



Appraisal of Individuals-COUN6378 New Orleans Baptist Theological Seminary Church and Community Ministries Division Spring 2018

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: Justin Kelly
E-mail: justin.d.kelly@hotmail.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.

Mission Statement of the Counseling Program (CACREP 1.N, 2.A)

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Servant Leadership.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Disciple Making, Interpersonal Skills, and Servant Leadership.

Syllabus Distribution (CACREP 2.D)

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

Course Description (CACREP 2.D.1)

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 (CACREP 2.D.2)

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.

Textbooks (CACREP 2.D.4)

Cohen, R. J. & Swerdlik, M. E. (2013). *Psychological Testing and Measurement: An Introduction to Tests and Measurement*, (8th ed.). Boston: McGraw-Hill.

Course Teaching Methodology (CACREP 2.D.3)

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.

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 (CACREP 2.D.3)

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.

Evaluation of Grade (CACREP 2.D.5)

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

Grading Scale

This course is graded according to seminary policy:

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

Course Policies, Academic Conduct, and Professional Conduct (CACREP 1.J, G, O; 2.D.6) 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.

Academic Policies

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [*New Orleans Baptist Theological Seminary Academic Catalog*](#).

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.

Disabilities and Accommodations (CACREP 2.D.6)

New Orleans Baptist Theological Seminary does not discriminate against applicants/students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity (CACREP 1.J)

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning

environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Extra Credit

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

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

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.

Policy for Graduating Seniors

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professional Conduct (CACREP 1.0)

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

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.

Technical Assistance (CACREP 1.G)

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

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

Writing Center (CACREP 1.G)

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments.

Student Services
(CACREP 1.F, H)

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS INSTAGRAM.COM/NOBTS FACEBOOK.COM/NOBTS

Course Schedule (CACREP 2.D.1, 3, 4)

Week	Tentative Topic	Reading	CACREP rf
1	Introduction		
2	Historical, Cultural, and Legal/Ethical Considerations	Chapter 1-2	2.7.a 2.7.c 2.7.d 2.7.m
3	A Statistics Refresher	Chapter 3	2.7.f 2.7.g
4	Norms, Correlation, and Inference	Chapter 4	2.7.h
5	Reliability and Validity	Chapters 5-6	
6	Test Development Tests of Intelligence Test for Environmental and Systemic behavioral	Chapter 8-10	2.7.i 2.7.j 2.7.l
7	Personality Assessment	Chapters 12	2.7.k
8	!!!Mid-Term!!! Available 8AM-8PM CST, Wednesday, March 14		
9	(3/19-23) Spring Break *NO CLASS*		
10	Personality Assessment Methods	Chapter 13	2.7.k
11	Clinical and Neuropsychological Assessment	Chapter 14	2.7.k 2.7.l
12	Mental Status Exams	Chapter 15	2.7.e 2.7.l
13	Lethality Assessment		2.7.c
14	Refining Initial Session Assessment		2.7.b 2.7.e
15	Review for Final		
16			

Selected Bibliography (CACREP 2.E)

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, (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Cohen, R. J. & Swerdlik, M. E. (2002). Psychological testing and measurement: An introduction to tests and measurement, (5th 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.

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

Kaplan, R. M. & Saccuzzo, D. P. (2001). Psychological testing: Principles, applications, and issues, (5th 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, (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.

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