



# On-Campus Course Syllabus

## CSL601 L00.A

### Appraisal & Assessment Techniques

#### Spring 2019

#### Class Information

**Day and Time:** Tuesday 4:15 p.m. — 6:45 p.m.

**Room Number:** E209

#### Contact Information

**Instructor Name:** Crystal Brashear, M.A., LPC

**Instructor Email:** cbrashear@criswell.edu

**Instructor Phone:** (469) 474-9857 (cell)

**Instructor Office Hours:** By appointment

#### Course Description and Prerequisites

An examination of the basic principles and methods of individual assessment in counseling psychology. Addresses mental health exams, scoring, and interpretation of standardized assessment measures. Special issues include ethical considerations, social-cultural implications, and the use of testing and assessment methods within the context of the local church. (Prerequisite: CSL 525)

#### Course Objectives

- General Education: Define what is meant by appraisal and assessment.
- General Education: Demonstrate how the interpretation of scores on various mental health exams can aid in the proper appraisal and assessment of those seeking therapy.
- General Education: Discuss the historical, legal, ethical, and diversity standards of psychological assessment.
- Academic Advancement: Distinguish between the various standardized assessment models and techniques and recognize when they should be used.
- Academic Advancement: Complete a full psychological history of a client and present it in an organized manner, both in written and verbal form.
- Academic Advancement: Implement and adhere to a concise, strict, ethical code of conduct while assessing clients in the church, in the counseling office, by phone, or in casual nonprofessional encounters.
- Academic Advancement: Adhere to the various social and cultural implications of such a code of conduct.
- Academic Advancement: Utilize basic statistical tools in order to eliminate bias and to increase reliability in assessing clients' psychological, spiritual, and clinical problems and needs.
- Integration: Evaluate how standardized testing procedures may help or hinder our understanding of mankind from a Christian worldview

- Integration: Distinguish between spiritual and psychological problems using assessment techniques learned in class.
- Integration: Build upon a Biblically-centered anthropology through which such appraisal and assessment techniques can be scrutinized and interpreted.

## Required Textbooks

Whiston, S. C. (2017). *Principles and Applications of Assessment in Counseling 5<sup>th</sup> ed.* Belmont, CA: Brooks/Cole, Cengage Learning.

## Course Requirements and Assignments

**Reading & Participation (25%):** Weekly readings are assigned throughout the course. Please refer to the Course Outline for an overview of weekly assignments. Additional readings will be assigned through Canvas. These can be found inside each module. You will be required to report on your reading at the end of the course, using the Reading Log in Canvas. Every module includes a participation component. Classes conducted live will include discussion and experiential components. Classes conducted online will include discussion boards (video and/or written) and other interactive activities.

**Quizzes (25%):** A quiz will accompany most modules, for a total of 12 quizzes. Quizzes will be comprised of multiple choice and matching questions, from the reading. All quizzes must be attempted, but the lowest 2 quiz grades may be dropped.

**Poster Presentation (25%):** Select an assessment topic we do not deeply cover in class to research, ensuring that public access has been granted for any specific instruments you will explore. Write a proposal to present your findings at an appropriate conference. Present your research to the class utilizing a scholarly poster you have created, along with a handout. Detailed instructions and a rubric are provided for you in Canvas.

**Treatment Plan (25%):** Using the results from the various assessments we have covered this semester, create a treatment plan for yourself, as the client. Conclude with recommendations for treatment, justifying your recommendations with assessment and appraisal results. Detailed instructions and a rubric are provided for you in Canvas.

### STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

#### Evaluation

Reading & Participation	25%
Quizzes	25%
Poster Presentation	25%
Treatment Plan	25%
<b>Total</b>	<b>100%</b>

## Course/Classroom Policies and Information

This course employs a flipped classroom model. Thus, it requires students to remain current with all reading in order to meaningfully participate. Activities conducted in class and online are designed to deepen and broaden

students' understanding, not to replicate textbook material. Please demonstrate respect to your fellow classmates through your preparation.

### *Written Assignments*

Unless otherwise stated, all papers are due at the beginning of class on the day listed in the Course Outline. Late papers will be penalized by 1 pt per day they are late. All papers must be written double-spaced, in Times New Roman font, and with 1" margins. Points will be deducted for poor writing, poor grammar, spelling errors, and unorganized thought progression. APA format is required for formal assignments.

### *Digital Devices*

In this class, it is considered inappropriate to check email or text during class. Do not access your laptops in class unless required to do so (such as taking quizzes and accessing online resources). Please turn your cell phones to "silent" (not vibrate) during class. If you have an emergency situation in which someone must be able to contact you during class, please bring it to my attention prior to class and set your phone to vibrate. As developing counselors we practice the ability of being present and focused. This class will provide that opportunity.

### *Communication with Instructor*

Communication between student and instructor is key to professional growth and educational success. The instructor is here to support and guide each student in their academic endeavors. Therefore please bring any concern or issue to the attention of the instructor. Emails should be between the student's Criswell email address and the instructor's Criswell email address and the student should address the instructor with courtesy and respect.

## **Class Attendance**

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## **Grading Scale**

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour

F	0-69	0.0 grade points per semester hour
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## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable

accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at [bstifle@criswell.edu](mailto:bstifle@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at [jcampbell@criswell.edu](mailto:jcampbell@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Course Outline/Calendar

Module	Date	Reading	Content	Assignment Due
1	1/22	None	Introduction to the Course In class	
2	1/29	Chapter 1 Chapter 2	Assessment in Counseling Basic Assessment Principles In class	Module 2 Quiz
3	2/5	Chapter 3 Chapter 4	Reliability Validity In class	Module 3 Quiz
4	2/12	Chapter 5 Appendix A	Ethical & Legal Issues in Assessment ACA Code of Ethics (Section E) Online	Module 4 Quiz
5	2/19	Chapter 6	Assessment with Diverse Populations	Module 5 Quiz

		Appendix C	AACE Standards In class	
6	2/26	Chapter 7 Chapter 8	Selecting, Administering, & Scoring Initial Assessment Online	Module 6 Quiz
7	3/5	Chapter 9	Intelligence & General Ability Testing In class	Module 7 Quiz
	3/12	None	Spring Break	
8	3/19	Chapter 10	Assessing Achievement & Aptitude In class	Module 8 Quiz
9	3/26	Chapter 11	Assessment in Career Counseling In class	Module 9 Quiz
10	4/2	Chapter 12	Appraisal of Personality Online	Module 10 Quiz
11	4/9	Chapter 13	Behavioral Assessment Online	Module 11 Quiz
12	4/16	Chapter 14	Assessment in Marriage & Family Counseling In class	Module 12 Quiz
13	4/23	Chapter 15	Diagnosis In class	Module 13 Quiz
14	4/30	Chapter 16	Monitoring & Evaluating Counseling Online	Module 14 Quiz
15	5/7	None	Poster Presentations In class	Poster Presentation due
	5/14	None	Course Evaluation Online	Treatment Plan due