

Course: **CO609 Appraisal of Individuals**  
Credit: 3 credit hours  
Semester: Fall 2025, Session 2  
Time: October 20th – December 12th (Intensive will be held November 6-7th via Zoom)  
Instructor: Doug Geiger MA, LPC, NCC

## 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 EACH WEEK** 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. Each journal will be due according to the course schedule. There will be a **total of five (5) journals**. Each journal will be worth 50 points (GC 1, 2; SC 1, 2, 3, 4, 5, 6).
2. **Appraisal Canvas Discussions:** Student will post an initial discussion post regarding a question from the reading. Each reflection and discussion will come from the information from the book and how it is related to the lectures covered in class during the intensive. Each student will post a discussion post by Wednesday night at 11:59pm and reply to at least two of their classmates by Saturday at 11:59pm. **There will be a total of four (4) discussions**. Each discussion will be worth 25 points (GC 1, 2, 3; SC 1, 2, 3, 4, 5, 6).

#### B. Written Assignments

**Review and Evaluation of Assessment Instruments (KPI 8; CMHC KPI 3; KSDE 5)** Students will choose an assessment instrument that is used in schools or clinics to measure personality, learning, intelligence, behavior, or career interests. Counselors must use an assessment instrument utilized in the schools, churches, or counseling offices. The following are acceptable assessment instruments: WRAT4, Woodcock Johnson IV, WIAT-III, MMPI II, MMPI-2RF, MCMI-IV, M-PACI, Rorschach Inkblot Test, Thematic Apperception Test, Strong Interest Inventory, CAARS, Stanford Binet, WMS-IV, T-JTA, Prepare & Enrich, Dyadic Adjustment Scale, BASC3, Bayley-III, CVLT-II, KBIT, SCL-90, and Vineland-3. MCF and MH track students are encouraged to choose instruments that are commonly used in their contexts. **The paper should be a minimum of 25 pages in length and maximum of 30.**

**Part 1: Documentation.** This section of the paper should be written in APA format, but can use lists where applicable. Library searches of index systems or internet may be used. Use of test manuals is recommended.

- Name of test

- Description of population for which the test is appropriate/inappropriate
- Purpose of the tool
- Date of publication
- Scales / Subscales
- Scoring
- Theory base of test / research base / assumptions that undergird the tool
- Norm group(s)
- Administration procedures
- Other information unique to the test
- Referral information of local providers that are able to offer this assessment

**Part 2: Critical Review:** The second section of the paper should include the use of the test with an emphasis on the construction of the test, item validity, test validity, reliability, and administration issues that impact validity and reliability. It should include a minimum of 6 journal articles or books (2 books maximum), and the focus of this part of the paper is to analyze the strengths and weaknesses of the tool. No set format will be given, but students should consider the following:

- Psychometric properties of the test
- Multicultural applications / problems
- Common use of the test Issues and practicality of using the test in a given counselor work environment
- Discussion of why one would use this assessment over another

**Part 3: Application:** The third section of the paper will include the application and administration of the assessment to another individual. The individual may be another student of the class. Based upon your reporting of the assessment, the critical review of the assessment and the administration of the assessment to another individual, report your findings. Was the report accurate? Would you use this assessment in your practice? What are possible drawbacks of using this assessment? What are some other things you would like me to know about the report and assessment given to the other individual?

The report should minimally include the following criteria (if applicable):

- Demographic information o Reason for referral
- Presenting Complaint(s)
- Biopsychosocial
- Environmental Stressors
- Mental Health Treatment History
- Medical History/Current Medications
- Familial History/Information
- Developmental History

- Educational history
- Employment history
- Behavior in Classroom (if applicable)
- Truancy (if applicable)
- Legal History
- Psychoactive Substance History
- Mental Status Exam
- Test Administration and Scores
- Summary
- Provisional Diagnosis (DSM-5)
- Treatment Recommendations/Referral Sources

**This paper should be a minimum of 25 pages and a maximum of 30 pages in length.**  
(GC 1, 2; SC 1, 2, 3, 5). This paper will be worth 500 points.

Rating Indicator	0-69 Poor	70-79 Underdeveloped	80-89 Emerging	90-100 Strong
<b>Section 1: Documentation of Evaluation Includes</b> <ul style="list-style-type: none"> <li>o Name of test</li> <li>o Description of population</li> <li>o Purpose</li> <li>o Publication Date</li> <li>o Scales/Subscales</li> <li>o Scoring</li> <li>o Theory base of test/research base</li> <li>o Norm group(s)</li> <li>o Administration procedures</li> </ul>	Documentation is limited (only three or less evaluation categories listed) w/ little or no developed data. Numerous grammatical and documentation errors.	Documentation includes 4-9 evaluation categories with ambiguously developed data. Several grammatical and documentation errors.	Documentation is complete utilizing all 10 evaluation categories with explicitly developed data. Few grammatical and documentation errors.	Documentation is complete utilizing all 10 evaluation categories with explicitly developed data. Section contains very few grammatical and documentation errors.
<b>Section 2: Critical Review</b> <ul style="list-style-type: none"> <li>o Psychometric properties</li> <li>o Multicultural applications</li> <li>o Test use</li> <li>o Practicality of using the test in specific work environments</li> <li>o Local referral information</li> </ul>	There is one or no documentation in the Review; insufficient information provided. There are three or less journal articles/books cited; no/impaired understanding/ application.	Lists only 2 elements to evaluate the assessment instrument's effectiveness in a specific population, some useful info provided. There are 4-5 journal articles/books cited; limited understanding/ application.	Documentation shows 3 of four well developed categories for evaluating the assessment instrument with a specific population. There are 6 or more well documented journal articles/books cited reflecting understanding/ application..	Documentation shows complete description in all four categories for evaluating the assessment instrument with a specific population. There are 6 or more well documented journal articles/books cited reflecting understanding/ application.

### 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

5 Journals (completed according to schedule)	50 pts each	250 pts
4 Selected Reading Reflections	50 pts each	200 pts
Instrument Evaluation Paper		500 pts
Participation		150 pts

##### 1. 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. These are eight (8) class sessions, which correspond to the eight-week cycle. **Class participation is worth 200 points.**

### Academic Dishonesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks.

It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification. Required class research papers must be original and not used for credit for any other class, (high school, college, or graduate/seminary), or resubmitted when retaking a course, without the professor's permission.

### **Writing Style**

All class papers *must* follow the APA style according to the revised 7<sup>th</sup> edition. For questions please consult the *Publication Manual of the American Psychological Association*, (7th 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](mailto:aso@calvary.edu)) of any disabling condition that may require support.

### **Learning Center**

The Clark Academic Center ([learning@calvary.edu](mailto: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.