

Course Syllabus
COUN 5368
Assessment Techniques in Counseling
Semester Spring 2020

This syllabus is subject to change, and if so, you will be provided an update.

CLASS INFORMATION

Instructor: Elizabeth (Liz) Ener, Ph.D., LPC-S (TX), NCC, RPT

Course: Online format

Phone: **Will be provided at start of course

Email: eeener@uttyler.edu (The best way to contact me is through CANVAS).

Welcome to Assessment! I approach this course with the assumption that it is not my class, but our class. It is my intent to make this course informative, challenging, worthwhile, and useful to your future work with clients. However, each person shares responsibility for contributing to the class as a whole. My primary objective is that we all learn from each other, as I believe we are all impacted by the presence of each other. As your instructor, I assume the responsibility for structuring both didactic and applied learning opportunities and for providing some of the conditions that allow or encourage your growth as a counselor in training.

The degree to which you perceive this experience as enhancing your personal and professional growth will largely be a function of your own goals for this experience and the responsibility and initiative you assume for implementing your choice of goals. I look forward to our time together this semester and I hope you will look back on it as a truly valuable experience in your development as a counseling professional.

COURSE CATALOG DESCRIPTION

Examines the principles of educational, psychological, and vocational assessment in a counseling context, including concepts necessary for the selection, administration, scoring and interpretation of individual and group tests.

RATIONALE

Assessment is an essential part of counseling. Counselors regularly assess their clients through informal information-gathering, standardized testing, and as part of the diagnostic process. To effectively select, administer, and interpret formal and informal instruments, counselors must understand both ethical and cultural factors and fundamental concepts of reliability, validity, and applicability.

COURSE DELIVERY METHOD

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to CANVAS online learning management system will be made available to each student. Students should respond to Discussion Post questions by Sunday of the week as noted. Assignments are due by Sunday evening of the week as noted in the course schedule and should be submitted on or prior to the designate due dates through CANVAS.

METHODS OF INSTRUCTION

This course is taught through pre-recorded lectures, handouts, assigned text, outside reading, homework, videos, on-line based discussion and experiential learning. Students will need access to CANVAS through a personal computer. Students will work individually to decipher and complete inquiry-based learning. A contract exists between instructor and student in that students must agree to ask questions when concepts are unclear so that the instructor receives appropriate feedback about need for further clarification. Course grade is based heavily on mid-term exam, final exam, and testing project. Instructor will be available throughout the course through email, individual appointment via Skype, and office phone when needed to answer any questions; students are encouraged to seek information first by a thorough reading of this syllabus in its entirety. Instructor cell phone number is available for emergency contact.

PROFICIENCIES FOR COUNSELORS

Proficiencies that counselors-in-training must master are derived from two sources: the State of Texas, including the Texas Administrative Code (TAC) and Texas Education Code (TEC), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Applicable portions for this course include:

TAC, Title 22, §681.83 Professional Counselors – Academic Requirements for Licensure – Academic Course Content

- (a) An applicant must complete at least one course in each of the following areas:
 - (3) appraisal or assessment techniques – the principles, concepts, and procedures of systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics, which may include the use of both non-testing approaches and test instruments;

CACREP Common Core Standards II.G.

- 4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:
 - f. assessment instruments and techniques relevant to career planning and decision making
- 7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
 - a. historical perspectives concerning the nature and meaning of assessment;
 - b. 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 behavior observations;
 - c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
 - d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
 - e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
 - f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
 - g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

CACREP Clinical Mental Health Counseling Standards

- 1. 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. (III.G.2)
- 2. Identifies standard screening and assessment instruments for substance use disorders and process addictions. (III.G.4)
- 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. (III.H.1)
- 4. 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. (III.H.2)
- 5. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations. (III.K.4)

Student Learning Outcomes & Assessments*Clinical Mental Health Counseling*

2.0 Counseling Appraisal and Assessment: Students will describe, explain, discuss, and competently apply the use of assessment methods in counseling, including individual appraisal and diagnosis of emotional and psychological disorders.

REQUIRED TEXTS & READINGS

Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5th ed.). Belmont, CA: Cengage. + LMS Integrated for MindTap® Psychology, 1 term (6 months) Printed Access Card ISBN-13: 9781305864191

For reference, some purchase options can be found below:

- Standalone Digital Access (electronic version of book) + MindTap ISBN-13: 9781305864191, \$80.00
- Digital Access + Print (Loose Leaf) + MindTap ISBN-13: 9781337129879, \$99.95
- Digital Access + Print (Bound Book) + MindTap ISBN-13: 9781337194167, \$239.95

Link: <https://www.cengage.com/c/principles-and-applications-of-assessment-in-counseling-5e-whiston/9781305271487PF/#>

**Of course, you can purchase these materials from whatever bookstore you'd like; however, make sure that the seller you are purchasing materials from is also selling you an access card to MindTap along with your purchase.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author. (Useful but not required.)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

NOTE: A student at UT Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

EVALUATION

Midterm (250 points) and Comprehensive Final Exam (300 points) = 550 points maximum

This assignment assesses CACREP standards II.G.4f, II.G.7a, b, c, d, e, f, and CMH: III.G2, K4.

The exams will be multiple choice, matching, true-false, short answer, and/or essay and will cover the textbook, lectures, power points, articles, handouts, test instruments and any guest speakers. Statistical problems or test profile interpretation may be included in exams. Although some chapters may be covered briefly in class, students are responsible for all content of the course text. The test format is similar to the state board examination. No exams will be given early; make-ups scheduled at the discretion and convenience of instructor according to university policy.

The midterm and final exams will be taken within CANVAS via Respondus LockDown Browser + Webcam; you must have access to a laptop or portable device that is compatible with this browser. Please connect with the UT Tyler Canvas Support for questions regarding this platform. More information regarding the format of the exams will be provided during the semester and leading up to the exams.

Standardized Instrument Critique = 100 points

This assignment assesses CACREP standards II.G.7b, d, e, f; CMH: III.H1, K4

The purpose of this assignment is to give students experience in evaluating assessment instruments. Students will provide copies of their critiques for all class members and the instructor by posting their completed critique to the posted discussion topic in CANVAS by the due date designated in the course outline. The choice of the test/instrument/assessment must be preapproved by the instructor and must pertain to your specific training emphasis, clinical mental health counseling. There is to be no duplication among students, thus the student should not wait until the last minute to make their choice. The critique must be written in APA style (6th ed.) in regards to style of writing and reference citations.

If you go to <http://aarc-counseling.org/test-reviews> you will see many examples of this type of critique. By choosing an instrument not on the website, you have an opportunity to publish a test review for the Association for Assessment in Counseling and Education, a national division of the American Counseling Association. See Appendix D for an outline for this assignment and grading rubric. Make sure to utilize complete sentences and appropriate use of grammar/punctuation. Students will be expected to propose a specific idea for a test to review early in the semester to avoid overlap.

Comprehensive Assessment Report (150 points)

This assignment assesses CACREP standards II.G.7b, e, g; CMH: III.G2, G4, H2; and SCH: III.H1, H3.

Students will administer and score a variety of tests to a volunteer client. The purpose of this project is to become familiar with tests and the testing process, apply and integrate the concepts covered in class, as well as learn how to use assessments for diagnostic and intervention planning purposes. Students will follow guidelines for informed consent, conducting initial assessments, scoring, interpreting and diagnosing results, and interpreting for clients' understanding of personal, social, emotional, and behavioral considerations. **Credit for this assignment is based on completion and accuracy of the entire assignment.** You will be required to submit the signed informed consent, the completed assessment report, and any protocols used during test administration.

Special attention should be given to communicating the purpose, results, and interpretation of each test in non-technical terms while also providing a thorough explanation. Be sure to include a general description of each test, what it measures, and interpretation and meaning of scores. The report should consist of the following sections:

- I. Reason for Referral
- II. Sources of Information
- III. Relevant History (i.e., family, academic, social/emotional/behavioral, occupational, medical...etc.).
- IV. Behavioral Observations during Testing
- V. Assessment Results
- VI. Summary/Diagnostic Impression with Appropriate Diagnosis
- VII. Recommendations

Proper administration, scoring, and interpretation will be demonstrated through the details included in your report. Be sure to identify any discrepancies and provide plausible explanations for their existence. Students will select a volunteer client consistent with their specialty within the counseling program; students can locate the designated batteries specific to their population of interest on CANVAS (i.e., adults, adolescents, children, family/couples).

Students interested in additional training as graduate students may wish to take courses offered within the department that specifically focus on the MMPI-2, WISC/WAIS/WIPPSI, or other instruments. Refer to Appendix A for an example informed consent for volunteer clients to participate and Appendix D for the grading rubric for this assignment. A sample assessment report can be found on CANVAS under Test Administration Project Resources. You will be able to select from the following populations to administer your test project to: Child, Adolescent, or Adult. Appendix D also details tests/items to be administered based on your selected population.

MindTap Weekly Quizzes and Assignments = 150 points maximum

MindTap assignments (pre-lecture quizzes and practice exams) and due dates are listed in the course outline. Students access MindTap through CANVAS (<https://canvas.utt Tyler.edu>) and select the Modules tab. Click on the MindTap link and it will launch in a new browser. Assignments in MindTap assist students in deepening their learning experience with the material assigned.

Brendan Dassey Case Study = 50 points maximum

This assignment assesses CACREP standards II.F.7.m. & II.F.7.l.

Students will review documents/video on Brendan Dassey, which information on accessing the documents/video can be found on CANVAS; students should read and critique his psychological evaluation, participate in on-going discussions by responding to a minimum of 2 peers' posts regarding his assessment and diagnosis, reflect on ethical considerations inherent in working with clients and post on BRENDAN DASSEY CANVAS Discussion thread for credit. Additionally, within the discussion thread students are expected to indicate their position in regards to Dassey's guilt/innocence with appropriate evidentiary support. Students must respond in a timely manner to posted questions to earn maximum points as determined by discussion rubric and is due by the date designated on the course schedule.

Class Participation & Demeanor (100 points)

While this course is online based, my hope is that this will be a very interactive class. Therefore, active attention and participation is required throughout. You can demonstrate your participation by your contribution to online class discussions when directed to do so via lectures and/or assignments (Dassey), evidence of keeping up with assigned readings, and overall effort. All assigned discussion posts/reflections are expected to be posted by Sunday at 11:59pm (ie., our first class runs from 1/13/20 to 1/19/20—should we have a discussion post assigned, you will be expected to complete the post for that week by Sunday, 1/19/20, at 11:59pm). Weekly directives in regards to these discussions/posts will be provided to you at the end of each lecture.

Participation points will be awarded through self-evaluation and scoring for a maximum of 25 points, and instructor will award points using the same rubric for a maximum of 75 points for a combined total of 100 points maximum—you will be required to provide a rationale with evidentiary support in regards to your self evaluation ratings. Refer to Appendix B for rubric; students will submit their self-evaluation through CANVAS.

Punctuality. Ensure all assignments are submitted on or prior to the designated due date; including discussion posts that appropriately address the forum questions indicated in the course schedule.

Class Participation & Professionalism. You are expected to be fully engaged in the topic of assessment, invested in your own learning and the learning of others, and eager to participate through the online platform. Concretely, engagement means:

- Reading required materials & being prepared to work
- Demonstrating knowledge of reading assignment material through discussion posts and assignments
- Actively taking part in class activities, regardless of the online format
- Interacting well with peers through our online platform
- Showing respect and courtesy toward peers & instructor
- Exhibiting a professional demeanor
- Actively engaging in learning opportunities
- Demonstrating critical thinking
- Exhibiting growth in content knowledge and skills
- Contributing to a professional climate

COURSE GRADING STRUCTURE

During the semester you will have opportunities to earn up to 350 points for your final grade. Grading is on the following scale: 100%-90% = A; 89%-80% = B; 79%-70% = C; 69% or less = F. You must receive an A or B to receive credit for passing this course.

Task/Assignment	Possible Points	% of Grade	Grade Scale	
Participation & Demeanor	100	10%	A	90% - 100%
MindTap Weekly Quizzes and Assignments	150	15%	B	80 – 89.99 %

Midterm Exam	200	20 %	C	70-79.99 %
Standardized Instrument Critique	100	10%	F	<69.99%
Comprehensive Assessment Report (MUST be passed for course credit)	150	15%	(Failure, any C or below)	
Comprehensive Final Exam	250	25%		
Brendan Dassey Case Study Discussion	50	5%		
TOTAL POINTS POSSIBLE	1000	100%		

Note: All assignments must be submitted to earn a grade of A in this course.

CAVEAT: This course is designed to help counseling students learn the foundational components related to assessment and appraisal for the purposes of treatment planning and diagnosis. Although there are a number of assignments in this course that make up your final grade, there is also a large competency aspect. Thus, regardless of your overall average in this course, if it is deemed you are unable to practice within established professional competencies specific to assessment, then you will be deemed as performing below expectations and risk failing the course. Factors such as appropriate interpersonal skillsets and professional conduct demonstrated towards instructors and peers are examples of aspects that are professional competencies in this course. Students who are assessed to need remediation, additional training, or other support will be notified as soon as possible. ***If you have questions or concerns about the evaluation of any submitted material or your overall progress in the class, please request an individual appointment with the instructor.***

COURSE AND DEPARTMENTAL POLICIES

Diversity

Case studies and other examples inherent in this course will approach counseling from a cultural perspective. This course examines many sensitive areas. Because our student population is very diverse, sensitivity to gender/race/age/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

Late & Make-Up Work Policy

All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. **It is the policy of this instructor that late work will not be accepted for course credit.** No exams will be administered early; extenuating circumstances regarding exam administration may be appealed to the instructor with a request for a reschedule date and are subject to instructor approval or denial and may involve substantial points deducted.

Informed Consent Statement for Counseling Courses

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.

- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

Psychology and Counseling Retention Policy

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004. (2012-2014 Graduate Catalog)]

Evaluating Student Fitness and Performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about procedures for student evaluations, progress review, retention, and

for addressing concerns about student progress are available at the department website:

<http://www.uttyler.edu/psychology/>.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term “unsatisfactory progress in the program” refers to an academic judgment made regarding the student’s fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

Statement on APA Guidelines

Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the *APA Publication Manual, 6th edition*. While the 7th edition of the APA manual has been released in October 2019, the UT Tyler Counseling Department has decided to adhere to the 6th edition format for Fall 2019 and Spring 2020 terms.

Other

Students are strongly encouraged to read The University of Texas at Tyler’s Graduate Catalog especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the catalog will be strictly enforced.

COURSE SCHEDULE

Week	Topics	Reading(s)	Due
1 1/13/20- 1/19/20	Introduction & Course Overview Historical Perspectives of Testing/Assessment in Counseling Basic Assessment Principles	Chapters 1, 2	Due: MindTap Pre- lecture Quizzes/Assignments for Ch 1 & 2
2 1/20/20- 1/26/20	Psychometrics: Reliability, Validity & Item AnalysisL	Chapters 3, 4	Due: MindTap Pre- lecture Quizzes/Assignments for Ch 3 & 4
3 1/27/20- 2/2/20	Initial Assessment in Counseling Ethical and Legal Issues in Assessment	Chapters 8, 5	Due: MindTap Pre- lecture Quizzes/Assignments for Ch 8 & 5 **Choose instrument to critique by 2/2/20 at 11:59pm CT
4 2/3/20- 2/9/20	Selecting, Administering, Scoring, and Communicating Assessment Results	Chapter 7 Feedback that Sticks (Canvas)	Due: MindTap Pre- lecture Quiz/Assignments for Ch 7
5 2/10/20- 2/16/20	Issues Related to Assessment with Diverse Populations Midterm Review	Chapter 6	Due: MindTap Pre- lecture Quiz/Assignments for Ch 6

6 2/17/20- 2/23/20	MIDTERM EXAM **Exam MUST be completed by 2/23/20 at 11:59pm CT.		
7 2/24/20- 3/1/20	Intelligence Testing Achievement and Aptitude <i>**Once all have submitted their Discussion posts, an online lecture will be released processing the Dassey case.</i>	Chapters 9, 10	Due: MindTap Pre-lecture Quizzes/Assignments for Ch 9 & 10 Dassey Assignment Due 3/1 at 11:59pm CT
8 3/2/20- 3/8/20	Assessment in Career Counseling Introduction to Informal Assessments	Chapter 11	Due: MindTap Pre-lecture Quiz/Assignments for Ch 11
9 3/9/20- 3/15/20	SPRING BREAK		
10 3/16/20- 3/22/20	Appraisal of Personality	Chapter 12	Due: MindTap Pre-lecture Quiz/Assignments for Ch 12 Instrument Critique Due 3/22 at 11:59pm CT
11 3/23/20- 3/29/20	Assessment with Children and Adolescents	Chapter 13	Due: MindTap Pre-lecture Quiz/Assignments for Ch 13
12 3/30/20- 4/5/20	Assessment in Marriage and Family Counseling	Chapter 14	Due: MindTap Pre-lecture Quiz/Assignments for Ch 14
13 4/6/20- 4/12/20	Diagnosis	Chapter 15	Due: MindTap Pre-lecture Quiz/Assignments for Ch 15
14 4/13/20- 4/19/20	Mental Status Exam & Risk Assessment	See CANVAS for assigned Readings	Comprehensive Assessment Report Due 4/19 at 11:59pm CT
15 4/20/20- 4/26/20	Monitoring and Evaluating Counseling Conclusion of Course Final Exam Review	Chapter 16	Due: MindTap Pre-lecture Quiz/Assignments for Ch 16
16 4/27/20- 5/3/20	FINAL EXAM **Exam MUST be completed by 5/3/20 at 11:59pm CT.		

Note: The instructor reserves the right to make adjustments in the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Student Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date.)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade.)
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See the Academic Calendar for the specific date.)

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Accessibility and Resources

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA), and the ADA Amendments Act (ADAAA), the University offers accommodations to students with learning, physical, and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you but have questions or concerns, please contact the SAR office. For more information or to set up an appointment, please visit the SAR office located in the University Center, Room 3150, or call 903.566.7079. You may also send an email to cstaples@uttyler.edu.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via email) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire Department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonest, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- a. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using during a test materials not authorized by the person administering the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;

- discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- b. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- c. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- d. All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021. This is the open access computer lab for math students with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

CEP Vision and Mission and Program Standards

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Appendix A**SUPPLEMENTAL INFORMED CONSENT FOR CLIENTS OF ASSESSMENT STUDENTS****Make as many copies as needed for test administrations.**

My name is _____ (your name) and I am a graduate student in the Program in Counseling at University of Texas at Tyler (UT Tyler) currently taking an assessment course. My direct supervisor at UT Tyler is Dr. Elizabeth (Liz) Ener, UT Tyler Program in Counseling adjunct faculty and COUN5368 Assessment Instructor. In order to practice test administration, I must administer varied test instruments for volunteer clients. If you have any questions or concerns regarding the services I am providing to you, you are welcome to contact either myself or my faculty supervisor. I am required to have supervision of any counseling services including assessment and cannot provide any services without this supervision.

The contact information for my faculty instructor is as follows: Dr. Elizabeth (Liz) Ener, UT Tyler Counseling Department, HPR 223, 3900 University Blvd., Tyler, Tx 75799; Email: eenener@uttyler.edu; Phone: 903.566.7130. Only advanced graduate students enrolled in the program take this course with typically eight to fifteen students in class. I may present and discuss client test results and/or observations to the class for educational purposes. If I present any aspects of your case or results to the class, no identifying information will be shared with the class, and your confidentiality will be protected (for example, no information about your name, employer, city of residence, schools attended, or other identifying information will be shared with the class). Test answer sheets or reports will be kept securely and used only within the context of consultation with appropriate supervisors. Test materials will be destroyed upon completion of the course. Please take note that tests administered are not considered official and results cannot be rendered as I am simply practicing my skills.

I, (Client or parent name) _____, have been provided the above information
Printed name
and consent for myself or minor child (Child's Name: _____) to participate as a volunteer
for assessment.

Client Signature_____
Date_____
Counseling Student/Examiner_____
Date

Appendix B

Participation & Demeanor Self Evaluation

Name: _____

Instructor: **Ener****COUN 5368**

5368	Criteria				Points
	5	3	1	0	
Timeliness/ Promptness	All required postings Early in discussion Throughout the discussion	All required postings Some not in time for others to read and respond	All required postings Most at the last minute without allowing for response time	Some required postings missing	_____
Level Of Engagement	Student proactively contributes to online discussions by offering ideas and asking questions more than once.	Student proactively contributes to online discussions by offering ideas and asking questions once per class.	Student inconsistently contributes to online discussions by offering ideas and asking questions.	Student never contributes to discussions by offering ideas and asking questions.	_____
Connections/ Insight	Clear connections: – To previous or current class discussions or text – To real-life situations	– New ideas or connections – Lack depth and/or detail	– Limited, if any connections – Vague generalities	– No connections are made – Off topic	_____
Professionalism	Student is respectful to peers in all forums of this course and beyond. Student is able to disagree with opinions of others, but not engage in conflict or disrespect.	Student is respectful to peers in most forums of this course and beyond. Student is able to disagree with opinions of others, but not engage in conflict or disrespect.	Student is respectful to peers in most forums of this course and beyond. <i>**keep in mind that unprofessionalism and behavior inconsistent with the counseling profession is grounds for failing this course.</i>	Student engages in behavior inconsistent with the counseling profession.	_____
Preparation	Student is almost always prepared for online discussions/engagement with peers in regards to assignments and required class materials.	Student is usually prepared for online discussions with assignments and required class materials.	Student is rarely prepared for online discussions with assignments and required class materials.	Student is almost never prepared for online discussions with assignments and required class materials.	_____
				25 points MAX Total---->	_____

Comments:

Appendix C

Below is the outline that should be used for this assignment; refer to sample critiques from the Association for Assessment and Research in Counseling (AARC) which can be found at: <http://aarc-counseling.org/test-reviews>. The grading rubric for this assignment can be found following this outline.

I. General Information

- A. Title:
- B. Authors of the instrument:
- C. Publisher:
- D. Forms, groups to which applicable:
- E. General type (i.e., self-report...etc.):
- F. Date of publication:
- G. Type of administration (i.e., group vs. individual):
- H. Time required for administration:
- I. Cost:
- J. Qualifications for administrators:

II. Purpose and Nature

- A. Stated purpose (i.e, what does the instrument measure?):
- B. Brief history of the instrument:
- C. Description of items/scales/scores (including scales and qualitative descriptors with ranges):
- D. Use in Counseling:

III. Practical Evaluation

- A. Usefulness of manual:
- B. Ease of administration:
- C. Scoring procedures/provisions:

IV. Technical Evaluation:

- A. Normative data:
- B. Reliability:
- C. Validity:
- D. Generalizability:

V. Application of Instrument

- A. Major Strengths and Limitations of the Assessment (i.e., overall evaluation of quality of instrument):
- B. Multicultural Considerations of Instrument:
- C. Recommendations for Use:

References

Appendix D

COUN 5368 Comprehensive Report/Test Administration Rubric

Remember:

**This project must be completed satisfactorily in order to earn course credit.*

Tests for couples must include evaluation for both partners (-25 points)

<i>Criteria</i>	<i>Max Pts</i>	<i>Your Pts</i>	<i>Comments</i>
ALL TEST ASSIGNMENTS ARE INCLUDED IN THE ATTACHEMENT (i.e., attachment for project will include the written report, the informed consent(s), test profiles and scoring profiles)	10		
All TESTS COMPLETED WITH PROFILE (?) If Yes, then data accurately, scored, completed and charted	20		
Informed consent included	15		
Assessment Report follows template & contains:	25		
Demographic info	5		
Reason & date of testing	5		
Behavioral and emotional descriptors	5		
Test results and explanation of meaning	5		
Recommendations	5		
Signature & date of report	5		
Diagnostic impressions with diagnosis and supporting evidence are provided in the overall summation of the report	40		
Written narrative is professional, clearly written, complete sentences, thorough, accurate	30		
Paragraph summaries are written with clarity and in professional language	30		
Total	200		

Overall Comments:

Tests to be Administered

Child Administration (must be at least 8 years old):

Administer to Parents:

- Adlerian Parent Interview (found on CANVAS)
- Pediatric Symptoms Checklist (ages 4-16); link: https://www.brightfutures.org/mentalhealth/pdf/professionals/ped_sympton_chklst.pdf
- Strengths and Difficulties Questionnaire (ages 3-17); link: <http://www.sdqinfo.org>

Administer to Child:

- Adlerian Child Interview (found on CANVAS)
- Harter Self-Concept Measure (make sure you select the appropriate age group); link:
- Screen for Childhood Anxiety Related Disorders (SCARED/8-11); link: <https://depts.washington.edu/dbpeds/Screening%20Tools/ScaredChild-final.pdf>
- Projective Measure (for practice only/only LPs can administer and interpret projective assessments); to be provided in Testing Resources on CANVAS

Adolescent Administration:

Administer to Parents:

- Adlerian Parent Interview (found on CANVAS)
- Pediatric Symptoms Checklist (ages 4-16); link: https://www.brightfutures.org/mentalhealth/pdf/professionals/ped_sympton_chklst.pdf
- Strengths and Difficulties Questionnaire (ages 3-17); link: <http://www.sdqinfo.org>

Administer to Adolescent:

- Adolescent Interview (found on CANVAS)
- Strengths and Difficulties Questionnaire (11-17 self report for child); link: <http://www.sdqinfo.org>
- Pediatric Symptoms Checklist (ages 4-16/self-report); link: https://www.brightfutures.org/mentalhealth/pdf/professionals/ped_sympton_chklst.pdf
- Harter Self-Concept Measure (make sure you select the appropriate age group); link:
- Projective Measure (for practice only/only LPs can administer and interpret projective assessments); to be provided in Testing Resources on CANVAS

Adult Administration:

- Adlerian Lifestyle Interview (found on CANVAS)
- Mental Status Exam; link:
- Personality Inventory for DSM-5 (PID) link: <https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures#Disorder>
- WHODAS: <https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures#Disorder>
- Harter Self-Concept Measure (make sure you select the appropriate age group); link:
- Projective Measure (for practice only/only LPs can administer and interpret projective assessments); to be provided in Testing Resources on CANVAS

Additional Resources:

Bright Futures: https://toolkits.solutions.aap.org/DocumentLibrary/BFTK2e_Links_Screening_Tools.pdf

Screening Resources: <https://depts.washington.edu/dbpeds/Screening%20Tools/ScreeningTools.html>

DSM-5: <https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures#Disorder>

Appendix E

Dassey Assignment Rubric

Criteria	Outstanding (17-20 points)	Proficient (10-17 points)	Basic (5-10 points)	Below Expectations (1-5 points)	Student Absent (0 points)
Critical Thinking	<ul style="list-style-type: none"> – Rich in content – Full of thought, insight, and analysis 	<ul style="list-style-type: none"> – Substantial information – Thought, insight, and analysis has taken place 	<ul style="list-style-type: none"> – Generally competent – Information is thin and commonplace 	<ul style="list-style-type: none"> – Rudimentary and superficial – No analysis or insight is displayed 	
Connections	Clear connections: <ul style="list-style-type: none"> – To previous or current class discussions or text – To real-life situations 	<ul style="list-style-type: none"> – New ideas or connections – Lack depth and/or detail 	<ul style="list-style-type: none"> – Limited, if any connections – Vague generalities 	<ul style="list-style-type: none"> – No connections are made – Off topic 	
Insight	<ul style="list-style-type: none"> – Original ideas – Original connections – Made with depth and detail 	<ul style="list-style-type: none"> – New ideas or connections – Lack depth and/or detail 	<ul style="list-style-type: none"> – Few, if any new ideas or connections – Rehash or summarize other postings 	<ul style="list-style-type: none"> – No new ideas – “I agree with...” statement 	
Timeliness	<ul style="list-style-type: none"> – All required postings – Early in discussion – Throughout the discussion 	<ul style="list-style-type: none"> – All required postings – Some not in time for others to read and respond 	<ul style="list-style-type: none"> – All required postings – Most at the last minute without allowing for response time 	<ul style="list-style-type: none"> – Some required postings missing 	All required postings missing
Stylistics	<ul style="list-style-type: none"> – Few grammatical or stylistic errors – Always courteous and respectful 	<ul style="list-style-type: none"> – Several grammatical or stylistic errors – Generally Courteous and respectful 	<ul style="list-style-type: none"> – Obvious grammatical or stylistic errors – Errors interfere with content – Civil but not overtly courteous 	<ul style="list-style-type: none"> – Obvious grammatical or stylistic errors – Makes understanding impossible – Curt/dismissive 	
Total Points (50 Max)					

Instructor Comments:

Appendix F

Syllabus Agreement

I have received a copy of the course syllabus and grading policy, and I understand how grades will be determined for COUN 5368 Assessment, Spring 2020 term.

By signing below, I am confirming my understanding regarding the expectations in my role as a student in this course as detailed in the course syllabus as well as my understanding of the following policies/expectations:

1. **Assignments:** I understand all assignments must be completed completely in order to earn credit for this course. I maintain the responsibility for demonstrating my competencies in the course subject through these assignments.
 - a. The signed permission form(s), and comprehensive report detailing results and providing appropriate recommendations must be completed accurately, completely, and submitted prior to or on the date designated in the course schedule in order to earn credit for this course.
2. **Class Participation:** I understand that my community engagement/class participation grade is based on my in-class performance and I agree to be present and prepared to discuss reading material. I understand that I must participate appropriately, professionally, and with respect for others (including the instructor, guest speakers, and my peers) or risk forfeiting credit for my participation grade and/or the course. I also understand that more than more than two absences, for whatever circumstances, will result in a failing grade for the course as will habitual tardiness to class.
3. **Late Work/Make-Ups:** I understand that late work will not be accepted for any reason. No make-ups will be afforded for midterm/final exams unless under extreme circumstances as approved by the discretion of the instructor.
4. **Extra Credit:** I understand that no extra credit assignments will be offered in this course.
5. **Final Grade:** I understand that the final grade I receive in this class is a reflection of the effort I demonstrated across this semester; I understand that all grades in this course are earned by me in the effort and mastery I demonstrate and not given to me by the instructor. I also understand that this class possesses a large competency aspect. Thus, even if my overall average indicates my passing of the course, I understand that I may not pass the course if the instructor deems that I am unable to practice within established professional competencies.

Printed Name

Student's Signature

Date

Contact Phone #

Preferred Email

Semester you took Research Methods: _____ Grade Received: _____