

**Course Syllabus**  
**COUN 5368**  
**Assessment Techniques in Counseling**  
**Semester Spring 2021**

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*This syllabus is subject to change, and if so, you will be provided an update.*

**COURSE INFORMATION****Course Title:** Assessment Techniques in Counseling**Course Number/Section:** COUN 5368.001**Course Format & Time:** Online asynchronous format**INSTRUCTOR INFORMATION****Instructor:** Elizabeth (Liz) Ener, Ph.D., LPC-S (TX), RPT-S**Phone:** \*\*Will be provided at start of course**Email:** [eeener@uttyler.edu](mailto:eeener@uttyler.edu) (The best way to contact me is through CANVAS Message)**Office Hours:** By appointment only; meetings will be held virtually

Welcome to Assessment! I approach this course with the assumption that it is not my class, but our class. It is my intent to make this course informative, challenging, worthwhile, and useful to your future work with clients. However, each person shares responsibility for contributing to the class as a whole. My primary objective is that we all learn from each other, as I believe we are all impacted by the presence of each other. As your instructor, I assume the responsibility for structuring both didactic and applied learning opportunities and for providing some of the conditions that allow or encourage your growth as a counselor in training.

The degree to which you perceive this experience as enhancing your personal and professional growth will largely be a function of your own goals for this experience and the responsibility and initiative you assume for implementing your choice of goals. I look forward to our time together this semester and I hope you will look back on it as a truly valuable experience in your development as a counseling professional.

**COURSE CATALOG DESCRIPTION**

Examines the principles of educational, psychological, and vocational assessment in a counseling context, including concepts necessary for the selection, administration, scoring and interpretation of individual and group tests.

**COURSE PREREQUISITES**

No course prerequisites are required for this course.

**RATIONALE**

Assessment is an essential part of counseling. Counselors regularly assess their clients through informal information-gathering, standardized testing, and as part of the diagnostic process. To effectively select, administer, and interpret formal and informal instruments, counselors must understand both ethical and cultural factors and fundamental concepts of reliability, validity, and applicability.

**COURSE DELIVERY METHOD**

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to CANVAS online learning management system will be made available to each student. Students should respond to Discussion Post questions by Sunday of the week as noted. Assignments are due by Sunday evening of the week as noted in the course schedule and should be submitted on or prior to the designate due dates through CANVAS.

**METHODS OF INSTRUCTION**

This course is taught through pre-recorded lectures, handouts, assigned text, outside reading, homework, videos, on-line based discussion and experiential learning. Students will need access to CANVAS through a personal computer. Students will work individually to decipher and complete inquiry-based learning. A contract exists between instructor and student in that students must agree to ask questions when concepts are unclear so that

the instructor receives appropriate feedback about need for further clarification. Course grade is based heavily on mid-term exam, final exam, and testing project. Instructor will be available throughout the course through email, individual appointment via Zoom, and office phone when needed to answer any questions; students are encouraged to seek information first by a thorough reading of this syllabus in its entirety. Instructor cell phone number is available for emergency contact.

### LEARNING OBJECTIVES

Students will describe, explain, discuss, and competently apply the use of assessment methods in counseling, including individual appraisal and diagnosis of emotional and psychological disorders in accordance with standards from the Council for the Accreditation of Counseling and Related Educational Programs and the State of Texas.

### PROFICIENCIES FOR COUNSELORS

Proficiencies that counselors-in-training must master are derived from two sources: the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the State of Texas, including the Texas Administrative Code (TAC) and the Texas Education Code (TEC).

2016 CACREP STANDARDS ADDRESSED	
Standard	Outcome
<b>Professional Counseling Orientation and Ethical Practice</b>	
2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Midterm Exam, Final Exam, Participation/Discussions Posts
<b>Assessment and Testing</b>	
2.F.7.a. historical perspectives concerning the nature and meaning of assessment and testing in counseling	Midterm Exam, Final Exam, Participation/Discussion Posts
2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings	Midterm Exam, Final Exam, Group Case Study Project, Participation/Discussion Posts
2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Midterm Exam, Final Exam, Participation/Discussion Posts
2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse	Midterm Exam, Final Exam, Participation/Discussion Posts
2.F.7.e. use of assessments for diagnostic and intervention planning purposes	Midterm Exam, Final Exam, Group Case Study Project Participation/Discussion Posts
2.F.7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Midterm Exam, Final Exam, Standardized Instrument Critique
2.F.7.h. reliability and validity in the use of assessments	Midterm Exam, Final Exam, Standardized Instrument Critique
2.F.7.i. use of assessments relevant to academic/educational, career, personal, and social development	Midterm Exam, Final Exam, Participation/Discussion Posts
2.F.7.j. use of environmental assessments and systematic behavioral observations	Midterm Exam, Final Exam, Participation/Discussion Posts
2.F.7.k. use of symptom checklists, and personality and psychological testing	Midterm Exam, Final Exam, Participation/Discussion Posts, Group Case Study Project
2.F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders	Midterm Exam, Final Exam, Participation/Discussion Posts, Group Case Study Project
2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	Midterm Exam, Final Exam, Participation/Discussion Posts, Group Case Study Project
<b>Clinical Mental Health Counseling</b>	
5.C.1.e. psychological tests and assessments specific to clinical mental health counseling	Midterm Exam, Final Exam, Participation/Discussions Posts, Standardized Instrument Critique, Group Case Study Project
5.C.2.j. cultural factors relevant to clinical mental health counseling	Midterm Exam, Final Exam, Participation/Discussions Posts, Group Case Study Project
5.C.2.l. legal and ethical considerations specific to clinical mental health counseling	Midterm Exam, Final Exam, Participation/Discussions Posts, Group Case Study Project

Texas Administrative Code: Texas State Board of Examiners of Professional Counselors (TAC, Title 22, §681.83 Academic Requirements for Licensure)	
(a) An applicant must complete at least one course in each of the following areas: (3) appraisal or assessment techniques - the principles, concepts, and procedures of systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics, which may include the use of both non-testing approaches and test instruments;	Midterm Exam, Final Exam, Participation/Discussions, Group Case Study Project
Texas Administrative Code: State Board for Educator Certification: School Counselor Certification (TAC, Title 19, §239.15 Standards Required for School Counselor Certificate)	
b.5 assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;	Midterm Exam, Final Exam, Participation/Discussions, Group Case Study Project
c. 7 participate in the selection, use, and interpretation of assessments and assessment results;	Midterm Exam, Final Exam, Participation/Discussions, Standardized Instrument Critique Group Case Study Project
Texas Education Code: State Board for Educator Certification: Service Program and Extracurriculars (TEC, Title 19, §33.006, School Counselor and Counseling Programs)	
b. The school counselor shall: (5) with the assistance of school staff, interpret standardized test results and other assessment data that help a student make educational and career plans;	Midterm Exam, Final Exam, Participation/Discussions, Group Case Study Project

### REQUIRED TEXTS & READINGS

Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5th ed.). Belmont, CA: Cengage.

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

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Required Readings as Assigned

NOTE: A student at UT Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

### COURSE ASSIGNMENTS

**Midterm (250 points) and Comprehensive Final Exam (300 points) = 550 points maximum**

***This assignment assesses CACREP standards II.G.4f, II.G.7a, b, c, d, e, f, and CMH: III.G2, K4.***

The exams will be multiple choice, matching, true-false, short answer, and/or essay and will cover the textbook, lectures, power points, articles, handouts, test instruments and any guest speakers. Statistical problems or test profile interpretation may be included in exams. Although some chapters may be covered briefly in class, students are responsible for all content of the course text. The test format is similar to the state board examination. No exams will be given early; make-ups scheduled at the discretion and convenience of instructor according to university policy.

The midterm and final exams will be taken within CANVAS via Respondus LockDown Browser + Webcam; you must have access to a laptop or portable device that is compatible with this browser. Please connect with the UT Tyler Canvas Support for questions regarding this platform. More information regarding the format of the exams will be provided during the semester and leading up to the exams.

**Standardized Instrument Critique = 100 points**

***This assignment assesses CACREP standards II.G.7b, d, e, f; CMH: III.H1, K4***

The purpose of this assignment is to give students experience in evaluating assessment instruments. Students will provide copies of their critiques for all class members and the instructor by posting their completed critique to the

posted discussion topic in CANVAS by the due date designated in the course outline. The choice of the test/instrument/assessment must be preapproved by the instructor and must pertain to your specific training emphasis, clinical mental health counseling. There is to be no duplication among students, thus the student should not wait until the last minute to make their choice. The critique must be written in APA style (6th ed.) in regards to style of writing and reference citations. **The critique itself must be completed in 4 pages or less (not including cover/reference pages).**

If you go to <http://aarc-counseling.org/test-reviews> you will see many examples of this type of critique. See Appendices for an outline for this assignment and grading rubric. Make sure to utilize complete sentences and appropriate use of grammar/punctuation. Students will be expected to propose a specific idea for a test to review early in the semester to avoid overlap.

Students can choose to complete this assignment individually or with a group of 3 members or less; should students desire to complete assignment with a group, they may choose their own group members and inform instructor at the same time instruments are selected for critique.

### **Group Case Project (150 points)**

***This assignment assesses CACREP standards II.G.7b, e, g; CMH: III.G2, G4, H2; and SCH: III.H1, H3.***

Students will review documents/video on assigned case study outside of class. The peer groups and cases will be assigned by the instructor. Students should read and interpret provided evaluation results (cognitive, achievement, personality, social, emotional, behavioral, historical data) on the assigned case. Students will create a comprehensive treatment plan that includes: 1) Reason for presenting to treatment, 2) Summary of client background (family history, academic/employment history, prior counseling...etc.), 3) Conceptualization of current functioning/summary of diagnostic impressions, 4) Fitting DSM-5 diagnosis (with evidentiary support), 5) Targeted treatment options with identified treatment goals, including additional recommendations. Students will present case project, including all core components to the class; as a part of this presentation, students will also address on ethical considerations inherent within the case studies. **Credit for this assignment is based on completion and accuracy of the entire assignment.** You will be required to submit the comprehensive and completed treatment plan via CANVAS. Refer to Appendices for grading rubric for project.

\*Additional information will be provided in class\*

### **Brendan Dassey Assignment = 50 points maximum**

***This assignment assesses CACREP standards II.F.7.m. & II.F.7.l.***

Students will review documents/video on Brendan Dassey, which information on accessing the documents/video can be found on CANVAS; students must complete a short quiz that will be posted to CANVAS as well as participate in a discussion regarding the reviewed materials. In particular, students should read and critique his psychological evaluation/diagnosis, reflect additional appropriate diagnoses that might be fitting, reflect in the quality of the interrogation, participate in on-going discussions by responding to a minimum of 2 peers' posts regarding his assessment and diagnosis (these will be assigned via CANVAS), reflect on ethical considerations inherent in working with clients and post on BRENDAN DASSEY CANVAS Discussion thread for credit. Additionally, within the discussion thread students are expected to indicate their position in regards to Dassey's guilt/innocence with appropriate evidentiary support. Students must respond in a timely manner to posted questions to earn maximum points as determined by discussion rubric and is due by the date designated on the course schedule. CANVAS will assign the peer reviews following student's original submissions. Refer to Appendices for grading rubric.

### **Class Participation, Demeanor & Engagement (150 points)**

While this course is online based, my hope is that this will be an interactive class. Therefore, active attention and participation is required throughout. You can demonstrate your participation by your contribution to online class discussions (both initial posts and follow-up responses) when directed to do so via lectures and/or assignments (Dassey), completion of pre-lecture quizzes, evidence of keeping up with assigned readings, providing quality peer feedback when instructed and overall effort. All assigned discussion posts/reflections are expected to be posted by Sunday at 11:59pm CST (ie., our first class runs from 1/11/20 to 1/17/20—should we have a discussion post

assigned, you will be expected to complete the post for that week by Sunday, 1/17/20, at 11:59pm CST). Weekly directives in regards to these discussions/posts will be provided to you within class modules/lectures.

Participation points will be awarded through self-evaluation and scoring for a maximum of 50 points, and instructor will award points using the same rubric for a maximum of 100 points for a combined total of 150 points maximum—you will be required to provide a rationale with evidentiary support in regards to your self evaluation ratings. Refer to Appendices for grading rubric; students will submit their self-evaluation through CANVAS.

**Punctuality.** Ensure all assignments are submitted on or prior to the designated due date; including discussion posts that appropriately address the forum questions indicated in the course schedule.

**Class Participation & Professionalism.** You are expected to be fully engaged in the topic of assessment, invested in your own learning and the learning of others, and eager to participate through the online platform. Concretely, engagement means:

- Reading required materials & being prepared to work
- Demonstrating knowledge of reading assignment material through discussion posts and assignments
- Actively taking part in class activities, regardless of the online format
- Interacting well with peers through our online platform
- Showing respect and courtesy toward peers & instructor
- Exhibiting a professional demeanor
- Actively engaging in learning opportunities
- Demonstrating critical thinking
- Exhibiting growth in content knowledge and skills
- Contributing to a professional climate

### COURSE GRADING STRUCTURE

During the semester you will have opportunities to earn up to 350 points for your final grade. Grading is on the following scale: 100%-90% = A; 89%-80% = B; 79%-70% = C; 69% or less = F. You must receive an A or B to receive credit for passing this course.

Task/Assignment	Possible Points	% of Grade	Grade Scale	
Participation, Demeanor, & Engagement	150	15%	A	90% - 100%
Midterm Exam	250	25 %	B	80 – 89.99 %
Standardized Instrument Critique	100	10%	C	70-79.99 %
Group Case Study Project	150	15%	F	<69.99%
Comprehensive Final Exam	300	30%	(Failure, any C or below)	
Brendan Dassey Assignment	50	5%		
<b>TOTAL POINTS POSSIBLE</b>	<b>1000</b>	100%		

### COURSE POLICIES

**Diversity.** Case studies and other examples inherent in this course will approach counseling from a cultural perspective. This course examines many sensitive areas. Because our student population is very diverse, sensitivity to gender/race/age/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

**Course Assignments and Professional Performance.** All assignments must be submitted to earn a grade of A in this course. This course is designed to help counseling students learn the foundational components related to assessment and appraisal for the purposes of treatment planning and diagnosis. Although there are a number of assignments in this course that make up your final grade, there is also a large competency aspect. Thus, regardless of your overall average in this course, if it is deemed you are unable to practice within established professional competencies specific to assessment, then you will be deemed as performing below expectations and risk failing the course. Factors such as appropriate interpersonal skillsets and professional conduct demonstrated towards instructors and peers are examples of aspects that are professional competencies in this course. Students who are assessed to need remediation, additional training, or other support will be notified as soon as possible. \*\*\*If you have questions or concerns about the evaluation of any submitted material or your overall progress in the class, please request an individual appointment with the instructor.\*\*\*

**Late & Make-Up Work Policy.** All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. **It is the policy of this instructor that late work will not be accepted for course credit.** No exams will be administered early; extenuating circumstances regarding exam administration may be appealed to the instructor with a request for a reschedule date and are subject to instructor approval or denial and may involve substantial points deducted.

**Informed Consent Statement for Counseling Courses.** Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

**Psychology and Counseling Retention Policy.** Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are

competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004. (2012-2014 Graduate Catalog)

#### Evaluating Student Fitness and Performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website: <http://www.uttyler.edu/psychology/>.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

**Statement on APA Guidelines.** Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the *APA Publication Manual, 7<sup>th</sup> edition*.

**Other.** Students are strongly encouraged to read The University of Texas at Tyler's Graduate Catalog especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the catalog will be strictly enforced.

**TENTATIVE COURSE SCHEDULE SPRING 2021**

Week	Topics	Reading	Due	Standards
<b>1</b> 1/11-1/17	Introduction & Course Overview; Historical Perspectives of Tx/Ax in Counseling; Basic Ax Principles	Chs. 1, 2	Pre-Lecture Quiz Discussion Post/Response	2.F.7.a.; TAC §681.83 (a.3)
<b>2</b> 1/18-1/24	Psychometrics: Reliability, Validity & Item Analysis	Chs. 3, 4	Pre-Lecture Quiz Discussion Post/Response	2.F.7.f.; 2.F.7.h.
<b>3</b> 1/25-1/31	Initial Assessment in Counseling Ethical and Legal Issues in Assessment	Chs. 8, 5	Pre-Lecture Quiz Discussion Post/Response <b>**Choose critique instrument by 1/31 at 11:59pm CT</b>	2.F.7.b.; 2.F.1.i.; 5.C.2.l.; TAC §681.83 (a.3)
<b>4</b> 2/1-2/7	Selecting, Administering, Scoring, and Communicating Assessment Results	Ch. 7 & Feedback that Sticks (Canvas)	Pre-Lecture Quiz Discussion Post/Response	2.F.7.e.; 5.C.1.e.; TAC §681.83 (a.3); TAC §239.15 (b.5, c.7); TEC §33.006 (b.5)
<b>5</b> 2/8-2/14	Issues Related to Assessment with Diverse Populations & Midterm Review	Ch. 6	Pre-Lecture Quiz Discussion Post/Response	2.F.1.i.; 2.F.7.m.; 5.C.2.j.
<b>6</b> 2/15-2/21	<b>MIDTERM EXAM</b> <b>**Exam MUST be completed by 2/21/21 at 11:59pm CST.</b>			
<b>7</b> 2/22-2/28	Intelligence Testing & Achievement/Aptitude <i>**Once all have submitted their Discussion posts, an online lecture will be released processing the Dassey case.</i>	Chs. 9, 10	Pre-Lecture Quiz Dassey Discussion Post <b>**Dassey Assignment Due 2/28 at 11:59pm CST</b>	2.F.7.i.; TAC §239.15 (b.5, c.7); TEC §33.006 (b.5)
<b>8</b> 3/1-3/7	Assessment in Career Counseling & Introduction to Informal Assessments	Ch. 11	Pre-Lecture Quiz Discussion Post/Response	2.F.7.i.
<b>9</b> 3/8-3/14	Appraisal of Personality	Ch. 12	Pre-Lecture Quiz Discussion Post/Response <b>**Instrument Critique Due 3/14 at 11:59pm CST</b>	2.F.7.i.
<b>10</b> 3/15-3/21	Behavioral Assessment & Assessment with Children and Adolescents	Ch. 13	Pre-Lecture Quiz Discussion Post/Response	2.F.7.d.; 2.F.7.i.; 2.F.7.k.
<b>11</b> 3/22-3/28	Assessment in Marriage and Family Counseling	Ch. 14	Pre-Lecture Quiz Discussion Post/Response	
<b>12</b> 3/29-4/4	Diagnosis	Ch. 15	Pre-Lecture Quiz Discussion Post/Response	2.F.7.e.; 2.F.7.l.
<b>13</b> 4/5-4/11	Mental Status Exam & Risk Assessment	See CANVAS	<b>Pre-Lecture Quiz Group Case Project Due 4/11 at 11:59pm CST</b>	2.F.7.c.; 2.F.7.d.
<b>14</b> 4/12-4/18	Monitoring and Evaluating Counseling; Conclusion of Course; & Final Exam Review	Ch. 16	Pre-Lecture Quiz Discussion Post/Response	2.F.1.i.; 2.F.7.e.
<b>15</b> 4/19-4/25	<b>FINAL EXAM + PARTICIPATION SELF EVALUATION</b> <b>**Exam MUST be completed by 4/25/21 at 11:59pm CST.</b>			

Note: The instructor reserves the right to make adjustments in the syllabus, assignments, activities, and the grading schedule as needed to meet course objectives and needs.



## PROGRAM AND DEPARTMENTAL POLICIES

### **Clinical Mental Health Counseling Program Mission Statement:**

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

### **UT Tyler Department of Psychology and Counseling Student Code of Conduct:**

<https://www.uttyler.edu/psychology/policies.php>

### **UT Tyler Clinical Mental Health Counseling Student Handbook:**

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

## UNIVERSITY POLICIES

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are

attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

#### **UT Tyler Resources for Students**

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](mailto:uttylercounseling@uttyler.edu) (903.566.7254)

**Appendix A****SUPPLEMENTAL INFORMED CONSENT FOR CLIENTS OF ASSESSMENT STUDENTS****Make as many copies as needed for test administrations.**

My name is \_\_\_\_\_ (your name) \_\_\_\_\_ and I am a graduate student in the Program in Counseling at University of Texas at Tyler (UT Tyler) currently taking an assessment course. My direct supervisor at UT Tyler is Dr. Elizabeth (Liz) Ener, UT Tyler Program in Counseling adjunct faculty and COUN5368 Assessment Instructor. In order to practice test administration, I must administer varied test instruments for volunteer clients. If you have any questions or concerns regarding the services I am providing to you, you are welcome to contact either myself or my faculty supervisor. I am required to have supervision of any counseling services including assessment and cannot provide any services without this supervision.

The contact information for my faculty instructor is as follows: Dr. Elizabeth (Liz) Ener, UT Tyler Counseling Department, HPR 223, 3900 University Blvd., Tyler, Tx 75799; Email: [eenner@uttyler.edu](mailto:eenner@uttyler.edu); Phone: 903.566.7130. Only advanced graduate students enrolled in the program take this course with typically eight to fifteen students in class. I may present and discuss client test results and/or observations to the class for educational purposes. If I present any aspects of your case or results to the class, no identifying information will be shared with the class, and your confidentiality will be protected (for example, no information about your name, employer, city of residence, schools attended, or other identifying information will be shared with the class). Test answer sheets or reports will be kept securely and used only within the context of consultation with appropriate supervisors. Test materials will be destroyed upon completion of the course. Please take note that tests administered are not considered official and results cannot be rendered as I am simply practicing my skills.

I, (Client or parent name) \_\_\_\_\_, have been provided the above information  
*Printed name*  
and consent for myself or minor child (Child's Name: \_\_\_\_\_) to participate as a volunteer  
for assessment.

\_\_\_\_\_  
Client Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Counseling Student/Examiner\_\_\_\_\_  
Date

## Appendix B

### Participation & Demeanor Self Evaluation

Name: \_\_\_\_\_

Instructor: **Ener****COUN 5368**

5368	Criteria				Points
	<b>10</b>	<b>6</b>	<b>2</b>	<b>0</b>	
<b>Timeliness/ Promptness</b>	All required postings Early in discussion Throughout the discussion	All required postings Some not in time for others to read and respond	All required postings Most at the last minute without allowing for response time	Some required postings missing	_____
<b>Level Of Engagement</b>	Student proactively contributes to online discussions by offering ideas and asking questions more than once.	Student proactively contributes to online discussions by offering ideas and asking questions <b>once</b> per class.	Student <b>inconsistently</b> contributes to online discussions by offering ideas and asking questions.	Student <b>never</b> contributes to discussions by offering ideas and asking questions.	_____
<b>Connections/ Insight</b>	Clear connections: – To previous or current class discussions or text – To real-life situations	– New ideas or connections – Lack depth and/or detail	– Limited, if any connections – Vague generalities	– No connections are made – Off topic	_____
<b>Professionalism</b>	Student is respectful to peers in all forums of this course and beyond. Student is able to disagree with opinions of others, but not engage in conflict or disrespect.	Student is respectful to peers in most forums of this course and beyond. Student is able to disagree with opinions of others, but not engage in conflict or disrespect.	Student is respectful to peers in most forums of this course and beyond.  <div><i>**keep in mind that unprofessionalism and behavior inconsistent with the counseling profession is grounds for failing this course.</i></div>	Student engages in behavior inconsistent with the counseling profession.	_____
<b>Preparation</b>	Student is <b>almost always</b> prepared for online discussions/engagement with peers in regards to assignments and required class materials.	Student is <b>usually</b> prepared for online discussions with assignments and required class materials.	Student is <b>rarely</b> prepared for online discussions with assignments and required class materials.	Student is <b>almost never</b> prepared for online discussions with assignments and required class materials.	_____
				<b>50 points MAX Total----&gt;</b>	_____

**Comments:**

## Appendix C

## Case Project Rubric

Case Project Rubric				
Criteria	Outstanding	Proficient	Below Expectations	Did Not Meet Expectations
<b>Presenting Concern/Issues</b>	(8-10 points) Group addressed presenting concerns comprehensively.	(4-8 points) Group addressed presenting concerns.	(1-4 points) Group skimmed presenting concerns/misinterpreted presenting concerns.	(0-1 points) Group did not summarize presenting issues.
<b>Review of Testing Results</b>	(8-10 points) Group interpreted test results comprehensively, accurately, and in an engaging manner.	(4-8 points) Group interpreted test results comprehensively and accurately.	(1-4 points) Group misinterpreted some test results.	(0-1 points) Group misinterpreted many test results.
<b>Diagnostic Impressions</b>	(12-15 points) Group conceptualized client functioning comprehensively and collectively considering presenting concerns, client history, and test results.	(6-12 points) Group conceptualized client functioning considering presenting concerns, client history, and test results.	(1-6 points) Group conceptualized some of client's functioning considering most presenting concerns, client history, and test results.	(0-1 points) Group lacked client conceptualization.
<b>Diagnosis</b>	(12-15 points) Group rendered a fitting diagnosis along with appropriate evidentiary support.	(6-12 points) Group rendered a possible diagnosis with appropriate evidentiary support.	(1-6 points) Group rendered a possible diagnosis, but lacked appropriate evidentiary support.	(0-1 points) Group did not render a diagnosis ( <i>Note: No Diagnosis, Diagnosis Deferred, or only diagnosing V codes are not a fitting diagnoses for this project</i> ).
<b>Treatment/Goals</b>	(12-15 points) Group targeted appropriate and comprehensive treatment interventions and goals.	(6-12 points) Group targeted appropriate treatment interventions and goals.	(1-6 points) Group targeted treatment interventions and goals, but did not address client's presenting concerns.	(0-1 points) Group did not target treatment interventions and/or goals.
<b>Recommendations</b>	(12-15 points) Group identified appropriate and comprehensive client recommendations, in addition to treatment goals.	(6-12 points) Group identified appropriate recommendations, in addition to treatment goals.	(1-6 points) Group identified some recommendations, in addition to treatment goals.	(0-1 points) Group did not identify recommendations, in addition to treatment goals.
<b>Ethics</b>	(12-15 points) Superior efforts and knowledge demonstrated in applying ethical factors across the presentation.	(6-12 points) Adequate efforts and knowledge demonstrated in applying ethical factors across the presentation.	(1-6 points) Limited efforts/knowledge demonstrated in applying ethical factors across the presentation.	(0-1 points) No efforts rendered to address ethically relevant factors across the presentation.
<b>Diversity</b>	(12-15 points) Superior efforts and knowledge demonstrated in applying culturally relevant factors across the case project.	(6-12 points) Adequate efforts and knowledge demonstrated in applying culturally relevant factors across the case project.	(1-6 points) Limited efforts/knowledge demonstrated in applying culturally relevant factors across the case project.	(0-1 points) No efforts rendered to address culturally relevant factors across the case project.
<b>Quality of Write-Up</b>	(16-20 points) Case study comprehensively addressed all of the areas required by the assignment and in a manner consistent with graduate level writing.	(8-16 points) Case study addressed all of the areas required by the assignment and in a manner consistent with graduate level writing.	(1-8 points) Case study addressed most of the areas required by the assignment with proficiency in written product.	(0-1 points) Case study did not address all the areas required by the assignment and/or written product lacked quality.
<b>Group Member Participation *</b>	(16-20 points) All members of the group participated equally and the members appeared to work as a team.	(8-16 points) All member of the group participate equally.	(1-8 points) All members of the group participate, but some are not as involved as others.	(0-1 points) Some members of the group do not appear to participate.
<b>Total Points (150 Max)</b>				
<b>Calculated grade on Project:</b> _____				
<b>Instructor Comments:</b>				

\*Note: Students must submit supplemental peer group rating form before projects grades can be released

Group Member Evaluation Form											
Case Project Supplemental Form											
<i>**All students complete this form independently from their group</i>											
Member Completing Form: _____						Name of Case Study Client: _____					
Group Member's Name	(No Contribution)			Ratings		(Appropriate Contribution)			Comments		
_____	1	2	3	4	5	6	7	8	9	10	
_____	1	2	3	4	5	6	7	8	9	10	
_____	1	2	3	4	5	6	7	8	9	10	
_____	1	2	3	4	5	6	7	8	9	10	

**Appendix D*****Dassey Assignment Rubric***

<b>Criteria</b>	<b>Outstanding (8 points)</b>	<b>Proficient (6-7 points)</b>	<b>Basic (4-6 points)</b>	<b>Below Expectations (2-4 points)</b>	<b>Absent (0 points)</b>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>– Rich in content</li> <li>– Full of thought, insight, and analysis</li> </ul>	<ul style="list-style-type: none"> <li>– Substantial information</li> <li>– Thought, insight, and analysis has taken place</li> </ul>	<ul style="list-style-type: none"> <li>– Generally competent</li> <li>– Information is thin and commonplace</li> </ul>	<ul style="list-style-type: none"> <li>– Rudimentary and superficial</li> <li>– No analysis or insight is displayed</li> </ul>	
<b>Connections</b>	Clear connections: <ul style="list-style-type: none"> <li>– To previous or current class discussions or text</li> <li>– To real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>– New ideas or connections</li> <li>– Lack depth and/or detail</li> </ul>	<ul style="list-style-type: none"> <li>– Limited, if any connections</li> <li>– Vague generalities</li> </ul>	<ul style="list-style-type: none"> <li>– No connections are made</li> <li>– Off topic</li> </ul>	
<b>Insight</b>	<ul style="list-style-type: none"> <li>– Original ideas</li> <li>– Original connections</li> <li>– Made with depth and detail</li> </ul>	<ul style="list-style-type: none"> <li>– New ideas or connections</li> <li>– Lack depth and/or detail</li> </ul>	<ul style="list-style-type: none"> <li>– Few, if any new ideas or connections</li> <li>– Rehash or summarize other postings</li> </ul>	<ul style="list-style-type: none"> <li>– No new ideas</li> <li>– “I agree with...” statement</li> </ul>	
<b>Timeliness</b>	<ul style="list-style-type: none"> <li>– All required postings</li> <li>– Early in discussion</li> <li>– Throughout the discussion</li> </ul>	<ul style="list-style-type: none"> <li>– All required postings</li> <li>– Some not in time for others to read and respond</li> </ul>	<ul style="list-style-type: none"> <li>– All required postings</li> <li>– Most at the last minute without allowing for response time</li> </ul>	<ul style="list-style-type: none"> <li>– Some required postings missing</li> </ul>	All required postings missing
<b>Stylistics</b>	<ul style="list-style-type: none"> <li>– Few grammatical or stylistic errors</li> <li>– Always courteous and respectful</li> </ul>	<ul style="list-style-type: none"> <li>– Several grammatical or stylistic errors</li> <li>– Generally Courteous and respectful</li> </ul>	<ul style="list-style-type: none"> <li>– Obvious grammatical or stylistic errors</li> <li>– Errors interfere with content</li> <li>– Civil but not overtly courteous</li> </ul>	<ul style="list-style-type: none"> <li>– Obvious grammatical or stylistic errors</li> <li>– Makes understanding impossible</li> <li>– Curt/dismissive</li> </ul>	
<b>CANVAS Dassey Assignment Quiz (10 MAX) Grade: _____</b> <b>Discussion Points (40 Max): _____</b> <b>Total Points (50 MAX): _____</b>					
<b>Instructor Comments:</b>					



### Appendix E

Below is a sample outline that can be used for this assignment; refer to sample critiques from the Association for Assessment and Research in Counseling (AARC), which can be found at: <http://aarc-counseling.org/test-reviews> if needed. The grading rubric for this assignment can be found following this outline.

#### I. General Information

- A. Title:
- B. Authors of the instrument:
- C. Publisher:
- D. Forms, groups to which applicable:
- E. General type (i.e., self-report...etc.):
- F. Date of publication:
- G. Type of administration (i.e., group vs. individual):
- H. Time required for administration:
- I. Cost:
- J. Qualifications for administrators:

#### II. Purpose and Nature

- A. Stated purpose (i.e, what does the instrument measure?):
- B. Brief history of the instrument:
- C. Description of items/scales/scores (including scales and qualitative descriptors with ranges):
- D. Use in Counseling:

#### III. Practical Evaluation

- A. Usefulness of manual:
- B. Ease of administration:
- C. Scoring procedures/provisions:

#### IV. Technical Evaluation:

- A. Normative data:
- B. Reliability:
- C. Validity:
- D. Generalizability:

#### V. Application of Instrument

- A. Major Strengths and Limitations of the Assessment (i.e., overall evaluation of quality of instrument):
- B. Multicultural Considerations of Instrument:
- C. Recommendations for Use:

#### References

### Standardized Instrument Review/Critique Rubric

<b>Criteria/Content Area</b> <i>**See outline for full description of content area expectation/ necessary information to provide and critique within this assignment</i>	<b>Exceeds Expectations</b> <i>Demonstrates exceptional understanding of content area/critiques material appropriately; reports content area information accurately; interpretation &amp; writing is thorough.</i>	<b>Meets Expectations</b> <i>Demonstrates some understanding of content area; minor errors in providing information on content area interpretation &amp; writing needs to be more thorough.</i>	<b>Minimally Meets Expectations</b> <i>Demonstrates minimal understanding of content area; provides partial information; lacks thoroughness.</i>	<b>Does Not Meet Expectations</b> <i>Content area is missing entirely or missing major aspects; demonstrates inaccurate understanding of content area; generally lacks thoroughness.</i>	<b>Comments</b>
<b>General Information</b> <i>Title, Authors of the instrument, Publisher, Forms, General type...etc.</i>	(15 points)	(10 points)	(5 points)	(0 points)	
<b>Purpose and Nature</b> <i>Stated purpose, Brief history of the instrument, Description of items/scales/scores, Use in counseling...etc.</i>	(15 points)	(10 points)	(5 points)	(0 points)	
<b>Practical Evaluation</b> <i>Usefulness of manual, Ease of administration, Scoring procedures/ provisions:</i>	(15 points)	(10 points)	(5 points)	(0 points)	
<b>Technical Evaluation</b> <i>Normative data, Reliability, Validity, Generalizability...etc.</i>	(24 points)	(16 points)	(8 points)	(0 points)	
<b>Application of Instrument</b> <i>Major Strengths and Limitations of the Assessment, Multicultural Considerations of instrument, Recommendations for Use...etc.</i>	(24 points)	(16 points)	(8 points)	(0 points)	
<b>References</b>	(7 points)	(4 points)	(2 points)	(0 points)	
Overall Comments:					

**Appendix F****Syllabus Agreement****\*\*This will be submitted online via CANVAS\*\***

I have received a copy of the course syllabus and grading policy, and I understand how grades will be determined for COUN 5368 Assessment, Spring 2021 term.

By signing below, I am confirming my understanding regarding the expectations in my role as a student in this course as detailed in the course syllabus as well as my understanding of the following policies/expectations:

1. **Assignments:** I understand all assignments must be completed completely in order to earn credit for this course. I maintain the responsibility for demonstrating my competencies in the course subject through these assignments.
2. **Class Participation:** I understand that my community engagement/class participation grade is based on my on-line performance and digital communication; I agree to be prepared to discuss reading material. I understand that I must participate appropriately, professionally, and with respect for others (including the instructor, guest speakers, and my peers) or risk forfeiting credit for my participation grade and/or the course.
3. **Late Work/Make-Ups:** I understand that late work will not be accepted for any reason. No make-ups will be afforded for midterm/final exams unless under extreme circumstances as approved by the discretion of the instructor.
4. **Extra Credit:** I understand that no extra credit assignments will be offered in this course.
5. **Final Grade:** I understand that the final grade I receive in this class is a reflection of the effort I demonstrated across this semester; I understand that all grades in this course are earned by me in the effort and mastery I demonstrate and not given to me by the instructor. I also understand that this class possesses a large competency aspect. Thus, even if my overall average indicates my passing of the course, I understand that I may not pass the course if the instructor deems that I am unable to practice within established professional competencies.

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Printed Name

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Student's Signature

---

Date

---

Contact Phone #

---

Preferred Email

Semester you took Research Methods: \_\_\_\_\_ Grade Received: \_\_\_\_\_