

Course: **CO609 Appraisal of Individuals**
Credit: 3 credit hours
Semester: FA22, Cycle 3
Time: October 27th-29th, Intensive
Instructor: Doug Geiger

I. DESCRIPTION

This course will discuss and examine individual and group educational and psychometric theories and approaches. This course will also focus on data and methods of information collection, validity and reliability of psychometric assessments, factors that influence appraisals, and the use of appraisals and assessments in the counseling process. The ability to administer and interpret to evaluate skills, interest, and vocational options will also be considered. (Prerequisite: CO601& CO603)

II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Explain an array of individual and group approaches to assessment and appraisal (PLO 1, 2).
2. Employ core theory and research in the context of relationships, issues, and trends in a multicultural and diverse counseling vocation (PLO 1, 2).
3. Interpret assessments and research to the needs of individual's at all developmental levels (PLO 1, 2, 3).
4. Practice proper ethical conduct when delivering a broad range of counseling services (PLO 1, 2, 3, 4).

B. Specific competencies to be achieved. The student will:

1. Historical observation concerning the meaning and nature of appraisal (PLO 1, 2).
2. Examine standardized and non-standardized testing and other assessment methods including, norm and criteria based assessment, inventory methods, individual and group testing, behavioral observations, and computer assisted methods (PLO 1, 2, 3).
3. Differentiate between reliability and validity in testing (PLO 1, 2, 3, 4).
4. Examine how age, gender, sexual orientation, language, culture, religion, spirituality, and other aspects relate to the evaluation of individuals, couples, families, and other population (PLO 1, 2, 3, 4).
5. Formulate strategies for selecting, administering and interpreting assessments in counseling with consideration to psychopharmacological medicines so that appropriate referrals can be given (PLO 1, 2, 3).

6. Construct an understanding of case conceptualization, theories of human development, concepts of normalcy, and psychopathology leading to diagnosis and developing an appropriate treatment plan (PLO 1, 2, 3, 4).

III. REQUIREMENTS

A. Reading Assignments

1. **Reading Journals:** (three (3) pages each) The student will write a **three (3) page Journal** following **each class** period that demonstrates a mastery of the reading assignment and class material and the student's personal reflection on what they read from the chapters in the book. The student will also need to demonstrate an ability to compare and contrast this information on their current world view. The journal format will be provided by the instructor on the first day of class. Each journal will be due according to the course schedule. There will be a **total of six (6) journals**. Each journal will be worth 25 points (GC 1, 2; SC 1, 2, 3, 4, 5, 6).
2. **Appraisal Canvas Discussions:** Student will post a 5-10 minute initial video with a discussion that is supplied by the instructor on CANVAS. Each reflection and discussion will come from the information from the book and how it is related to the lectures covered in class. Each student will post a 3-5 minute reply video to at least two of their classmates. **There will be a total of six (6) reflections**. Each reflection will be worth 25 points (GC 1, 2, 3; SC 1, 2, 3, 4, 5, 6).

B. Written Assignments

1. **Instrument Evaluation Paper** – The student, in a 15-20 page paper in which the student will investigate an assessment, and will provide the theoretical basis of the testing instrument, the psychometric properties, the format and administration of the test, the population for which the assessment should be administered, the ethnic and cultural considerations of the test and how it should be administered. This paper will be worth 100 points (GC 1, 2; SC 1, 2, 3, 5).
2. **Assessment Development Team Project** – Each team (made up of two students) will select an instrument type. They will then formulate a sample of a minimum of 5 questions or tasks for their own instrument. They will include the rationale, theory or research basis. How validity and reliability will be established. They will then pilot test the instrument and present your findings in class. The project will be worth 600 points (GC 1, 2; SC 1, 2, 3, 4).
3. **Final Exam:** The final exam will consist of true/false, and multiple choice. The student will be examined on the material from the lectures and the textbook. Final exams are the exam will be timed approximately for 1.5 hours. The final exam is 50 questions and is worth 100 points.

C. Class Participation & Behavior

Students are expected to maintain classroom decorum that includes respect for other students and the professor, prompt and excellent attendance, and an attitude that seeks to take full advantage of the educational opportunity. Students are to refrain from using cell phones and handheld devices during class. Playing games, browsing the internet, using email, instant messaging, or text messaging, etc. are considered unacceptable when class is in session. In addition, the student will be expected to contribute to class discussions in a positive manner which shows respect for the views of others. Failure to maintain this standard may result in a **full letter grade deduction from their overall grade.**

IV. METHODS

A. Teaching

1. Lectures by the instructor
2. Large group discussion
3. Research and writing
4. Quizzes on the lectures

B. Grading

1. Weight given to course assignments

6 Journals (completed according to schedule) <i>25pts each</i>	150 pts	15%
6 Selected Reading Reflections <i>25pts each</i>	150 pts	15%
Assessment Development Team Project	300 pts	30%
Instrument Evaluation Paper	100 pts	10%
Final Exam	100 pts	10%
Participation	200 pts	20%
2. Letter/Numerical Grade Scale

Grading Scale
 Grade Value Grade Point Value
 Per Semester Hour

A	100-93	4.0
A-	92-90	3.7
B+	89-87	3.3
B	86-83	3.0
B-	82-80	2.7
C+	79-77	2.3
C	76-73	2.0
C-	72-70	1.7
D+	69-67	1.3
D	66-63	1.0
D-	62-60	0.7
F	59-0	0.0

V. MATERIALS

A. Bible

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Required Textbooks

Hayes, Danica. G. *Assessment in Counseling: Procedures and Practices*. (2013). ISBN: 978-1-55620-318-3 \$89.95 Kindle version available.

Note: It is your responsibility as a student at Calvary University to have your textbooks *before* class begins so that you are able to complete all of the readings assigned. Please make sure that you have all of your assigned textbooks prior to the start of class. Failure to have your assigned textbooks at the start of the class will result in

C. Selected Readings, which will be passed out by the instructor.

VII. CLASS POLICIES

Attendance

Campus Students: Students are expected to attend all scheduled meetings of courses for which they are registered (as this also counts for class participation). If a student begins a course and is unable to attend a class, he/she will not receive the points allotted for this course. Class will be an intensive course.

Academic Dishonesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own.

Writing Style

All class papers *must* follow the APA style according to the revised 6th edition. For questions please consult the *Publication Manual of the American Psychological Association*, (6th ed., 2nd printing) or <http://owl.purdue.edu>.

Late Work

Papers, projects, etc. are due at the class period assigned. Unless under extreme circumstances, which will be determined at the discretion of the instructor, **no late work will be accepted.**

Disabilities Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

Learning Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.