



**University of North Texas at Dallas
Fall 2016**

SYLLABUS for Distance Learning

COUN 5765 Appraisal and Assessment in Counseling

Department of	Counseling	School of	Human Services
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Office Hours:	M-W-Th 3p-5p and by Appointment		
Classroom Location:	Online and FH		
Class Meeting Days & Times:	Online and Thursdays 5:30-6:50 pm		
Course Catalog Description:	Study of appraisal concepts and various instruments, procedures, methods and techniques used to assess psychological, behavioral, and learning patterns adults, adolescents, and children.		
Prerequisites:	COUN 5680, 5710, EPSY 5050, and COUN 5670. EPSY 5050 may be taken concurrently.		
Required Text:	<p>Balkin, R. S. & Junke, G. A. (2014). <i>The Theory and Practice of Assessment in Counseling</i>. Upper Saddle River, NJ: Pearson.</p> <p>Erford, Hays, & Crockett (2015). <i>Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination (2nd ed.)</i>. Upper Saddle River, NJ: Pearson.</p> <p>Additional Required Resources (publicly-accessible) will be made available in Blackboard.</p>		
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com</p>		
Course Goals or Overview:	Each student will integrate and apply the knowledge and techniques of appraisal concepts, various instruments, procedures, methods and techniques to assess psychological, behavioral, and learning patterns in adults, adolescents, and children via individual and group approaches in a multicultural society.		
Learning Objectives/Outcomes:	At the end of this course, students will be able to:		

	Student Learning Outcome	CACREP	Evaluation
1	Discusses historical perspectives concerning the nature and meaning of assessment	G7.a	- Discussion Board (DB) #1 Quiz #1
2	Identifies 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, psychological testing, and behavioral	G7.b	Quiz #3
3	Distinguishes statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;	G7.c	Quiz #3 Computations Homework
4	Explains reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);	G7.d	DB # 2 Quiz #4 Instrument Review/Tutorial
5	Explains validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);	G7.e	DB#2 Quiz #4 Instrument Review/Tutorial
6	Discusses social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; including potential biases of diagnostic tools with multicultural populations	G7.f CMHC K.4	DB #3 Quiz #2
7	Applies ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	G7.g	Quiz #2 Intake Interview & Self-Critique
8	Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	CMHC G.1	Quiz #5 Feedback Session
9	Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.	CMHC G.2	Quiz #5 Interview & Self- Critique
10	Identifies standard screening and assessment instruments for substance use disorders and process addictions.	CMHC G.4	DB#4 Quiz #10

11	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	CMHC H.1	Quiz #2 Feedback Session
12	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	CMHC H.2	Interview & Self-Critique
13	Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	SC G. 1	DB #4 Quiz #7
14	Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.	SC G.2	DB #4 Quiz #10
15	Identifies various forms of needs assessments for academic, career, and personal/social development.	SC G.3	Quiz #6, #8, #9 Feedback Session
16	Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	SC H.2	Quiz #6, #8, #9 Evaluation Report
17	Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	SC H.3	Quiz #2 Evaluation report

Online/Hybrid Course Outline

This course is designed to be delivered through a hybrid format. In addition to weekly learning Modules delivered through Blackboard, students will participate in weekly face-to-face Experiential Learning Labs to gain hands-on practical experience in the selection, administration, scoring, interpretation, and reporting of standardized assessment instruments.

This schedule is subject to change by the instructor based on the needs of students, schedule, and mastery of course concepts. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Week: Start Date	Module	Topic	Student Learning Outcomes	Experiential Lab (Thurs)	Assignments Due
1: Aug. 22	1	The Role of Assessment in Counseling <ul style="list-style-type: none"> • Definitions • History 	1	Aug. 25: Scavenger Hunt: Sources of Test Information	DB #1 due Sun by 10pm Quiz #1: Section 7.1.1-7.1.3
	1.b	Sources of Test Information			

2: Aug. 29	2	Ethics of Assessment, Competencies, and Accountability Issues Multicultural Considerations	7,17 6, 11	Sep. 1: Publicly-accessible Assessments; Qualification Levels	Quiz #2: Section 7.1.4-7.1.5 DB#3 Due Sun by 10 pm
3: Sept. 5 and 4: Sept. 12	3	Fundamental Concepts in Quantifying Standardized Assessment Results Psychological testing and behavioral observations; Assessment in the Context of Diagnosis and Treatment Planning – moving away from multiaxial coding system.	2, 3	Sep: 8: The start of the assessment process: It's sooner than you think! Sep: 15: Clinical and Multi-rater Observations	Computations HW parts 1 and 2 are due Sep. 18 Sun by 10 pm. Quiz #3: Section 7.2.5-7.3.5
5: Sept. 19	4	Standards of Reliability Standards for Validity	4, 5	Sep. 22: Introduction to Intake Interviewing: Mental Status Exam	DB#2 Due by Sun 25 th at 10pm Quiz #4: Section 7.2.1-7.2.4 Instrument Review and Instructional Video is Due Sun. by 10 pm.
6: Sept. 26	5 6	Selecting Assessment Instruments Conducting Initial Interview <ul style="list-style-type: none"> Factors that influence personal, social, & academic functioning of students Needs assessments and barriers for academic, career, and personal/social development	7, 9, 12, 13, 15, 16	Sep. 29: Intake Interviewing Micro-Practicum!	Quiz #5: Section 7.5.1 – 7.5.2.2
7: Oct. 3	7	Screening/Assessment of Mood Disorders	8,9,12, 13,15,16	Oct. 6: PHQ-9, CDI-2, MASC, BSI/SCL-90R	Quiz #6: Section 7.5.2.3 – 7.5.2.4 Intake Interview and Self-Critique due Sun. by 10 pm
8: Oct. 10	8	Screening/Assessment of Behavioral and Conduct Disorders	8,9,12, 13,15,16	Oct. 13: BASC-2/3, SDQ, BSI...continues next week	Quiz #7: Section 7.5

9: Oct. 17	9	Assessment of Aptitude: IQ Testing:	8,9,12, 13,15,16	Oct. 20: Assessment of ADD Protocol: Conners 3, Brown ADD Scales (Plus R/O IQ and Mood)	Quiz #8: Section 7.4
10: Oct. 24	10	Achievement Assessment	8,9,12, 13,15,16	Oct. 27: IQ and Achievement Tests cont'd	Quiz #9: Section 7.4 continued
11: Oct. 31		Career Assessment Review Module (This content is covered in COUN 5470 Career Development)		NO LAB Nov. 03 – TCA Conference	Optional: Complete the OSCAR Assessment and Submit Code to Instructor
12: Nov. 7	11	Assessment in Systems: Relationship and Satisfaction Inventories	8,9,14	Nov: 10 MSI-R; PCR-Q; BASC-2/3 Subscales	
13: Nov. 14	12	Special Issues in Assessment: Substance Abuse Suicide Trauma	8,9,10, 13,14	Nov. 17: SASSI; CAGE; Suicide Screenings; PTSD Screen	Quiz #10: Section 7.5 continued DB#4 (last one!) is due by Sun 10pm.
14: Nov. 21	13	Interpretation and Report Writing <ul style="list-style-type: none"> Assessing the effectiveness of educational programs. Referrals to school or community resources 	8,9,14,16,17	NO LAB Nov. 24: Happy Thanksgiving	
15: Nov. 28	13 cont'd	Interpretation and Report Writing continued...	8,9,14,16,17	Dec. 01: Interpretation Session Micro-Practicum	Feedback Session is Due Sun by 10 pm
16: Dec. 5		Final week – prepare evaluation reports with video exemplars for presentation to peers. Due date is earlier than usual – Wednesday!	17	Dec. 08: Presentation of Evaluation Reports and Video Exemplars	Key Assessment (Evaluation Report) is due in both BB and Tk20 by Wed Dec. 07

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. Attendance, participation, consistent engagement in Blackboard are expected of all students. Points will be awarded based on the instructor's review of "Performance Evaluation" statistics on Blackboard and attendance at face-to-face experiential labs.
2. Discussion Boards regarding textbook chapters and SLO's will be posted on Blackboard for some Modules. Students are expected to contribute one (1) substantive original post and two (2) substantive posts in response to other students' original posts.
3. Competency Quizzes (n=10) for the purpose of COMPS review will be posted in Blackboard for several Modules. Students may collaborate with each other and use both textbooks as resources for these competency reviews.
4. Computations Homework (2 parts) will give students the opportunity to demonstrate mastery of concepts related to scales of measurement, measures of central tendency, and properties of the normal distribution. As applicable, students are expected to show their computations and justify responses with citations of scholarly-sourced material.
5. Instrument Review & Tutorial – Students will select an assessment instrument from the list posted in Blackboard and 1). Compile a test review following guidelines published by AARC and 2). Create a 10-15 minute tutorial video demonstrating the administration procedure specific to the selected assessment.
6. Intake Interview & Self-Critique: Students will be assigned a partner for the duration of the term who is willing to complete an interview and multiple assessment instruments. During experiential labs, students will video tape the simulated intake interview and administrations of instruments. Students will submit the video and written self-critique.
7. Key Assessment: Evaluation Report: Students will write an extensive assessment evaluation report according to the form and rubric posted on Blackboard.
8. Feedback Session Demo Video & Self-Critique: Students will video tape the first five minutes of a feedback session for the client. They will complete an analysis of their own strengths and areas for growth using the template and rubric provided in Blackboard.

Grading Matrix:

Instrument	Measures SLO	Value (points or percentages)	Total
Attendance & Participation		50% BB engagement; 50% F2F	100
Discussion Boards	1,5,6,10,13,14	4 x 12.5 points	50
Quizzes	1-17	10 x 5 points	50
Computations Homework	3	100	100
Instrument Review and Tutorial Video	4,5	100	100
Intake Interview & Self-Critique	7,9,12	150	150
Evaluation Report	16,17	300	300
Feedback Session & Self-Critique	8,11,15	150	150
		Total	1000

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Instructor's additional statement about attendance: It is expected that each student takes full responsibility for maintaining regular and punctual attendance and engagement with the course in both the Blackboard learning environment and face-to-face experiential labs. Once enrolled in the course, students are expected to align personal, work, and other academic demands in such a way that full participation and engagement is non-problematic. If this cannot be achieved, the student is advised to drop the course and enroll at a later time that is more conducive to balancing requirements of this course with other demands.

Each student is responsible for reviewing the UNT Dallas and Counseling Department attendance policies, including approved exceptions to these policies and opportunities for making up seat time when unexpected or excused absences occur.

When "real life" happens (unexpected illness, unforeseen technical/travel issues, etc.) students are expected to communicate individually with the Instructor as soon as an obstacle to attendance and participation is known. Please do not send messages to the instructor through another classmate. Please do not leave your instructor guessing about your whereabouts or lack of communication. Except under exceptional circumstances, please do not request special accommodations from your Instructor after-the-fact.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular

nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publickbarticleview?id=kAB700000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html