

**University of North Texas at Dallas
Summer 2012
SYLLABUS**

**COUN 5760 Appraisal in Child and Adolescent Counseling
(3 hrs)**

Department of	Counseling and Human Service	Division of	Education and Human Services
Instructor Name:	Ryan Holliman		
Office Location:	Dallas Building 2 Room#302		
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Email Address:	Ryan.Holliman@unt.edu		
Office Hours:			
Virtual Office Hours:	4:00-5:00 Tues/Thurs		
Classroom Location:	Dal1 274		
Class Meeting Days & Times:	Tuesday & Thursday 5:30pm-9:20pm		
Course Catalog Description:	Study of appraisal concepts and various instruments, procedures, methods and techniques used to assess learning and behavioral patterns of children. Prerequisite(s): COUN 5680 and 5710 and EPSY 5210, or consent of department. EPSY 5210 may be taken concurrently. 3 hours.		
Prerequisites:	Prerequisite(s): COUN 5680 and 5710 and EPSY 5210, or consent of department. EPSY 5210 may be taken concurrently.		
Co-requisites:	N/A		
Required Text:	<p><u>Mandatory Text and Protocol:</u> Merrell, K. W. (2008). <i>Behavioral, social, and emotional assessment of children and adolescents</i>. (3rd ed.) New York: Lawrence Erlbaum Associates.</p> <p>*Test protocol packet at the University Bookstore also mandatory for this class.</p>		
Recommended Text and References:	<p>Sattler, J. (2001). <i>Assessment of children: Cognitive applications</i>. (5th ed.). San Diego: Jerome M. Sattler Publisher.</p> <p>Zuckerman, E. (1991). <i>The clinician's thesaurus</i>. (2nd ed. rev.). Pittsburgh: Three Wishes Press.</p> <p><u>Web Sources:</u> The Association for Assessment in Counseling and Education http://www.theaaceonline.com</p>		
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore:</p>		

phone: (972) 780-3652;
 e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:

Learning Objectives/Outcomes: At the end of this course, the student will

Core Curricular Experiences	CACREP
1. historical perspectives concerning the nature and meaning of assessment;	IIG7a
2. basic concepts of standardized and nonstandardized 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 observations;	IIG7b
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;	IIG7c
4. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);	IIG7d
5. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);	IIG7e
6. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and	IIG7f
7. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	IIG7g
8. historical perspectives concerning the nature and meaning of assessment;	IIG7a
9. basic concepts of standardized and nonstandardized 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 observations;	IIG7b

I. Student Learning Outcomes (SLOs) Assessed: The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key assessments in this course. SLOs for this course are as follows:

CMHC Outcome	CACREP	Evaluation
1. Knows the principles and models of assessment, case conceptualization, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	G1	Ax admin, report, session
2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, symptom inventories, and psychoeducational and personality assessments.	G2	Ax admin, report, session

3. 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.	H1	Ax admin, report, session
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	K4	Ax admin, report, session

SC Outcome	CACREP	Evaluation
1. Identifies various forms of needs assessments for academic, career, and personal/social development.	G3	Ax admin, report, session
2. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	H1	Ax admin, report, session
3. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	H2	Ax admin, report, session
4. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs	H3	Ax admin, report, session
5. Makes appropriate referrals to school and/or community resources	H4	Ax admin, report, session
6. Assesses barriers that impede students' academic, career, and personal/social development.	H5	Ax admin, report, session

SACC Outcome	CACREP	Evaluation
1. Knows principles and models of assessment for postsecondary student development, case conceptualization, and concepts of normalcy and psychopathology leading to referral or to the development of appropriate counseling treatment plans.	G1	Ax admin, report, session
2. Assesses and interprets postsecondary student needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities.	H1	Ax admin, report, session

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by class announcement and email.

TOPICS	TIMELINE
Foundations of Assessments; Statistics and Psychometric Properties of Instruments	Week 1
Evaluating Assessment Instruments; Principles of Administering Assessment Instruments; Self-Concept and Mood Screening Instruments; Developmental Assessments	Week 2
Intelligence Theory and Interpretation; Cognitive Testing;	Week 3
Ethics and Multiculturalism in Assessment; Personality Testing	Week 4
Informal Measures of Assessment; Report Writing ; Behavioral Assessment	Week 5
Academic Testing; Diagnostic Testing;	Week 6
Night Off- Administer assessment	Week 7
Scoring Night	Week 8
Interpretation & Feedback	Week 9
Special Populations	Week 10

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. (provide any necessary details of the instruments – examples given)

Grading Matrix:

KEY ASSESSMENT (3 parts):

<i>Parent Interview & Child/Adolescent Assessment Administration</i>	20
<i>Child/Adolescent Evaluation Report</i>	25
<i>Mock Parent Feedback Session</i>	15
Instrument Evaluation	25
Class Attendance	15

Final Grade:

91-100 = A 81-90 = B 71-80 = C F < 71

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. 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 the SETE to be an important part of your participation in this class.

Assignment Policy:

Late assignments will automatically receive a 20-point reduction. Late assignments will be penalized an additional 5 points for every additional date that it is not turned in.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty 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 Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance 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 class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent. Students will not miss more than 2 classes. Students missing more than 2 classes will receive a penalty on their final grade. This class will not differentiate between excused absence and unexcused absences.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. 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 Center for Student Rights and Responsibilities as the instructor deems appropriate.

Optional Policies:

- This class does not require the use of webct/ecampus/blackboard, but additional class materials will be available on the site.
- Use of Cell Phones & other Electronic Gadgets in the Classroom: No electronic gadgets, phones, etc.. will be allowed in the classroom. You will not be permitted to text or take phone calls during class.
- Food & Drink in the Classroom: Food and drink are allowed in classroom provided they do not interfere with the educational process.
- The Professor for this course will neither ask for nor utilize your personal email for course communications. Students have been issued eagle mail accounts, and all course communication will occur through that email account.