

University of North Texas at Dallas
Spring Intensive 2015
SYLLABUS

COUN 5765 Appraisal in Counseling (3 hrs)	
Department of Counseling and Human Development	Division of Education and Human Services
Instructor Name:	Dr. Amy McCortney
Office Location:	By appointment
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Office Hours:	By appointment
Virtual Office	
Classroom Location:	100% online
Class Meeting Days &	100% online 3-week intensive; Dec. 15 – January 9; 10 asynchronous
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. Prerequisite(s): COUN 5680, 5710, EPSY 5050, and COUN 5670. EPSY 5050 may be taken concurrently.
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Co-requisites:	N/A
Required Text:	<p><u>Mandatory Text and Protocol:</u></p> <ul style="list-style-type: none"> • Balkin, R. S. & Junke, G. A. (2014). The Theory and Practice of Assessment in Counseling. Upper Saddle River, NJ: Pearson. • Test protocol packet at the University Bookstore also mandatory for this class.
Recommended Text and References:	<p><u>Web Sources:</u></p> <ul style="list-style-type: none"> • The Association for Assessment in Counseling and Education http://www.theaaceonline.com • Mental Measurements Yearbook (UNT Libraries Ebscohost) http://libproxy.library.unt.edu:2071/ehost/search/basic?sid=f24e90b2-3492-4cf9-bf11-
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>

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 adults, adolescents, and children via individual and group approaches in a multicultural society.
Learning Objectives/Outcomes: At the end of this course, the student will:	

	Student Learning Outcome	CACREP	Evaluation
1	Discusses historical perspectives concerning the nature and meaning of assessment	G7.a	Discussion Board 1 and 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 observations;	G7.b	Discussion Board 2 and Quiz 2
3	Distinguishes statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;	G7.c	Discussion Board and Quiz
4	Explains reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);	G7.d	Discussion Board and Quiz Instrument Outline
5	Explains validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);	G7.e	Discussion Board and Quiz Instrument Outline
6	Discusses social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations;	G7.f	Discussion Board and Quiz
7	Applies ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	G7.g	Discussion Board and Quiz and Interview Video
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	Discussion Board and Quiz
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	Discussion Board and Quiz and Interview video
10	Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate	CMHC G.3	Discussion Board and Quiz

11	Identifies standard screening and assessment instruments for substance use disorders and process addictions.	CMHC G.4	Discussion Board and Quiz
12	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation	CMHC H.1	Discussion Board and Quiz
13	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	Assessment video
14	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	CMHC H.3	Discussion Board and Quiz Assessment video
15	Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	CMHC H.4	Evaluation report
16	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	Discussion Board and Quiz
17	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	Discussion Board and Quiz
18	Identifies various forms of needs assessments for academic, career, and personal/social development.	SC G.3	Discussion Board and Quiz
19	Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	SC H.1	Discussion Board and Quiz and Evaluation report
20	Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	SC H.2	Discussion Board and Quiz and Evaluation report
21	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	Discussion Board and Quiz and Evaluation report
22	Makes appropriate referrals to school and/or community resources.	SC H.4	Feedback session
23	Assesses barriers that impede students' academic, career, and personal/social development.	SC H.5	Discussion Board and Quiz

Course Outline

This course is designed as a 100% online 3-week intensive course with 10 classes that are approximately 4 hours. Class time is 40 hours plus at least 60 hours in reading and assignments. Therefore, the student should plan to spend approximately 35 hours a week on this course.

The course is self-paced with suggested dates but assignments **must** be completed by the **set deadlines** indicated in bolded red. In other words, you can work ahead to accommodate for religious, family, or work obligations; however, you must have the specific class completed by the set deadline.

It is highly recommended that students schedule time as follows: (a) 2 to 3 hours to read textbook chapters and posted articles for each module before starting the module, (b) 4 hour blocks of time to complete each module, and (c) approximately 10 hours to complete each major assignment.

Tentative schedule. Schedule may change due to class needs or at instructor discretion.

Class	Topic	SLO	Reading, Assignments, Assessments (Deadline)
1 Dec. 16	The Role of Assessment in Counseling <ul style="list-style-type: none"> • Definitions • History • Ethics and Laws Case Studies and Progress Notes	1, 7	Balkin & Juhnke, Chapters 1, 2 Discussion Board 1 and Quiz 1 Dec. 16 midnight
2 Dec. 18	Fundamentals of Assessment Results <ul style="list-style-type: none"> • Meanings of Test Scores • Standardized vs. non-standardized • Criterion-Referenced vs. Norm-Referenced Tests • Measures of Central Tendency • Measures of Variability • Environmental assessment • Performance assessment • Individual and group test • Inventory methods, • Psychological testing and behavioral observations; 	2, 3	Balkin & Juhnke, Chapter 3 Discussion Board 2 and Quiz 2 Dec. 18 midnight
3 Dec. 20	Standards of Reliability Standards for Validity	4, 5	Balkin & Juhnke, Chapter 4, 5 Discussion Board 3 and Quiz 3 Dec. 20 midnight
4 Dec. 23	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, 12, 13, 16, 18, 20, 23	Balkin & Juhnke, Chapter 6, 7 Discussion Board 4 and Quiz 4 Instrument Outline and Presentation due Dec. 23 midnight
5 Dec. 29	Multicultural & Special Populations <ul style="list-style-type: none"> • Asses and interpret students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities Psychopharmacology	6, 10, 19	Balkin & Juhnke, Chapter 8 Discussion Board 5 and Quiz 5 Dec. 29 midnight
6 Jan. 2	Intelligence Assessment <ul style="list-style-type: none"> • Theories and Models • WAIS-IV • WISC • SB5 • KBIT-2 		Balkin & Juhnke, Chapter 9 Discussion Board 6 and Quiz 6 Jan. 2, midnight

7 Jan. 5	Achievement and Aptitude <ul style="list-style-type: none"> Definitions & Characteristics 		Balkin & Juhnke, Chapter 10 Discussion Board 7 and Quiz 7 Interview video due Jan. 5, midnight
8 Jan. 6	Personality Disorders & DSM <ul style="list-style-type: none"> MMPI-2 Marriage Substance Abuse Suicide	8, 9, 14, 17	Balkin & Juhnke, Chapter 11, 13 Discussion Board 8 and Quiz 8 Jan. 6, midnight
9 Jan. 7	Career Assessment		Balkin & Juhnke, Chapter 12 Discussion Board 9 and Quiz 9 Jan. 7, midnight
10 Jan. 9	Interpretation and Report Writing <ul style="list-style-type: none"> Assessing the effectiveness of educational programs. Referrals to school or community resources Accountability Issues	15, 21, 22	Balkin & Juhnke, Chapter 14, 15 Discussion Board 10 and Quiz 10 Evaluation Report Due Feedback video Due Jan. 9, midnight

Course Evaluation Methods

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

- Attendance, participation, and professionalism are professional responsibilities.
- Discussion Boards regarding textbook chapters and SLO's will be posted on Blackboard each week. Students are to answer the questions and respond to the posts of at least two other classmates. (See Appendix B)
- Quizzes for each textbook chapter will be open book.
- Instrument Presentation and Outline – Students will follow the form and rubric on Blackboard to create an instructional outline and brief 5 to 10 minute video demonstration of how to administer a specific assessment instrument from the list provided.
- Interview & Assessment Administration Demo Video & Analysis: Students will identify a volunteer who is willing to complete an interview and set of assessment instruments. Students will videotape the first five minutes of the interview process and then administer the assessments. Afterwards, they will complete an analysis of their own strengths and areas for growth. (See Appendix A)
- Evaluation Report: Students will write an extensive assessment evaluation report according to the form and rubric posted on Blackboard.
- Feedback Session Demo Video & Analysis: Students will videotape the first five minutes of a feedback session for the client. They will complete an analysis of their own strengths and areas for growth.

Grading Matrix:

Instrument	Measures SLO	Value (points or percentages)	Total
Discussion Boards		10 x 10 points	100
Quizzes		10 x 10 points	100

Instrument Outline and Video Demonstration		100	100
Interview Video & Analysis		100	100
Evaluation Report		500	500
Feedback Session Demo Video & Analysis		100	100
		Total	1000

Final Grade:

1000 - 900 = A
899 - 800 = B
799 - 700 = C
699 - 600 = D
500 - 0 = F

Additional Class Policies

Format guidelines:

Unless otherwise indicated, formal papers, including assessment summaries, should be written in accordance with APA style. Specifically, *unless otherwise indicated*, 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* (6th 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.

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.

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 requires the use of webct/ecampus/blackboard; 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.*

APPENDIX A

INFORMED CONSENT FOR ASSESSMENT

I, _____, by signing this consent form, am giving _____ my permission to administer practice counseling-related assessments to myself (or, if the person completing this form is a parent, write the child's name here _____).

I understand that my full name (or my child's full name) will not be used on the write-up or identified in any other manner. In addition, I understand that the results of these assessments will be used solely for counseling student feedback and are not necessarily reliable or valid since the counseling student is in training.

I understand that the counseling student is participating in a learning experience as a part of COUN 5765 (Appraisal), and that the student is not a professional counselor, but is a counselor-in-training. If I have any concerns at any time about this student, I can contact the professor of this class, Dr. Amy McCortney at amy.mccortney@untDallas.edu to discuss my concerns.

*Please indicate your permission to allow testing of you (or your child) by the above counseling student by signing below.

"Client" or parent/guardian

date

"Counseling Student"

date

witness

date

APPENDIX B

	Excellent performance	Good performance	Fair performance	Poor performance	Does not meet standard
	4	3	2	1	0
Quality and critical analysis in posts	Student responses were thoughtful, original, or demonstrated excellent comprehension; uses relevant terminology; no more than 10% of posting is quotation, with proper citations where necessary	Postings display an understanding of the concepts and correct use of terminology, with proper citation where necessary.	Postings repeat or summarize an understanding of basic information, but do not consider alternative ideas or connect ideas, no citations or use of outside sources	Postings are minimal and show little depth or evidence that materials were completed or understood; postings are brief or are personal opinions, without supporting evidence	Student did not post a response, or an original response
Quantity of posts	Student posts frequently, and contributed multiple responses above the requirement	Student posts frequently, and contributed several responses above the requirement	Student posts occasionally and met the minimum required number of interactions	Student posted, but did not meet the minimum required number of interactions	Student did not post any response
Interaction with classmates	Student responds consistently throughout the discussion period; extends discussion by including new ideas, resources, or personal experiences; demonstrates a rich, meaningful contribution to others' posts	Student responds consistently throughout the discussion period; contributes well to ongoing conversation; makes affirmative remarks to others' posts	Student responses were correct and relevant to others' remarks; contributes but may not enrich discussion; responses are made within the last 2 days of the discussion period	Student responses were shallow or superficial (e.g., agrees or disagrees); does not extend discussion; responses are made in the last day of the discussion period	Student did not post any response; responses are irrelevant
Professional communication	Student responses are free of spelling, punctuation, and grammatical errors, and facilitate ease of communication	Student responses contain are mostly free of spelling, punctuation, and grammatical errors, and generally facilitate ease of communication	Student responses contain some spelling, punctuation, and grammatical errors that can distract the reader	Student responses contain frequent spelling, punctuation, and grammatical errors that can distract the reader	Student responses contain numerous spelling, punctuation, and grammatical errors; style does not facilitate effective communication
Online etiquette	Student responses show respect and sensitivity to peers' gender, racial/ethnic background, sexual orientation and religious beliefs	Student responses show respect and interest in the views of others	Student responses show interest in the views of others but occasionally lack sensitivity	Student responses show lack of sensitivity for the views and experiences of others	Student responses show disrespect for the views and experiences of others