# Syllabus for Distance Learning

**COUN 5765 Appraisal in Counseling**  
(3 hrs)

<table>
<thead>
<tr>
<th>Department of</th>
<th>Counseling and Human Service</th>
<th>School of</th>
<th>Human Services</th>
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</thead>
</table>

- **Instructor Name:** Dr. Jennifer Baggerly  
- **Office Location:** Founder’s Hall room 332  
- **Office Phone:** 972-338-1575  
- **Email Address:** Jennifer.baggerly@untdallas.edu

- **Office Hours:** Virtual office hours by email or requested Zoom appointments.  
- **Virtual Office Hours:** By appointment

- **Classroom Location:** N/A  
- **Class Meeting Days & Times:** 100% online

### Course Catalog Description:
Study of appraisal concepts and various instruments, procedures, methods and techniques used to assess psychological, behavioral, and learning patterns adults, adolescents, and children. Prerequisite(s): COUN 5680, 5710, EPSY 5050, and COUN 5670. EPSY 5050 may be taken concurrently.

### Prerequisites:
Prerequisite(s): COUN 5680, 5710, 5670, and EPSY 5050. EPSY 5050 may be taken concurrently.

### Required Text:
Test protocol are mandatory for this class. Directions for obtaining them are posted on Canvas under Assignments, Final Project Sequence.

### Recommended Text and References:
Web Sources: The Association for Assessment in Counseling and Education [http://www.theaaceonline.com](http://www.theaaceonline.com)

### Access to Learning Resources:
- **UNT Dallas Library:**  
  phone: (972) 780-1616  
  web: [http://www.untdallas.edu/library](http://www.untdallas.edu/library)  
  email: library@untdallas.edu  
- **UNT Dallas Bookstore:**  
  phone: (972) 780-3652  
  web: [http://www.untdallas.edu/bookstore](http://www.untdallas.edu/bookstore)  
  e-mail: untdallas@bkstr.com
Learning Objectives/Outcomes:

At the end of this course, the student will:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>CACREP</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>1 Discusses historical perspectives concerning the nature and meaning of assessment</td>
<td>G7.a</td>
<td>Discussion Board 1 and Quiz 1</td>
</tr>
<tr>
<td>2 Identifies basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;</td>
<td>G7.b</td>
<td>Discussion Board 2 and Quiz 2</td>
</tr>
<tr>
<td>3 Distinguishes statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;</td>
<td>G7.c</td>
<td>Discussion Board 2 and Quiz 2</td>
</tr>
<tr>
<td>4 Explains reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);</td>
<td>G7.d</td>
<td>Discussion Board 3 and Quiz 3 Instrument Outline</td>
</tr>
<tr>
<td>5 Explains validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);</td>
<td>G7.e</td>
<td>Discussion Board 3 and Quiz 3 Instrument Outline</td>
</tr>
<tr>
<td>6 Discusses social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; including potential biases of diagnostic tools with multicultural populations</td>
<td>G7.f</td>
<td>Discussion Board 4 and Quiz 4</td>
</tr>
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</table>

Course Goals Overview:

Each student will integrate and apply the knowledge and techniques of appraisal concepts, various instruments, procedures, methods and techniques to assess psychological, behavioral, and learning patterns adults, adolescents, and children via individual and group approaches in a multicultural society.

Learning Objectives/Outcomes: (Aligned with required CACREP learning requirements for Assessment)

If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.
<table>
<thead>
<tr>
<th></th>
<th>Identifies ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.</th>
<th>CMHC G.1</th>
<th>Discussion Board 8 and Quiz 8</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Identifies and explains the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.</td>
<td>CMHC G.2</td>
<td>Discussion Board 8 and Quiz 8 and Interview video</td>
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<td></td>
<td>Identifies and explains various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.</td>
<td>CMHC G.3</td>
<td>Discussion Board 8 and Quiz 8</td>
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<td>Identifies and explains basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.</td>
<td>CMHC G.4</td>
<td>Discussion Board 8 and Quiz 8</td>
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<td>Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation.</td>
<td>CMHC H.1</td>
<td>Discussion Board 5 and Quiz 5</td>
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<tr>
<td></td>
<td>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.</td>
<td>CMHC H.2</td>
<td>Interview and Assessment video</td>
</tr>
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<td></td>
<td>Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.</td>
<td>CMHC H.3</td>
<td>Discussion Board 8 and Quiz 8 and Assessment video</td>
</tr>
<tr>
<td></td>
<td>Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.</td>
<td>CMHC H.4</td>
<td>Evaluation report</td>
</tr>
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<td></td>
<td>Identifies and explains the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.</td>
<td>SC G. 1</td>
<td>Discussion Board 8 and Quiz 8</td>
</tr>
<tr>
<td></td>
<td>Identifies and explains the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.</td>
<td>SC G.2</td>
<td>Discussion Board 8 and Quiz 8</td>
</tr>
<tr>
<td></td>
<td>Identifies various forms of needs assessments for academic, career, and personal/social development.</td>
<td>SC G.3</td>
<td>Discussion Board 5 and Quiz 5</td>
</tr>
</tbody>
</table>
19. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

20. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.

21. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

22. Makes appropriate referrals to school and/or community resources.

23. Assesses barriers that impede students’ academic, career, and personal/social development.

Online Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated via email or Canvas announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

This course is designed as 100% online. Students will progress through Modules during the specified week within their own timeframe for that week. However, there will be three optional online meetings at set times that are highly recommended. The course has 10 Modules that are approximately 4 hours. Class time is 40 hours plus at least 60 hours in reading and assignments. Therefore, the student should plan to spend approximately 10 hours a week on this course over the 10 weeks.

Assignment due dates are indicated in the matrix below. Follow the due date to keep yourself on track. Usually, assignments are due Sunday by 11:59pm. However, the final project is due August 12.

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

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>SLO</th>
<th>Activities: Reading, Assignments, Assessments</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| Class 1 Week of June 8 Optional Zoom meeting Thursday, June 11 7:30-9:30 pm | The Role of Assessment in Counseling  
- Definitions  
- History  
Ethics and Laws in Assessment | 1, 7 | Whiston Chapters 1 & 5 Discussion Board 1 and Quizzes | June 14 midnight |
| Class 2 Week of June 15 | Fundamentals of Assessment Results  
- Meanings of Test Scores  
- Standardized vs. non-standardized  
- Criterion-Referenced vs. Norm- | 2, 3 | Whiston Chapter 2 Discussion Board 2 and Quiz | June 21 midnight |
| Class 3  | Standards of Reliability | 4, 5 | Whiston Chapters 3 & 4 Discussion Board 3 and Quizzes | June 28 midnight |
| Class 4  | Multicultural & Special Populations | 6, 19 | Whiston Chapter 6 Discussion Board 4 and Quiz Instrument Comparison due | July 5, midnight |
| Class 5  | Selecting Assessment Instruments Conducting Initial Interview | 7, 12, 13, 18, 23 | Whiston Chapter 7 & 8 Discussion Board 5 and Quiz (Conduct and Video your intake interview and administration of assessment this week) | July 12 midnight |
| Class 6  | Intelligence Assessment | 23 | Whiston Chapter 9 Discussion Board 6 and Quiz Interview video due | July 19, midnight |
| Class 7  | Achievement and Aptitude Definitions & Characteristics | 23 | Whiston Chapter 10 Discussion Board 7 and Quiz | July 26, midnight |
| Class 8  | Personality and Behavioral Assessment Substance Abuse | 8, 9, 10, 14 | Whiston Chapter 12 & 13 Discussion | August 2, midnight |
Course Evaluation Methods

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

1. Online participation and professionalism are professional responsibilities.
2. Discussion Boards regarding textbook chapters and SLO’s will be posted on Canvas each week. Students are to answer the questions and respond to two other classmates.
3. Quizzes for each textbook chapter will be open book.
4. Instrument Comparisons - Students will follow the form and rubric on Canvas to compare two instruments (test description, reliability, validity, scoring, research, etc.) that measure the same specific construct (e.g. depression, anxiety, trauma, substance abuse, or any topic that interests the student) for the same specific population (e.g. children, adolescents, or adults).
5. Interview & Assessment Administration Demo Video & Analysis: Students will identify a volunteer who is willing to complete an interview and set of assessment instruments. Students will video tape the first ten minutes of the interview process and then administer the assessments. Afterwards, they will complete an analysis of their own strengths and areas for growth.
6. Evaluation Report: Students will write an extensive assessment evaluation report according to the form and rubric posted on Canvas.
7. Feedback Session Demo Video & Analysis: Students will video tape the first ten minutes of a feedback session for the client. They will complete an analysis of their own strengths and areas for growth.

Grading Matrix:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Measures SLO</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>1-12, 14,</td>
<td>10 x 10 points</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>16-21,23</td>
<td>1-12, 14, 16-21,23</td>
<td>10 x 10 points</td>
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<tr>
<td>Quizzes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Assignments</td>
<td></td>
<td>1-12, 14, 16-21,23</td>
<td>Varies. See each module.</td>
</tr>
<tr>
<td>Instrument Comparison</td>
<td></td>
<td>4, 5, 12</td>
<td></td>
</tr>
<tr>
<td>Interview Video &amp; Analysis</td>
<td></td>
<td>13, 14, 19</td>
<td></td>
</tr>
<tr>
<td>Evaluation Report</td>
<td></td>
<td>15</td>
<td>400</td>
</tr>
<tr>
<td>Feedback Session Video &amp; Analysis</td>
<td></td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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**Final Grade:**

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

**University Policies and Procedures**

**Students with Disabilities (ADA Compliance):**

**Chapter 7(7.004) Disability Accommodations for Students:**
The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untdallas.edu or at Building 2, room 204.

**Canvas Instructure Accessibility Statement:**
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Canvas Instructure course management system’s accessibility statement is also provided: https://www.canvaslms.com/accessibility

**NOTE:** Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

**Course Evaluation Policy:**
Student’s evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short
survey will be made available to you at the end of the semester, providing you a chance to comment on how this
class is taught. I am very interested in the feedback I get from students, as I work to continually improve my
teaching. I consider students’ evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor’s discretion while working in concert with the division/program’s
guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor’s discretion). NOTE: Online exams
may be proctored on campus per instructor’s discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of
Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be
handled in accordance with the University’s policies and procedures. Refer to the Student Code of Academic
for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations,
facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another
person or work previously used without informing the instructor, or tampering with the academic work of other
students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to
submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting
to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and
participation is expected because the class is designed as a shared learning experience, and because essential
information not in the textbook will be discussed in the discussion board. Online presence and participation in all
class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting
assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity
must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar
for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know
immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow
university policy 7.005 covering excused absences; however, it is the instructor’s discretion, as outlined in the
course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to
inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement,
students should assume that assignments are due as scheduled.

Online “Netiquette”:
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive
communication. Emails, discussion board forum threads and/or any other forms of written communication in the
online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse
words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of
Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer
to the Student Code of Student Rights Responsibilities and Conduct at https://www.untdallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your
written communication prior to submission.

**Diversity/Tolerance Policy:**
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

**Technology Assistance:** In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor. If the problem is still not resolved, call Canvas 24/7 Help Desk at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [http://www.untdallas.edu/dlit/ecampus/requirements](http://www.untdallas.edu/dlit/ecampus/requirements)
- [https://community.canvaslms.com/docs/DOC-10701](https://community.canvaslms.com/docs/DOC-10701)