



## RHAB 4500: Assessment in Rehabilitation

### Online

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### Overview

Representing the advanced stage of the undergraduate program, this course is designed to provide students with exposure to assessments frequently conducted in appropriate rehabilitation settings. Emphasis is placed on the application of the concepts, principles, and skills required to assess clients in substance use, mental health, and other rehabilitation settings. An overview of different areas of assessment will enhance the diagnostic and treatment planning skills of students.

### Objectives

Upon completion of this course, the student should be able to:

1. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to properly assess individuals for related behavior, substance use, and mental processes.
2. Demonstrate familiarity with common methods of assessments used in the rehabilitation field.
3. Understand and apply basic techniques of assessment in developing comprehensive reports about different aspects of an individual's overall functioning.

### Requirements

1. Students will work in groups of six for several assignments and turn in one combined group assignment.
2. Participation in guided group discussions throughout the course
3. Being proactive in accessing content in each week's learning module.
4. Completion of brief, standardized assessments, as required.
5. Ability to properly synthesize information into comprehensive reports of overall functioning level.

### Materials

- Canvas Learn
  - Other articles/readings may be assigned and will be available in the Canvas Course site.
  - See Course Schedule for Due dates.

## Prerequisites

None

*All forms for the assignments and documentation are already created for you and are located under “Forms” on Canvas.*

### *Class attendance and participation:*

Weekly participation in the online coursework is mandatory so that students may get the most out of their experience in this course. It is the student’s responsibility to log into the Canvas course at least twice a week to access course materials and submit assignments. ***Email submissions of assignments will not be accepted by the instructor.***

## PROTOCOL FOR WRITTEN ASSIGNMENTS

### General Format

Because clear and understandable written communication is an essential skill of all helping professionals, all assignments submitted in this course must include the following components for general format. **5-point deduction will be applied if submitted assignments do not follow this required format.**

- Unless otherwise noted, all written assignments must be typed and follow the American Psychological Association Publication Manual (7th edition) format. If you do not own the APA manual, use one of the following online “style guides”
  - <https://tsgs.unt.edu/sites/default/files/APA%20Format.pdf>
  - <https://owl.english.purdue.edu/owl/resource/560/01/>
  - <https://www.coe.unt.edu/sites/default/files/24/131/APA%20handout%206th%20ed.pdf>

- All group assignments must have an APA style title page
  - See page 3 from the link below for sample title page - <https://tsgs.unt.edu/sites/default/files/APA%20Format.pdf>
- Double-spaced
- 1-inch margins
- 12-point Times New Roman font
- A reference page, if needed
- Each paper should be thoroughly proofread by the student for clarity and organization of content, grammar, spelling, punctuation, etc. Poorly written papers will directly affect your grade. In addition, papers with extreme flaws will not be graded or may be returned for revision before being given a grade.

## ASSIGNMENTS

### **Zip Code Survey (5 points; solo):**

Student will complete a zip code survey the first week of class.

### **Assessment of Substance Use Disorder (30 points; solo):**

Student will identify two assessments used to diagnose substance use disorder. In a two to three-page, APA style paper, student will compare and contrast the two assessments. Include 1) the names of the two assessments, 2) the information you find regarding the validity of the assessments, 3) the strengths and weaknesses of each assessment and 4) your opinion of each assessment. This will be turned in through the assignment submission link on Canvas.

### **Assessment of personality characteristics (40 points; solo):**

Student will complete the Myers Briggs Personality Inventory and share results with classmates on the Discussion Board. Please refer to instructions on Canvas for details on how to access this online assessment. Student will compare and contrast their personality types with classmates. Each student will also complete a power point presentation highlighting their personality type, including: Characteristics of personality type; Pros and cons of how this will benefit being a helping professional and liabilities this personality type might bring to the helping profession. The power point presentation will be submitted through Canvas and must not contain more than 8 slides.

### **Vocational assessment (40 points; solo):**

Student will complete the Strong Interest Inventory (SII) by utilizing instructions on Canvas regarding how to access this online assessment. Each student will use the result from their completed assessment to write a brief (2-3 pages, no less than 2 pages) paper addressing the following components:

- A brief summary of the result.
- Your reaction to the process of taking the assessment and your thoughts on the result of the assessment; such as:
  - Did the result give you a new perspective about yourself? Why or why not?
  - What possible contextual factors (i.e., personal characteristics and environmental factors) might have influenced your response to each item in the SII?
  - How did those contextual factors influence your response?
- What are some things that you would pay attention to when providing such an assessment to individuals with disabilities? What might be some modifications you might need to make based on specific disabilities?

### **Assessment of selfie disorder (30 points; group):**

Students will work in groups of 6 for this assignment. In your groups, work together to create an assessment for a *fictional* new mental-health disorder called Selfie disorder. As a group, come up with at least 7 different characteristics of selfie-disorder. In doing so, get creative! Use criteria like time-since-onset, quantity of selfies taken in a certain time period, emotional reactions to selfie, time spend editing selfies, use of filters etc. After the group has finalized the diagnostic criteria, screen each member of the group using the criteria, to assess whether he/she has a selfie disorder. Include all information in one document and submit one assignment/document as a group. The submitted document should include the following:

- Description of the assessment criteria, such as:
  - How can the criteria be measured?
  - To what extent will an assessment taker be considered at risk of having a selfie disorder?
- Justification behind choosing the criteria (i.e., why did you pick a specific criterion?)
- Group members' reflection on development of this assessment. As a group, consider reflecting on:
  - What your group enjoyed the most in developing the assessment.
  - What your group felt the most challenging in developing the assessment.
  - What questions did this assignment raise for you regarding development of an assessment.

Students will earn 22 points for the content, 5 points for adhering to the guidelines of the assignment, and 3 points for use of proper spelling and grammar.

### **Assessment Interview (30 points; group):**

Students will work in their groups of 6 for this assignment. After reading the article (Jones, 2010) posted in this week's readings about components of an unstructured assessment interview, students will develop a 2-3-page summary of the article. Group members will work on establishing a way in which the article will be evenly divided among all members so that each member is responsible for summarizing a specific part of the article. Once all group members have completed the summaries of their respective section, these will be combined into a single document with each student's name and summarized section, which will then be submitted on Canvas as a collective group assignment. Each student's summary will have the potential for earning up to 5 points, for a total of 30 points for the entire submitted document for the group. Points for each summarized section will be allotted based on effective and adequate summary of the section (4 points), and proper grammar and spelling (1 points).

### **Suicide Risk Assessment (30 points; pairs):**

Students will pair up with one classmate and administer the SAFE-T suicide screening to him/her, then write a brief (1 page) report assessing this person's risk for suicide. The SAFE-T screening is created by the Substance Abuse and Mental Health Services Association (SAMHSA) to use for assessing a person's risk for self-harm. A copy of this screening instrument can be downloaded from SAMHSA's website but will also be presented on Canvas. The report will contain specific information gathered during the screening to support student's clinical opinion, decisions, suggested course of action etc. This assignment works best if the chosen "client" reports being suicidal and then answers student's questions from the perspective of a suicidal individual. Students will earn 15 points for including relevant information, 6 points for using proper assessment criteria, 6 points for using appropriate language when reporting assessment results, and 3 points for use of proper spelling and grammar.

### **Assessment of functional living skills (45 points; group):**

Students will work in groups of 6 for this assignment. Together, each group will select a celebrity of choice (Beyoncé, Lady Gaga, Brad Pitt, Donald Trump, Paris Hilton, Barrack Obama etc.) and then imagine that their

celebrity is downgraded to the lifestyle of an "average" human being. This means that they have to scale their lifestyle down to a salary of \$45,000 a year, find a job based on their transferable skills, and learn how to live without the assistance of chauffeurs, butlers, chefs, maids, stylists etc. in a small town by the Bayou in a Cajun-French speaking part of Louisiana where the culture is *very* different than that of Washington DC or Hollywood.

As a group, complete a functional skills assessment of this individual by analyzing and answering the following questions:

- 1) List this person's strengths, limitations/barriers, skills, support system etc. based on their new lifestyle (5 points).
- 2) What might be some things this person might struggle with during the transition and what are some recommendations you would make as a group to assist him/her with the transition (5 points)?
- 3) What kind of jobs might this person now be good at in his/her new location based on the skills this person already has (5 points)? Be sure to identify the transferable skills that will be used in each suggested job.
- 4) Will this person be able to manage a budget, take care of his/her home, take care of self, and integrate well into society by himself/herself? If not, what resources might you recommend for this individual so they are able to live a wholesome life (5 points)?

Each GROUP will turn in only one typed document no less than 2 pages in length and no more than 3 pages. In order to earn full points for each section, remember to provide adequate information including your reasoning for providing the recommendations that you do.

#### **Assessment of Group Members (30 points; solo)**

Each student will assess the performance of each of the five group members that he/she has worked with all semester. The student will create his/her own assessment criteria and then measure the group member's performance using this assessment criteria. Student will also assess his/her own performance using these criteria. Student's grade will be based on the creation of the assessment criteria (10 points; is it relevant, reliable, and valid?), justification behind choosing the criteria (5 points; why did you pick a specific criterion?), and the quality of their written report of their group members' performance using these criteria (15 points; Did the student address each criterion when assessing each group member? Did the student assess self, using the same criteria? Was proper language, grammar, spelling, and punctuation used throughout?).

#### **Discussion Board (5 points for each DB= 20 points; solo):**

Students will submit 4 discussion board entries during the semester. Each entry will constitute a response to the question prompt, AND a response to the entries made by two of your peers on the same topic, spaced at least 2 days apart. Each discussion board will open at the start of the particular week and close by the end of it. It is the student's responsibility to check the course schedule and access the discussion board while it is open. Students will earn 3 points for their post to the weekly prompt, and 1 point each for two entries made in response to their peers' posts.

## Grade Distribution

| Assignment   | Points     |
|--|------------|
| 4 Discussion Boards (5 points each)  | 20         |
| Zip Code Survey  | 5          |
| Assessment of Substance Use Disorder Paper   | 30         |
| Assessment of Personality Characteristics Discussion Board (5 points) and Power point presentation (35 points) | 40         |
| Vocational assessment  | 40         |
| Assessment Interview   | 30         |
| Assessment of Selfie Disorder  | 30         |
| Suicide Risk Assessment  | 30         |
| Discussion Boards (5 points each)  | 20         |
| Assessment of Functional Living Skills   | 45         |
| Assessment of group members  | 30         |
| <b>Total</b>   | <b>300</b> |

| Total points  | Letter Grade |
|---------------|--------------|
| 270-300       | A            |
| 240-269.9     | B            |
| 210-239.9     | C            |
| 180-209.9     | D            |
| 179.9 & below | F            |

## COURSE EVALUATION

All students are encouraged to complete course evaluations before the end of the semester. Additionally, if you have feedback regarding the course that you feel comfortable discussing with me directly, I invite you to do so at any time during the semester.

## SCHOLARLY EXPECTATIONS

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior may be referred to the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

## Inclement Weather

In the event of inclement weather that requires the university to close, course materials will continue to be posted to Canvas so that your learning may continue uninterrupted.

## Copyright Notice

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the

express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies

### **Syllabus Change Policy**

Syllabus, course information, and due dates may be subject to change upon Instructor's discretion. In the event of such changes, notification will be provided to all students via Canvas course announcements.

### **Instructor contact Policy**

All communication intended for Professor Carroll should be sent to [kelsey.carroll@unt.edu](mailto:kelsey.carroll@unt.edu). Please allow up to 24 hours for the instructor to respond back to your email. On the weekends, response to emails may take longer than 24-48 hours. If you do not receive a response by the end of this time, please feel free to send a (polite) reminder email after 48 hours.

### **Feedback Policy**

Instructor feedback on submissions can be expected within a week of the due date. However, if instructor is unable to provide feedback within a week, students will be informed via a course announcement about the anticipated time by which they can expect feedback.

## **UNT POLICIES**

### **Academic Integrity Policy**

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

### **ADA Policy**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

### **Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and



university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

## **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

## **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

## **Acceptable Student Behavior**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

## **Access to Information - Eagle Connect**

Students' access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

## **Student Evaluation Administration Dates**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a



confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

## **Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

## **Important Notice for F-1 Students taking Distance Education Courses**

### **Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

### **University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

## **Student Verification**

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

## **Use of Student Work**

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

## **Transmission and Recording of Student Images in Electronically-Delivered Courses**

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

## Academic Support & Student Services

### Student Support Services

#### Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [UNTWELL clinic \(http://www.untwell.unt.edu\)](http://www.untwell.unt.edu)
- [Student Health and Wellness Center \(https://studentaffairs.unt.edu/student-health-and-wellness-center\)](https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services \(https://studentaffairs.unt.edu/counseling-and-testing-services\)](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team \(https://studentaffairs.unt.edu/care\)](https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services \(https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry\)](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling \(https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling\)](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

### Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

*\*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

## Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc. Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

## Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

## Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

## TECHNICAL REQUIREMENTS / ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course.

### Minimum Technology Requirements

Provide a list of the minimum technology requirements for students, such as:

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite (available to UNT students for free)
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

## Computer Skills & Digital Literacy

Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs

## Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk:** [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone:** 940-565-2324

**In Person:** Sage Hall, Room 130

**Walk-In Availability:** 8am-9pm

**Telephone Availability:**

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

**Laptop Checkout:** 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

## Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”

- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

### **Course Schedule**

| <b>Week of</b>      | <b>Week</b> | <b>Topic</b>   | <b>Assignments due</b>                       |
|---------------------|-------------|--|--|
| <b>August 21</b>    | 1           | Introduction to course   | Complete<br><b>Discussion Board 1</b>        |
| <b>August 28</b>    | 2           | Building Rapport   | Complete Zip Code Survey                     |
| <b>September 4</b>  | 3           | Adverse Childhood Experiences and our lives  | <b>Discussion Board 2</b>                    |
| <b>September 11</b> | 4           | Psychometric properties  |  |
| <b>September 18</b> | 5           | Assessment of Substance Use Disorder, Continued                                      | Assessment of Substance Use Disorder Paper   |
| <b>September 25</b> | 6           | Assessment of Personality Characteristics: Myers Briggs Personality Inventory (MBTI) | Complete Myers Briggs and SII questionnaires |
| <b>October 2</b>    | 7           | Personality Characteristics continued  | MBTI Power point                             |
| <b>October 9</b>    | 8           | Assessment of Vocational Interests Strong Interest Inventory (SII)                   | Vocational Assessment SII paper              |
| <b>October 16</b>   | 9           | Assessment of Mental Health  | Assessment of Selfie Disorder                |
| <b>October 23</b>   | 10          | Assessment Interview   | Assessment Interview Summary                 |
| <b>October 30</b>   | 11          | Assessment of Safety Risk  | Suicide Risk Assessment                      |
| <b>November 6</b>   | 12          | Cultural considerations in Assessment  | <b>Discussion Board 3</b>                    |
| <b>November 13</b>  | 13          | Assessment of functional skills  | Assessment of Functional Living Skills       |
| <b>November 20</b>  | 14          | <b>Thanksgiving Break</b>  |  |
| <b>November 27</b>  | 15          | Assessment of Special populations  | <b>Discussion Board 4</b>                    |
| <b>December 4</b>   | 16          | Assessment report writing; Wrap Up   | Assessment of group members                  |
| <b>December 11</b>  |             | FINALS week  | No assignments                               |