



**Course:** CPY 565 (2) Individual/Group Assessment and Treatment Planning

**Course Schedule:** Spring 2016 (January 25 – May 2)  
Mondays 6:45PM – 9:15PM, Rm. CSS 230

**Instructor:** Karen F. Griner, Ph.D., LMHC, NCC  
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Office Hours: By Appointment Only

### Course Description:

Types of educational and psychological appraisal, psychometric statistics, and factors influencing appraisals are examined. Assessment techniques, treatment plans, and intervention strategies are developed for specific case studies. Theoretical appraisal bases and methodology are studied for data collection, interpretation, and use. These concepts are studied in the context of professional, legal, and ethical issues.

### Course Structure:

The instructional format of this assessment course involves a combination of short lectures, discussion, role-plays, experiential activities, and collaborative learning and is taught in a seminar format. Please complete the assigned reading before each class, as it will supplement your understanding of the material presented in class. Familiarity with the material will also enable you to contribute to class discussions, which is part of the participation component of your grade. Additionally, you are encouraged to ask questions and share your experiences and perspectives related to class discussions.

### Course Goals/Objectives:

<b>Expected Student Learning Outcomes for this Course</b> <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i> <b>Content covered includes:</b>	<b>SLO</b>	<b>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</b>	<b>SLO Assessment Point</b> <i>By Rubric or Exam Score</i>
2.F.4.e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	<b>S</b>	Read assigned chapters and participate in class discussion. Complete Self-Directed Search-Form R Assessment and Reflection Paper. <b>Complete Final Exam Paper and Presentation.</b>	Final Exam Paper and Presentation Rubric

2.F.4.i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	S	Read assigned chapters and participate in class discussion and activities. Complete Self-Directed Search-Form R Assessment and Reflection Paper. <b>Complete Final Exam Paper and Presentation.</b>	Final Exam Paper and Presentation Rubric
2.F.5.g. essential interviewing, counseling, and case conceptualization skills		Read assigned chapters and participate in class discussion and activities. Complete Clinical Model of Assessment Activity.	
2.F.5.i. development of measurable outcomes for clients		Read assigned chapters and participate in class discussion and activities. Complete Final Exam Paper.	
2.F.7.a. historical perspectives concerning the nature and meaning of assessment and testing in counseling	S	Read assigned chapters and participate in class discussion. <b>Complete Final Exam Paper and Presentation.</b>	Final Exam Paper and Presentation Rubric
2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings	S	Read assigned chapters and participate in class discussion and activities. Complete Clinical Report and Reflection Paper. <b>Complete Final Exam Paper and Presentation.</b>	Final Exam Paper and Presentation Rubric
2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide		Read assigned chapters and participate in class discussion and activities. Complete Clinical Model of Assessment Activity.	
2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse		Read assigned chapters and participate in class discussion and activities. Complete Clinical Model of Assessment Activity.	
2.F.7.e. use of assessments for diagnostic and intervention planning purposes	S	Read assigned chapters and participate in class discussion and activities. Complete Clinical Report and Reflection Paper. <b>Complete Final Exam Paper and Presentation.</b>	Final Exam Paper and Presentation Rubric
2.F.7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	S	Read assigned chapters and participate in class discussion and activities. <b>Complete Final Exam Paper and Presentation.</b>	Final Exam Paper and Presentation Rubric
2.F.7.g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	S	Read assigned chapters and participate in class discussion. <b>Complete Final Exam Paper and Presentation.</b> Complete Assessment Instrument and Review Critique.	Final Exam Paper and Presentation Rubric
2.F.7.h. reliability and validity in the use of assessments	S	Read assigned chapters and participate in class discussion. <b>Complete Final Exam Paper and Presentation.</b> Complete Assessment Instrument and Review Critique.	Final Exam Paper and Presentation Rubric
2.F.7.i. use of assessments relevant to academic/educational, career, personal, and social development	S	Read assigned chapters and participate in class discussion and activities. <b>Complete Final Exam Paper and Presentation.</b> Complete Assessment Instrument and Review Critique.	Final Exam Paper and Presentation Rubric
2.F.7.j. use of environmental assessments and systematic behavioral observations	S	Read assigned chapters and participate in class discussion. <b>Complete Final Exam Paper and Presentation.</b>	Final Exam Paper and Presentation Rubric
2.F.7.k. use of symptom checklists, and personality and psychological testing	S	Read assigned chapters and participate in class discussion and activities. Complete Clinical Model of Assessment Activity. <b>Complete Final Exam Paper and Presentation.</b>	Final Exam Paper and Presentation Rubric
2.F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders		Read assigned chapters and participate in class discussion and activities. Complete Final Exam Paper.	

2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and exam results	<b>S</b>	Read assigned chapters and participate in class discussion. <b>Complete Final Exam Paper and Presentation.</b>	Final Exam Paper and Presentation Rubric
2.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation		Read assigned chapters and participate in class discussion. Complete Assessment Instrument and Review Critique.	
5.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning		Read assigned chapters and participate in class discussion and activities. Complete Clinical Model of Assessment Activity.	
5.C.1.e. psychological exams and assessments specific to clinical mental health counseling	<b>S</b>	Read assigned chapters and participate in class discussion and activities. <b>Complete Final Exam Paper and Presentation.</b>	Final Exam Paper and Presentation Rubric
5.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	<b>S</b>	Read assigned chapters and participate in class discussion and activities. Complete Clinical Model of Assessment Activity. Complete Clinical Report and Reflection Paper. <b>Complete Final Exam Paper and Presentation.</b>	Final Exam Paper and Presentation Rubric

### Required Texts and Readings:

Whiston, S. C. (2013). *Principles and applications of assessment in counseling* (4<sup>th</sup> ed.). Belmont, CA: Thomson Brooks/Cole.

Jongsma, A. E., Peterson, L. M., Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner* (5th ed.). New York: John Wiley & Sons.

Note: Students may receive or be referred to additional reading materials (handouts, journal articles, and website information) throughout the semester.

Lab Fee: There is an additional lab fee required of each student, which will be used to cover the costs of the necessary supplies to enable each student to perform test administration, scoring, and interpretation of a variety of assessments.

- \_\_\_\_\_ The Symptom Checklist-90-R (SCL-90-R)
- \_\_\_\_\_ Suicide Probability Scale (SPS)
- \_\_\_\_\_ Beck Depression Inventory II (BDI-II)
- \_\_\_\_\_ Substance Abuse Subtle Screening Inventory – Third Edition (SASSI-3)
- \_\_\_\_\_ Kaufman Brief Intelligence Test, Second Edition (KBIT-2)
- \_\_\_\_\_ Self-Directed Search (SDS) – Form R, 5<sup>TH</sup> Edition (Two copies)
- \_\_\_\_\_ SDS Form R, 5<sup>th</sup> Edition, *You and Your Career Booklet*
- \_\_\_\_\_ SDS Form R, 5<sup>th</sup> Edition, *Occupations Finder*
- \_\_\_\_\_ Myers-Briggs Type Indicator (MBTI) Self-Scorable – Form M
- \_\_\_\_\_ Beck Anxiety Inventory (BAI)

## Required Assignments and Learning Experiences:

### Course Requirements and Possible Points:

#### 1. EXTRA CREDIT: Functional Assessment Rating Scales Certificate (5 points)

Complete the free online training for certification for the Functional Assessment Rating Scales – FARS for adult behavioral health functional assessment or CFARS for child or adolescent behavioral health functional assessment. These assessments document and standardize impressions from clinical evaluations or mental status exams that assess cognitive, social and role functioning. Print a copy of your certification and submit to professor on due date. <http://outcomes.fmhi.usf.edu/cfars.htm>

#### 2. Clinical Model of Assessment (10 points)

Student will assume the role as both counselor and client and conduct an intake/psychosocial Interview utilizing forms from the Cornell Counseling Clinic. **Counselor Role-play:** The interview should take **30 minutes**. Do not exceed the 30-minute requirement. Create a structure prior to the interview to assist you in maintaining the time restriction. The less you know about the client the more professional the session tends to be. In addition, this will prevent you from skipping over questions you already may know the answers to. **Client Role-play:** Student will be provided with details to utilize in their role as client. Students will write a **reflection paper** about the intake/psychosocial interview process and discuss their experience as “counselor/client” (2 pages). The reflection should address your experience with the intake process; what you have learned about the process, and discuss your strengths and growth due to completing this assignment. Submit **Hard Copy** to professor in class on due date.

#### 3. Self-Directed Search – Form R Assessment and Reflection Paper (15 points)

Student will assume the role as both test administrator and client and administer and score the Self Directed Search – Form R Assessment. In your role as “test administrator”, please discuss the Informed Consent Form provided to you and have your “client” sign. Write a reflection paper about the process and test results, including the Summary Code; top three occupations with identical codes; and top three occupations with similar codes. Paper must be a minimum of three (3) pages, double-spaced. Attach a copy of the signed Informed Consent form. Submit **Hard Copy** to professor in class on due date.

#### 4. Assessment Instrument and Review Critique (20 points)

For this assignment, you will do some exploration in one of the largest resources for the scholarly reviews of tests, the *Mental Measurements Yearbook (MMY)*. Select a particular assessment instrument that is of interest to you and submit to professor for approval. Read the test review(s) of this assessment instrument and write a personal critique of both the assessment instrument and of the review(s) themselves. Paper must be a minimum of two (2) pages, single or double-spaced. Email this assignment to professor and bring a **Hard Copy** to class on due date. (See example of assignment on Blackboard.) These assignments will be posted on Blackboard to be accessed by all students.

Your submission will include two parts:

- A) Overview of the Test: This is a section in which you will provide an overview of the test, describe the purpose of the instrument and the appropriate population with which to use this instrument, and discuss the instrument's psychometric properties. Specifically discuss the following psychometric properties of the current version of the test: validity (such as content, predictive, concurrent, and construct), reliability (such as internal consistency, parallel forms, or test-retest), measure(s) of variance (such as range and standard deviation), and type of score used (such as raw, z-score, or t-score). Include the reliability and validity coefficients. Does the measure report cutoff scores only or is the confidence interval presented? What are the advantages and disadvantages for the method of reporting scores?
- B) Critique: This is a section in which you will critique the quality of information provided in the review(s) and explain why the information would or would not be sufficient to warrant a person's decision to adopt and use the assessment instrument. Discuss whether the test has good psychometric properties and why.

## 5. Clinical Report and Reflection Paper; Videotape Assignment: (25 points)

This assignment is intended to develop students' skills for administering and scoring tests and writing a clinically-based report of their findings. Using a casual acquaintance or stranger referred through a peer, students will conduct an **intake/psychosocial interview** and administer and score the **Self-Directed Search – Form R (SDS Form R)** Assessment. The interview should take **50 minutes** and must be **videotaped**. Do not exceed the 50-minute requirement. Create a structure prior to the interview to assist you in maintaining the time restriction. The less you know about the client the more professional the session tends to be. In addition, this will prevent you from skipping over questions you already may know the answers to. You do **not** need to videotape the administration of the SDS Form R.

Submit a written **clinical report** of the client's intake/psychosocial interview and assessment results. Observe guidelines for confidentiality at all times and obtain a signed **informed consent form** from the Cornell Counseling Clinic (client receives a copy). **Record your discussion of informed consent**. Write a one-page summary of two (2) Community Resources that may benefit this client.

Students will also submit a **reflection paper** about the intake and testing process and discuss their experience as "test administrator/counselor" (2 pages). The reflection should address your experience with the intake and administering/scoring of the test; your impression of the results; what you have learned about the test and/or the testing experience, and discuss your strengths and growth due to completing this assignment.

Please use APA style, cover, abstract, references, double-spaced, minimum 12 pages (includes 2 pages for reflection paper, 1 page summary of community resources, informed consent form). **Please make plans in advance for completing this assignment.**

**In order to receive full credit for this assignment, please submit to your professor (Hard Copy):**

- a. Videotape (Professor will evaluate videotapes using Counselor Competencies Scale)
- b. APA Style Paper
- c. Copy of the Intake Outline with areas you covered checked off.
- d. Signed Informed Consent Form
- e. Clinical Report of intake/psychosocial interview and assessment results
- f. One-page Summary of Community Resources
- g. Two-page Reflection paper

## 6. Final Exam Paper and Presentation (25 points)

This paper is to be completed and submitted to professor on assigned due date (Send one copy via email to professor and bring a Hard Copy to class), APA style (cover, abstract, references, double-spaced, minimum of 10 pages total). Students will give a presentation on this assignment in class.

- a. **The Client:** Select an imaginary client from poetry, fiction, cartoons, comic books, television, etc.
- b. **Psychosocial History Report:** Create a psychosocial history report of the client that thoroughly describes his or her medical/psychological, family/social, educational, vocational, and religious functioning, behavioral observations during the (fictitious) intake process, as well as any other information that is relevant to the case.
- c. **Clinical Hypothesis:** Identify two client features/issues that warrant assessment (i.e., these are the client's presenting concerns/reason for assessment). Describe how they are influencing the client's functioning and why it is important to administer a test for this area of functioning. (*Be sure that there is evidence in the client's psychosocial history to support the need for assessment.*)
- d. **Test Selection: Choose two tests from two different domains** (e.g., intelligence, achievement, clinical, career, etc...) that would be appropriate for this client based on the tests' features, subscales, and psychometric data. **Do not use the same test that you selected for Assignment #4.** *Be sure that you can find enough information about the tests you choose to enable you to respond to each of the bullet points below.*
- e. **Test Review:** Consult the *Mental Measurements Yearbook* (MMY) and at least **one professional article** (not a website) and **describe each test** in the format shown below (address all bullet points).
  - \* Test title and acronym:
  - \* Author and date:
  - \* Purpose of the test:
  - \* Professional qualifications for administration/interpretation:
  - \* Test administration formats:
  - \* Scoring formats:
  - \* Where to buy, components of the testing process, and cost:
  - \* Normative data: (Discuss whether this is appropriate for your client - why or why not?)
  - \* Validity and reliability: (types of studies; include your evaluation of the strength of the coefficient values)
  - \* Comparison: compare each of your tests with one other measure that assesses the same construct. Discuss the differences between the tests in two of the following areas. (*i.e., clearly justify why you chose your test over the comparative test.*)
    - a) validity/reliability
    - b) norms
    - c) cultural appropriateness
    - d) administration or scoring protocols
    - e) subscales
    - f) other relevant areas that you might want to address
  - \* Your opinion of the strengths and limitations of the test
  - \* Would you use this test as a future counselor and why
  - \* References page (MMY for both and one journal article per test).
- f. **Case Conceptualization and Treatment Plan:** Create a preliminary Treatment Plan for your client. Please address the following bullet points:
  - Presenting Problem
  - Goals (Long-Term)
  - Objectives (Short-Term)
  - Therapeutic Interventions

### **Presentation Requirements:**

Students will give a presentation on their Final Exam Paper (Assignment #6). The total time allotted for each presentation will be **15 minutes**. Due to the limited amount of time for presentations, you do not need to include time for Q&A.

There are NO specific requirements for the presentation style. You may choose to provide a PowerPoint Presentation, handout(s), show video clips, conduct an activity with the class, or none of the above. It's your choice!

Please make sure that you highlight all the bullet points required for the paper: **client information, psychosocial history, clinical hypothesis, tests selected and your opinions regarding the tests, case conceptualization and treatment plan**. Your presentation will be worth 5 points. The final exam paper is worth 20 points. See the "Final Exam Paper and Presentation Rubric" posted on Blackboard that will be used to help determine points for this assignment.

**7. In-Class Assignments, Attendance, and Participation: (5 points)** Your grade is based, in part, on participation and attendance. You must be present and engaged in class to earn these points and points for the in-class assignments. The latter cannot be made up if you miss class. In-class assignments will include individual and group work related to evaluating, selecting, taking, scoring, and interpreting assessments, as well as writing about your reactions to these experiences. You must bring the Assessment Packets to class each week. You must also bring any materials that are posted on Blackboard to class with you in order to complete some of these exercises. Please check Blackboard before class each week. Engaging in activities during class that are not related to class material, including individual conversations, cell phone use, computer use, etc., will influence your participation points. Missing more than one class will significantly impact your grade; missing more than two classes may result in a failing grade. Written documentation is required for excused absences. Exceptions to this will be considered on an individual basis and only for extenuating circumstances. In such cases, the students' previous class attendance and participation will be taken into consideration. If you know you will be late or absent from class, please notify Dr. Baldwin via text at (407) 921-2700 **prior** to the start of class. Please do not contact other students and request that they deliver a message on your behalf. If you are absent from class, it is your responsibility to get class notes, handouts, or other materials.

Total Possible Points:

Clinical Model of Assessment	10
Self-Directed Search Paper	15
Assessment Instrument and Review	20
Clinical Report and Reflection Paper	25
Final Exam Paper and Presentation	25
<u>Attendance/Participation</u>	<u>5</u>
Total	100

**Extra Credit (FARS/CFARS): 5 possible points**

**Method of Evaluation and Grading** – Final grades will be based on a point accumulation basis. Students may earn points via exams, class presentations and projects, class participation, and/or other assignments. Points will be converted into a percentage score. Your Final Grade can only be rounded up greater than or equal to .5. Hence a 93.5 will earn a grade of "A" and a 93.4% will earn a grade of "A-". Grades will be assigned as follows:

A	= 94-100% of total points	B-	= 80-83% of total points
A-	= 90-93% of total points	C+	= 77-79% of total points
B+	= 87-89% of total points	C	= 74-76% of total points
B	= 84-86% of total points	C-	= 70-73% of total points

## Class Attendance/Participation/Evaluation:

Graduate students are training to be professional helpers responsible for the welfare of counseling clients. Attendance and participation in courses is required to evaluate the readiness and preparedness of each student to enter the profession. Success in this graduate program requires students to be fully present academically, physically, personally, and interpersonally during all learning experiences.

Attendance and participation constitute a portion of your final grade. Attendance means arriving for class on time and staying for the duration of the class. Participation means preparing for class by reading required texts/materials and engaging in class discussion.

The instructor will not make judgments or decisions regarding “allowing” student absences and will not evaluate which reasons are acceptable to qualify as an excused absence. If a student does not attend class, he/she cannot earn the participation points for that class meeting or for activities that occur during the missed class. **A student who misses two or more classes will be subject to action by the professor, which includes, but is not limited to:**

- Recommendation to withdraw from the class.
- Requiring additional assignments(s) to complete the class.
- Reduction in the final grade per the percentage allotted to attendance and participation.
- Any other action deemed appropriate by the professor in consultation with the full faculty.

Your final grade will be lowered one half of a letter grade for every absence, and one letter grade for two or more absences. Arriving late to or departing early from a working group on the part of one person disrupts the flow of learning for the professor and other students. As a result, chronic tardiness will result in the lowering of a final grade (2 equal 1 absence). Class will start on time and time agreements for class breaks will be honored. Breaks during class meetings are at the discretion of the professor and may range from 2-15 minutes scheduled at times that the professor determines within the individual class session. Please return promptly from breaks. Not all assigned readings will be reviewed in class; students are responsible for asking questions about material they do not understand.

**Penalty for late work:** Students will forfeit a half a letter grade when an assignment is turned in beyond the announced class deadline (beginning of class on the due date). This half a letter grade reduction will continue for each day beyond the deadline.

**Class Participation is accounted for in appropriate professional participation in all of the following:**

- Attendance at all class meeting times
- Completing all assigned readings prior to class
- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis of the topic forward;
- Builds on the comments and contributions of other peer colleagues;
- Transcends the “my opinion” syndrome; i.e., your contribution includes evidence (when appropriate), rationale, and reflective thinking.
- Participation in all in-class assignments and graded activities
- Any additional homework assignments
- Participation in all parts of class role-plays to further the experiential component of the course
- Appropriate professional participation in all of the above criteria



- Professional participation includes students refraining from engaging in non-class related activities (e.g., sleeping in class, working on their laptop or phone, side conversations, working on material not related to course content, etc.). If this behavior is witnessed by the professor, **it will not be brought to the student's attention**. The student will find a reduction in their overall semester grade. The number of points will be at the discretion of the professor.

*Students who rarely or never participate in class discussions or activities will receive a grade reduction despite attendance.*

**Attendance Notification Policies:** Advance notification of anticipated absences is expected (phone call or e-mail) out of courtesy to the instructor and class peers. In the event of an unanticipated emergency or illness, students are responsible for notifying the instructor at the earliest opportunity. Students are responsible for the content of all assignments, lectures, announcements, and class discussions even when not present. Make-up tests or extra credit will not be given. If you have a conflict with an exam date, speak with the instructor at least seven days in advance.

### ***Course Policies and Expectations of Graduate Students***

*This is the "fine print" for which you are fully responsible for knowing and following.  
Please read this section of the syllabus carefully!*

#### **Academic and Professional Integrity**

By accepting this syllabus, you pledge to uphold the principles of Academic Honesty and student conduct guidelines published in *the Rollins College Graduate Studies Catalog*, and the policies published in the current edition of the *Graduate Studies in Counseling Student Handbook* (both available online on the Rollins Graduate Counseling website. You also agree to abide by the current version of the *American Counseling Association Ethics Code* (available at [www.counseling.org](http://www.counseling.org)). Students who are unable to perform in a reliable, competent, and ethical manner, or exhibits performance that results in being terminated by and internship or other field site, will necessitate a review by the faculty and may result in student remediation, suspension, or dismissal from the Graduate Studies in Counseling program.

Please consult the documents named above to refresh your understanding of the expectations, policies, and procedures required of students throughout their enrollment in the graduate counseling program. Students will be held to these published standards and failure to fulfill these standards may be grounds for remediation and/or dismissal from the Graduate Studies program.

#### **Academic Honesty and Professional Conduct**

**The Philosophy of the Rollins Academic Honor Code:** Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

**The Honor Pledge:** Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. The Rollins College Academic Honor Code is consistent, in philosophy, with the Code of Ethics of the American Counseling Association as well as other expectations of the profession. Therefore, as a student of Rollins College, graduate students are expected to show their commitment to these virtues by abstaining from any lying, cheating, or plagiarism in their academic endeavors and by behaving responsibly, respectfully and honorably in their social life and in relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the all work, including papers, quizzes, exams, etc., the handwritten signed statement:

***On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.***

All material submitted electronically or in paper form should contain the pledge followed by the student's name. Submission implies signing the pledge.

**Respect for Individual Differences** – The Graduate Studies in Counseling program faculty endorses a learning climate that represents diversity and individual differences and encourages the open-minded exploration of distinctions among individuals. Students in the program are not expected to think the same way, but are expected to be accepting of differences and strive to understand how other peoples' perspectives, behaviors, and world views are different from their own. Students' ability to maintain an open mind and respectfully discuss and understand the values and opinions of others is a reflection of personal development and professionalism as a counselor. No person will be treated differently by faculty or student colleagues with regard to race, gender expression, color, national origin, ancestry, religion, sex, age, sexual orientation, marital and/or parental status, citizenship, military status, religion, political beliefs, height, weight, and/or mental or physical ability.

**Self-Disclosure Expectations and Guidelines** – During this and most courses in the Graduate Counseling program you will be asked to share thoughts and feelings that are personal in nature with your peer colleagues as part of a learning activity. Please remember that you are in charge of what you choose to disclose. Willingness to share concerns, reactions, fears and doubts will, most likely, assist you in gaining insight necessary to further your personal and professional development. AND, please remember that you do not have to share any information that you choose not to reveal. Generally, professors consider confidential any information that you disclose within your journals and papers or in private conversations; however, they may consult with other faculty if there are concerns about ethical, personal safety or functioning, or professional standards.

**Confidentiality** – To protect the confidentiality of clients, any case material discussed in class will be presented anonymously (without identifying information) to protect the right to privacy and maintain ethical and legal confidentiality standards. To provide a safe learning environment and create safety for student peers, guests, and professors in the class, personal information and/or reactions shared in class should be considered as confidential as client information and respected accordingly. Interns will maintain strict confidentiality according the *ACA Code of Ethics* (2014) by refraining from discussing case material and the personal information of others outside of class.

**Professionalism and Classroom Civility** – Graduate students are expected to observe a level of professional conduct in the classroom reflective of practicing mental health professionals. This extends to the use of technology when it impedes the learning process.

**Talking to or interrupting other students:** Students are expected to refrain from talking while attention is expected for lecture instruction or student presentations.

***Students failing to act professionally will be asked to leave the class. Your final grade will reflect an unarranged absence penalty described above in the Attendance and Participation Policy section.***

*Please abide by the attire policy described in the student handbook. If you are unsure of your attire, please consult with a core faculty member to assure that you are meeting expectations.*

**Professional Association Membership** – All students are required to maintain membership in the American Counseling Association throughout their enrollment in the graduate program. The emphasis in the Rollins College Counseling program is that each student is a professional who is committed to the profession of counseling. Membership in ACA also includes professional liability insurance coverage, which provides

protection to you and the clientele with whom you come in contact during external course assignments, pre-practicum, practicum and internship.

**Incomplete Policy** – Students that are unable to complete course requirements within the time limitations of this semester are responsible for initiating and proposing an arrangement for completing requirements with the professor prior to the end of this term in order to avoid failing this course. The plan for completion must be agreed upon by the professor and must be submitted in writing identifying a date when work will be completed. If the incomplete is not resolved by the end of the following semester, the incomplete grade will convert to an “F.”

### **Technology Policies**

***E-mail*** – All e-mail communication and dissemination of information from the professor will be via the Rollins e-mail account. This is the official means of communication used by Rollins College. Students are responsible for all information sent to their Rollins e-mail account. Students are also requested to communicate with faculty and staff using their Rollins email account to avoid losing important communications to SPAM filters. If you have problems, contact the IT Help Desk at 407-628-6363.

***Blackboard*** – This course instruction is accompanied by the online “Blackboard” system. Students are responsible for checking Blackboard for information, assignments, reporting forms, reading materials, course updates and other information and resources ***prior to class***.

***Laptop Computers*** – Use of laptop computers in class is at the discretion of the professor and is only permitted for note taking or other class-related activities unless prior arrangements have been made with the professor. Please do not use laptops for any other reasons. Non-class use is distracting to others. Students found using laptops for other purposes, such as e-mailing, web-surfing, working on assignments, will not be permitted to use technology in class. If a student uses any electronic device not authorized as part of the classroom activity, they will be warned to turn off the device. Second offenses will result in loss of participation points without warning.

***Other Technology Devices*** – Out of respect for the professor and your classmates, do not use cell phones or any other portable communications devices during class. Please silence or turn cell phones off to avoid disrupting others. There are times when emergencies arise and communication with family or others is necessary. In those events, please inform the professor prior to class and make provisions to leave the classroom when the situation arises. Emergency calls may be taken outside the class but frequent call interruptions will not be tolerated. If the vibrate setting becomes a nuisance, you will be asked to turn it off completely. Texting in class is unacceptable.

**Professional Paper Formatting** – All papers are required to be submitted in the formatting style detailed in the most recent edition of the *Publication Manual of the American Psychological Association*. This includes an appropriately formatted title page, abstract, headers, heading levels, citations, and reference pages. Points will be deducted from the grade if this style format is not followed. Students should assume that these formatting components are expected for each and every assignment unless stated otherwise in the syllabus.

**Use of Student Work**: Copies of student work in this course, including copies of any submitted papers or other written work, may be kept on file for institutional research, assessment, and accreditation purposes. All work used for these purposes will be submitted anonymously as example of aggregate data.

**Students with Disabilities** -- Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the

Disability Services Office at (box 2764) 1000 Holt Ave., Winter Park, FL, 32789 or email or call the Director of Disability Services, Grace Moskola at 407-975-6463, [gmoskola@rollins.edu](mailto:gmoskola@rollins.edu).

**Instructor Availability** – If, at anytime, you wish to discuss class-related concerns, particularly those may affect your performance in this course, please do not hesitate to contact me. Sometimes students are emotionally impacted by class experiences. Please feel free to consult with me along the way if you need further clarification or to process your experiences. I am very willing to set up an appointment with you at a time outside my posted office hours. Please don't wait until it is too late to help make this course a successful and rewarding learning experience for you. Your suggestions and ideas are always welcome, both during class and outside of class. The best way to contact Dr. Baldwin is via her Rollins email address or via text at (407) 921-2700. If communication is urgent please send a text or leave a voicemail message at (407) 921-2700. Thank you.

**Course And Instructor Evaluation** – At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process.

The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student's comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams.

Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.

Final Grades may be reduced for not following the above "Policies and Procedures".

***The instructor reserves the right to modify the schedule and grading policy as needed.***

The following rubric will be used to help determine attendance/participation points.

<b>PROFESSIONALISM</b>	<b>5</b>	<b>4 - 3</b>	<b>2 -1</b>	<b>0</b>
<b>Attendance and Promptness</b>	Student is always prompt and attends all classes.	Student is tardy once every four classes and attends all classes.	Student is tardy once every three classes and has missed a class.	Student is tardy once every two classes and has missed a class.
<b>Level of Engagement in Class Discussions</b>	Student proactively contributes to class offering unique perspectives, and asks relevant questions more than once per class.	Student contributes to class by offering ideas, and asking relevant questions once per class.	Student rarely contributes to class by offering ideas and asking questions. Focusing on personal technology or other work occasionally distracts student.	Student never contributes to class or asks questions unless prompted to engage. Focusing on personal technology or other work often distracts student.
<b>Level of Engagement while working in Small Groups</b>	Student always works effectively with classmates, stays focused on assigned task, and contributes positively.	Student usually works effectively with classmates in small groups and contributes to the discussion.	Student rarely contributes to small group discussions, or often distracts the group from the assigned task.	Student never contributes to group discussions or routinely engages in behaviors that distract from the assignment.
<b>Listening Skills</b>	Student listens attentively when others speak, both in groups and in class, and incorporates or builds upon the ideas of others.	Student listens when others speak both in groups and in class.	Student does not listen or is inattentive when others speak both in groups and in class.	Student does not listen or is not attentive when others speak, both in groups and in class; interrupts others.
<b>Behavior</b>	Student always displays professional behavior in class that contributes to the learning process of self and others.	Student usually displays professional behavior in class that contributes to the learning process of self and others.	Student occasionally displays distracting, disruptive, or unprofessional behavior behaviors in class that interrupt the learning process.	Student frequently displays distracting, disruptive, or unprofessional behavior behaviors in class that interrupt the learning process.
<b>Preparation</b>	Student is always prepared for class with assignments, completed readings, and required class materials.	Student is usually prepared for class with assignments, completed readings, and required class materials.	Student is rarely prepared for class with assignments, completed readings, and required class materials.	Student is almost never prepared for class with assignments, completed readings, and required class materials.

The following questions may be useful to consider when developing your presentations:

**Presentation Evaluation Questions:**

1.	Introduction: Did the introduction capture the audience's interest? Was necessary background information given? Was a clear purpose conveyed?
2.	Organization: Was there a clear organization? Were transitions between sections clear and effective? Did the organization lead to a clear conclusion?
3.	Content: Did the speaker support his or her points? Was the supporting material relevant, up to date?
4.	Visual Aids: Were visual aids used effectively and appropriately, carefully prepared?
5.	Conclusion: Were key points reinforced? Was a sense of closure provided? If appropriate, was a course of action proposed?
6.	Delivery: Was the speaker natural, enthusiastic? Did he or she speak clearly? Were appropriate gestures, posture, expressions used?
7.	Discussion: Were any questions from the audience answered accurately, clearly, effectively?

The following rubric will be used to help determine grades for writing style:

**Writing Style Rubric**

	Poor	Good	Excellent
I Demonstrated Reasoning and Related Abilities:	1. Paper frequently lacks organization and logical flow. Topic generally underdeveloped. 2. Assertions and inferences are frequently unsupported by appropriate documentation. 3. Ideas are frequently presented without attention to synthesis or critical analysis. 4. Paper contains many examples of fallacious statements or reasoning.	1. Organization and logical flow of paper are readily apparent. The topic is adequately developed. 2. Assertions and inferences are usually supported by appropriate documentation. 3. Effort is made to synthesize and critically analyze ideas from diverse sources. 4. Paper contains few examples of fallacious statements or reasoning.	1. The paper is logical, orderly, and internally consistent. Well-developed topic. 2. Assertions and inferences are consistently supported by appropriate documentation. 3. Ideas are well synthesized and critically analyzed from diverse sources. 4. Paper is basically free of fallacious statements and reasoning.
II Content, Demonstrated Knowledge of Topic, and Focus of the Paper:	1. Unclear main idea that is insufficiently limited in scope. 2. The purpose or direction of paper is not reasonably discernible. 3. Inadequate references, that is, either the references are too few or the references are too loosely associated	1. Clear or clearly implicit main idea and reasonably limited topic. 2. The purpose and direction of paper is reasonably discernible. 3. Most references are related to the content of the paper and are adequate in number. 4. The majority of references are from respected scholarly	1. Very clear and effectively limited and manageable topic. 2. The purpose and direction of the paper is highly discernible. 3. References are specific to the content of the paper in breadth, depth and currency. The number of references far exceeds the minimally

	<p>to specific topic of the paper, or both.</p> <p>4. References include several unacceptable sources, i.e., dictionary, Wikipedia, etc.</p> <p>Demonstrates lack of in-depth investigation into chosen topic.</p> <p>5. Heavy reliance on quotations or paraphrasing, providing “fill” material.</p> <p>6. Writer fails to demonstrate an integrated and adequate comprehension of the topic and related material.</p> <p>7. Topic is not sufficiently expanded and results in unacceptable repetition. Ideas are underdeveloped.</p>	<p>sources and demonstrates a reasonable amount of investigation into the chosen topic.</p> <p>5. Original writing supported with occasional pertinent quotations, paraphrasing.</p> <p>6. Writer adequately demonstrates an integrated and sophisticated comprehension of the topic and related material.</p> <p>7. Topic is adequately expanded although some needless repetition is noted. Ideas are adequately developed.</p>	<p>acceptable number.</p> <p>4. References are from respected scholarly sources and demonstrate a rigorous investigation into the chosen topic.</p> <p>5. Limited quotations and paraphrasing, extremely well integrated with original writing.</p> <p>6. Writer demonstrates a highly integrated and sophisticated comprehension of the topic and related material.</p> <p>7. Topic is sufficiently expanded to avoid repetition of ideas. Ideas are developed in a specific and pertinent fashion.</p>
III Communication Skills and Technical Language Usage:	<p>1. Writing is “choppy” with many awkward phrases and/or paragraphs. Many sentences and paragraphs do not relate to each other. Transitions are frequently abrupt or lacking.</p> <p>2. Grammatical errors substantially detract from the document and limit readability.</p> <p>3. Lack of awareness of target audience. A scholarly writing style is generally not employed.</p> <p>4. Selects lay terminology when technical terminology is called for.</p>	<p>1. Writing is generally flows well with some awkward phrases and/or paragraphs. Sentences and paragraphs usually relate to each other, though transitions are occasionally abrupt or lacking.</p> <p>2. Grammatical errors are minimal and do not detract substantially from the clarity of the paper or “readability.”</p> <p>3. Demonstrates awareness of target audience and attempts to write in a scholarly style, although some insufficiencies are apparent.</p> <p>4. Generally makes the appropriate selection of technical language.</p>	<p>1. Writing consistently flows well with few awkward phrases and paragraphs. Sentences and paragraphs consistently relate to each other and are well developed. Transitions are consistently smooth.</p> <p>2. Document is relatively free of grammatical errors and do not detract from readability.</p> <p>3. Demonstrates keen awareness of target audience and writes in a scholarly style.</p> <p>4. Consistently makes the appropriate selection of technical language.</p>
IV Mechanics: (spelling, typos, punctuation).	<p>1. Errors in spelling, punctuation and/or typos are numerous throughout the document.</p>	<p>1. Errors in spelling and punctuation are minimal as are typos.</p>	<p>1. The document is basically free of spelling and punctuation errors, and typos.</p>
V APA Format:	<p>1. Most features of APA style are incorrect.</p>	<p>1. Several features of APA style are incorrect.</p>	<p>1. APA style is employed in a reasonably proficient manner.</p>

			<ul style="list-style-type: none"> <li>- Title Page conforms to APA style.</li> <li>- Abstract Page conforms to APA style.</li> <li>- All quoted citations formatted correctly.</li> <li>- All citations are referenced.</li> <li>- All references are formatted correctly.</li> <li>- Double spaced without extra spaces.</li> <li>- Correct use of headings</li> <li>- Avoids passive voice and first person.</li> </ul>
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### SPRING 2016, CPY 565: Schedule of Classes and Assignments

Class #	Date	Content	Due Dates
1	1/25	Introduction and overview of course requirements Assessment Packet Review Discussion: Assessment Instrument/Review Critiques  MBTI and Administration <b>HOMEWORK: Students to complete MBTI at home and bring results to class next week.</b>	
2	2/01	Chapter 10: Appraisal of Personality  Exercise: Myers-Briggs Type Indicator (MBTI)	<b>Due: Bring MBTI and results to class.</b>
3	2/08	Chapter 1: Assessment in Counseling Chapter 6: Initial Assessment in Counseling  Informed Consent, Mental Status Exams, Checklists, Rating Scales Exercise: The Symptom Checklist-90-R (SCL-90-R)	<b>Due: Extra Credit FARS/CFARS. (Assignment #1)</b>
4	2/15	Chapter 12: Assessment and Diagnosis (Case Conceptualization) Chapter 14: Ethical and Legal Issues in Assessment <i>ACA Code of Ethics (2014)</i>  Exercise: Clinical Model of Assessment Role-play	<b>Due: Submit two choices of Assessment Instruments for Critique. (This is for Assignment #4)</b>
5	2/22	Chapter 9: Assessment in Career Counseling  Exercise: Self-Directed Search – Form R	<b>Due: Clinical Model of Assessment Reflection Paper. (Assignment #2)</b>  Finalized: Assignments for Assessment Instruments for Critique
6	2/29	Spring Break – No Class (February 29 <sup>th</sup> – March 4 <sup>th</sup> )	
7	3/07	Chapter 2: Basic Assessment Principles Chapter 3: Reliability Chapter 4: Validity and Item Analysis  Exercise: Beck Depression Inventory II (BDI-II)	<b>Due: Self-Directed Search Paper. (Assignment #3)</b>
8	3/14	Chapter 5: Selecting, Administering, Scoring, and Communicating Assessment Results  Exercise: Developing Intake for Assignment #5 Exercise: Suicide Probability Scale (SPS)	
9	3/21	Chapter 13: Using Assessment in Counseling  Clinical Reports; Treatment Planning	

		<p><b>Discuss “client” for Assignment #6. Students will be asked to identify their client choice.</b></p> <p><b>Bring to class: <i>The complete adult psychotherapy treatment planner</i> (5th ed.)</b></p>	
10	3/28	<p>Chapter 11: Assessment in Marriage and Family Counseling Chapter 15: Issues Related to Assessment with Diverse Populations Chapter 16: Technological Applications and Future Trends</p> <p>Exercise: Substance Abuse Subtle Screening Inventory – 3<sup>rd</sup> Edition (SASSI-3) Exercise: Treatment Planning</p> <p><b>Bring to class: <i>The complete adult psychotherapy treatment planner</i> (5th ed.)</b></p>	
11	4/04	<p>Class Discussion on Assessment Instruments/Critiques</p> <p>Exercise: Beck Anxiety Inventory (BAI) Exercise: Treatment Planning (Create a client, presenting problem, and a treatment plan based on your assessment instrument or BAI.)</p> <p><b>Bring to class: <i>The complete adult psychotherapy treatment planner</i> (5th ed.)</b></p>	<p><b>Due: Assessment Instrument and Review Critique. Bring hard copy to class and also submit via email. (Assignment #4)</b></p>
12	4/11	<p>Chapter 7: Intelligence and General Ability Testing Chapter 8: Assessing Achievement and Aptitude: Applications for Counseling</p> <p>Exercise: Kaufman Brief Intelligence Test, 2<sup>nd</sup> Edition (KBIT-2)</p>	
13	4/18	<b>Class Discussion on Clinical Report/Reflection Papers</b>	<p><b>Due: Clinical Report and Reflection Paper and Videotape. (Assignment #5)</b></p>
14	4/25	<b>Final Exam Presentations</b>	<p><b>Due: Final Exam Paper. (Assignment #6)</b></p>
15	5/02	<b>Final Class - Final Exam Presentations</b>	

***This schedule is subject to change at the instructor's discretion.***

***You will be notified in class or via email as soon as changes are made.***