

Introduction-Review Module /Lesson Plan Objective: A., B., C.

The students will learn the ethics of using assessment inventories, review prerequisite knowledge of the PREPARE/ENRICH Inventories, and suggestions for giving Feedback to the Couple.

Instructor Activity	Student Activity
<p>1. Explain where this skill fits in the larger scheme of the Advanced Workshop: --these first skills are prerequisite knowledge, presented to get all students on a “level playing field.” The necessary basic content is provided to allow students to progress in their knowledge and skills with the assessment inventories.</p> <p>2. State the objective: --stated above and additionally (slide 6 p.2).</p> <p>3. Explain what skill check the students will need to complete in order to show mastery of the objective: --no formal skill check; the practical skill check is the “Advanced Manual.”</p> <p>4. Explain /demonstrate the relevance of this objective/skill to the students: --the Relevance of the Ethics discussion and prerequisite knowledge is to provide foundational knowledge on how to use the inventories; necessary to know if students want to learn additional skills in today’s Advanced Workshop.</p> <p>The students have the above materials in hand.</p> <p>Students should check mark or highlight the text boxes in their Advanced Manual that match the slides that are light green in color on PowerPoint projection, or as noted by the seminar director.</p>	<p>The students may ask clarifying questions.</p> <p>The students may follow along in their Advanced Manual. The students may ask clarifying questions.</p> <p>The students may ask clarifying questions.</p> <p>The students may ask clarifying questions.</p> <p>Students may follow along in the Advanced Manual.</p>

Introduction-Review Module/Lesson Plan Objective 23:

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Instructor Activity	Student Activity
<p>5. Demonstrate the Relevant Practice, if necessary: --the Relevant Practice is limited to discussing ethics of using inventories and reviewing the ENRICH Counselor Computer Report. Note any common errors to avoid or discriminations to understand: --for ethics: forcing a person to complete the inventory when he didn't wish to complete it. --the inventory is not appropriate for them (i.e., poor ability with English) --for prerequisite knowledge (ENRICH Counselor Report): --on the Role Relationship Scale clarify differences between PCA score and Revised Individual Scores; --and clarify how the Revised Individual Scores of both the male and female are used to determine the male's and the female's Traditional or Equalitarian Scores.</p> <p>6. Teach the content the student needs to know before they can practice the objective, if necessary: --as prerequisite knowledge is presented, ask students to turn to the Sample ENRICH Counselor Computer Report.</p>	<p>Students follow along in the ENRICH Counselor Computer Report, and ask any clarifying questions.</p>

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<p>---for prerequisite knowledge (ENRICH): review ENRICH inventory sections using slide 10, p. 4 as the guide.</p> <p>--as stated in 5 above, the Relevant Practice is reviewing the ENRICH Counselor Computer Report, and a few case studies.</p> <p>--and a few brief case studies-“role-plays”, noted in the Objectives. The case studies-“role-plays” need to coincide with the appropriate content: ethics, review of prerequisite knowledge from the ENRICH Counselor Report, and the Suggestions for Feedback with the Couple.</p> <p>- participants discuss the example in the case study and explain why the Counselor did not force the man of the Couple to take the inventory. (listed on page 3, slides 8-9).</p> <p>--participants receive an ENRICH Counselor Report and briefly explain the scores and what they mean for the Couple, (Introduction, in slides “Quick Review of Inventory,” slide10);</p> <p>--participants continue with the above case study and briefly “role-play” with the Seminar Director as s/he models and explains the steps in the Suggestions for Feedback, (Introduction, in slides “Suggestions for Feedback,” slide 11).</p> <p>7. Allow student to perform the Relevant Practice (objective), and provide timely feedback:</p> <p>--completed in step 5 and 6 above.</p> <p>--ask students for any questions. As students ask clarifying questions, refer students to any of their materials by page as necessary (the Advanced Manual).</p>	<p>Students follow along in the ENRICH Counselor Computer Report, participate in brief case studies -“role-plays” and ask any clarifying questions.</p> <p>Students may review the Advanced Manual.</p> <p>Students may ask clarifying questions.</p>

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Ethics of Inventories, Review Prerequisite knowledge of Inventories

8. Let students self-check whether they are ready to demonstrate their ability to perform the skill as the objective states, if necessary:

--ask students if they have any questions on ethics of using inventories and the prerequisite knowledge discussed above.

END of Module.

Students may review the Advanced Manual.

Students may ask clarifying questions