

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **COUN 521**

#### **INDIVIDUAL APPRAISAL**

#### **COURSE DESCRIPTION**

A survey of the appraisal methods in counseling, marriage & family therapy, and education is given. Basic psychometric properties of these are also examined along with issues related to the use and interpretation of tests. Emphasis is on the use of tests by counselors, marriage & family therapists, and educators.

#### **RATIONALE**

The purpose of this course is to help counselors become aware of psychometric theories and the ways in which both individual and group psychological tests can be helpful in the process of counseling.

#### **I. PREREQUISITES**

COUN 501, 502, and 503

#### **II. REQUIRED RESOURCE PURCHASES**

Click on the following link to view the required resource for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with Internet access (broadband recommended)
- B. Microsoft Word  
(Microsoft Office is available at a special discount to Liberty University students.)

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Discuss the historical perspectives concerning the nature and meaning of assessment.
- B. Explain basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods.
- A. Apply statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.

- B. Discuss reliability in terms of theory of measurement error, models of reliability, and the use of reliability information.
- C. Explain validity in terms of theory of measurement error, models of reliability, and the use of reliability information.
- D. Outline how age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors relate to the assessment and evaluation of individuals, groups, and specific populations.
- E. Use strategies for selecting, administering, and interpreting assessment and evaluation instruments.
- F. Understand general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status.
- G. Summarize ethical and legal considerations.
- H. Compare biblical standards and practices to standards in a counseling setting.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and lecture presentations/notes
- B. Discussion Board forums (8)

Every week students will participate in a Discussion Board forum. They will respond to the instructor's prompt by posting a 200–250-word thread, and then in the same module/week, they will post a 75–100-word reply to one classmate's thread. An open, curious, and honest attitude toward learning from others will facilitate development for all participants. The thread is due by the end of Thursday of the assigned module/week, and the reply is due by the end of Sunday of the same module/week.

- C. Licensure Requirements Research

Students will research the licensure requirements for a state of their choice. Using bullet-point format, the student will list his/her discoveries in a 2-page Word document. This assignment is due by the end of Module/Week 1.

- D. Exploring Reliability and Validity

Students will analyze two test manuals and discuss the results of the research, including the types of reliability provided, the quality of the information, and any discernible problems. The analysis should be 2–3 pages, double-spaced in a Word document. This assignment is due by the end of Module/Week 2.

- E. Project 1: Initial Interview (Mental Status Exam)

Students will use themselves or a fictional character as the subject of an interview that seeks to answer a referral question of the student's choice. The interview will seek to gather all of the information that relates to the Mental Status Exam provided in the Whiston text, which deals with the examinee's appearance, manner, approach, orientation, alertness, thought processes, mood, and affect. The information will be recorded in a 3–4-page Word document (double-spaced).

F. Achievement Results

Students will engage in two hypothetical scenarios where they must work with two different clients, both of whom are expressing dissatisfaction with assessment results. The student will formulate a narrative for each client based on what he/she has learned about achievement results. This assignment should be no more than 2 pages, double-spaced. It is due by the end of Module/Week 4.

G. Project 2: Psychological Report

Using the referral question and self-designed character from Project 1, students will self-administer the IPIP-NEO and select, self-administer, and interpret three additional assessments from the Corcoran & Fischer textbooks. Then, using the results from the assessments, students will prepare and submit one 7-page psychological report.

H. Essay Questions

In a double-spaced, 3–5-page Word document, students will choose 1 question to answer from the 3 questions concerning various counseling practices, terms, and resources. This assignment is due by the end of Module/Week 7.

I. Project 3: Test Critique

Students will write a 7–10-page critique for one standardized test of their choice. They must cite at least three professional journal articles and format the paper according to APA format. The paper will be composed of six sections: general test information, test description, technical evaluation, practical evaluation, summary evaluation and critique, and references. This project is due by the end of Module/Week 7.

H. Exams (4)

Students will take four exams based on the Whiston text. Exams are non-cumulative, open-book, and consist of 25 multiple-choice questions. Students will have 90 minutes to complete each exam. The exams will be due by the end of Modules/Weeks 2, 4, 6, and 8, respectively.

**VI. COURSE GRADING AND POLICIES****A. Points**

Discussion Board forums (8 at 20 ea)	160
Licensure Requirements Research	30
Exploring Reliability and Validity	30
Project 1: Initial Interview and Mental Status Exam	180
Achievement Results	40
Project 2: Psychological Report	180
Essay Questions	40
Project 3: Test Evaluation	180
Exam 1 (Modules/Weeks 1–2)	40
Exam 2 (Modules/Weeks 3–4)	40
Exam 3 (Modules/Weeks 5–6)	40
Exam 4 (Modules/Weeks 7–8)	40
<b>Total</b>	<b>1000</b>

**B. Scale**

A = 940–1000   A- = 920–939   B+ = 900–919   B = 860–899   B- = 840–859  
 C+ = 820–839   C = 780–819   C- = 760–779   D+ = 740–759   D = 700–739  
 D- = 680–699   F = 679 and below

**C. Late Policy**

Papers/projects:

1. 5% deduction per day.
2. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.
3. Discussion boards: No Discussion Board posts accepted after DB has closed without prior permission of professor. Late posts will not be factored into DB grade.

If the professor grants students permission to submit posts after the DB has closed the following requirements apply:

- a. 5 points deduction per day.
- b. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.
- c. Professor may require alternate assignment if Discussion Board has closed. These assignments must be completed within terms of late policy. No assignment will be accepted seven (7) days after original due date.

### Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 5% will be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module. A 5 % deduction from the tests final grade will be assigned for each day the test is late.
3. No test will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to tests due date.

### D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations.

### E. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity. As such, faculty may provide students with professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty do not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in his/her community.

### F. Limits of Confidentiality

In the event of a student's verbal or written disclosure that there is a threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

## ***COURSE SCHEDULE***

### **COUN 521**

Textbooks: Corcoran (2007). *Measures for Clinical Practice and Research: A Sourcebook. Volumes 1 and 2.*

Whiston, (2013). *Principles and Applications of Assessment in Counseling.*

<b>WEEK/ MODULE</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Whiston: chs. 1–2 1 online article 1 presentation	Course Requirements Checklist	0
		Class Introductions	0
		Discussion Board Forum 1	20
		Licensure Requirements Research	30
<b>2</b>	Whiston: chs. 3–4 1 online essay 1 presentation	Discussion Board Forum 2	20
		Exploring Reliability and Validity	30
		Exam 1	40
<b>3</b>	Whiston: ch. 6 2 presentations	Discussion Board Forum 3	20
		Project 1: Initial Interview (Mental Status Exam)	180
<b>4</b>	Whiston: chs. 5, 7–8 online media clip 1 presentation	Discussion Board Forum 4	20
		Achievement Results	40
		Exam 2	40
<b>5</b>	Whiston: ch.10 online media clip	Discussion Board Forum 5	20
		Project 2: Psychological Report	180
<b>6</b>	Whiston: chs. 11–12 5 online articles	Discussion Board Forum 6	20
		Exam 3	40
<b>7</b>	Whiston: chs. 13–14 1 presentation	Discussion Board Forum 7	20
		Essay Questions	40
		Project 3: Test Critique	180
<b>8</b>	Whiston: chs. 15–16 1 presentation	Discussion Board Forum 8	20
		Exam 4	40
<b>TOTAL</b>			<b>1000</b>

**NOTE:** Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.