##### COUN 567

**Appraisal of the Individual**

**Counselor Education Program Area**

**Department of Teacher and Counselor Education**

**College of Education**

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| Instructor/s: | Lorie Blackman, Ph.D.  541.760.8686  [lblackma@hotmail.com](mailto:lblackma@hotmail.com) |
| Credits: | **3** |
| Quarter: | **Winter 2016** |
| Time: | Weekly via CanvasIn Person at Chemeketa Center for Business and Industry January 9th, 9 am – 5 pm  March 5th, 9 am – 5 pm |

**Course Description:**

This course is designed to explore: (1) current issues in the use of assessment, (2) best practices in instrument development, and (3) best practices in assessment pedagogy. This course will focus on individual and group assessment within the school environment; including the basics of assessment, application, interpretation, and recommendations.

The student will gain an understanding of how to interpret assessment, techniques for interviewing, ethical issues, multicultural considerations and assessment creation applied to school-based assessment. Learning will be demonstrated by oral and written assignments, Canvas discussion, case conceptualizations, final exam and class participation.

[**See Appendix A – Student Statements**](#AppendixA)

[**See Appendix B – CACREP/TSPC Standards and Learning Outcomes**](#AppendixB)

[**Informed Consent and Written Consent for Videotaping**](#PermissiontoRecord)

**Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:**

Sec II. G. 7. ASSESSMENT – studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

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| # | Text of Standard |
| a. | Historical perspectives concerning the nature of meaning of assessment |
| b. | Basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods. |
| c. | Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; |
| d. | Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); |
| e. | Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity); |
| f. | Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations; |
| g. | Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling; |
| h. | An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status |
| i. | Ethical and legal considerations. |

**TSPC Standards**

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| # | Text of Standard |
| G.3 | Identifies various forms of needs assessments for academic, career, and personal/social development. |
| H.1 | Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. |
| H.2 | Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. |
| 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. |
| H.5 | Assesses barriers that impede students' academic, career, and personal/social development. |
| I.1 | Understands how to critically evaluate research relevant to the practice of school counseling. |
| J.1 | Applies relevant research findings to inform the practice of school counseling. |

**Student Outcomes:** *By the end of the quarter, a student will be able to:*

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| 567.1 | Understand basic measurement concepts such as types of norms, types of reliability, and types of validity. |
| 567.2 | Understand the basic statistics of measurement and define and interpret measures of central tendency, variability, and relationship. |
| 567.3 | Compare and contrast different types of test scores and discuss their strengths and weaknesses. |
| 567.4 | Explain the relative nature of norm-referenced interpretation. |
| 567.5 | Use the standard error of measurement in interpreting individual scores. |
| 567.6 | Select tests using recommended criteria for evaluating testing materials. |
| 567.7 | Read, evaluate, and understand test manuals and reports. |
| 567.8 | Follow exactly as specified the procedures for administering, scoring, and interpreting a test. |
| 567.9 | Identify primary resources, e.g., Mental Measurements Yearbooks, providing information about assessment instruments and assessment issues. |
| 567.10 | Be familiar with some of the tests in their fields. |
| 567.11 | Use strategies to prepare clients for testing to maximize the accuracy of the test results. |
| 567.12 | Explain the rest results to test takers accurately. |
| 567.13 | Understand the use of assessment as it relates to students’ academic, career, and personal/social development. |
| 567.14 | Help counselees use test results as exploratory tools and as aids in their decision making processes. |
| 567.15 | Use appropriate strategies with clients who perceive the test results as negative. |
| 567.16 | Interpret test results to other concerned individuals such as parents and faculty. |
| 567.17 | Be familiar with the legal, professional, and ethical guidelines related to testing. |
| 567.18 | Be familiar with some of the current research findings related to appraisal of the individual and the interpretation of results to clients. |
| 567.19 | Understand the age, gender, ethnic, language, disability, and cultural factors related to assessment and evaluation of individuals and groups. |
| 567.20 | Be familiar with environmental assessment, performance assessment, behavioral observations, and computer-managed and computer-assisted assessment methods. |

**OSU Graduate Learning Outcomes for MS in Counseling**

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| GLO # | *At the end of the course students:* |
| 1. | Conduct research or produce some other form of creative work |
| 2. | Can demonstrate mastery of subject material |
| 3. | Be able to conduct scholarly or professional activities in an ethical manner. |

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| Required Text(s) |
| Hays, D. G. (2013). *Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures (*5th ed*.).* Alexandria, VA: American Counseling Association. |
| Hughes, J. N., & Baker, D. B. (1990). *The Clinical Child Interview.* New York: Guilford Press. |

## **Course Assignments**

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| --- | --- | --- | --- | --- |
| Successful completion of this course will include classroom participation (see scoring [Rubric 1](#Rubric1)); Assigned Canvas discussions including initial post and responses to at least two peers (see scoring [Rubric 2](#Rubric2)); School-Based Needs Assessment ([described below](#TreatmentProviderInterview)); Mock Clinical Interview ([described below](#ChildInterventionTapes)); and Case Study 1 and Case Study 2 ([described below](#TreatmentPlanConcept)).  Since this class only meets two times in person, you will not be able to miss one of the class sessions and pass the class. If you are not able to attend one of the weekend sessions, contact the instructor to talk about taking the class at a later time. If you need to miss part of a class session, please contact the instructor *as soon as possible* to work out details. | | | | |
| Classroom Participation | |  | | |
| Expectations for In Person Class (for grading see participation rubric)   * Arrive on time * Be an active Participant (using active listening skills with others) * Only use technology for course-related purposes   [See Scoring Rubric #1](#Rubric1) | | | | |
| Canvas Discussion | |  | | |
| Purpose: Canvas activities are designed to increase self-awareness, demonstrate understanding and application of course readings, and to apply critical thinking skills.  Initial posts are due by Wednesday of each assigned week  Response posts (two) are due by Saturday of each assigned week  [See Scoring Rubric #2](#Rubric2)  [See Note on research based practice](#ResearchInformed) | | | | |
| School-Based Needs Assessment | |  | | |
| For this project, you will pick an area of need within your current practicum site. After identifying the need (or your interest), collect assessment data to determine the impact of the need on the school. Finally, based upon this need, describe how you might address this need and how you would evaluate the results of your intervention.  Your project should be presented in a 6-8 page paper w/ APA style and references. You will use references to research possible interventions  An example of a project could be:  Need: Freshmen failing Algebra  Data Collected: Over the past three years, an average of 60% of freshmen students have failed Algebra at our school. Out of the students who failed Algebra of one cohort, only 15% were able to achieve a regular diploma.  You can always go deeper with your data analysis based on time. What is the racial and SES makeup of those who failed vs. those who passed?  Proposed Interventions: Based on research collected—What research did you find to aid in math academic performance?  Evaluation of Results: Track freshmen grades at each six-week point for two years  Due on March 14th and to be submitted through Canvas. Please see scoring [Rubric 3 f](#Rubric3)or grading criteria. | | | | |
| Mock Clinical Interview | | | | |
| With a peer, conduct a 20-minute clinical interview. Use your textbooks to guide your questions. The goal of the clinical interview is to arrive at a hypothesis regarding client difficulties. Tape your interview and edit into a ten-minute clip to send to instructor by due date.  Send your clinical interview tape to your instructor by the due date. In addition, send your one-two page case conceptualization of your client. This conceptualization should include demographic information, current strengths, current concerns, social/cultural analysis, and DSM diagnosis.  For this project, using a peer from class is your best option. Please tell whoever you tape with to pretend to have a problem of some sort—i.e. depression, anxiety, etc…  DUE MARCH 1 | | | | |
| Case Study Project 1: Design Individual Assessment | | | |  |
| You are working in a middle school, and need to design an assessment for a struggling twelve year-old student. James is a Latino male who has been raised in Oregon from birth, but has attended seven different schools. His report cards indicate that he always had difficulty with writing, but has scraped by in other subjects by the end of the year. This year (sixth grade) his teachers are very concerned about his progress. After six weeks, he seems disorganized, disengaged, and is not completing homework, and has failed all tests. When approached by teachers, he only minimally responds to questions. In the hallway, he seems to have friends, but never appears very happy. The question is: What are the factors contributing to James’ difficulties in school:  Describe the multiple sources of data you would use to answer this question. Remember to assess multiple domains using several different tests.  Your results can be presented in a chart with lists of test or data sources in one column and why you are choosing that data source in the second column.  Due March 7th. | |  | | |
| Case Study Project 2: Interpreting Assessment Results | | | |  |
| Mary was recently assessed by the school psychologist, but the school psychologist is not able to attend the meeting with the parent. Therefore, you have to present the results to the parent. Based on Case Study #2 in Appendices, please describe how you would explain the results. Your explanation can be written in a three page narrative script. | | | | |

**Evaluation and Grading**

Evaluation will be based on performance in these areas:

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| --- | --- | --- | --- |
| Class Participation | | 100 | [Rubric #1](#Rubric1) |
| Canvas Discussion Board | | 200 | [Rubric #2](#Rubric2) |
| School-Based Needs Assessment Project | | 250 | [Rubric #3](#Rubric3) |
| Mock Clinical Interview | | 100 | [Rubric #4](#Rubric4) |
| Case Study Project 1: Design Individual Assessment | | 150 | [Rubric #5](#Rubric5) |
| Case Study Project 2: Interpreting Assessment Results | | 150 | [Rubric #6](#Rubric6) |
|  |
| Total | | **1000** |  |

**Grading Scale (by percentages):**

A 95-100%

A- 92-94%

B+ 89-91%

B 86-88%

B- 83-85%

C+ 80-82%

C 77-79%

All course work must be completed on time. If there are extenuating circumstances affecting performance in class, please negotiate with the instructor prior to assignment deadlines. Otherwise, late work will not be accepted.

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| Course Schedule |  |
| Week 1 | |
| |  |  | | --- | --- | | Read: | Chapters 1, 5 & 6(Hays, 2013) **prior to class meeting** | | Attend**:**  Watch: | In person session at Chemeketa Center for Business and Industry on Saturday January 9th.  Please watch the following video **prior to attending class**:  <http://www.khanacademy.org/math/probability/descriptive-statistics> |   In Person Class Schedule:   * Syllabus Review * Understand the history of psychological assessment * Basic descriptive statistics and application to assessment * Normed and non-normed * Descriptive Statistics * BRIEF assessment * Examples of executive functioning * Types of assessment * Selecting, finding assessments | |
| Week 2 | |
| Read:  Post: | Chapters 2 & 5 (yes, again, it’s better the 2nd time) (Hays, 2013)  Reliability and Validity handouts  Canvas threaded discussion  *Initial posts are due by Wednesday of each assigned week*  *Response posts are due by Friday of each assigned week* |
| Week 3 | |
| Read:    Watch:  Post: | ACA Guidelines for Assessment  <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>  Chapters 3 & 4 (Hays, 2013)  Sources of Test Bias Handout  Video on Language Acquisition <https://www.youtube.com/watch?v=cjFw9aC8jnY>  Canvas threaded discussion  *Initial posts are due by Wednesday of each assigned week*  *Response posts are due by Friday of each assigned week* |
| Week 4 | |
| Read:    Post: | Chapter 5 (Hughes & Baker, 1990)  Canvas threaded discussion  *Initial posts are due by Wednesday of each assigned week*  *Response posts are due by Friday of each assigned week* |
| Week 5 | |
| Read:  Record: | Chapter 7 (Hays, 2013); Chapters 1, 2, 3, 4, 7, 8 (Hughes & Baker, 1990)  Your mock clinical interview (see rubric 4) |
| Week 6 | |
| Read:  Watch:  Post: | Chapters 9 & 10 (Hays, 2013)  Seinfeld Clip (for fun)  <http://www.youtube.com/watch?v=v5knhWYvmL8>  Why Standardized Testing Fails  <http://www.youtube.com/watch?v=otlmKZeNi-U>  Powerpoint video posted by instructor  Canvas threaded discussion  *Initial posts are due by Wednesday of each assigned week*  *Response posts are due by Friday of each assigned week* |
| Week 7 | |
| Read:  Watch:  Post: | Chapter 13 (Hays, 2013)  <http://www.youtube.com/watch?v=yP_1GuoRVbU> (for fun)  Powerpoint by instructor  Canvas threaded discussion  *Initial posts are due by Wednesday of each assigned week*  *Response posts are due by Friday of each assigned week*  *Submit: Your school based needs assessment for peer review by February 25th* |
| Week 8 | |
| Read:  Explore:  DUE MARCH !:  Post: | Article: [Test Anxiety Interventions for Children and Adolescents: A Systematic Review of Treatment Studies from 2000-2010. Von der Embse, N. (2013). Psychology in the schools, 50 (1), p57-71.](http://web.b.ebscohost.com.ezproxy.proxy.library.oregonstate.edu/ehost/detail/detail?vid=3&sid=53f6d20f-66e0-4cfa-a22c-522a6a445e45%40sessionmgr114&hid=124&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=aph&AN=84307672)  Article: [High-Stakes Testing: An Examination of Elementary Counselors' Views and Their Academic Preparation to Meet This Challenge. (2002) Thorn, A., Mulvenon, S. Measurement & Evaluation in Counseling and Development, 35 (3), p. 195.](http://web.b.ebscohost.com.ezproxy.proxy.library.oregonstate.edu/ehost/detail/detail?vid=7&sid=53f6d20f-66e0-4cfa-a22c-522a6a445e45%40sessionmgr114&hid=124&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=aph&AN=8559602)  <http://www.smarterbalanced.org/smarter-balanced-assessments/>  <http://www.corestandards.org>  Mock Interview Assigment—send video and write up to instructor  Canvas threaded discussion  *Initial posts are due by Wednesday of each assigned week*  *Response posts are due by Friday of each assigned week* |
| Week 9: | |
| Read:  Attend:  In person topics:  Due March 7th: | Chapter 15 (Hays, 2013)  Providing Helpful Assessment Results handout  In person session at Chemeketa Center for Business and Industry on Saturday March 5th 9:00 am to 5:00 pm  Creating multi-dimensional assessments  Interpreting Results  Giving Feedback  Using scores to aid in Case conceptualization  Using data to drive interventions  Needs based Assessment  Case Study Project 1: Design Individual Assessment |
| Week 10 | |
| Read:  Post:  Due March 14th: | Chapter 15 (Hays, 2013) –yes a second week  Canvas threaded discussion  *Initial posts are due by Wednesday of each assigned week*  *Response posts are due by Friday of each assigned week*  Case Study #2: Interpreting Assessment Results  School-Based Needs Assessment |

**Scoring Rubric #1- Class Participation**

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| --- | --- | --- |
| Points Possible | Description | Points  Received |
| 0 points | -Does not ask questions or make comments that indicate familiarity with topics for class  -Does not participate actively in small groups  -Misses class often  -Is often late or leaves early w/out due reason |  |
| 1-4 points | -Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class  -Does not actively participate in small groups  -Misses no more than 1 classes w/o prior arrangement  -Is occasionally late or leaves early w/out due reason |  |
| 5-15 points | -Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class  -Participates in small groups  -Is never late or leaves early w/out due reason |  |
| 16-100 points | -Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class  -Participates actively in small groups in class,  -Attends class regularly and punctually |  |

**Scoring Rubric #2:** **Canvas Posts**

*Note on research informed practice*: Canvas posts must contain substantive references to the assigned texts and additional scholarly articles retrieved by the student.

*The following Rubric will be used for each threaded discussion post*

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| --- | --- | --- |
| Points Possible | Description | Points  Received |
| 0 points | No post or late post—**late posts will not be graded** |  |
| 1 - 10 points | Post is completed on time but does not reflect knowledge of reading material; spelling or grammar errors are present |  |
| 10 - 14 points | Post is completed on time and demonstrates knowledge of reading material. Student does not demonstrate ability to apply knowledge to variety of situations. The post does not include references from current literature. |  |
| 14 - 18 points | Post is completed on time and demonstrates both knowledge and comprehension of reading and course material; Post includes at least two references to current research student obtained independently. References are cited using APA style. |  |

*The following Rubric will be used for each threaded discussion response*

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| Points Possible | Description | Points  Received |
| 0 points | * No response or late response—late responses will not be graded |  |
| 1 - 5 points | * Responses (two) are completed on time, but are only a reflection of initial post, “Great job, I like how you applied the concept of confidentiality.” Response contains spelling or grammar errors. |  |
| 5-10 points | * Response is completed on time and takes discussion to a deeper level reflecting both knowledge and comprehension; Responses demonstrate that you have pursued content outside of discussion (readings, literature) to take discussion to deeper level. At least one reference for each response. |  |

**Scoring Rubric #3: School-Based Needs Assessment Project**

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| --- | --- | --- |
| Points Possible | Description | Points  Received |
| 0-25 points | * Student did not complete all components of assignment |  |
| 25-50 points | * Needs assessment does not meet the minimum requirements of the assignment. * Needs assessment does not demonstrate student engagement with the assignment. |  |
| 50-75 points | * Needs assessment and write-up completed. * Needs assessment and/or write-up demonstrate minimal engagement. |  |
| 75-150 points | * Needs assessment and write-up completed and on time. * Student presented data in a clear format and described process of data collection and analysis * Proposed intervention is based upon best practices in research * Write up is clear, organized, free of grammar or spelling errors and APA style is used correctly. |  |

**Scoring Rubric #4: Mock Clinical Interview with Peer**

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| --- | --- | --- |
| Points Possible | Description | Points  Received |
| 0-25 points | * Videotape of session is late, not complete or indiscernible. * Case conceptualization is not completed |  |
| 25-50 points | * Videotape of session is complete and turned in. * Case Conceptualization is completed but is not thorough, or based upon appropriate examples from interview and text. |  |
| 50-75 points | * Videotape of session is complete and turned in. * Student applies some principles of clinical interviewing, but does not gather enough information to provide diagnosis or formulate client problems * Case conceptualization has grammar errors, inappropriate diagnoses, or is not well organized. |  |
| 75-100 points | * Videotape of session is complete and turned in on time. * Student uses clinical interviewing skills described in text. * Student writes a well developed case conceptualization utilizing examples from interview and text to formulate diagnosis. * Case conceptualization is well organized without grammar errors. * Student maintains ethical behavior throughout interview. |  |

**Scoring Rubric #5: Case Study Project 1: Design Individual Assessment**

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| Points Possible | Description | Points  Received |
| 0-25 points | * Student demonstrates minimal understanding of multiple sources of data * Information is presented in unclear format or with grammar or spelling errors |  |
| 25-50 points | * Student demonstrates some understanding of types of assessment, but makes inappropriate choices based upon case provided |  |
| 50-75 points | * Student chooses appropriate assessment tools * Write up is free of grammar or spelling errors * Discussion of why particular tools are chosen is limited |  |
| 75-100 points | * Student chooses appropriate assessment tools * Write is free of grammar or spelling errors * Presentation of information in clear and organized * Discussion of assessment tool choices are clearly explained |  |

**Scoring Rubric #6: Case Study Project 2: Interpreting Assessment Results**

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| Points Possible | Description | Points  Received |
| 0-25 points | * Assignment is either incomplete or not turned in. * Assignment lacks integration with course materials. * Assignment demonstrates a lack of student engagement with the course or assignment. |  |
| 25-50 points | * Assignment is completed on time but does not reflect knowledge of reading and lecture material. * Assignment contains spelling or grammar errors. |  |
| 50-75 points | * Assignment is completed on time and demonstrates some knowledge of reading and lecture material. * Assignment contains minimal references to course reading and scholarly articles. * Assignment minimally integrates feedback given during the course. |  |
| 75-100 points | * Assignment is completed on time and demonstrates knowledge and understanding of course material. * Assignment demonstrates Master’s level grammar, writing style, and formatting. APA style is used appropriately. * Assignment integrates feedback given by peers and instructors throughout the course. * Student demonstrates familiarity with reading and research by providing correct interpretation of test data. * Student demonstrates an applied understanding of the content covered in the course. |  |

**Appendix A: Student Statements**

**Statement Regarding Students with Disabilities**

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

[*http://oregonstate.edu/dept/budgets/genupol/gupdissu.htm*](http://oregonstate.edu/dept/budgets/genupol/gupdissu.htm)

**Link to Statement of Expectations for Student Conduct**

[http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm%20)

**Academic Integrity** — Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further information, visit [Avoiding Academic Dishonesty](http://oregonstate.edu/admin/stucon/avoid.htm" \t "_blank), or contact the office of Student Conduct and Mediation at 541-737-3656.

**Link to Conceptual Framework, Knowledge Base, and National and State**

The Professional Teacher and Counselor Education (PTCE) unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to the National Council for Accreditation of Teacher Education (NCATE) guidelines, review the Conceptual Framework at the website: <http://oregonstate.edu/education/accreditation/>

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application of NCATE content knowledge, professional and pedagogical knowledge and skills, dispositions, and student learning. NCATE Unit Standards: <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

The Oregon TSPC Standards embedded in this course include the following:

* Standard 1: Plan Instruction that supports student progress in learning and is appropriate for the developmental level.
* Standard 2: Establish a classroom climate conducive to learning.
* Standard 3: Engage students in planned learning activities.
* Standard 4: Evaluate, act upon, and report student progress in learning.
* Standard 5: Exhibits professional behaviors, ethics, and values

**Confidentiality Notice**

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Prior to the review of any audio/video tape, the student will provide a Consent Form for Taping outlining the purpose of the taping and written permission by the supervisee. Let your supervisee know who will be listening to the recordings of the sessions and the reasons for that. Be sure to respect confidentiality outside the session. Do not discuss supervisees in public places where your conversation could be overheard. Do not discuss your supervisees with persons outside the class such as spouses, family members, etc. Do not play your tape recorder when audio privacy is not possible. A private earphone is recommended when listening to tapes

**Electronic Device Notice**

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic toys that make noise.