



Touching Hearts. Changing Lives.

SMU Master's in Counseling

HDCN 6340: ASSESSMENT of INDIVIDUALS, COUPLES, & FAMILIES

MAY 2017

WEDNESDAY 6:00 PM- 10:15 PM

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Office Hours: 5-6 PM Wednesdays and by appointment

COURSE DESCRIPTION & CONTENT AREAS

Welcome to Assessment! The basic appraisal terms, concepts, various instruments, procedures, methods, and interview techniques used for developmental, behavioral, cognitive, learning, and personality assessment are covered. Emphasis is placed on understanding, critiquing, and using assessment results to develop an appropriate diagnosis and counseling approach. Basic assessment skills are critical to the professional counselor as a consumer of tests and test information. The ultimate goal of this course is to increase your knowledge and competency while stimulating your interest in conducting assessments.

METHODS OF INSTRUCTION

This course is taught through direct instruction with lecture, PowerPoint, visual aids, handouts, assigned text, outside readings, homework, statistical problems, videos, and experiential learning in the use of formal and informal assessments. Students will work individually and in class groups to decipher, discuss, 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 or need for re-teaching. 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, at least one scheduled group tutorial, 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.

REQUIRED TEXTS & READINGS

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

Neukrug, E. & Fawcett, C. (2014). *Essentials of testing and assessment*. 3rd Ed. Belmont, CA: Thompson Brooks/Cole.

Publication Manual of the American Psychological Association. 6th ed. (2010). Washington, American Psychological Association.

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Recommended Readings (If you want to know more/optional)

- Alford, H. (2015). Is Donald Trump Actually a Narcissist? Therapists weigh in! *Vanity Fair*, 11, Retrieved March 2, 2016
<http://www.vanityfair.com/news/2015/11/donald-trump-narcissism-therapists>
- Atkins v. Virginia, 536 U.S. 304 (2002).
- Baer, R. (2007). *Switching time: A doctor's harrowing story of treating a woman with 17 personalities*. New York: Crown Publishing.
- Beam, A. (2003). *Gracefully insane: The rise and fall of America's premier mental hospital*. New York: Public Affairs.
- Beers, C. (2008). *A mind that found itself: An autobiography*. Out of print.
- Brooks, A. (2016, February 13). Narcissism is increasing. So you are not so special. *New York Times*, SR10. Retrieved March 2, 2016
<http://www.nytimes.com/2016/02/14/opinion/narcissism-is-increasing-so-youre-not-so-special.html>
- Carey, B. (2010, November). Genes as mirrors of life experience. *New York Times*, D7.
<http://www.nytimes.com/2010/11/09/health/09brain.html> *Epigenetics*
- Carey, B. (2015, December 26). Robert Spitzer, 83, Dies; Psychiatrist Set Rigorous Standards for Diagnosis. *New York Times*, B6. Retrieved March 2, 2016
<http://www.nytimes.com/2015/12/27/us/robert-spitzer-psychiatrist-who-set-rigorous-standards-for-diagnosis-dies-at-83.html>
- Chaffetz, J., and Mahoney, C. (2016, February 4). Martin Shkreli Invokes the fifth amendment during grilling by congress, *Chicago Tribune*. Retrieved February 27, 2016.
<http://www.chicagotribune.com/business/ct-martin-shkreli-congressional-hearing-20160204-story.html>
<http://www.nytimes.com/2016/02/05/business/drug-prices-valeant-martin-shkreli-congress.html>
- Doctor and Two Former Hospital Employees Plead Guilty to HIPAA Violations, July 20, 2009.
<https://www.fbi.gov/littlerock/press-releases/2009/lr072009.htm> Retrieved 2/24/2016.
- Duke, P. (1987). *Call me Anna: The autobiography of Patty Duke*. New York: Bantam.
- Duke, P. and Hochman, G. (1992). *Brilliant madness: Living with Manic Depressive Illness*. New York: Bantam.
- Ford v. Wainwright, 477 U.S. 399 (1986).
- Goossens, L., van Roekel, E., Verhagen, M., Cacioppo, J., Cacioppo, S., Maes, M., Boomsma, D. (2015). The genetics of loneliness: Linking evolutionary theory to genome-wide genetics, epigenetics, and social science. *Perspectives on Psychological Science*, 10, 213-226 <http://pps.sagepub.com/content/10/2/213>
- Grohol, J. (2016). Narcissistic Personality Quiz, Online. For personal use only. Based upon Raskin, R. & Terry, H. (1988). A Principal-Components Analysis of the Narcissistic Personality

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Inventory and Further Evidence of Its Construct Validity. *Journal of Personality and Social Psychology*, 54(5). Retrieved March 2, 2016
<http://psychcentral.com/quizzes/narcissistic.htm>

Gould, S.J. (1981). *The mismeasure of man*. New York: W.W. Norton and Company.

Hernstein, R., and Murray, C. (1994). *The bell curve: Intelligence and class structure in American life*. New York: Free Press.

Jaffee v. Redmond, 518 U.S. 1, 11-12 (1996).

Jamison, K. R. (1995). *An unquiet mind: A memoir of moods and madness*.

Jamison, K.R. (1996). *Touched with fire: Manic-depressive illness and the artistic temperament*.

Jones, K.D. (2010). The unstructured clinical interview. *Journal of Counseling and Development*, 88, 220-226.

Kulish, N., and Drew, C. (2016, January 20). A deadly deployment, A navy SEAL's despair. *New York Times*, A1. Retrieved February 29, 2016
http://www.nytimes.com/2016/01/20/world/asia/navy-seal-team-4-suicide.html?ref=topics&_r=0

Legg, S. (2007). A collection of definitions of intelligence. IDSIA, June. Swiss NSF grant 200020-107616.

Nocera, J. (2016, January 31). Madoff's multibillion-dollar mirage arrives on TV. *New York Times*, AR14. Retrieved February 27, 2016
<http://www.nytimes.com/2016/01/31/arts/television/madoffs-multibillion-dollar-mirage-arrives-on-tv.html>

Meyer, J.D. (2014). *Personal Intelligence: The power of personality and how it shapes our lives*. New York: Scientific American/ Farrar, Straus and Giroux.

Murray, C. (1994). *The Bell Curve*.
https://www.insidehighered.com/news/2016/03/18/speech-virginia-tech-renews-debate-over-bell-curve-race-and-academic-freedom?utm_source=Inside+Higher+Ed&utm_campaign=468205d258-Insider+Update+201604&utm_medium=email&utm_term=0_1fcbc04421-468205d258-197417621

National Child Trauma Stress Network.(2006). *Psychological First Aid 2nd*. Edition. Los Angeles: Author
<http://www.nctsn.org/> Retrieved February 29, 2016.
<http://www.nctsn.org/products/psychological-first-aid-field-operations-guide-2nd-edition-2007>

Reynolds, C. R., Lowe, P. A., & Saenz, A. (1999). The problem of bias in psychological assessment. In T. B. Gutkin & C. R. Reynolds (Eds.), *The handbook of school psychology* (3rd ed., 549–595). New York, NY: Wiley.

Rogers, J.R., and Russell, E. (2014). A framework for bridging cultural barriers in suicide risk assessment: The role of compatibility heuristics.
The Counseling Psychologist,42.
DOI: 10.1177/0011000012471823

Savage, S. (August 29, 2008). OKC woman sentenced for HIPAA violations. *Journal Record*.
http://www.redorbit.com/news/health/1537106/okc_woman_sentenced_for_hippa_violations/ Retrieved 2/24/2016.

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Seager, S. (2014). *Behind the gates of Gomorrah: A year with the criminally insane*. New York: Gallery Books.

Texas Healthcare employee facing jail for disclosure of patient health information. *Hippa Journal*, December 20, 2015. <http://www.hipaajournal.com/texas-healthcare-employee-facing-jail-for-disclosure-of-patient-health-information-8223/> Retrieved 2/24/2016

Will, G. (March 29, 2015). Assortative mating amplifies social inequality in the U.S. *Dallas Morning News*, p.4P.

Willens, M. (September 12, 2015). College students have too much privacy under federal legislation. *Los Angeles Times*.
<http://www.vindy.com/news/2015/sep/12/by-michele-willens/?print> Retrieved 2/24/16

York, R., and Clark, B. (2006). Debunking as positive science: Reflections in honor of the twenty-fifth anniversary of Stephen Jay Gould's *The Mismeasure of Man*. *Monthly Review*, 57, 3-15.

CACREP COMPETENCY STANDARDS, STUDENT LEARNING OUTCOMES AND EVALUATION METHODS

2.F.7.a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling
Student Learning Outcome(s): – Students will be able to identify historical perspectives concerning the nature and meaning of assessments and testing in counseling.

Evaluation Methods:

Students will demonstrate understanding by answering questions on Midterm and Final Exam.

2.F.7.b. Methods of effectively preparing for and conducting initial assessment meetings

Student Learning Outcome(s): – Students will learn how to implement methods of effectively preparing for and conducting initial assessment meeting.

Evaluation Methods:

Students will demonstrate understanding by answering questions on Midterm and Final Exam.

2.F.7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

Student Learning Outcome(s): – Students will learn the procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.

Evaluation Methods:

Students will demonstrate understanding through role play, vignettes, class discussion, and video examples and interpret assessment scores on midterm and final exams.

2.F.7.e. Use of assessments for diagnostic and intervention planning purposes - KPI

Student Learning Outcome(s): Students will gain theoretical and practical skills to utilize assessments for diagnostic and intervention planning purposes.

Evaluation Methods:

Students will demonstrate understanding by applying knowledge and skills in administering, scoring, and writing results for assigned psychometric instruments. Rubric attached.

2.F.7.f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments

Student Learning Outcome(s): Students will be able to recognize and distinguish different types of assessment and testing.

Evaluation Methods:

Students will demonstrate understanding through quizzes, discussion, midterm, and final exam.

2.F.7.h. Reliability and validity in the use of assessments

Student Learning Outcome(s): Students will understand and be able to apply concepts of validity and reliability in order to assess the quality of the measures.

Evaluation Methods:

Students will demonstrate understanding by answering questions on quizzes, Midterm, and Final Exams.

2.F.7.i. Use of assessments relevant to academic/educational, career, personal, and social development

Student Learning Outcome(s): Students will understand how to use assessments relevant to academic/educational, career, personal, and social development.

Evaluation Methods:

Students will score and interpret results of varied psychometric instruments.

2.F.7.j. Use of environmental assessments and systematic behavioral observations

Student Learning Outcome(s): Students will learn how to use environmental assessments and systematic behavioral observations.

Evaluation Methods:

Students will conduct one environmental assessment and conceptualize results obtained.

2.F.7.k. Use of symptom checklists, and personality and psychological testing

Student Learning Outcome(s): Students will be able to use symptom checklist, personality, and psychological testing in their clinical work.

Evaluation Methods:

Students will score and/or interpret test results and test profiles to demonstrate understanding.

2.F.7.l. Use of assessment results to diagnose developmental, behavioral, mental disorders

Student Learning Outcome(s): Students will have the knowledge how to use utilize the results of assessments in the diagnosis process.

Evaluation Methods:

Students will score and/or interpret test results and test profiles to diagnose developmental, behavioral, and/or mental disorders.

2.F.7.m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

Student Learning Outcome(s): Students will be able to identify ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

Evaluation Methods:

Students will identify cultural influences on test results through class discussion and identification of ethical and cultural issues through questions on the final exam.

2.F.8.e. Evaluation of counseling interventions and programs

Student Learning Outcome(s): Students will gain skills to evaluate different counseling interventions and programs.

Evaluation Methods:

Through use of Goal Attainment Scaling (GAS), students will be able to evaluate progress and outcome of counseling interventions.

2.F.8.i. Analysis and use of data in counseling

Student Learning Outcome(s): Students will be able to interpret and utilize assessment data in counseling.

Evaluation Methods: Students will interpret and utilize test profiles and results to determine needs and treatment in term testing project and critique of journal article.

TAC 239.15 b.(1) the history of counseling

Student Learning Outcome(s): Students will learn about the major historic events in counseling field.

Evaluation Methods:

Students will demonstrate historical knowledge of counseling and assessment on midterm and final exams.

TAC 239.15 b. (4) assessment principles and procedures, including the appropriate use of tests and test results

Student Learning Outcome(s): Students will become knowledgeable with assessment principles and procedures.

Evaluation Methods:

Students will demonstrate historical knowledge of assessment principles on midterm and final exams.

TAC 239.15 c. (7). Participate in the selection, use, and interpretation of assessments and assessment results

Student Learning Outcome(s): Students will gain skills in selecting, utilizing and interpreting assessment results.

Evaluation Methods:

Students will demonstrate understanding on term test project, midterm, and final exams.

TAC 239.15 c. (8) Use varied sources of information about students for assessment purposes

Student Learning Outcome(s): Students will learn how to utilize different resources in order to make student assessment more useful to their clients.

Evaluation Methods:

Students will demonstrate ability to select an appropriate test battery for identified clients on the final exam.

TAC 239.15 d.(2)Facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information

Student Learning Outcome(s): Students will become familiar with the methods used to facilitate learner's ability to achieve their highest career potential.

Evaluation Methods:

Students will demonstrate knowledge and understanding through administration and analysis of various psychometric instruments and producing a profile page that is descriptive of the client assessed.

COURSE GRADING STRUCTURE

Task/Assignment	Possible Points	% of Grade	SMU Grade Scale	
Attendance*, Participation, & Attitude *An absence from class #1 will result in a 100 point grade deduction	50	5%	A	930% - 100%
Homework (2 assignments selected at random for grading @ 25 points each) 2.F.8.e.	50	5%	A-	900 – 929%
Three short quizzes over terms, chapters 5,6,7, problems, scales of measurement, validity, reliability, correlation 2.F.7.f.,2.F.7.h.	150	15%	B+	870 – 899 %
Midterm Exam 2.F.7.a., 2.F.7.b.,2.F.7.c.	250	25%	B	830 – 869 %
Journal article critique 2.F.8.i.	100	10%	B-	800 – 829 %

Term Test Administration Project & Advocacy * Project MUST be passed for course credit 2.F.7.e., 2.F.7.i., 2.F.7.j., 2.F.7.k., 2.F.7.l., 2.F.8.i.	150	15%	C+	79 % or lower (Failure, any C or below)
Comprehensive Final Exam 2.F.7.b., 2.F.7.c., 2.F.7.h., 2.F.7.k., 2.F.7.l., 2.F.7.m.	250	25%	C	
TOTAL POINTS POSSIBLE	1000	100%	C-	

CLASS ATTENDANCE & PARTICIPATION

(50 points possible)

Any student who accrues more than 2 absences, exceeds the 100-point deduction from his course grade due to absence, poor attendance and/or accrues more than two (2) tardies (15 minutes late) will have final grade impacted and/or can receive one of the following consequences, at the instructor's discretion:

1. Course grade of Incomplete, if requirements have been met (see Incomplete policy in this syllabus)
2. Failing grade for the course
3. Drop or withdrawal from the course. Be aware that this may have a financial and/or financial aid impact (see add/drop policy and withdrawal dates and policy at <http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar16-17>). Students who are considering dropping or withdrawing from the course should consult the Program Coordinator, Ms. Kathy Silva.

Punctuality

A tardy is defined as more than 15 minutes late; more than two tardies will result in a ten point deduction from the final grade for each additional tardy. An absence is defined as 30 minutes late. Skyping does not constitute attendance.

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.) Please inform the instructor of any special requests or needs prior to the class session

Class Participation & Professionalism

- Arrival at class and returning from breaks on time
- Bringing needed materials & being prepared to work
- Demonstrating knowledge of reading assignment material (study notes)
- Actively taking part in class discussions and activities
- Showing leadership in class discussions and activities
- Taking equal responsibility in group projects
- Interacting well with peers
- 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
- Sidebar conversations

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- Monopolizing discussions
- Contributing to a professional climate

Electronic media & distractions

Please utilize silence or vibrate prompts on all cell phones or pagers during class to avoid disruption of others. Please do not engage in outside reading material (e.g., newspapers, books for other classes, etc.) or utilize laptops for non-class related purposes during active classroom instruction. Because arriving to class late and leaving class early is disruptive, please try to avoid this as much as possible. If a circumstance in your life necessitates last arrival or early dismissal, please attempt to make arrangements with the instructor prior to the onset of class. Professional respect and courtesy for your fellow students is expected at all times

ASSIGNMENTS

Note: Unless otherwise specified, all assignments must be typed. Grading rubrics for assignments may be found in the Appendix to this syllabus.

Assignments & Description (Total points: 1000)

Three short quizzes = 150 points total Test comprehension of statistical terms, formulas, and definitions, *emphasis on chapters 5,6 & 7*. Quizzes may be anticipated after the first class meeting.

No makeup for a missed quiz. If one quiz is missed and the absence is excused, two quizzes may be averaged for the missing grade. Two missed quizzes will result in two zeroes. **2.F.7.f.,2.F.7.h.**

Test Assessments with Scored Protocols & Summary Paragraph = 150 points maximum

Students will administer and score a variety of tests to volunteers. The purpose of this project is to become familiar with tests and the testing process as well as to apply and integrate the concepts covered in class. **Credit for this assignment is based on completion and accuracy of the entire assignment and is due on the 9th class meeting.** The number of tests to be administered and scored will be announced at the first class meeting. A summary paragraph will deliver and explain test results for each of the administered instruments, give strengths and weaknesses, and recommendations suggested by assessment results. The scored test protocols, signed permission forms, and a one paragraph summary report for each test administered, due on the **ninth** class meeting, must be completed accurately and completely **in order to earn credit** for this course. Organize project by test.

2.F.7.e., 2.F.7.i., 2.F.7.j., 2.F.7.k.,2.F.7.l., 2.F.8.i.

Mid term (250 points) and Final Exam (250 points) = 500 points maximum

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 Neukrug 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. Students unable to take the final exam as scheduled will receive an INC according to university policy and may schedule a date in the next term for testing. **2.F.7.a., 2.F.7.b., 2.F.7.c., 2.F.7.h., 2.F.7.k., 2.F.7.l., 2.F.7.m.**

Homework Assignments = 50 points

Complete questions and/or activities as posted on CANVAS or assigned in class; **include your name on every page**; keep a copy for your records. These will be used as discussion documents in class and two (2) will be selected at random to be graded. The two graded homework assignments will comprise 50 points of your grade. Assignments are due on date as assigned. If you must miss class, you may E-mail or fax to the instructor. **Late work will be accepted at the discretion of the instructor with substantial late points deducted.** Instructor is not available to proof homework or assignments prior to submission. **2.F.8.e.**

Critique one peer-reviewed journal article (Due Class #8) = 100 points

Students will select and critique following APA 6e format, one peer-reviewed article (no older than 6 years) from a professional refereed journal which includes statistical analysis related to assessment, assessment instruments, ethics, or test development. Specific instructions attached with scoring rubric and point value; a reference for APA format will be provided. Instructor is not available to proof drafts. Attach a hard copy of the full text article with your paper for the instructor with this assignment. Due at beginning of class #8. **2.F.8.i.**

Participation (50 pts) through attendance, preparation, contribution to class discussions is a required condition of successful learning. 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 25 points for a combined total of 50 points maximum. Rubric attached.

Answer sheets and test protocols are required for this course and are available at a minimal charge (approximately \$25) from the instructor. Cost will be announced on the first day of class and is payable by check or credit card due before the midterm exam to offset costs of consumable materials.

LATE & MAKE-UP WORK POLICY

Unless otherwise stated, all assignments are due at the beginning of class and late work is accepted at the discretion of the instructor. 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.

INCOMPLETE GRADE POLICY

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, 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 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.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

DISABILITY ACCOMMODATIONS

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

SMU Weather Emergencies: The SMU-in-Plano campus is closed in weather emergencies when the main campus has announced closure, or when the Plano ISD has announced school closures. Students should monitor the SMU home page for weather closing updates.

ACADEMIC INTEGRITY

Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are foundational for this program. Please reference and review the university policies regarding the responsibility, policies, and penalties regarding academic honest found at:

<http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode>

Cheating and plagiarism are types of academic misconduct and will not be accepted.

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. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the APA Publication Manual. APA-style writing is always required for every submitted document or assignment, unless specified otherwise by this instructor. 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.

The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (4) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); (5) any other act designed to give a student an unfair advantage.

If cheating or plagiarism is discovered, a faculty member will assign penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course. In addition, a student who has cheated or plagiarized may be dismissed from the academic program and the university.

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 current edition of the *APA Publication Manual, 6th edition*.

Statement on Confidentiality and Emotional Safety

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other’s personal information, reactions, etc. only while in class or privately with other current class members. In addition, should a student

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recognize or know practice clients as shown in class, it is the student's responsibility to promptly inform the instructor so that appropriate arrangements can be made.

It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the program.

Emergency Preparedness

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

- 1) For updates on the campus-wide status of flu conditions at SMU, please visit <http://www.smu.edu>.
- 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
- 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

COURSE SCHEDULE

Week	Reading	Activities	Due
1	Neukrug Chapter 1 (Read & be prepared to discuss) Lecture and class discussion	Introduction & Course Overview Historical perspectives of testing and assessment Basic Concepts: Terms, Historical figures (2.F.7.a.; 2.F.7.j.)	
2	Chapters 2, & 12	Ethical and Legal Issues in assessment Informal Assessments (print & bring to class) (2.F.7.m., 2.F.7.c.)	Quiz #1
3	Chapters 5 & 10	Test worthiness: Reliability, Validity, Practicality, Cross-cultural Fairness Comprehensive Assessment Reports Psychological First Aid http://www.nctsn.org/content/psychological-first-aid (2.F.7.h.)	
4	Chapter 6	Statistical Concepts: Meaning from Raw Scores Goal Attainment Scaling (2.F.7.f.)	ASEBA due

5	Chapter 7	Statistical Concepts: Interpreting Test Data (2.F.7.f., 2.F. 8.e)	Quiz # 2 View Documentary: Tyson prior to class
6	Chapter 8	Chapter 8 Group & Individual Assessment of Educational Ability MIDTERM EXAM 2.F.7.a., 2.F.7.b., 2.F.7.c.	Midterm over 1,2,5,6,7, 10 & 12
7	Chapters 3, 4, 11	Diagnosis, the Assessment Process, & DSM IV & 5 Multi-axial Diagnosis (DSM IV TR) & GAF Overview of scoring rubric for article critique Read: Jones, K.D. (2010). The unstructured clinical interview. <i>Journal of Counseling and Development, 88</i> , 220- 226. (2.F.7.b.; 2.F.7.e.	Read & discuss article on <i>interviewing</i> ; interview role play
8	Chapters 3 & 11	Personality tests & Clinical Assessment (2.F.7.c.; 2.F.7.k. 2.F.8.i.)	Article critique due Quiz #3
9	Chapter 9	Theories of Intelligence Intelligence testing (2.F.7.l.; 2.F.7.i)	Term Test project
10		Conclusion and Review of course Program Evaluation Optional: Children's Art Work (2.F.8.i.) FINAL EXAM	Comprehensive Final Exam Emphasis on Chapters 3,5,6,7, 9, & 11

Name: _____

Instructor: **McAlister**

HDCN 6340

6340	Criteria				Points
	5	3	1	0	
Attendance / Promptness	Student is always prompt and regularly attends classes.	Student is late or absent to class once OR LEAVES early and regularly attends classes.	Student is late or absent to class twice or leaves early and regularly attends classes.	Student is late or absent to class more than twice and/or has poor attendance of classes.	_____
Level Of Engagement In Class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	_____
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	_____
Behavior	Student almost never displays disruptive behavior during class, no texting, Absolutely NO internet surfing, no emailing	Student rarely displays disruptive behavior during class or texting or internet surfing	Student occasionally displays disruptive behavior during class including texting, internet surfing	Student frequently or almost always displays disruptive behavior during class-texting, cell phone out, Internet surfing	_____
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	_____
				25 pts MAX +25 pts MAX Total---->	_____

Instructor Comments:



SMU - COUNSELING PROGRAM

STUDENT PROGRESS FORM

SECTIONS A, B, C & E ARE MANDATORY! PLEASE READ INSTRUCTIONS CAREFULLY.

SECTION A.

Name _____

Semester _____

Course Title _____

Instructor _____

SECTION B.

Student **DID** complete the course with credit. (If you checked this box, **complete Sections C and E.**)

Student **DID NOT** complete the course. (A student **not completing** the course is still subject to the following instructor evaluations.) (If you checked this box, **complete Sections C and E.**)

SECTION C.

I have no major reservations about this student at this point. I see no reason why the student should not continue in the master's degree program in Counseling. (If you checked this box, **complete Section E.** No review or signatures required.)

I have some reservations about this student. My reservations are indicated below. (If you checked this box, **complete Sections D and E;** review Evaluation with student; ***Instructor and student sign*** where indicated below.)

I have major reservations about this student. My reservations are indicated below. (If you checked this box, **complete Sections D and E;** review Evaluation with student; ***Instructor and student sign*** where indicated below.)

SECTION D. INSTRUCTOR COMMENTS.

SECTION E.		9	8	7	6	5	4	3	2	1	
1. Master of subject:	Excellent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inadequate
2. Preparation for classes:	Always well prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Frequently ill prepared
3. Personal motivation/enthusiasm:	Enthusiastic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Indifferent
4. Ability to communicate (written):	Always clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Often unclear
5. Ability to communicate (verbal):	Always clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Often unclear
6. Student's attitude toward peers:	Considerate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inconsiderate
7. Concern for others (empathy, compassion, etc.):	More than appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not appropriate
8. Overall rating of student:	Excellent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Less than satisfactory

SECTION F. STUDENT COMMENTS:

Quantitative Article Critique Rubric

	Use APA 6 th ed format throughout Attach hard copy of article (Minus 10 points w/o) Published no more than 6 years ago	Max Points	Your Points
Cover Page 1	Cover page with complete title of article, running head, student name, instructor name, course, date	6	
Page 2	Abstract	8	
Page 3	Full Title of Article, Centered	4	
Page 3	Two-three sentence introduction of topic	2	
Pages 3-4	The Problem (level one heading) In a narrative, discuss the practical implications of the study, purpose, clarity of author's explanation, hypothesis, and <i>key terms</i> , if presented	6	
	Review of Literature (level one heading) Discuss and evaluate the sources cited, number, relevance, period of time referenced, whether too broad, too narrow, recent, outdated, and any evidence or suggestion of bias	10	
Pages 3-5	Design and Procedures (level one heading) What research design was employed? Was it a pilot, replica, original, or meta-analysis? What measurement tools were used? What procedures employed and how structured? Number in sample and how selected? What were the variables?	10	
Pages 4-5	Data Analysis (level one heading) What statistical formulas were used? How was data analyzed? What kind of data? Did the findings support the hypothesis? Weaknesses and limitations discussed?	8	
Page 5-6	Conclusions and Implications (level one heading) Are conclusions and findings related to original purpose? Were implications discussed? Recommendations from authors? Whom will results and conclusions affect? Any evidence of bias? Evaluate the credibility of the authors.	10	
Page 6	Overall Assessment (level one heading) What is your evaluation of the study's value and significance? What did you personally learn or gain from reading? To whom would you recommend this article?	10	
Page 7	Reference(s) Cite in APA 6 th Ed format	10	
	Attach Certificate from Plagiarism Tutorial https://www.indiana.edu/~istd/test.html Instructor will not grade without certificate**		
	No more than 3 APA 6 th e formatting errors Use formal language (no slang, idioms, casual terms) Written in third person narrative	10	
	Total	100	

	HDCN 6340 ASSESSMENT TEST PROJECT	Max Points	Your Points
	ALL TEST ASSIGNMENTS ORGANIZED	10	
	All TESTS COMPLETED WITH PROFILE (?) If Yes, then data accurately, scored, completed and charted	30	
	Informed consent for each test instrument	25	
	Summary paragraph follows template & contains:	25	
	Demographic information of client (DOB and name or pseudonym)	5	
	Reason & date of testing	5	
	Behavioral and emotional descriptors	5	
	Test results and explanation of meaning	5	
	Recommendations	5	
	Signature of evaluator & date of report	5	
	Written narrative is professional, clearly written, complete sentences, thorough, accurate results reported, Use formal language, third person narrative, no casual or slang	10	
	Advocacy letter or email	10	
	Environmental Observation completed with description and conclusions	10	
	Notes:		
		150	

*Keep this Page
as another copy will be provided.
Print your name, date and sign
Submit to Dr. McAlister*

I have received a copy of the course syllabus and grading policy, and I understand how grades will be determined for HDCN 6340 Assessment, May 2017 term.

The scored test protocols, signed permission forms, and a one paragraph summary report for each test administered, due on the **ninth** class meeting, must be completed accurately and completely in order to earn credit for this course. *Late work will be accepted at the discretion of the instructor with substantial late points deducted.*

Printed Name

Signature

Date

cell number