



## Appraisal of Individuals-COUN6378 New Orleans Baptist Theological Seminary Church and Community Ministries Division Spring 2017

Jeffery W. Nave, Ph.D., LPC-s, LMFT-s, NCC  
Professor of Psychology and Counseling  
Office: LMCCC 107  
Phone: 504-816-8004  
Email: jnave@nobts.edu

Grader: Ashley Jamison  
E-mail: burgamyashley@gmail.com

### Mission Statement

The mission of 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 Value Focus

The seminary has five core values.

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **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. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is **Characteristic Excellence**.

### Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are:

## **Course Description**

### **COUN6378 Appraisal of Individuals (3 hours) Faculty**

This course will examine the context of psychological testing, technical and methodological principles, tests of general intellectual level, tests of separate abilities, personality tests, behavioral assessments, and ethical principles of psychological assessment. An additional fee of approximately \$35 is required to cover appraisal materials. Prerequisite: PSYC6474 Scientific Research I.

## **Student Learning Outcomes**

Students will...

1. Develop 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. Become acquainted with technical, statistical, and methodological principles of evaluating various types of psychological tests.
3. Be enabled to decide on a basic battery of tests to answer specific referral questions.
4. Understand the basics of interpreting some of the major intelligence, personality, and vocational tests.
5. Learn to take social histories and complete mental status exams.
6. Understand multicultural factors which might affect the use and interpretation of psychological instruments.
  - ❖ 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.

## **Course Teaching Methodology**

The course will involve the following methodologies:

Lecture: this course is content rich and provides the foundational knowledge of Psychological Appraisal history, theory and current practice.

Video: Real and produced examples of individuals administering and completing assessments.

Discussion: Students will participate in discussions about the appropriate and ethical use of assessment instruments and methods.

## **Textbooks**

### ***Textbook***

Cohen, R. J. & Swerdlik, M. E. (2013). Psychological Testing and Measurement: An Introduction to Tests and Measurement, (8<sup>th</sup> 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.

### **Course Requirements**

#### **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 8:00 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 10-15 minutes and will be scheduled during class time each Wednesday.
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 Wednesday, April 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.

#### **Course Assignment Evaluation Percentages**

Exams (Mid-term=15%, Final=20%)	35 %
Resource Presentation	15%
Personal Assessment Paper	30%
Class Participation	10%
Quizzes	10%
	<hr/>
	100%

## **Evaluation of Grade**

This course is graded according to seminary policy:

- A--93-100
- B--85-92
- C--77-84
- D--70-76
- F--Below 70

## **Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

## **Reading Assignments**

Students are responsible for completing all reading assignments.

## **Professor's Policy on Late Assignments**

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by 4 points plus 4 additional points for each subsequent 48 hours until turned in.

## **Professor's Availability and Assignment Feedback**

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. The student may also email the course grader with questions regarding grading.

## **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

## **Classroom Parameters**

- Please arrive on time.
- Turn off cell phones. Utilize laptops and other technology for class purposes only.
- Respect the professor and other members of the class.
- Maintain confidentiality when someone shares personal information.
- Participate in class and group discussions.

## Extra Credit

The policy for extra credit in this course will be discussed in class when necessary.

## Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

## Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

## Course Schedule

Week	Tentative Topic	Reading
1	Introduction	
2	Historical, Cultural, and Legal/Ethical Considerations	Chapter 1-2
3	A Statistics Refresher	Chapter 3
4	Norms, Correlation, and Inference	Chapter 4
5	Reliability and Validity	Chapters 5-6
6	Test Development Tests of Intelligence	Chapter 8-10
7	Personality Assessment	Chapters 12
8	(3/13-17) Spring Break *NO CLASS*	
9	!!!Mid-Term!!! Available 8AM-8PM CST, Wednesday, March 23	
10	Personality Assessment Methods	Chapter 13
11	Clinical and Neuropsychological Assessment	Chapter 14
12	Mental Status Exams	Chapter 15
13	Lethality Assessment	
14	Refining Initial Session Assessment	
15	Review for Final	
16		

## Selected Bibliography

American Educational Research Association, American Psychological Association & National Council on Measurement in Education. (1999). Standards for educational and psychological testing. Washington: American Psychological Association.

Anastasi, A. & Urbina, S. (1997). Psychological testing, (7<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Cohen, R. J. & Swerdlik, M. E. (2002). Psychological testing and measurement: An introduction to tests and measurement, (5<sup>th</sup> ed.). Boston: McGraw-Hill.

Corcoran K. & Fischer, J. (1987). Measures for clinical practice: A sourcebook. New York: Free Press.

Domino, G. (2000). Psychological testing: An introduction. Upper Saddle River, NJ: Prentice Hall.

Graham, J. R. & Lilly, R. S. (1984). Psychological testing. Upper Saddle River, NJ: Prentice Hall.

Groth-Marnat, G. (2003). Handbook of psychological assessment, (4<sup>th</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Kaplan, R. M. & Saccuzzo, D. P. (2001). Psychological testing: Principles, applications, and issues, (5<sup>th</sup> ed.). Stamford: Wadsworth.

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, (5<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.

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

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

Tallent, N. (1992). The practice of psychological assessment. Upper Saddle River, NJ: Prentice Hall.