**Master Syllabus**

**College of Education**

**Department of Leadership, Counseling and Educational Technology**

**MHS 6200 Appraisal Procedures for Counselors**

3 Credits

CRN, Semester

Faculty Name and Rank

|  |  |  |
| --- | --- | --- |
| **Contact Information** | **Class Hours** | **Office Hours** |
| Office: Phone: Fax: E-mail: SKYPE:  |  Day, Time, Room |  Days/TimesOr by appointmentvia officeor SKYPEor On-line as scheduled |

**Course Description: (From catalog plus any additional instructor amplification)**

A Study of test and non-test techniques of appraisal with emphasis on the use of test data in counseling programs. Focus will be on integrating data from a variety of sources at individual small group, and large group levels.

**Objectives: (Summary if distinct from objectives for CACREP, FEAPs or NCATE)**

1. **Course Outcomes/Objectives/Assessments**

**Implementation Strategies**

**Primary Method of Instruction**

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| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| x | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice.  |
| x | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| x | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
| x | Lecture  | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
| x | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
|  | Web Based Activity/Hybrid  | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
|  | Guest Speakers/ Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**Required Materials/Activities:**

Whiston, S., (2009), *Principles and Application of Assessment in Counseling, 3rd. Edition.* Belmont, CA:Brooks/Cole.

Manuals of the instruments used for assessments are available through the reserve section of the library.

**Recommended Resources:**

**Technology Resources:** Information on online tutorials to assist students is available online at http://www.fgcu.edu/support/

**Any assigned classroom readings or virtual documents (see Course Management System)**

**Sample Calendar of Coursework Activities**

**(Note that schedule may be subject to change.)**

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|  **Important Notes: Instructor Policies and Rules** |

1. **Class Attendance Policy** .

**SAMPLE:** The classroom format is largely experiential. It is not possible to make up the experiences of demonstration, discussion, and feedback done in class. In order for maximum learning to occur, you must attend class regularly. Everyone is entitled to two (2) absences without penalty. For each absence beyond two, your final grade will be lowered by 10%. To be considered present you must be in class from beginning to end on a given day. It is also expected that all students have a valid reason for missing class which does not include “the last day of class.” All readings must be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and appropriate risk taking (i.e., modeling) are welcomed and encouraged.

1. **Written Assignments**. **Sample** All papers must be written in American Psychological Association (APA) form and style unless otherwise indicated. Papers are graded on the basis of professional quality/content, organization, form, and APA style. That means that format, references, citations, and writing must be both professionally and technically correct.

**Evaluation:**

| **Description** | **Points** |
| --- | --- |
| Quizzes |  |
| Administration/Interpretation Reports |  |
| Exams |  |
|  |  |
|  |  |
| Professionalism and Participation |  |
|  TOTAL |  |

|  |  |  |
| --- | --- | --- |
| **Minimum Percent** | **Minimum Points** | **Grade** |
| 90 |  | A |
| 80 |  | B |
| 70 |  | C |
|  |  |  |

**SAMPLE Policy regarding late or incomplete assignments**

1. Incomplete assignments will be provided the opportunity for completion before the end of the term or will be severely penalized.
2. Late assignments lose 10% per week or any part thereof that are late.
3. No incomplete grades will be awarded without students proposing and the professor accepting a contract in writing that specifies the work to be completed and the time schedule for its completion.

At the instructor’s discretion and based on exceptionally strong performance in one or more areas, students whose cumulative points are within 5 of cut off scores may be awarded + or – grades.

**Sample Statement regarding the level of technology usage and any policies regarding use of cell phones, PDAs, laptops, and other personal electronic devices** Please Note: If you use a computer to take notes, please don’t be sending emails or be on the internet or any websites during class. I find this activity very disrespectful. If you are bored with what’s going on, please see me. Please shut down your cell phones unless you are employed at a critical care facility and are on-call, or have a pending emergency in your family. Everyone will appreciate this.

**The Fine Print: College/University Rules**

**Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

**College of Education LiveText Statement**

The College of Education has adopted the use of Live Text software to assist in the assessment of student's performance and program quality. As a degree-seeking, endorsement or certification student you are responsible for purchasing a membership to Live Text during your first course in the FGCU's College of Education. If you do not have a membership to Live Text, you will need to purchase it immediately. This is a one-time only purchase. Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in Live Text that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

**Confidentiality**

Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice.

**Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors**. This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on Yousendit if you do not already have an account and familiarize yourself with how to readily send your digital recordings.

**Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930

**E-mail**

Students at Florida Gulf Coast University are eligible to obtain an e-mail account. In order to learn about this technology, you are required to open up an account and become familiar with the computer services available at FGCU. To activate, and your account, go to <http://eagle.fgcu.edu/> or you can call the Help Desk at 590-7107. Also, you should know that you can check and send messages from any Internet connection by going to http://eagle.fgcu.edu/.

**Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

**The fine print: standards and assessments**

**Florida Educator Accomplished Practices/Competencies (School Counseling Courses Only)**

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| --- | --- |
| FL-FTCE-COMP-GUIDCOUNS-2012.2.4 | Identify high-risk and addictive behaviors and appropriate intervention strategies. |
| FL-FTCE-COMP-GUIDCOUNS-2012.8.2 | Apply the results of assessment, research, and evaluation to determine program goals and objectives. |
| FL-FEAP-2010.2.a.4.a | Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process; |
| FL-FEAP-2010.2.a.4.b | Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; |
| FL-FEAP-2010.2.a.4.c | Uses a variety of assessment tools to monitor student progress, achievement and learning gains; |
| FL-FEAP-2010.2.a.4.d | Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; |
| FL-FEAP-2010.2.a.4.e | Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and |
| FL-FTCE-COMP-GUIDCOUNS-2012.8.2 | Apply the results of assessment, research, and evaluation to determine program goals and objectives. |

**FGCU’s School Counseling Program is a Florida Department of Education Approved Program**

**College and University Competencies**

FL-FGCU-COE-2011-KSP.1 Knowledge - Demonstrate understanding and application of current theory, methods, and trends.

**CACREP Standards Matrix**

|  |  |  |
| --- | --- | --- |
| Core Standards 4.Career Dev. F. | Demonstrates understanding of assessment instruments and techniques relevant to career planning and decision-making; | MHS 6200 Demonstration of Appraisal Subject Area Knowledge - Rubric : Students demonstrate knowledge of appraisal procedures and career assessment through performance on a series of quizzes and exams. |
| G Assessment - Knowledge | 2.Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments | MHS 6200 Demonstration of Appraisal Subject Area Knowledge - Rubric : Students demonstrate knowledge of appraisal procedures and psychometric principles through performance on a series of quizzes and exams. Candidate demonstrates knowledge of basic concepts of standardized and non-standardized testing, assessment techniques, norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods at a level to earn a composite grade of A. |
| 7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.  | a. historical perspectives concerning the nature and meaning of assessment; | MHS 6200 Appraisal Procedures Demonstration of Appraisal Subject Area Knowledge Rubric: On Exams and Quizzes The Candidate will demonstrates knowledge of historical perspectives concerning the nature and meaning of assessment at a level to earn a composite grade of A. |
| 7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. | b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods | MHS 6200 Appraisal Procedures Demonstration of Appraisal Subject Area Knowledge Rubric: On Exams and Quizzes Candidate demonstrates knowledge of basic concepts of standardized and non-standardized testing, assessment techniques, norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods at a level to earn a composite grade of A. |
| 7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. | c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; | MHS 6200 Appraisal Procedures Demonstration of Appraisal Subject Area Knowledge Rubric: On Exams and Quizzes: Candidate demonstrates knowledge of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations on composite scores at a level of A. |
| 7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. | d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); | MHS 6200 Appraisal Procedures Demonstration of Appraisal Subject Area Knowledge Rubric: On Exams and Quizzes Candidate demonstrates knowledge of validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity) by composite scores at an A level. |
| 7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. | e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity); | MHS 6200 Appraisal Procedures Demonstration of Appraisal Subject Area Knowledge Rubric: On Exams and Quizzes Candidate demonstrates knowledge of validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity) by composite scores at an A level. |
| 7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. | f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations;  | MHS 6200 Appraisal Procedures Demonstration of Appraisal Subject Area Knowledge Rubric: On Exams and Quizzes candidate demonstrates knowledge of assessments studies of individual and group approaches to assessment and evaluation in a multicultural society at a level to earn a composite grade of A on Quizzes and Assessment reports.  |
| 7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. | g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. | MHS 6200 Appraisal Procedures Demonstration of Appraisal Subject Area Knowledge Rubric: On Exams and Quizzes Candidate demonstrates knowledge of ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling by a composite grade of A. |
| CMHC D.6Suicide Risk Assessment | Demonstrates the ability to use procedures for assessing and managing suicide risk | MHS 6200 Appraisal Procedures Demonstration of Appraisal Subject Area Knowledge Rubric: On Exams and Quizzes |
| CMHC G.1 | Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans | MHS 6200 Appraisal Procedures: Field Experience and Clinical Practice - Rubric: Candidates will administer and interpret five assessments instruments including achievement tests, skills assessments, personality tests, and a structured clinical interview. Students will complete written analysis and reports. Candidate demonstrates the ability to select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols at a high level of proficiency as demonstrated by earning an A or a B |
| CMHC G.2Models and Approaches | Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments | MHS 6200 Appraisal Procedures: Field Experience and Clinical Practice - Rubric: Candidates will administer and interpret five assessments instruments including achievement tests, skills assessments, personality tests, and a structured clinical interview. Students will complete written analysis and reports. Candidate demonstrates the ability to select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols at a high level of proficiency as demonstrated by earning an A or a B. |
| CMHC G.4Screenings | Identifies standard screening and assessment instruments for substance use disorders and process addictions | MHS 6200 Appraisal Procedures: Field Experience and Clinical Practice - Rubric: Candidates will administer and interpret five assessments instruments including achievement tests, skills assessments, personality tests, and a structured clinical interview. Students will complete written analysis and reports. Candidate demonstrates the ability to select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols at a high level of proficiency as demonstrated by earning an A or a B  |
| CMHCH Assessment - Skills and practices | 1.Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols | MHS 6200 Appraisal Procedures: Field Experience and Clinical Practice - Rubric: Candidates will administer and interpret five assessments instruments including achievement tests, skills assessments, personality tests, and a structured clinical interview. Students will complete written analysis and reports. Candidate demonstrates the ability to select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols at a high level of proficiency as demonstrated by earning an A. |
| CMHC H Assessment - Skills and practices | 2.Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management | MHS 6200 Appraisal Procedures: Field Experience and Clinical Practice - Rubric: Candidates will administer and interpret five assessments instruments including achievement tests, skills assessments, personality tests, and a structured clinical interview. Students will complete written analysis and reports. Candidate demonstrates the ability to select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols at a high level of proficiency as demonstrated by earning an A. |
| CMHC H Assessment - Skills and practices | 3.Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders | MHS 6200 Appraisal Procedures: Field Experience and Clinical Practice - Rubric: Candidates will administer and interpret five assessments instruments including achievement tests, skills assessments, personality tests, and a structured clinical interview. Students will complete written analysis and reports.Candidate demonstrates the ability to screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders at a high level of proficiency to earn an A. |
| CMHCH Assessment - Skills and practices | 4.Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care | MHS 6200 Appraisal Procedures: Field Experience and Clinical Practice - Rubric: Candidates will administer and interpret five assessments instruments including achievement tests, skills assessments, personality tests, and a structured clinical interview. Students will complete written analysis and reports. Candidate demonstrates the ability to screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders at a high level of proficiency to earn an A. |
| CMHCK Diagnosis - Knowledge | 5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event | MHS 6200 Appraisal Procedures Demonstration of Appraisal Subject Area Knowledge Rubric: On Exams and Quizzes |
| **School Counseling Specialty Standards** D. Counseling, Prevention and Intervention - Skills and Practices | 4. Demonstrates the ability to use procedures for assessing and managing suicide risk. | MHS 6200 Demonstration of Appraisal Subject Area Knowledge - Rubric: Students demonstrate knowledge of appraisal procedures and psychometric principles through performance on a series of quizzes and exams. Candidate demonstrates ability to screen for addiction, aggression, and danger to self and/or others, and co-occurring mental disorders at a skill level to earn an A. |
| **School Counseling Specialty Standards** G. Assessment - Knowledge | 2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs. | MHS 6200 Demonstration of Appraisal Subject Area Knowledge - Rubric: Students demonstrate knowledge of appraisal procedures and psychometric principles through performance on a series of quizzes and exams. Candidate demonstrates ability to screen for addiction, aggression, and danger to self and/or others, and co-occurring mental disorders at a skill level to earn an A. |
| **School Counseling Specialty Standards** G. Assessment - Knowledge | 3. Identifies various forms of needs assessments for academic, career, and personal/social development. | Appraisal MHS 6200 Field Experience and Clinical Practice - Rubric: Candidates will administer and interpret five different types of assessments, complete written analysis and reports. Candidate demonstrates high level of understanding of various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psycho-educational and personality assessments as evidenced by earning an A. |
| **School Counseling Specialty Standards****Assessment Skills & Prac, H.1** |  Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. | Appraisal MHS 6200 Field Experience and Clinical Practice - Rubric: Candidates will administer and interpret five different types of assessments, complete written analysis and reports. Candidate demonstrates high level of understanding of various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psycho-educational and personality assessments as evidenced by earning an A or a B. |
| **School Counseling Specialty Standards****Assessment Skills & Prac, H.2** | Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development. | Appraisal MHS 6200 Field Experience and Clinical Practice - Rubric: Candidates will administer and interpret five different types of assessments, complete written analysis and reports. Candidate demonstrates high level of understanding of various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psycho-educational and personality assessments as evidenced by earning an A.or a B |
| **School Counseling Specialty Standards****Assessment Skills & Prac, H.3** | Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. | Appraisal MHS 6200 Field Experience and Clinical Practice - Rubric: Candidates will administer and interpret five different types of assessments, complete written analysis and reports. Candidate demonstrates high level of understanding of various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psycho-educational and personality assessments as evidenced by earning an A or a B. |

**Other CACREP Competencies covered**

|  |  |
| --- | --- |
| CACREP-2009.6.C.4 | Knows the disease concept and etiology of addiction and co-occurring disorders |
| CACREP-2009.6.D.1 | Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. |
| CACREP-2009.6.G.2 | Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. |

**The FGCU Counseling Programs are accredited by the *Council for Accreditation of Counseling & Related Educational Programs*.**

**Date of Master Syllabus Review 2 20 2013**

**Form Date 2 18 2013**