University of North Texas at Dallas
COUN 5765 Appraisal in Counseling
(3 hrs)
Spring 2016
SYLLABUS for Distance Learning

Department of Counseling and Human Development	Division of Education and Human Services

Instructor Name:	Dr. Amy McCortney
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Office Hours:	By appointment; virtual or face-to-face
Classroom Location:	*Online* (+4 class meetings held in Bldg. 2, Rm. 303)
Class Meeting Days & Times:	Online, and including **4 synchronous class meetings** January 19- May 10, 2016

Course Catalog Description:	Study of appraisal concepts and various instruments, procedures, methods and techniques used to assess psychological, behavioral, and learning patterns in adults, adolescents, and children.
Prerequisites:	Prerequisite(s): COUN 5680, 5710, and EPSY 5050. COUN 5100 is a prerequisite for those in 60-hour program. EPSY 5050 may be taken concurrently.
Required Text:	Mandatory Text and Protocol: • Balkin, R. S. & Juhnke, G. A. (2013). *The theory and practice of assessment in counseling.* Upper Saddle River, NJ: Pearson. • American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. • Test protocol packet at the University Bookstore also mandatory for this class. • **Tk20:** This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase and can also be used for other classes. Key assignments must be uploaded into the Tk20 system for instructors to assess. To purchase, go to https://www.coe.unt.edu/tk20-campus-tools
Recommended Text(s) & Resources:	Web Sources: • The Association for Assessment in Counseling and Education http://www.theaaceonline.com • Mental Measurements Yearbook (UNT Libraries Ebscohost) http://libproxy.library.unt.edu:2071/ehost/search/basic?sid=f24e90b2-3492-4cf9-bf11-61309a2efc15%40sessionmgr115&vid=0&hid=113

Access to Learning Resources:	UNT Dallas Library:
	     phone: (972) 780-3625;
	     web: http://www.unt.edu/unt-dallas/library.htm
	 UNT Dallas Bookstore:
	     phone: (972) 780-3652;
	     e-mail: 1012mgr@fheg.follett.com

		UNT Help Desk:
		Phone: 972-780-3626
		Email: http://web3.unt.edu/helpdesk/service
		Walk-in: Founders Hall Rm. 127
		CITC Help Desk website: http://www.unt.edu/helpdesk/index.htm.
		Blackboard Learn: *If you have trouble logging in, cannot submit an assignment or quiz, or encounter some other problem in Blackboard*, your primary step should be to contact the ITSS Help Desk rather than this professor. The ITSS Help Desk offers phone, email and walk-in support:
		Student Resources information: http://webct.unt.edu including how and where to download the current correct version of Java (1.5.0_07).

Course Goals and Overview:
The goals of this course are to integrate and apply the knowledge and techniques of appraisal concepts. Students will become familiar various assessment instruments, procedures, methods, and techniques to assess psychological, behavioral, and learning patterns in adults, adolescents, and children via individual and group approaches in a multicultural society.

Learning Objectives/Outcomes: At the end of this course, students will be able to meet the following Student Learning Objectives (SLOs):

	Student Learning Outcome	CACREP	Evaluation
1	Discusses historical perspectives concerning the nature and meaning of assessment	G7.a	Discussion Board 1 and Quiz 1
2	Identifies basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;	G7.b	Discussion Board 2 and Quiz 2
3	Distinguishes statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;	G7.c	Discussion Board and Quiz
4	Explains reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);	G7.d	Discussion Board and Quiz Instrument Outline
5	Explains validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);	G7.e	Discussion Board and Quiz Instrument Outline
6	Discusses social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations;	G7.f	Discussion Board and Quiz
7	Applies ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	G7.g	Discussion Board and Quiz and Interview Video

8	Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	CMHC G.1	Discussion Board and Quiz
9	Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.	CMHC G.2	Discussion Board and Quiz and Interview video
10	Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.	CMHC G.3	Discussion Board and Quiz
11	Identifies standard screening and assessment instruments for substance use disorders and process addictions.	CMHC G.4	Discussion Board and Quiz
12	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	CMHC H.1	Discussion Board and Quiz
13	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	CMHC H.2	FP: Assessment video
14	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	CMHC H.3	Discussion Board and Quiz FP: Assessment battery & video
15	Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	CMHC H.4	FP: Evaluation report
16	Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	SC G. 1	Discussion Board and Quiz
17	Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.	SC G.2	Discussion Board and Quiz

18	Identifies various forms of needs assessments for academic, career, and personal/social development.	SC G.3	Discussion Board and Quiz
19	Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	SC H.1	Discussion Board and Quiz FP: Evaluation report
20	Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	SC H.2	Discussion Board and Quiz FP: Evaluation report
21	Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	SC H.3	Discussion Board and Quiz FP: Evaluation report
22	Makes appropriate referrals to school and/or community resources.	SC H.4	FP: Feedback session
23	Assesses barriers that impede students' academic, career, and personal/social development.	SC H.5	Discussion Board and Quiz

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

This course is designed as an intensive hybrid course with 10 modules that are approximately 4 hours each. Class time is 40 hours plus at least 30 hours in reading and assignments. Therefore, the student should plan his or her time commitment accordingly; lesson dates and required due dates are noted on the tentative schedule below.

The course requires assignments that **must** be completed by the **set deadlines** indicated in bolded red in order to be successful. In other words, you can work ahead to accommodate for religious, family, or work obligations; however, you must have the specific class completed by the set deadline.

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

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

Class/Module	Topic(s):	SLO (s)	Timeline: Readings Assignments, Deadlines
1/19	**Synchronous (face-to-face) meeting:** First class meeting Course orientation & overview Select instrument for 1st project at the		Read entire syllabus and complete **Appendix B** instructions at

	Instrument Sign-up link		"Project Submission"; Introduce yourself to your classmates at the **Classroom Q&A** on your Discussion board. **Due 1/24 midnight**
1 1/26 online	The Role of Assessment in Counseling • Definitions • History • Ethics and Laws Case Studies and Progress Notes	1, 7	Balkin & Juhnke, Chapters 1, 2 **Discussion Board 1 and Quiz 1 Due 1/31 midnight**
2 2/2 online	Fundamentals of Assessment Results • Meanings of Test Scores • Standardized vs. non-standardized • Criterion-Referenced vs. Norm-Referenced Tests • Measures of Central Tendency • Measures of Variability • Environmental assessment • Performance assessment • Individual and group test • Inventory methods, • Psychological testing and behavioral observations;	2, 3	Balkin & Juhnke, Chapter 3 **Discussion Board 2 and Quiz 2 Due 2/7 midnight**
3 2/9 online	Standards of Reliability Standards for Validity	4, 5	Balkin & Juhnke, Chapter 4, 5 **Discussion Board 3 and Quiz 3 Due 2/15**
4 2/16 online	Selecting Assessment Instruments Conducting Initial Interview • Factors that influence personal, social, & academic functioning of students • Needs assessments and barriers for academic, career, and personal/social development	7, 12, 13, 16, 18, 20, 23	Balkin & Juhnke, Chapter 6, 7 **Discussion Board 4 and Quiz 4 Due 2/21**
2/23	**Synchronous meeting:** Final Project (FP) Review: Administration basics	4, 5, 7	Mandatory- bring assessment packet to class. **1st project: Instrument Outline and Presentation video Due 2/28**
5 3/1 online	Multicultural & Special Populations • Asses and interpret students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities Psychopharmacology	6, 10, 19	Balkin & Juhnke, Chapter 8 **Discussion Board 5 and Quiz 5 Due 3/6**
6 3/8 online	Intelligence Assessment • Theories and Models • WAIS-IV		Balkin & Juhnke, Chapter 9 **Discussion Board 6**

	• WISC • SB5 • KBIT-2		**and Quiz 6** **Due 3/13**
3/15	*No class- Spring break*		**FP Part 1: Interview assessment analysis & video due by 3/21 midnight**
3/22	**Synchronous meeting:** Final Project (FP): Scoring and feedback party!	9, 10, 11, 12; 19, 20, 21	Bring your subject's completed assessments to class for scoring help. Get started writing for 4/12 meeting.
7 3/29 online	Achievement and Aptitude • Definitions & characteristics	16, 17, 18	Balkin & Juhnke, Chapter 10 **Discussion Board 7and Quiz 7** **Due 4/3**
8 4/5 online	Personality disorders & DSM 5 • MMPI-2 Marriage Substance abuse Suicide	8, 9, 14, 17	Balkin & Juhnke, Chapter 11, 13 **Discussion Board 8 and Quiz 8** **Due 4/10**
4/12	**Synchronous meeting:** Final Project (FP): Writing party!	15, 19, 22	Bring completed scored instruments to class **FP Part 3: Feedback video & analysis due by 4/17 midnight**
9 4/19 online	Career assessment	20, 21, 22	Balkin & Juhnke, Chapter 12 **Discussion Board 9 and Quiz 9** **Due 4/24**
4/26 online	Upload final reports into required websites (Blackboard; tk20)	20, 21, 22	**FP Part 2: Evaluation Report due by 5/1 midnight**
10 5/3 online	Interpretation and report writing • Assessing the effectiveness of educational programs. • Referrals to school or community resources • Accountability Issues	15, 21, 22	Balkin & Juhnke, Chapter 14, 15 **Discussion Board 10 and Quiz 10** **Due 5/9 midnight**

Course Evaluation Methods

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

1. Attendance, participation, and professionalism are professional responsibilities even in online courses. This includes checking your UNT email and Blackboard announcements on a very regular basis (every other day, minimally, is the suggested frequency); students are

responsible for all information posted to email and Blackboard.

2. Discussion Boards regarding textbook chapters and SLO's will be posted on Blackboard each week. Students are to answer the questions and give quality responses to the posts of at least two other classmates. (See Appendix C)
3. Quizzes for each textbook chapter will be open book (1 attempt each, 60-minute time limit).
4. Because this is an online class with only 10 modules, discussion boards and quizzes that are not submitted by the required deadline **will automatically receive a grade of 0**. In order to be fair to other students, no make-up or extra credit opportunities will be given for these weekly homework assignments.
5. Instrument Presentation and Outline – Students will follow the form and rubric on Blackboard to create an instructional outline and brief 5 to 10 minute video demonstration of how to administer a specific assessment instrument from the list provided.
6. Final Project (FP): Interview & Assessment Administration Demo Video & Analysis: Students will identify an age-appropriate volunteer who is willing to complete an interview and set of assessment instruments. (Consult with me to determine appropriateness of validated assessments for your volunteer, especially for child subjects. Child subjects should be between 7 and 12 years of age.) Students will videotape the first five minutes of the interview process and then administer the assessments. Afterward, they will complete a detailed critical self-analysis of their own strengths and areas for growth. (See Appendix A)
7. FP: Evaluation Report: Students will write an extensive assessment evaluation report according to the form and rubric posted on Blackboard, using professional writing standards (see Appendix D).
8. FP: Feedback Session Demo Video & Analysis: Students will videotape the first five minutes of a feedback session for the client. They will complete a detailed critical self-analysis of their own strengths and areas for growth.

Grading Matrix:

Activities/Assignments	Value (percentages)
Discussion Boards (10 x 10 pts. ea.)	15%
Quizzes (10 x 10 pts. ea)	15%
Instrument Outline and Video Demonstration	20%
FP: Interview Video & Analysis	10%
FP: Evaluation Report	30%
FP: Feedback Session Demo Video & Analysis	10%
Total:	100%

Grade Determination:
A = 90% or better
B = 80 – 89 %
C = 70 – 79 %
D = 60 – 69 %
F = less than 60%

For this class, a grade of B or better is required for a passing grade.

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 UNTDdisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn 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. Blackboard Learn course management system's accessibility statement is also provided:
http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

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.

Student Evaluation of Teaching Effectiveness 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 Integrity at
http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf 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 will 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. Assignments submitted to Turnitin in this course are expected to meet a requirement of 30% or less of duplicated information.

Additional Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard 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. Students are responsible for all information provided on Blackboard.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, 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

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 with this professor and with other students should use proper "netiquette": (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks). Written communication with this professor should also follow the guidelines of netiquette; "social media" or text message-type communications will not receive a response.

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 http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Writing/format guidelines:
Unless otherwise indicated, formal papers, including assessment summaries, should be written in accordance with APA style. Specifically, *unless otherwise indicated by rubric or template,* assignments should:

1. Contain an APA-style cover page
2. Be typed, double-spaced , with 1" margins, and in 12-point Times New Roman font
3. Contain citations and references **correctly formatted** according to the *APA Publication Manual* (6th ed.) guidelines
4. Adhere to minimum page length, formatting, and content guidelines – cover pages and reference pages will not be counted toward fulfilling the required page length. Incorrectly completed assignments will be evaluated as is.
5. Demonstrate proper grammar, punctuation, spelling, and minimal/no typographical errors.

Due dates and deadlines:
Students are responsible for submitting assignments on the date indicated on the syllabus. Major assignments will be considered late if not received by class on the date expected. (Quizzes and discussion boards not submitted by deadline will receive an automatic 0.) When necessary, students may submit assignments early or via email. In order to be fair to students who submit their major assignments on time, students who submit their major assignments late for other than a documented emergency reason (family death, hospitalization, etc.) will receive a 10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late, etc. Please plan ahead.

Incomplete policy:
(Incomplete work) for some justifiable documented reason, acceptable to the instructor and University policy (death in family, hospitalization, major or severe personal illness) , the student has been unable to complete the full requirements of the course. At the time a grade of I is given, a minimum of 30% of classwork must have been completed at a passing level; the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is **not** given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances. If the student's work is incomplete, poor quality and/or not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

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.

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 Requirements: 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.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If

you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- http://www.untdallas.edu/dlit/ecampus/requirements
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

APPENDIX A.

INFORMED CONSENT FOR ASSESSMENT

I, _____, by signing this consent form, am giving _____ my

permission to administer practice counseling-related assessments to myself (or, if the person completing this form

is a parent, write the child's name here_____).

I understand that my full name (or my child's full name) will not be used on the write-up or identified in any other

manner. In addition, I understand that the results of these assessments will be used solely for counseling student

feedback and are not necessarily reliable or valid since the counseling student is in training.

I understand that the counseling student is participating in a learning experience as a part of COUN 5765

(Appraisal), and that the student is not a professional counselor, but is a counselor-in-training. If I have any

concerns at any time about this student, I can contact the professor of this class, Dr. Amy McCortney at

amy.mccortney@untdallas.edu to discuss my concerns.

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

_____   _____
"Client" or parent/guardian   date

_____   _____
"Counseling Student"   date

_____   _____
witness   date

APPENDIX B.
When you have read this far in the syllabus, copy and paste this following statement onto a new Word document; fill that document in with your information, and email it to me at amy.mccortney@unt.edu.

Statement of Ethical and Legal Awareness
COUN 5765 Appraisal in Counseling

Any training relationship in which students take client/counselor or speaker/listener roles is considered a client/counselor relationship and therefore subject to all the ethical and legal regulations governing such relationships. You should be familiar with and follow the Ethical Standards of the American Counseling Association and the State Board of Examiners of Professional Counselors, and the relevant aspects of the Texas penal code.

By my signature below, I attest that I have read, understood, and agree to follow the requirements of this Statement of Ethical and Legal Awareness:

_____
Student name

_____
Student ID number

_____
Date

APPENDIX C.

Online discussion rubric

	Excellent performance 10	Good performance 8	Fair performance 6	Poor performance 4	Does not meet standard 0
Quality and critical analysis in posts	Student responses were thoughtful, original, or demonstrated excellent comprehension; uses relevant terminology; no more than 10% of posting is quotation, with proper citations where necessary	Postings display an understanding of the concepts and correct use of terminology, with proper citation where necessary.	Postings repeat or summarize an understanding of basic information, but do not consider alternative ideas or connect ideas, no citations or use of outside sources	Postings are minimal and show little depth or evidence that materials were completed or understood; postings are brief or are personal opinions, without supporting evidence	Student did not post a response, or an original response; or merely expresses agreement or thanks
Quantity of posts	Student posts frequently, and contributed multiple responses above the requirement	Student posts frequently, and contributed several responses above the requirement	Student posts occasionally and met the minimum required number of interactions	Student posted, but did not meet the minimum required number of interactions	Student did not post any response
Interaction with classmates	Student responds consistently throughout the discussion period; extends discussion by including new ideas, resources, or personal experiences; demonstrates a rich, meaningful contribution to others' posts	Student responds consistently throughout the discussion period; contributes well to ongoing conversation; makes affirmative remarks to others' posts	Student responses were correct and relevant to others' remarks; contributes but may not enrich discussion; responses are made within the last 2 days of the discussion period	Student responses were shallow or superficial (e.g., agrees or disagrees); does not extend discussion; responses are made in the last day of the discussion period	Student did not post any response; responses are irrelevant
Professional communication	Student responses are free of spelling, punctuation, and grammatical errors, and facilitate ease of communication	Student responses contain are mostly free of spelling, punctuation, and grammatical errors, and generally facilitate ease of communication	Student responses contain some spelling, punctuation, and grammatical errors that can distract the reader	Student responses contain frequent spelling, punctuation, and grammatical errors that can distract the reader	Student responses contain numerous spelling, punctuation, and grammatical errors; style does not facilitate effective

					communication
Online etiquette	Student responses show respect and sensitivity to peers' gender, racial/ethnic background, sexual orientation and religious beliefs	Student responses show respect and interest in the views of others	Student responses show interest in the views of others but occasionally lack sensitivity	Student responses show lack of sensitivity for the views and experiences of others	Student responses show disrespect for the views and experiences of others

APPENDIX D.
Writing and Style Rubric

CRITERION	Excellent	Good	Fair	Poor	Does not meet standard
	10	8	6	4	0
APA Writing Requirements	Correct APA style in-text citations used throughout document; no instances of plagiarism.	Some APA style in-text citations used in the document.	Limited or no APA style in-text citations used throughout document OR Citations are incorrect.	Citations clearly incorrect.	No APA style in-text citations used throughout document, when required.
Paper Length	Page requirement exceeded with quality content.	Minimum requirement meet with quality content.	Page minimum barely met; could have benefitted from longer length.	Requirement not met OR alteration attempts were visibly noticeable in paper.	Requirement not met, and poor content.
Grammar, Punctuation & Spelling	Rules of grammar, usage and punctuation are followed; spelling is correct.

Language is clear and precise; sentences display consistently strong, varied structure. | Few grammatical errors, but sentences could be clearer and more precise. | Paper contains some grammatical, punctuation and spelling errors OR structure is rhythmic/choppy.

Language lacks clarity or includes the use of undefined jargon, or conversational tone. | Paper contains numerous grammatical, punctuation, and spelling errors.

Language uses undefined jargon or conversational tone. | Paper contains multiple, frequent errors and these detract from professional or academic communication of content. |
| **Organization** | Information is very organized into well-constructed paragraphs.

Each paragraph has an introductory sentence, at least 3 details and a concluding sentence. | Information is organized in paragraphs; each has an introductory sentence, at least 3 details and a concluding sentence. Paragraph transitions are logical. | Information is organized into paragraphs but the information is not detailed. Each paragraph has an introductory sentence, with 2 or less details and a concluding sentence. Paragraph transitions do not flow. | Information is not well organized into paragraphs with introductory sentences, details or concluding sentences. Lack of structure detracts from the message of the writer. | Organization is lacking or confusing to the reader; content does not flow OR does not meet requirements of the paper. |
| **APA Reference Page** | Reference page contains more than required academic reference (3) and text reference. Follows APA guidelines of components: double space, 12 pt. font, hanging indent. | Reference page contains: 3 total but one less of academic resource or text reference. Follows most APA guidelines of components: double space, 12 pt. font, hanging indent. | Reference page contains insufficient number of academic resources, or non-academic internet search.

Many errors of APA guidelines: double space, 12 pt. font, hanging indent. | Reference page not included OR did not adhere to APA guidelines, containing multiple errors. | Reference page not included as required. |
| **TIMELINESS**

Normal late policy applies. | | | | | |