

University of North Texas at Dallas
Fall 2025
Syllabus for Distance Learning

COUN 5765 Appraisal in Counseling (3 hrs)

Department of	Counseling	School of	Behavioral Health & Human Services
Instructor Name:	Dr. Jennifer Baggerly		
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Office Hours:	Virtual office hours by email or requested Zoom appointments.		
Virtual Office Hours:	By appointment		
Classroom	N/A		
Class Meeting Days &	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.		
Prerequisites:	Prerequisite(s): COUN 5680, 5710, 5670, and EPSY 5050. EPSY 5050 may be taken concurrently.		
Required Text:	<u>Mandatory Text and Assessments</u> Whiston, S. (2017). <i>Principles and Applications of Assessment in Counseling 5e MindTap</i> . Available online at https://www.cengage.com/c/principles-and-applications-of-assessment-in-counseling-5e-whiston/9781305864191 Assessment protocol are mandatory for this class. Directions for obtaining them are posted on Canvas under Assignments, Final Project		
Recommended Text and References:	Web Sources: The Association for Assessment in Counseling and Education http://www.theaaceonline.com		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com		

Supported Browsers: Chrome Firefox Flash 28, 29 (for audio/video) Internet Explorer 11 Safari 10, 11 Supported Devices: iPhone Android Chromebook (Tablet users can use the Canvas app)	Getting Help with Canvas: Canvas 24 /7 Phone Support for Students: 1-833-668-8634 Canvas Help Resources: web: https://community.canvaslms.com/docs/DOC-10701 For additional assistance, contact Student Assistance (Distance Learning): Founders Hall, Rm 124 phone: (972) 338-5580 email: distancelearning@untDallas.edu <i>If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.</i>
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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:			
At the end of this course, students will accomplish the following:			
	Student Learning Outcome	CACREP	Assessment Measure
1	Discusses historical perspectives concerning the nature and meaning of assessment and testing in counseling	3.G.1	Discussion 1 and Quiz 1
2	Identifies basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	3.G.2	Discussion 2 and Quiz 2
3	Distinguishes statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	3.G.3	Discussion 2 and Quiz 2
4	Explains reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) and validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).	3.G.4	Discussion 3, Quiz 3 & 4 Instrument Outline

5	Discusses culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	3.G.5	Discussion 4 and Quiz 6 Evaluation Report
6	Applies ethical and legal considerations for selecting, administering, and interpreting assessments	3.G.6	Discussion 1 and Interview Video Evaluation Report
7	Discerns use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	3.G.7	Discussion 4 and Quiz 6 Interview Video
8	Distinguishes use of assessments in academic/educational, career, personal, and social development	3.G.8	Discussion Board 5, 6, 7, 8 & 9; Quiz 7 and 8
9	Describe use of environmental assessments and systematic behavioral observations	3.G.9	Discussion Board 8 and Quiz 13
10	Demonstrates use of structured interviewing, symptom checklists, and personality and psychological testing	3.G.10	Interview Video Evaluation Report
11	Discuss procedures to identify substance use and addictions and how it relates to co-occurring conditions	3.G.12	Discussion 9
12	Explain procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	3.G.13	Discussion 9
13	Discuss procedures for assessing clients' experience of trauma	3.G.14	Discussion 9
14	Describe procedures for identifying and reporting signs of abuse and neglect	3.G.15	Discussion 9
15	Demonstrate procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	3.G.16	Discussion 8 Evaluation Report
16	Demonstrate procedures for using assessment results for referral and consultation	3.G.17	Evaluation Report Feedback session
17	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.	5.C.4	Interview video Evaluation Report
18	Assesses barriers that impede students' academic, career, and personal/social development.	TEA	Discussion Board 5, 6, 7, and Quizzes 5, 6, 7

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 Saturday by 11:59pm. However, the final project is due August 10.

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.

Class	Topic	SLO	Activities: Reading, Assignments, Assessments	Due Date
Class 1 Week of Sept. 15 Optional Zoom meeting Thursday, Sept. 18 7:30-9:00 pm	The Role of Assessment in Counseling <ul style="list-style-type: none">• Definitions• History Ethics and Laws in Assessment	1, 6	Whiston Chapters 1 & 5 Discussion Board 1 and Quiz 1 and Quiz 5	September 20 midnight
Class 2 Week of September 22	Fundamentals of Assessment Results <ul style="list-style-type: none">• Meanings of Test Scores• Standardized vs. non- standardized• Criterion- Referenced vs. Norm- Referenced Tests• Measures of Central Tendency• Measures of Variability• Environmental assessment• Performance assessment• Individual and	2, 3	Whiston Chapter 2 Discussion Board 2 and Quiz 2	September 27 midnight

	<ul style="list-style-type: none"> group test Inventory methods, Psychological testing and behavioral observations; 			
Class 3 Week of September 29	Standards of Reliability Standards for Validity	4	Whiston Chapters 3 & 4 Discussion Board 3 and Quizzes 3 & 4	October 4 midnight
Class 4 Week of October 6	Multicultural & Special Populations <ul style="list-style-type: none"> Assess and interpret students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities 	5, 7	Whiston Chapter 6 Discussion Board 4 and Quiz 6 <u>Instrument Comparison due</u>	October 11, midnight
Class 5 Week of October 13	Selecting Assessment Instruments Conducting Initial Interview <ul style="list-style-type: none"> Factors that influence personal, social, & academic functioning of students Needs assessments and barriers for academic, career, and personal/social development 	8, 17 18	Whiston Chapter 7 & 8 Discussion Board 5 and Quiz 7 and 8 (Conduct and Video your intake interview and administration of assessment this week)	October 18, midnight
Class 6 Week of October 20	Intelligence Assessment <ul style="list-style-type: none"> Theories and Models WAIS-IV WISC SB5 KBIT-2 	8, 18	Whiston Chapter 9 Discussion Board 6 and Quiz 9 <u>Interview video due</u>	October 25, midnight
Class 7 Week of October 27	Achievement and Aptitude <ul style="list-style-type: none"> Definitions & Characteristics 	8, 18	Whiston Chapter 10 Discussion Board 7 and Quiz 10	November 1, midnight

Class 8 Week of November 3 (optional Zoom meeting Thursday November 3, 7:30-9:00p to discuss final project)	Personality Assessment Behavioral Assessment Environmental Assessment Protective and Risk factors	9 10 15	Whiston Chapter 12 & 13 Discussion Board 8 and Quizzes (Score assessments this week)	November 8, midnight
Class 9 Week of November 10	Substance Abuse Suicide assessment Signs of abuse & neglect Assessing Trauma	11 12 13 14 18	Assigned Readings Discussion Board 9 and Quizzes	November 15, midnight
Class 10 Week of November 17	Interpretation and Report Writing <ul style="list-style-type: none"> Assessing the effectiveness of educational programs. Referrals to school or community resources 	16 17	Whiston Chapter 16 Assigned Readings Discussion Board 10 and Quiz	November 22, midnight
Final Project Due December 8			<u>Evaluation Report Due</u> <u>Feedback video Due</u>	December 8, 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 (**KEY PERFORMANCE INDICATOR**): 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:

Instrument	Measures SLO	Value (points or percentages)	Total
Discussion Boards	1-9; 11-15, 18	10 x 10 points	100
Quizzes	1-5; 7-9; 18	10 x 10 points	100
Module Assignments	1-18	Varies. See each module.	100
Instrument Comparison	4	100	100
Interview Video & Analysis	6, 7, 10, 17	100	100
Evaluation Report (KPI 7.1)	5, 6, 10, 15, 16, 17	400	400
Feedback Session Video & Analysis	16	100	100
		Total	1000

Final Grade:

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

COUN 5765 Evaluation Report Rubric (KEY PERFORMANCE INDICATOR: KPI 7.1): 400 points

	Below Expectation (0-69 pts)	Approaches Expectation (70-79 pts)	Meets Expectation (80-95 pts)	Exceeds Expectation (95-100 pts)
Items 1-4: 1. Identifying Data 2. Reason for Referral 3. Sources of Data 4. Relevant Data (Physical, Education, Personal-Social, Home/Family, Work)	Information is not accurate or clear and details are missing	Information is clear and accurate but missing details.	Information is clear and accurate with some details.	Clearly and logically describes identifying data, reason for referral, sources of data, and relevant data. Provides details.
Test Results	Information is not accurate or clear and details are missing	Information is clear and accurate but missing details.	Information is clear and accurate with some details.	Clearly and accurately describes test results. Name of the instrument with standardized scores are given. Tables with subscales, when appropriate, are shown.
Summarization, Interpretation, Analysis	Information is not accurate or clear and details are missing	Information is clear and accurate but missing details.	Information is clear and accurate with some details.	Analysis as to the meaning of test scores are given. Comment on each specific test finding and give a wholistic description of client.
Recommendations, Follow up, and references	Information is not accurate or clear and details are missing	Information is clear and accurate but missing details.	Information is clear and accurate with some details.	Counseling literature is used to give specific recommendations. Follow up plan is stated. Proper citations and references are given.

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 [Disability Services Office](#). You may also contact them by phone at 972-338-1777; by email at UNTDDisability@untdallas.edu or at Building PL, room 1104.

Disruptive Behavior in an Instructional Setting:

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absent for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (Policy 7.001) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

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 Accessibility Statement is also provided.](#)

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 [UNT Dallas' Student Code of Academic Integrity](#) 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 [UNT Dallas' 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 messages 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 [UNT Dallas Student Code of Conduct](#). 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 orientation, 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.

Diversity, Equity, and Inclusion:

Like counselors, counseling students promote diversity, equity, and inclusion in and out of the classroom. This means that counseling students will (a) demonstrate respect in non-verbal, verbal, and written communication for all people; (b) professionally manage biases; (c) be mindful of the needs of other students and assist them as appropriate; (d) inform the instructor if an inequity is observed, and (e) look for ways to include all members within the classroom and during other social interactions.

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 Student Assistance (Distance Learning) 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:

- [UNT Dallas Canvas Technical Requirements](#)
- [Canvas Instructure Supported & Unsupported Operating Systems](#)