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**COUN 5730.090**  
**Appraisal in Adult Counseling**

**COUN 5760.090**  
**Child and Adolescent Appraisal**

Syllabus and Flexible Calendar  
 Summer 2014

**Meeting time and location:**  
 UNT Dallas, Bldg 2 Room 338  
 5:30-9:20 p.m., Tuesdays and Thursdays

**Catalog Description:**

Study of appraisal concept and various instruments, methods, and techniques that may be used to assess the strengths, limitations, and behavioral patterns of individual clients are studied. Prerequisite(s): COUN 5680 and 5710 and EPSY 5210, or consent of department. EPSY 5210 may be taken concurrently. 3 hours.

**Learning Objectives:**

Upon successful completion of this course, students will be able to demonstrate:

1. knowledge of measurement concepts
2. knowledge regarding the design and purpose of various instruments, i.e., measure of personality, intelligence, career and occupational interests, drugs and alcohol, aptitude and achievement
3. experience in the administration, scoring, and interpretation of appraisal instruments
4. knowledge regarding the basic psychophysiology related to appraisal in counseling
5. knowledge regarding the appropriate application of diagnostic criteria
6. knowledge about current trends and issues in appraisal

Outcome	CACREP	Evaluation
1. Demonstrate knowledge of historical perspectives concerning the nature and meaning of assessment.	Core II.G. 7.a.	Lecture & Class Discussion; Midterm Exam
2. Describe 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.	Core II.G.7.b.	Lecture & Class Discussion; Midterm Exam
3. Explain statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	Core II.G.7.c.	Lecture & Class Discussion; Midterm Exam
4. Determine the value of an assessment including the instrument's reliability (i.e., theory of measurement error, models of reliability, and the use of	Core II.G. 7.d. & e.	Lecture & Class Discussion; Midterm Exam

reliability information) and validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).		
5. Describe social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.	Core II.G.7.f.	Lecture & Class Discussion; Midterm Exam and Final Exam
6. Describe the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	CMHC K.4.	Lecture & Class Discussion; Midterm Exam and Final Exam
7. Describe ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	Core II.G.7.g.	Lecture & Class Discussion; Final Exam
8. Demonstrate knowledge and skill in the administration, report writing and interpretation of a variety of assessment instruments.	CMHC G.1.	Lecture & Class Discussion; Midterm Exam and Final Exam; Administration, Scoring and Writing Interpretive Reports for various assessments
9. Demonstrate knowledge of 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.	Lecture & Class Discussion; Midterm Exam and Final Exam; Administration, Scoring and Writing Interpretive Reports for various assessments
10. Describe 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.	Lecture & Class Discussion; Midterm Exam and Final Exam; Administration, Scoring and Writing Interpretive Reports for various assessments
11. Identify standard screening and assessment instruments for substance use disorders and process addictions.	CMHC G.4.	Lecture & Class Discussion; Final Exam
12. Describe current theories and methods of using assessment data, especially program evaluation and environmental assessment models, to support data-based decision making	SACC G.2.	Lecture & Class Discussion; Midterm Exam and Final Exam

13. Describe basic strategies for evaluating counseling outcomes and/or programmatic outcomes in student affairs and college counseling.	SACC I.3.	Lecture & Class Discussion
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**Methods of Instruction:**

This lecture-based course is designed to be interactive, and students will be expected to participate in numerous ways. Didactic lectures will be supplemented with discussion prompts, in-class practice activities, and homework exercises designed to facilitate development of assessment, diagnosis, interpretive report writing, and treatment planning skills.

**Tk20:**

This course may require an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase and can also be used for other classes. Key assignments must be uploaded into the Tk20 system for instructors to assess.

**Required texts and/or readings:**

- Walsh, W.B., & Betz, N.E. (2001). *Tests and assessment* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- **5730 Adult:** Myers, I. and McCaulley, M. (2003). *Manual: A guide to the development and use of the Myers-Briggs Type Indicator* (3<sup>rd</sup> ed.) Palo Alto, CA: Consulting Psychologists Press. (Available for purchase at the bookstore.)
- **5760 Child:** Beery, K.E., & Beery, N.A. (2010). *Beery VMI Administration, Scoring, and Teaching Manual* (6th ed.). Bloomington, MN: PsychCorp
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Assessment packet (Available for purchase at the bookstore.)
- Classnotes, readings, and powerpoints on Blackboard website.

**For a free online trial of etextbooks, use this link:**

[http://www.coursesmart.com/IR/3192641/9780137017522?\\_\\_hdv=6.8](http://www.coursesmart.com/IR/3192641/9780137017522?__hdv=6.8)

**Other learning resources:**

UNT Dallas Library:

phone: (972) 780-3625;

web: <http://www.unt.edu/unt-dallas/library.htm>

UNT Dallas Bookstore:

phone: (972) 780-3652;

e-mail: [1012mgr@fhcg.follett.com](mailto:1012mgr@fhcg.follett.com)

**Additional readings are available through password-protected Blackboard. View this site frequently for supplemental materials, additional handouts, required readings, and all class lessons/powerpoints. You are responsible for the contents assigned on this website.**

Blackboard Learn: *If you have trouble logging in, cannot submit an assignment or quiz, or encounter some other problem in Blackboard, your primary step should be to contact the ITSS Help Desk rather than this professor. The ITSS Help Desk offers phone, email and walk-in support:*

Phone: 972-780-3626

Email: <http://web3.unt.edu/helpdesk/service>

Walk-in: Founders Hall Rm. 127

CITC Help Desk website: <http://www.unt.edu/helpdesk/index.htm>.

Student Resources information: <http://webct.unt.edu> including how and where to download the current correct version of Java (1.5.0\_07).

## COURSE EVALUATION METHODS

### Student performance evaluation criteria and procedures:

#### Overview of requirements:

1. attend and actively participate in all class discussions and activities
2. complete assigned readings prior to class
3. complete a battery of assigned appraisal instruments
4. administer, score, and interpret a battery of assigned instruments
5. complete in-class and homework assessment and report-writing exercises, as assigned
6. complete a written interpretive report for instruments taken and administered
7. successfully complete one midterm and one final examination.

## ASSIGNMENT GUIDELINES

**Weekly Class Attendance, Timeliness, and Constructive Participation** is a professional responsibility. To be successful in this course, students must be able to retain and apply information in a practical manner; it is essential that students **come to class prepared** to discuss the assigned materials. Attendance is required and class participation is expected. Absences in **excess of one excused absence** and/or **chronic tardiness** will affect your final grade in the course. When possible, any absences should be discussed with the instructor in advance; and while it is certainly understandable that tardiness is occasionally unavoidable, chronic tardiness will result in the loss of 5% deduction from their total points if they (a) miss more than one class meeting for other than a *documented* emergency reason (death in family, hospitalization, severe personal illness); (b) are tardy more than 10 minutes or leave class early more than twice a semester; or (c) consistently interact in a non-professional or disruptive manner with peers or professors. Additional missed classes or chronic tardiness will result in another 5% deduction.

Appropriate class behavior and participation consistent with that of graduate students is expected.

**Students are therefore expected to refrain from all inappropriate behavior including but not limited to: passing notes, sleeping, text-messaging, surfing the internet, emailing, and working on other material during class time.** To that end, please turn off your cellphones during class and close laptops during experiential exercises, videos, and/or during any other class activity during which your attention is expected. Inappropriate behavior or low participation will result in one-on-one conferences, a remedial action plan, faculty review, and a low-effectiveness report in your permanent student file.

### Due dates and deadlines:

Students are responsible for submitting assignments on the date indicated on the syllabus. Assignments will be considered late if not received by class on the date expected. When necessary, students may submit assignments early or via email. In order to be fair to students who submit their assignments on time, students who submit their assignments late for other than a documented emergency reason (family death, hospitalization, etc.) will receive a 10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late, etc. Please plan ahead.

**Format guidelines:**

Unless otherwise indicated, formal papers, including assessment summaries, should be written in accordance with APA style. Specifically, assignments should:

1. Contain an APA-style cover page
2. Be typed, double-spaced , with 1” margins, and in 12-point Times New Roman font
3. Contain citations and references correctly formatted according to the *APA Publication Manual* (6<sup>th</sup> ed.) guidelines
4. Adhere to minimum page length, formatting, and content guidelines – cover pages and reference pages will not be counted toward fulfilling the required page length. Incorrectly completed assignments will be evaluated as is.

**Citation & Style:**

All sources used for all assignments **must be cited** in APA format; students will need to submit major assignments using **turnitin.com** for an originality report. Your class ID is **8213912**, and your initial password is **TEST0714**. Excellent papers will reference scholarly sources and reflect a depth of critical thought and a writing style commensurate with graduate-level work. The instructor will be happy to consult regarding content and style of papers.

<u>Assignment</u>	<u>Weight</u>	<u>Due Date(s)</u>
Participation, preparation, testing & homework	10 points	-
Major Assessment report	25 points	8/5
Resource C case conceptualization	20 points	7/31
Midterm examination	20 points	7/22
Final examination	25 points	8/7

**Course grading scale:**

- 90-100: A
- 80-89: B
- 70-79: C
- 60-69: D
- 0-59: F

Students must achieve a grade of B or higher in order to pass Masters-level classes.

Incomplete policy: (Incomplete work) for some justifiable *documented* reason, acceptable to the instructor and University policy (death in family, hospitalization, major or severe personal illness) , the student has been unable to complete the full requirements of the course. At the time a grade of I is given, a minimum of 30% of classwork must have been completed at a passing level; the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is **not** given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances. If the student’s work is incomplete, poor quality and/or not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

**Flexible Calendar  
Summer 2014**

**Any other required readings or materials not listed will be posted on Blackboard.**

<b>5730 Adult</b>	<b>Topic</b>	<b>Readings/Assignments</b> <i>Items in bold must be prepared for this due date.</i>
<b>Week 1</b> July 8	Course orientation History of appraisal Role of appraisal/assessment in counseling Risks & benefits of assessment	Log in with turnitin.com
July 10 Thurs.	Purpose of testing Process and procedures of testing Basics of giving assessments	<ul style="list-style-type: none"> <li>● Review Ch. 1</li> <li>● Anastasi (1992)</li> <li>● BDI II in class</li> </ul>
<b>Week 2</b> July 15	Basic statistical concepts of assessment	<ul style="list-style-type: none"> <li>▪ Ch. 2 &amp; 3</li> <li>▪ SCL 90-R in class</li> </ul>
July 17 Thurs.	Qualitative assessment: Lifestyle analysis Applied learning (assessment scoring)	<ul style="list-style-type: none"> <li>▪ Ch. 5</li> <li>● Clark (1995); Kern et al. (2004)</li> <li>● SCL 90-R scoring in class</li> <li>▪ <b>Completed self lifestyle analysis</b></li> </ul>
<b>Week 3</b> July 22	<b>Midterm Exam</b> Case conceptualization overview	
July 24 Thurs.	In-class Work Day: <b>Introduction to your Key assessment (MBTI)</b> Assessment report writing	<ul style="list-style-type: none"> <li>● Ch. 13</li> <li>● Hohenshil (1996); Ivey &amp; Ivey (1998); McLaughlin (2002); Seligman (2004)</li> </ul>
<b>Week 4</b> July 29	In-class Work Day (cont.)	<ul style="list-style-type: none"> <li>● Ch. 11 &amp; 12</li> <li>● <b>Bring completed self MBTI (score in class)</b></li> </ul>
July 31 Thurs.	Clinical assessment: Psychosocial assessment- intake, demonstration MSE Writing casenotes (SOAPs)	<ul style="list-style-type: none"> <li>● Ch. 4</li> <li>● Groth-Marnat (2000)</li> <li>● <b>Case conceptualizations due, post to turnitin.com</b></li> </ul>
<b>Week 5</b> August 5	Risk assessment Ethical, legal, and cultural factors in assessment	<ul style="list-style-type: none"> <li>● <b>MBTI Key assessment reports due; tk20</b></li> <li>● Ch. 14</li> </ul>
August 7 Thurs.	<b>Final Exam</b> <b>SETE course evaluations</b>	

*Please note: Instructor may alter schedule of events as necessary or as mandated by class needs.*

**Flexible Calendar  
Summer 2014**

**Any other required readings or materials not listed will be posted on Blackboard.**

<b>5760 Child</b>	<b>Topic</b>	<b>Readings/Assignments</b> <i>Items in bold must be prepared for this due date.</i>
<b>Week 1</b> July 8	Course orientation History of appraisal Role of appraisal/assessment in counseling Risks & benefits of assessment	Log in with turnitin.com
July 10 Thurs.	Purpose of testing Process and procedures of testing Basics of giving assessments	<ul style="list-style-type: none"> <li>• Review Ch. 1</li> <li>• Anastasi (1992)</li> <li>• CDI 2 in class</li> </ul>
<b>Week 2</b> July 15	Basic statistical concepts of assessment	<ul style="list-style-type: none"> <li>▪ Ch. 2 &amp; 3</li> <li>▪ Piers-Harris 2 in class</li> </ul>
July 17 Thurs.	Qualitative assessment: Lifestyle analysis Applied learning (assessment scoring)	<ul style="list-style-type: none"> <li>▪ Ch. 5</li> <li>• Clark (1995); Kern et al. (2004)</li> <li>▪ <b>Completed self lifestyle analysis</b></li> <li>▪ <b>Completed subject PSI-4</b></li> </ul>
<b>Week 3</b> July 22	<b>Midterm Exam</b> Case conceptualization overview	
July 24 Thurs.	In-class Work Day: <b>Introduction to your Key assessment (Beery VMI)</b> Assessment report writing	<ul style="list-style-type: none"> <li>• Ch. 13</li> <li>• Hohenshil (1996); Ivey &amp; Ivey (1998); McLaughlin (2002); Seligman (2004)</li> <li>•</li> </ul>
<b>Week 4</b> July 29	In-class Work Day (cont.)	<ul style="list-style-type: none"> <li>• Ch. 11 &amp; 12</li> <li>• Groth-Marnat (2000)</li> <li>• <b>Completed Beery VMI (score in class)</b></li> </ul>
July 31 Thurs.	Clinical evaluation: Psychosocial assessment- intake, demonstration Writing casenotes (SOAPs)	<ul style="list-style-type: none"> <li>• Ch. 4</li> <li>• <b>Case conceptualizations due, post to turnitin.com</b></li> </ul>
<b>Week 5</b> August 5	Risk assessment Ethical, legal, and cultural factors in assessment	<ul style="list-style-type: none"> <li>• <b>Beery VMI reports due; tk20</b></li> <li>• Ch. 14</li> </ul>
August 7 Thurs.	<b>Final Exam</b> <b>SETE course evaluations</b>	

*Please note: Instructor may alter schedule of events as necessary or as mandated by class needs.*

## **PARTICIPATION, PREPARATION, & HOMEWORK**

This is a reading-intensive course, and students are expected to complete scheduled readings prior to class on the due date. Careful preparation will facilitate understanding of lectures and successful completion of in-class exercises. Readings from Blackboard and Walsh & Betz (2001) text are always required.

Supplemental required and recommended readings are available via **Blackboard**. At instructor's discretion you will be provided with practice exercises to be completed during class or before the next class.

Participation is best manifested by readiness and *active* participation in class discussion. It may be helpful to jot down thoughts or questions during your reading time, and bring these to class to stimulate discussion. ...there are no "stupid" questions or observations; fellow students likely have the same questions you have.

## **MIDTERM & FINAL EXAMINATION**

Two in-class examinations are required for this course. Exams may include objective questions (true/false, multiple-choice, short-answer) and case vignettes.

## **MAJOR ASSESSMENT REPORTS**

**The primary purpose of these assignments is to familiarize students with methods for assessing personality and pathology symptoms and indicators. It is expected that this information may also be used (within accepted guidelines) to increase knowledge of assessments, enhance empathy, educate subjects/clients, and identify appropriate methods of assessment use in treatment planning and therapeutic intervention.**

Students will identify one acquaintance (per assessment) who is willing to assist with this assignment by volunteering to undergo an assessment. Students will follow accepted ethical and legal procedures for the administration of the assessment, including:

1. educating the subject about the nature of the test,
2. discussing any potential risks involved,
3. setting up an appropriate testing environment,
4. maintaining the confidentiality of the subject,
5. scoring the test,
6. writing a professional-quality report, and
7. providing a discussion of results with the subject.

Students are encouraged to use professional and online resources; any sources used must be cited, and references must be included. The assignment will be graded as follows:

- Accuracy, quality, and thoroughness of information
- Professional appearance of the report
- Professionalism/preparedness in all aspects of testing
- Correct use of grammar, spelling, and use of APA style formatting, citations and references

Projects should be submitted to **www.turnitin.com** by the beginning of class on the due date; students should submit a hard copy of the report in class. Your class ID is **8213912**, and your initial password is **TEST0714**.

## **RESOURCE C CASE CONCEPTUALIZATION**

Students will select a character from a book (preferred) or public figure to serve as the basis for a *comprehensive* case study. Students will use what they know of this character to construct an in-depth case conceptualization using **Resource C**.



All data included in the report must be written using professional language, based on evidence provided in the media source(s), and supported with rationale. Students are encouraged to consider and document multiple sources of information (e.g., client report, collateral report, observation). When information is not available, the student should indicate information is needed and propose methods for gathering such information. Evidence of differential diagnosis should be provided. Finally, students will provide a rationale for treatment plan choices by incorporating data from at least three (3) scholarly sources.

Students are welcome to format treatment documents (e.g., history, mental status, diagnosis, treatment goals, treatment plan) as they would in a professional setting. Text and rationale for the above topics should be in narrative form and formatted according to APA guidelines. Specific grading criteria will be distributed in class.

**Movies are NOT acceptable. Sources must be confirmed with me prior to beginning.**

**Accepted resources:**

- \*Angelou, M. (1970). *I know why the caged bird sings*. New York: Random House.
- \*Axline, V. (1964). *Dibs in search of self*. New York: Random House.
- Burgess, A. (1962). *A clockwork orange*. New York: Norton.
- \*Burroughs, A. (2002). *Running with scissors: A memoir*. New York: Picador.
- \*Chase, T. (1987). *When rabbit howls*. New York: E.P. Dutton.
- Fitzgerald, F.S. (1925) *The great Gatsby*. New York: Charles Scribner.
- Frey, J. (2003). *A million little pieces*. New York: Doubleday.
- Garland, A. (1997). *The beach*. New York: Riverhead.
- \*Golding, W. (1954). *Lord of the flies*. New York: Perigree.
- Greenberg, J. (1964). *I never promised you a rose garden*. New York: Penguin.
- \*Haddon, M. (2003). *The curious incident of the dog in the nighttime*. New York: Vintage.
- Hautzig, D. (1999). *Second star to the right*. New York: Penguin.
- Hornbacher, M. (1998). *Wasted: A memoir of anorexia and bulimia*. New York: HarperCollins.
- \*Lee, H. (1960). *To kill a mockingbird*. New York: HarperCollins. (\* only if you conceptualize the child; otherwise conceptualize the father)
- Leathan, V. (2006). *Bloodletting: A memoir of secrets, self-harm, & survival*. Oakland, CA: Harbinger.
- \*Menzie, M. (2003). *Diary of an anorexic girl*. Nashville: W Publishing.
- Miller, J. (2001). *The day I went missing*. New York: St. Martin's.
- \*Morrison, T. (1970). *The bluest eye*. New York: Penguin.
- Orion, D. R. (1997). *I know you really love me: A psychiatrist's journal of erotomania, stalking, and obsessive love*. New York: Macmillan.
- \*Rogers, A. G. (1995). *A shining affliction: A story of harm and healing in psychotherapy*. New York: Penguin. (\* only if you conceptualize the child; otherwise conceptualize the main character/child's therapist)
- Salinger, J.D. (1951). *The catcher in the rye*. New York: Back Bay.
- Schiller, L., & Bennett, A. (1994). *The quiet room: A journey out of the torment of madness*. New York: Warner.
- Schreiber, F. R. (1973). *Sybil*. New York: Warner.
- Slater, L. (1998). *Prozac diary*. New York: Penguin.
- Steele, K., & Berman, C. (2001). *The day the voices stopped: A schizophrenic's journey from madness to hope*. New York: Basic.
- \*Theroux, P. (1982). *The mosquito coast*. New York: Avon. (\* only if you choose one of the children to conceptualize; otherwise conceptualize the father)
- Wurtzel, E. (1995). *Prozac nation: Young and depressed in America*. New York: Penguin.
- \*Zusak, M. (2005). *The book thief*. New York: Alfred A. Knopf.

Alternative to the book, you may select a public figure for your case study. Following are some suggestions, but you may certainly submit someone else for approval:

Jodi Arias  
Casey Anthony  
Kate or John Gosselin  
Aaron Hernandez  
Michael Jackson  
Lindsay Lohan  
Jared Loughner  
Marilyn Monroe

Hemy Newman  
Joshua Phillips  
Charlie Sheen  
Eric Smith  
Andrea Sneiderman  
Nadya Suleman  
Kanye West

Other potentially appropriate materials (including autobiographies) will be considered on a case-by-case basis only (students must consult me). **Minimum 5 pages, not including title page and any reference page (it will be exceedingly difficult to complete this assignment fully and accurately with fewer than 5 pages).** This assignment will also be submitted to turnitin.com; submit a hard copy to class.

## IMPORTANT POLICIES

### **Disability Accommodations:**

The University of North Texas College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs and activities, as specified by federal laws and regulations. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

The student has the responsibility of informing the course instructor of any disabling condition that will require modification to avoid discrimination. Students with disabilities should approach each instructor within the first two weeks of class to make an appointment to discuss disability accommodation and then must follow the meeting with an e-mail or hard-copy message to the instructor summarizing the accommodations that will be made. The instructor will reply with affirmation or modification and place a copy of the communication in the student's file.

### **Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language 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.

### **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.

**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 Campus main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

**Blackboard:**

We will be using Blackboard as a course management tool this semester. Students may access the course using their EUID and password via <http://Blackboard.unt.edu>. Once within Blackboard, you will be able to view announcements, download and print copies of class materials, access course readings, and check your grades. The instructor may also post audio files of lectures for those who are absent or who would like to review class sessions. We may use the assessment function to submit homework exercises.

**Eagle Mail:**

All UNT students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu>. This is the main electronic contact for all course-related information and/or material.

**Academic Misconduct:**

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](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.

Cheating and plagiarism are types of academic misconduct. The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal (University of North Texas Graduate Catalog, 2002, p. 94).

Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Plagiarism of any sort will not be tolerated and will result in a minimum of a failing grade on the assignment; plagiarism will also jeopardize your standing in the program. UNT counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student's work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

## Additional reading and consultation resources:

### Web Resources:

American College Testing	<a href="http://www.act.org">www.act.org</a>
American Counseling Association Code of Ethics:	<a href="http://www.counseling.org">http://www.counseling.org</a>
American School Counselor's Association	<a href="http://www.schoolcounselor.org/">http://www.schoolcounselor.org/</a>
APA Testing & Assessment	<a href="http://www.apa.org/science/testing.html">www.apa.org/science/testing.html</a>
Buros Mental Measurements	<a href="http://www.unl.edu/buros/">www.unl.edu/buros/</a>
Educational Testing Service	<a href="http://www.ets.org">www.ets.org</a>
Institute for Personality and Ability Testing	<a href="http://www.ipat.com">www.ipat.com</a>
National Board of Certified Counselors:	<a href="http://www.nbcc.org">www.nbcc.org</a>
National Center for Fair and Open Testing	<a href="http://www.fairtest.org">www.fairtest.org</a>

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**Have a great semester!**  
**~Dr. Mc**