

Appraisal of Individuals, PSYC6378
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Course Prerequisite: Scientific Research I, PSYC6474

Mission Statement of the New Orleans Baptist Theological Seminary

The mission of the New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Values and Curriculum Competencies

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. While all five core values are emphasized, the primary focus for the 2015-2016 academic year is *Mission Focus*; We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. Our confessional commitments are outlined in the Articles of Religious Belief and the Baptist Faith and Message 2000. Throughout this course students will be encouraged to consider how the core value of “Mission Focus” impacts their development as a Christian counselor called to operate in the local church. This course will address the curriculum competency component of Christian Counseling in both the M. Div. and MAMFC degrees.

Student Learning Outcomes:

1. To provide professional counseling students with a basic understanding of major psychological assessment instruments, including objective instruments (including MMPI-2, the 16PF, the MBTI, and the MCMI-III) and projective personality assessment instruments.
2. To acquaint students with technical, statistical, and methodological principles of evaluating various types of psychological tests.
3. To enable students to decide on a basic battery of tests to answer specific referral questions.
4. To help students understand the basics of interpreting some of the major intelligence, personality, and vocational tests.
5. To teach students to take social histories and complete mental status exams.
6. To help students understand multicultural factors which might affect the use and interpretation of psychological instruments.
7. It is not the goal of this course to qualify or privilege individuals to administer psychological tests in any setting. This course will serve as only one of the requirements for Appraisal

Privileging of Licensed Professional Counselors in the State of Louisiana. Additional requirements for appropriate use of psychological instruments will be examined as instructional content in this course.

Textbook

Cohen, R. J. & Swerdlik, M. E. (2010). *Psychological Testing and Measurement: An Introduction to Tests and Measurement*, (8th ed.). Boston: McGraw-Hill.

Testing Fee

A fee of \$35.00 per student will be collected in this class to pay for testing resources. In order to facilitate the ordering of testing materials, please come to the first class meeting prepared to pay this fee. Make checks out to NOBTS and write "Appraisal testing fee" in the memo line.

Overview of the Class

This class is intended to serve as an introduction to the theory, tools and techniques of psychological assessment for professional counseling students. Students are expected to respond to the lectures, discussions and assignments in this class as professionals in training for the administration, scoring, and interpretation of psychological assessment instruments in professional and clinical settings. Students are also expected to ask questions that facilitate professional development.

Description of Assignments:

1. Exams tend to be multiple choice, with some short answer. I do reserve the right to add discussion questions to the exam. Exams will be available on Blackboard from 6:00 AM to 8:00 PM on the day scheduled.
2. Resource Presentation: Each student will be required to discover and present to the class a resource (journal article, book, book chapter, web site, etc.) that relates to the use of assessment tools or techniques in the professional/clinical setting. These presentations should take approximately 15 minutes and will be scheduled during class time on Friday, Oct. 9th and 16th.
3. Personal Assessment Paper: During the course of the semester, each student will take and personally score a number of published psychological assessment instruments. The materials for this exercise will be purchased with the \$35 fee mentioned above. The scores from these instruments will be the basis of a personal assessment paper. The paper will be at least seven (7) pages in length (text), include a description and explanation of each instrument utilized, a section containing objective interpretation of the results of each instrument, and personal reflection about the meaning and usefulness of these results for you in your process of professional development as a therapist. Resources will be required at a ratio of two (2) for every test taken and scored. Consult APA manual for format guidelines. **Due Friday, November 20th, by midnight CST.**

4. I consider class participation vital to the success of this class, and will grade you accordingly. I expect you to come to class with materials read, assignments prepared, and ready for discussion.
5. Quizzes will be necessary only if the class appears to not be prepared for daily assignments. If no quizzes need to be administered, you will receive full credit.

Attendance

According to seminary policy, you are allowed nine hours of absence during the course of this class. Three tardy marks are equivalent to one absence. Any work missed due to absence or tardiness is your responsibility to make-up. Please obtain copies of notes or handouts from your colleagues. Many assignments will not lend themselves to make-up work. Please attend class.

Grading of Assignments

Exams (Mid-term=15%, Final=20%)	35 %
Resource Presentation	15%
Personal Assessment Paper	30%
Class Participation & Reading Assignments	10%
Quizzes	10%
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	100%

Office Hours

Please email me to make an appointment if you need to meet with me.

Course Calendar

Week	Tentative Topic	Reading	Class Date
1	Introduction to Psychological Testing & Assessment Historical, Cultural, and Legal/Ethical Considerations	Chapter 1&2	Aug 28
2	A Statistics Refresher Norms, Correlation, and Inference	Chapter 3&4	Sept 4
3	Reliability, Validity, & Utility	Chapters 5-7	Sept 11
4	Test Development Tests of Intelligence	Chapter 8 Chapter 9-10	Sept 18
5	AACC		Sept 25
6	Preschool and Educational Assessment Personality Assessment	Chapter 11&12	Oct 2
7	Presentations		Oct 9
8	Presentations !!!Mid-Term!!! Available 6AM-8PM CST, Friday, October 16		Oct 16
9	(10/19-23) Fall Break *NO CLASS*		
10	Personality Assessment Methods	Chapter 13	Oct 30
11	Clinical and Neuropsychological Assessment	Chapter 14&15	Nov 6
12	Assessment, Careers, and Business	Chapter 16	Nov 13
13	Mental Status Exams Lethality Assessment		Nov 20
14	(11/23-27) Thanksgiving Break		
15	Refining Initial Session Assessment		Dec 4
16	!!!Final Exam!!!		Dec 11

The Department of Psychology and Counseling has adopted the following policies for use in all psychology and counseling classes.

Papers or Assignments	<p><u>All assignments</u> are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points. <u>Assignments</u> will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late.</p> <p><u>Late assignments</u> will result in a deduction of eight points per class period.</p> <p><u>Assignments</u> must be turned in to the professor, grader, or administrative assistant. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval.</p> <p><u>All counseling students</u> will write papers in accordance to standards set in the APA Publication Manual.</p>
Quizzes	<p>Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.</p>
Exams	<p>If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.</p>
Study Guide	<p>Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.</p>
Plagiarism	<p>A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are <u>strictly forbidden</u>. <i>All sources must be cited.</i></p> <p>The Psychology and Counseling department adheres to the seminary's policy on plagiarism found in both the student handbook and graduate catalog. All infractions will be handled according to procedures outlined in the seminary's policy on plagiarism.</p>
Class Participation	<p>Working on assignments for other classes, playing games or using social media on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.</p>

* Any exceptions to any of the above policies require unanimous approval of all faculty members in the department.

Technical Issues:

Need technical assistance? Contact the ITC today!

Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

ITCSupport@nobts.edu - Email for general technical questions/support requests.

[504.816.8180](tel:504.816.8180) - Call for any technical questions/support requests.

www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Bibliography

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Lowman, R. L. (1991). The clinical practice of career assessment: Interests, abilities, and personality. Washington, DC: American Psychological Association.

Lyman, H. B. (1991). Test scores and what they mean, (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

Murphy, K. R. & Davidshofer, C. O. (2001). Psychological testing: Principles and applications, (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Newmark, C. S. (1996). Major psychological assessment instruments, (2nd ed.). Boston: Allyn and Bacon.

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