



On-Campus Course Syllabus

CSL 601 L00.A

Appraisal & Assessment Techniques

Spring 2020

Class Information

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

Room Number: E205

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 Only

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
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- 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 5th ed.* Belmont, CA: Brooks/Cole, Cengage Learning.

Course Requirements and Assignments

Quizzes (25%): A quiz will accompany most modules, covering all textbook chapters. Quizzes will be comprised of multiple choice, matching, and/or true/false questions. The lowest two quiz grades will be dropped.

Experiential Activities (25%): Each class session, whether conducted in person or online, will include an experiential activity. These activities are designed to deepen and broaden students' understanding, not to replicate textbook material. Please demonstrate respect to your fellow classmates through your pre-class preparation. Experiential activity participation is graded utilizing a simple rubric that is provided for you in Canvas.

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.

Psychological Report (25%): Using the results from the various assessments we have covered this semester, create a psychological report for yourself, as the client. Please consult pages 134—138 in your textbook for a detailed account of this document. A template and a rubric are provided for you in Canvas.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Evaluation

Quizzes	25%
Experiential Activities	25%
Poster Presentation	25%
Psychological Report	25%
Total	100%

A	737 to 800
A-	713 to 736
B+	689 to 712
B	657 to 688
B-	633 to 656
C+	609 to 632
C	577 to 608
C-	553 to 576
D+	529 to 552
O	497 to 528
D-	473 to 496
F	0 to 472

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

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 SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at studenttechsupport@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. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@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.

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 or calling 214.818.1373.

Course Outline/Calendar

Module	Date	Reading	Content	Assignment Due
1 Live	1/21	None	Introduction to the Course	Activity: LEP

2 Live	1/28	Chapter 1 Chapter 2	Assessment in Counseling Basic Assessment Principles	Quiz Chapters 1—2 Activity: DSM-5 Cross-Cutting Symptom
3 Live	2/4	Chapter 3 Chapter 4	Reliability Validity	Quiz Chapters 3—4 Activity: Topic Selection
4 Online	2/11	Chapter 5 Appendix A	Ethical & Legal Issues in Assessment ACA Code of Ethics (Section E)	Activity: Strengths Self-Assessment
5 Live	2/18	Chapter 6 Appendix C	Assessment with Diverse Populations AAACE Standards	Quiz Chapters 5—6 Activity: Poster Design
6 Live	2/25	Chapter 7	Selecting, Administering, & Scoring	Quiz Chapter 7 Activity: Intake Practice
7 Online	3/3	Chapter 8	Initial Assessment	Activity: Buros Online Shop
8 Live	3/10	Chapter 9	Intelligence & General Ability Testing	Quiz Chapters 8—9 Activity: AAI
Spring Break!				
9 Live	3/24	Chapter 10	Assessing Achievement & Aptitude	Quiz Chapter 10 Activity: ACEs
10 Online	3/31	Chapter 11	Assessment in Career Counseling	Activity: O*NET Interest Profiler
11 Live	4/7	Chapter 12	Appraisal of Personality	Quiz Chapters 11—12 Activity: MBTI or Enneagram
12 Online	4/14	Chapter 13	Behavioral Assessment	Activity: Assessing Suicidal Ideation
13 Live	4/21	Chapter 14	Assessment in Marriage & Family Counseling	Quiz Chapters 13—14 Activity: Family Assessment
14 Online	4/28	Chapter 15 Chapter 16	Diagnosis Monitoring & Evaluating Counseling	Quiz Chapters 15—16 (online, open book) Activity: SCR D
15 Live	5/5		Poster Presentations	Poster Presentation Activity: Peer Feedback
	5/12	Finals Week		Psychological Report