15.1%)
Above $100,000	70 (2.7%)
Did not report annual income	7 (2.7%)
TOTAL	258

In regard to socioeconomic status, 37 participants reported earning a household income under $20,000 dollars per year (14.3%). Twenty-six participants reported earning $20,000-34,999 dollars per year (10.1%). Thirty-six participants reported earning $35,000-49,999 dollars per year (14%). Forty-three participants reported earning $50,000-74,999 dollars per year (16.7%). Thirty-nine participants reported earning between $75,000-99,999 dollars per year. Seventy participants reported earning over $100,000 dollars per year. Seven participants did not disclose their household income.

Protestant	104 (40.3%)
Catholic	20 (7.8%)
Other Christian	88 (34.1%)
Atheist/No faith or religion	33 (12.8%)
Other	13 (5%)
TOTAL	258

In regard to faith/spirituality, 104 participants identified as Protestant (40.3%). Twenty participants identified as Catholic (7.8%). Eighty-eight participants identified as Other Christian (34.1%). Thirty-three participants reported having no identified faith/spirituality (12.8%). Thirteen participants did not disclose their faith/spirituality (5%).

Freshmen	26 (10.1%)
Sophomore	27 (10.5%)
Junior	33 (12.8%)
Senior	44 (17.1%)
Graduate Student	128 (49.6%)
TOTAL	258

In regard to year in school, 26 participants reported being first-year students (10.1%). Twenty-seven participants reported being sophomores (10.5%). Thirty-three participants reported being juniors (12.8%). Forty-four participants reported being seniors (17.1%). Finally, 128 participants reported being graduate students (49.6%).

Not at all; I have no religion	14 (5.4%)
Slightly important	17 (6.6%)
Somewhat important	31 (12%)
Quite important	74 (28.7%)
Very important; it is the center of my life	121 (46.9%)
Other	1 (0.4%)
TOTAL	258

Participants were asked one question from the Duke University Religion Index (DUREL): “How important is your religion to you?” Fourteen participants (5.4%) reported “Not at all; I have no religion.” Seventeen participants (6.6%) reported their religion was “Slightly

important." Thirty-one participants (12%) reported their religion was "Somewhat important." Seventy-four participants (28.7%) reported their religion was "Quite important." Lastly, 121 participants (46.9%) reported their religion was "Very important; it is the center of my life." One participant (0.4%) did not provide a response.

A copy of this measure can be found in Appendix A.

Fields of study were divided into three groups: Business (including undergraduate Business and Master of Business Administration), Psychology/Counseling (including undergraduate Psychology, Master of Arts in Clinical Mental Health Counseling, and Master of Arts in Family, Couples, and Marriage Counseling), and Religion (including undergraduate Christian Ministries, Master of Divinity, Master of Arts in Theological Studies, Master of Arts in Spiritual Direction, and Master of Arts in Ministry).

	Male	**Female**	**TOTAL**
Business	41	49	90
Psychology/Counseling	23	92	115
Religion	20	29	49
Freshman	9	17	26
Sophomore	5	22	27
Junior	18	15	33
Senior	18	25	43
Graduate Student	34	91	125
Protestant	42	62	104
Catholic	6	13	19
Other Christian	22	63	85
Atheist/None of the above	7	26	33

White	65	132	197
Black	5	2	7
Native American/ Alaska Native	1	1	2
Asian	7	7	14
Hispanic/Latinx	3	13	16
SE Asian	0	0	0
Pacific Islander	0	0	0
Biracial/Multiracial	3	11	14

Appendix E

Curriculum Vitae

Sarah E. Gallup

776 Portola Way, Unit 206
Napa, CA 94559
(503) 871-1482
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EDUCATION

Doctor of Clinical Psychology (PsyD), George Fox University; Newberg, Oregon
Anticipated April 2020
Dissertation: *Psychopathic Personality Traits in Individuals Pursuing Helping Professions*
Advisor: Bill Buhrow, PsyD

Master of Arts, George Fox University; Newberg, Oregon; April 2017
Concentration: Clinical Psychology
Advisors: Joel Gregor, PsyD, and Bill Buhrow, PsyD

Master of Arts, Oregon State University; Corvallis, Oregon; September 2008
Concentration: Rhetoric and Writing
Thesis: *Learning by Imitation: The Scholarly Works of David Bartholomae*
Advisor: Anita Helle, PhD

Bachelor of Arts, Pacific University; Forest Grove, Oregon; May 2006
Concentrations: French Studies, English Literature (Graduated *magna cum laude*)
Thesis: *L'Académie Française: Hier et Aujourd'hui*
Advisor: Gabriella Ricciardi, PhD

Undergraduate Certificate, Liberty University; Lynchburg, Virginia; Summer 2014
Concentration: Psychology – Military Resilience

SUPERVISED CLINICAL EXPERIENCE

Psychology Intern, Department of State Hospitals – Napa; Napa, California
August 2019 – current
Work 20 hours per week on all-male competency restoration unit (Q-9)
Conduct individual therapy and group therapy sessions (CBT for Psychosis, Legal Skills)
Administer cognitive, psychodiagnostic, and neuropsychological assessments and write reports with recommendations for patients' treatment teams

Supervisors: Rick Lesch, PhD; Peter Pretkel, PsyD; Carmen Velazquez, PhD; Rachel Powers, PsyD

Psychology Practicum Student, Hazelden Betty Ford Foundation; Newberg, Oregon
July 2018 – June 2019
Administered admissions mental health assessments, gathered history, made treatment recommendations
Conducted individual therapy and group therapy sessions (Coping Skills, Relationships, Body Image)
Worked as part of a multidisciplinary team in a residential setting
Billed mental health services to patients' insurance
Supervisor: Brandi Schmeling, PhD; Jory Smith, PsyD

Behavioral Health Crisis Consultation Team Member, George Fox University; Newberg, Oregon
December 2016 – May 2019
Worked in Emergency Department settings with physicians, nursing staff, EMS, and law enforcement
Conducted risk assessments for active suicidal and homicidal ideation, mania, and psychosis
Referred urgent-needs clients to inpatient or outpatient psychiatric care facilities, as appropriate
Supervisors: Mary Peterson, PhD; Bill Buhrow, PsyD; Joel Gregor, PsyD; Luann Foster, PsyD

Psychology Trainee, Oregon State Hospital; Salem, Oregon
September 2017 – June 2018
Worked on an all-male, maximum security unit (Harbors: Anchors 3) focused on competency restoration
Conducted focused psychological assessments, group therapy sessions, and individual therapy
Attended interdisciplinary patient-centered meetings with psychiatrists, nurses, and other staff
Supervisors: Nicole Ball, JD/PhD; Kimberly Rideout, PsyD; Kristopher Thomas, PhD

Assessment Therapist, George Fox University Behavioral Health Clinic; Newberg, Oregon
November 2016 – May 2019
Administered psychodiagnostic assessments to adults in a community clinic setting
Wrote integrative reports and make recommendations to clients
Supervisors: Joel Gregor, PsyD; Paul Stoltzfus, PsyD; Christina Weiss, PsyD

Forensic Psychology Assistant, Private Practice for Patricia Warford, PsyD; Newberg, Oregon
December 2016 – June 2017
Assessed clients for Domestic Violence in connection to a crime
Administered psychodiagnostic assessments and interviewed women in jail settings
Supervisor: Patricia Warford, PsyD

Graduate Student Therapist, Warner Pacific College; Portland, Oregon
August 2016 – April 2017
Provided therapy sessions to undergraduate students from diverse cultural backgrounds
Administered personality assessments to inform treatment and/or disciplinary actions
Supervisor: Carol Dell'Oliver, PhD

Pre-Practicum Therapist, GFU Graduate Department of Clinical Psychology; Newberg, Oregon
January 2016 – April 2016
Provided 10 therapy sessions to two undergraduate students as part of the Clinical Foundations graduate course
Worked with students 2 hours per week
Reviewed and analyzed video recordings of therapy sessions
Supervisors: Glena Andrews, PhD, and Julia Terman, MA

TEACHING EXPERIENCE

Teaching Assistant, GFU Graduate School of Clinical Psychology; Newberg, Oregon
January 2018 – April 2018; anticipated January 2019 – May 2019
Served as TA for PsyD 513: Research Design

Instructor of English, Oregon State University-Cascades Campus; Bend, Oregon
September 2013 – December 2013
Taught WR 323: Writing with Style course

Online Adjunct Instructor of English, Liberty University; Lynchburg, Virginia
September 2011 – current
Teach ENGL 100, ENGL 101, and INQR 101 courses

Online Affiliate Faculty, Colorado Christian University; Lakewood, Colorado
February 2011 – June 2016
Taught ENGL 102, ENGL 104, HUM 216 (Classic Christmas Film and Literature), and HUM 429 (C.S. Lewis Film and Literature)

Instructor of English, Central Oregon Community College; Bend, Oregon
September 2009 – August 2015
Served as sole instructor for ENGL 104, ENGL 232C, WR 60, WR 65, WR 95, WR 121, and WR 122

Fulbright English Teaching Assistant, Lycée Aristide Maillol; Perpignan, France
September 2008 – May 2009
Assisted English as a Foreign Language teachers in the classroom two hours per week
Acted as sole English as a Foreign Language instructor twelve hours per week

Assistant Composition Coordinator, Oregon State University; Corvallis, Oregon
June 2007 – December 2007
Mentored first-year graduate teaching assistants
Assisted in leading writing practicum course for first-year graduate teaching assistants
Co-authored *Teaching Assistant Handbook* (published September 2007)

Graduate Teaching Assistant, Oregon State University; Corvallis, Oregon
September 2006 – June 2008
Served as sole instructor of WR 121 and WR 214 (Business Writing)

PROFESSIONAL PRESENTATIONS GIVEN

Hoffman, L. M., **Gallup, S. E.**, & Jones, C. (2019, May 4). Converging pathways: The effects of ADHD and relationship difficulties on adolescent risk of substance abuse. Presented at the Oregon Psychological Association Annual Conference, Portland, OR.

Sklyarov, O., Fringer, L., **Gallup, S. E**., & Grace, E. (2018, August 10). Effectiveness of outpatient sex offender treatment: An outcome study. Poster presented at the American Psychological Association Conference, San Francisco, CA.

Fringer, L., **Gallup, S. E**., Crowl, J., & Buhrow, B. (2018, April 14). Does attending a faith-based university protect anxious and depressed students from negative academic outcomes? Poster presented at the Christian Association of Psychological Studies (CAPS) Conference, Norfolk, VA.

Kays, D., **Gallup, S. E**., Fringer, L., & Buhrow, B. (2017, March 30). Protective factors on campus: Perceptions of safety across identified gender and ethnicity at faith-based and non faith-based universities. Poster presented at the Christian Association of Psychological Studies (CAPS) Conference, Chicago, IL.

Gallup, S. E. (2010, November 13). Learning by example: Pedagogical implications of imitation in the scholarly works of David Bartholomae. Paper presented at the Pacific Ancient and Modern Language Association (PAMLA) Conference, Honolulu, HI.

Gallup, S. E. (2008, March 28). Learning by imitation: The scholarly works of David Bartholomae. Paper presented at the Pacific Rim Conference, Anchorage, AK.

Gallup, S. E. (2008, March 7). Translating discourse: Faith in the works of David Bartholomae. Paper presented at the University of New Hampshire, Durham, NH.

Gallup, S. E. (2008, February 6). Learning by example: Pedagogical implications of imitation in the scholarly works of David Bartholomae. Paper presented at the 2nd annual Oregon State University MA Symposium, Corvallis, OR.

RESEARCH PROJECTS

Gallup, S. E. (2019). *Psychopathic personality traits in individuals pursuing helping professions* George Fox University, Newberg, Oregon.

Hoffman, L., **Gallup, S. E.**, Jones, C., & Buhrow, B. (2019). Impact of non-prescription stimulant use on relationship and academic outcomes in college students with Attention-Deficit Hyperactivity Disorder. George Fox University.

Shad, M.U., **Gallup, S**. **E.**,…et al. (In progress). Clinical utility of antipsychotic pharmacogenomic algorithm. Oregon State Hospital.

Gallup, S. E., Hoffman, L., Sklyarov, O., Meguro, L., & Nalbandian, R. (2017). Relationship of factors impacting academic performance in college students. George Fox University.

Sklyarov, O., & **Gallup, S. E.** (2016). The neurology, emotions, and memory of psychopathy. George Fox University.

Gallup, S. E. (2008). *Learning by imitation: The scholarly works of David Bartholomae* (Published Master's thesis). Retrieved from ScholarsArchive@OSU. http://hdl.handle.net/1957/9362

PROFESSIONAL PRESENTATIONS/TRAININGS ATTENDED

Bort, A. (2018, October 16). *The Psychiatric Security Review Board*. Presentation at Oregon Health & Sciences University Grand Rounds, Portland, OR.

Pengally, S. (2018, October 10). *Old pain in new brains.* Grand Rounds presentation at George Fox University, Newberg, OR.

McMinn, M., & McMinn, L. (2018, September 26). *Spiritual formation and the life of a psychologist Looking closer at soul-care*. Grand Rounds presentation at George Fox University, Newberg, OR.

Kuhnhausen, B. (2018, September 15, October 13, November 3). Gender & Sexuality [Graduate Certificate Course]. George Fox University; Newberg, Oregon.

Abi-Dargham, A. (2018, May 22). *The topography and significance of dopamine dysregulation in schizophrenia.* Presentation at Oregon Health & Sciences University Psychiatry Grand Rounds, Portland, OR.

Frizzell, W., & Chien, J., (2018, April 24). *Gun violence and mental illness: Identify facts and misconceptions.* Presentation at Oregon Health & Sciences University Psychiatry Grand Rounds, Portland, OR.

Grass, H., Walta, K., Ly, R., & Howard, L. (2018, March 27). *Breaking the silence: The need to respond to physician mental illness and suicide*. Presentation at Oregon Health & Sciences University Psychiatry Grand Rounds, Portland, OR.

Witzemann, R. (2018, March 6). *The Genetics of Alcoholism*. Presentation at Oregon Health & Sciences University Psychiatry Grand Rounds, Portland, OR.

Taloyo, C. (2018, February 14). *The history and application of interpersonal psychotherapy*. Grand Rounds presentation at George Fox University, Newberg, OR.

Roy, K. (2018, January 23). *Catatonia in medically ill: Trends and novel approaches*. Presentation at Oregon Health & Sciences University Psychiatry Grand Rounds, Portland, OR.

Sordahl, J. (2017, November 8). *Telehealth*. Colloquium presentation at George Fox University, Newberg, OR.

Gil-Kashiwabara, E. (2017, October 11). *Using community based participatory research to promote mental health in American Indian/Alaska Native children, youth and families*. Grand Rounds presentation at George Fox University, Newberg, OR.

Kessler, B. (2017, September 19). *What have we learned from molecular imaging studies of dopamine neurotransmission in schizophrenia and disorders with altered reward behaviors?* Presentation at Oregon Health & Sciences University Psychiatry Grand Rounds, Portland, OR.

Seegobin, W., Peterson, M., McMinn, M., & Andrews, G. (2017, March 22). *Difficult dialogues*. Diversity Grand Rounds presentation at George Fox University, Newberg, OR.

Warford, P., & Baltzell, T. (2017, March 1). *Domestic violence: A coordinated community response*. Grand Rounds presentation at George Fox University, Newberg, OR.

Brown, S. (2017, February 8). *Native self-actualization: Its assessment and application in therapy*. Colloquium presentation at George Fox University, Newberg, OR.

Bourg, W. (2016, November 9). *Divorce: An attachment trauma*. Grand Rounds presentation at George Fox University, Newberg, OR.

Kuhnhausen, B. (2016, October 12). *Sacredness, naming, and healing: Lanterns along the way*. Colloquium presentation at George Fox University, Newberg, OR.

Jenkins, S. (2016, March 16). *Managing with diverse clients*. Diversity Grand Rounds presentation at George Fox University, Newberg, OR.

SBIRT (Screening, Brief Intervention, and Reference to Treatment). (2016, March 16). Training at George Fox University, Newberg, OR.

CAMS (Collaborative Assessment and Management of Suicidality) Training at George Fox University, Newberg, OR. 11 March 2016.

Hall, T., & Janzen, D. (2016, February 17). *Neuropsychology: What do we know 15 years after the decade of the brain? and Okay, enough small talk. Let's get down to business!* Colloquium presentation at George Fox University, Newberg, OR.

Mauldin, J. (2015, October 21). *Let's talk about sex: Sex and sexuality with clinical applications*. Grand Rounds presentation at George Fox University, Newberg, OR.

Hoffman, M. (2015, September 30). *Relational psychoanalysis and Christian faith: A heuristic faith*. Colloquium presentation at George Fox University, Newberg, OR.

ACADEMIC LEADERSHIP AND VOLUNTEER WORK

Founder, Addiction Student Interest Group; Graduate School of Clinical Psychology; Newberg, Oregon; October 2018 – April 2019
Coordinator, Student Editing Team; Graduate School of Clinical Psychology; Newberg, Oregon; August 2018 – April 2019
Leader, Professional Development Student Interest Group; Graduate School of Clinical Psychology; Newberg, Oregon; April 2018 – April 2019
Member, Military Psychology Student Interest Group; Graduate Department of Clinical Psychology; Newberg, Oregon; September 2016 – April 2019
Member, Forensic Psychology Student Interest Group; Graduate Department of Clinical Psychology; Newberg, Oregon; October 2016 – April 2019
Member, Multicultural Committee; Graduate Department of Clinical Psychology; Newberg, Oregon; August 2016 – April 2019
Student Editor, GFU Graduate Department of Clinical Psychology; Newberg, Oregon October 2016 – April 2019
Student Writing Mentor, GFU Graduate Department of Clinical Psychology; Newberg, Oregon October 2016 – April 2019
Student Council secretary, GFU Graduate Department of Clinical Psychology; Newberg, Oregon; August 2016 – May 2017
Student Council member, GFU Graduate Department of Clinical Psychology; Newberg, Oregon September 2015 – May 2017
Student Mentor, GFU Graduate Department of Clinical Psychology; Newberg, Oregon June 2016 – April 2017
Serve Day volunteer, George Fox University; Newberg, Oregon
September 9, 2015; September 14, 2016; September 13, 2017; and September 12, 2018.

ACADEMIC AWARDS AND HONORS

Qualified Mental Health Provider, George Fox University; April 2017
Fulbright English Teaching Assistant, English Teaching Assistant, France; 2008-2009
Fulbright Finalist, English Teaching Assistant, Belgium/Luxembourg; 2006.
Outstanding Senior in the Humanities, Pacific University College of Liberal Arts; May 2006
Outstanding Senior in World Languages (French), Pacific University; May 2006
Cértificat des études avancées, Centre Français Langue Etrangère de l'Université de Poitiers; Poitiers, France; *Mention Bien* (trans. "with honors"); May 2005

PROFESSIONAL AFFILIATIONS

APA Division 41 (American Psychology-Law Society); November 2017 – current
Oregon Psychological Association (OPA); December 2016 – current
Christian Association for Psychological Studies (CAPS); November 2016 – current

American Psychological Association (APA); October 2015 – current
American Association of Christian Counselors (AACC); December 2013 – December 2014
Pacific Ancient and Modern Language Association (PAMLA); May 2010 – May 2011

ASSESSMENT COMPETENCY

16 Personality Factors (16PF)
Achenbach Adult Self-Report for Ages 18-59 (ASR)
Advanced Clinical Solutions: Test of Premorbid Functioning
Advanced Clinical Solutions: Word Choice Effort Test
Beck Scale for Suicidal Ideation (BSS)
Behavior Assessment System for Children, 3rd Edition (BASC-3)
Behavioral and Emotional Screening System for Teacher Grades K-12 / Student Grades 3-12
Behavior Rating Inventory of Executive Function, 2nd Edition (BRIEF-2)
Behavior Rating Inventory of Executive Function, Adult Version (BRIEF-A)
Self-Report and Observer
Behavior Rating Inventory of Executive Function, Self-Report (BRIEF-SR)
(The) Booklet Category Test
Boston Naming Test, 2nd Edition
California Verbal Learning Test, 2nd Edition, Adult Version (CVLT-II)
California Verbal Learning Test, 3rd Edition (CVLT-3)
Clinical Global Index (CGI)
Collaborative Assessment and Management of Suicidality (CAMS)
Columbia Suicide Severity Rating Scale (C-SSRS)
Comprehensive Test of Nonverbal Intelligence, 2nd Edition (CTONI-2)
Conner's Adult ADHD Rating Scale – Self-Report: Long Version (CAARS—SR:L)
Conner's Adult ADHD Rating Scale – Observer: Long Version (CAARS—O:L)
Conner's Continuous Performance Test, 3rd Edition (CPT-3)
Delis-Kaplan Executive Function System (D-KEFS)
Dementia Rating Scale, 2nd Edition (DRS-2)
Finger Tapping Test
Generalized Anxiety Disorder 7 scale (GAD-7)
Grip Strength Test
Grooved Pegboard Test
Historical-Clinical-Risk Management 20, 3rd Edition (HCR-20V3)
House-Tree-Person Projective Drawing Technique
Life Events Checklist for DSM-5 (LEC-5)
Millon Clinical Multiaxial Inventory, 3rd Edition (MCMI-III)
Millon Clinical Multiaxial Inventory, 4th Edition (MCMI-IV)
Minnesota Multiphasic Personality Inventory, 2cd Edition (MMPI-2)
Minnesota Multiphasic Personality Inventory, 2cd Edition, Revised Form (MMPI-2-RF)
Mini Mental Status Exam (MMSE)
Montreal Cognitive Assessment (MoCA)
Neuropsychological Assessment Battery (NAB)
NEPSY-II: Speeded Naming
Patient Health Questionnaire – 9 (PHQ-9)
Personality Assessment Inventory (PAI)

Portable Tactual Performance Test
Positive and Negative Symptom Scale (PANSS)
Quality of Life Scale (QOLS)
Repeated Battery for the Assessment of Neuropsychological Status Update (RBANS Update)
Rey-Osterreith Complex Figure Test and Recognition Trial Test (RCFT)
Rorschach Exner
Rorschach Performance Assessment System (R-PAS)
Rotter Incomplete Sentences Blank (RISB)
Screening, Brief Intervention, Referral to Treatment (SBIRT)
Saint Louis University Mental Status (SLUMS)
Short-Term Assessment of Risk and Treatability (START)
Test of Memory Malingering (TOMM)
Test of Nonverbal Intelligence, 4th Edition (TONI-4)
Test of Reading Comprehension, 4th Edition (TORC-4)
Thematic Apperception Test (TAT)
Thurston-Cradock Test of Shame (TCTS)
Wechsler Adult Intelligence Scale, 4th Edition (WAIS-IV)
Wechsler Individual Achievement Test, 3rd Edition (WIAT-III)
Wechsler Intelligence Scale for Children, 4th Edition (WISC-IV)
Wechsler Abbreviated Scale of Intelligence, 2nd Edition (WASI-II)
Wechsler Memory Scale, 4th Edition (WMS-IV)
Wide Range Achievement Test, 4th Edition (WRAT-4)
Wide Range Assessment of Memory and Learning, 2nd Edition (WRAML-2)
Wide Range Intelligence Test (WRIT)
Wisconsin Cart Sort Test (WCST)
Woodcock-Johnson, 4th Edition (WJ-IV), Tests of Cognitive Abilities and Tests of Achievement

RELEVANT COURSES IN PSYCHOLOGY

CRIS 302: Foundational Principles of Crisis Response	Liberty University	Spring 2014
CRIS 304: PTSD & Combat-Related Trauma	Liberty University	Fall 2013
MILT 275: The Resilient Warrior	Liberty University	Spring 2014
MILT 325: Resilient Marriage & Family	Liberty University	Summer 2014
MILT 375: Military Career & Community Transition	Liberty University	Summer 2014
MILT 475: Military Mental & Behavioral Health	Liberty University	Spring 2014
PSYC 341: Psychology of Personality	Liberty University	Fall 2013
PSYC 430: Abnormal Psychology	Liberty University	Spring 2014
PsyD 501: Theories of Personality	George Fox University	Fall 2015
PsyD 502: Psychopathology	George Fox University	Fall 2015
PsyD 503: Learning, Cognition, & Emotion	George Fox University	Summer 2016
PsyD 504: Social Psychology	George Fox University	Summer 2016
PsyD 505: Human Development	George Fox University	Spring 2016
PsyD 507: History & Systems	George Fox University	Fall 2016
PsyD 509: Bio Basis	George Fox University	Spring 2018
PsyD 510: Psychopharmacology	George Fox University	Spring 2019
PsyD 511: Psychometrics	George Fox University	Spring 2016
PsyD 512: Statistics	George Fox University	Fall 2017

PsyD 513: Research Design	George Fox University	Spring 2017
PsyD 517: Ethics for Psychologists	George Fox University	Fall 2015
PsyD 518: Professional Issues	George Fox University	Fall 2018
PsyD 521: Personality Assessment	George Fox University	Spring 2016
PsyD 522: Cognitive Assessment	George Fox University	Fall 2016
PsyD 523: Projective Assessment	George Fox University	Fall 2018
PsyD 524: Comprehensive Psych Assessment	George Fox University	Fall 2018
PsyD 527: Neuropsych Assessment Foundations I	George Fox University	Fall 2017
PsyD 528: Neuropsych Assessment Foundations II	George Fox University	Spring 2018
PsyD 530: Clinical Foundations I	George Fox University	Fall 2015
PsyD 531: Clinical Foundations II	George Fox University	Spring 2016
PsyD 532: Practicum I	George Fox University	Fall 2016
PsyD 533: Practicum I	George Fox University	Spring 2017
PsyD 535: Practicum II	George Fox University	Fall 2017
PsyD 536: Practicum II	George Fox University	Spring 2018
PsyD 538: Pre-Internship	George Fox University	Fall 2018
PsyD 539: Pre-Internship	George Fox University	Spring 2019
PsyD 541: Multicultural Therapy	George Fox University	Spring 2017
PsyD 551: Psychodynamic Psychotherapy	George Fox University	Spring 2017
PsyD 552: Cognitive-Behavioral Therapy	George Fox University	Fall 2016
PsyD 563: Family Therapy in Diverse Cultures	George Fox University	Spring 2016
PsyD 571: Integrative Approaches to Psychology	George Fox University	Spring 2016
PsyD 572: Bible Survey for Psychologists	George Fox University	Spring 2017
PsyD 574: Spiritual and Religious Diversity in Professional Psychology	George Fox University	Fall 2017
PsyD 578: Christian History and Theological Survey for Psychologists	George Fox University	Spring 2018
PsyD 579: Spiritual & Religious Issues in Professional Psychology	George Fox University	Spring 2019
PsyD 582: Substance Abuse	George Fox University	Fall 2017
PsyD 591: Consultation, Education, & Program Evaluation	George Fox University	Fall 2017
PsyD 592: Consultation, Education, & Program Evaluation II	George Fox University	Spring 2018
PsyD 593: Supervision & Management of Psychological Services I	George Fox University	Fall 2018
PsyD 594: Supervision & Management of Psychological Services II	George Fox University	Spring 2019

DIVERSITY TRAINING

Member, Multicultural Committee; GFU Graduate Department of Clinical Psychology; September 2016 – April 2019

Attended Veteran-Friendly faculty training session; Central Oregon Community College; April 2013

Lived in Perpignan, France, for one academic year; September 2008 – May 2009

Lived in Poitiers, France, for one academic year; August 2004 – May 2005

Tutored and taught students from many countries, such as France, Japan, South Korea, Taiwan, Saudi Arabia, Senegal, Kazakhstan, Brazil, Colombia, and more
Fluent in English and French; conversational German, Latin, Italian, and Catalan

TECHNOLOGICAL SKILLS

Familiar with various Electronic Medical Records systems: Epic, Avatar, Titanium, Compass (Cenlar), Rain Tree, and Sharepoint
Familiar with various online learning platforms: Blackboard, Moodle, WebCT, eCollege

PROFESSIONAL REFERENCES

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