



CMU Counseling Program Syllabi

Click on the links below to view each course syllabus.

Course No	Course Name	Delivery	
		Mt. Pleasant	Online
CED 604	Introduction to School Counseling	8 wk Asyn Online	Same
CED 603	Introduction to Clinical Mental Health Counseling	8 wk Asyn Online	Same
CED 610	Career Counseling	8 wk Asyn Online	Same
CED 615	Postsecondary Planning for School Counselors	8 wk Asyn Online	Same
CED 617	Counseling Supervision	8 wk Asyn Online	Same
CED 620	Introduction to Multicultural Issues in Counseling	16 wk F to F	8 wk sync online
CED 630	Ethics and Consultation in Counseling	16 wk F to F	8 wk sync online
CED 640	Assessment in Counseling	16 wk sync online	Same
CED 641	Introduction to Counseling for Addictions	8 wk Asyn Online	Same
CED 642	Neuropsychopharmacology	8 wk Asyn Online	Same
CED 643	Etiology of Addiction	8 wk Asyn Online	Same
CED 644	Addiction Oriented Systems and Methods of Care	8 wk Asyn Online	Same
CED 645	School Counseling Seminar	8 wk Asyn Online	Same
CED 650	Theories and Techniques of Group Counseling	16 wk F to F	16 wk Sync Online
CED 651	Counseling Children and Adolescents	8 wk Asyn Online	Same
CED 660	Counseling Techniques	16 wk F to F	16 wk Sync Online
CED 665	Personal and Professional Development Across the Lifespan	16 wk F to F	8 wk sync online
CED 677	Counseling Theories	16 wk F to F	8 wk sync online
CED 679	Crisis and Trauma Counseling	8 wk Asyn Online	Same
CED 668	Couple and Family Therapy	8 wk Asyn Online	Same
CED 686	Psychopathology in Counseling	8 wk Asyn Online	Same
CED 690	Counseling Practicum	16 wk F to F	16 wk Sych Online
CED 691	Internship	16 wk sync online	Same
CED 695	Research in Counseling	8 wk Asyn Online	Same
CED 699	Diagnosis and Treatment Planning in Counseling	16 wk F to F	8 wk sync online



CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES
DEPT. OF COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS

CED 603: Introduction to Clinical Mental Health Counseling

ASYNCHRONOUS ONLINE

EPN: 22430057

Summer I Monday May 2, 2022 – Friday June 24, 2022;

Instructor: Allison Arnekrans, PhD, LPC, NCC, ACS, BC-TMH

Office Hours: Email me to set up an appointment to meet via WebEx.

Office: EHS 355 or <http://cmich.webex.com/meet/arneklak>

Phone: (989)774-6439

E-mail: arneklak@cmich.edu

BULLETIN DESCRIPTION:

This course includes survey of historical, cultural, and political dimensions and trends in community mental health. This course may be offered in an online format.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

None

RATIONALE FOR COURSE LEVEL:

This introductory course provides a foundation for the Counseling Graduate program and provides students with the basic issues and trends in Clinical Mental Health Counseling. The amount and complexity of work required make this course appropriate for graduate students in the Counseling program.

REQUIRED TEXTBOOKS:

Gerig, M. (2018). *Foundations for clinical mental health counseling: An introduction to the profession*. Boston, MA: Pearson.

****Additional articles and materials will be provided in the course shell.**

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic

compatibility with Central Michigan University systems and tools

<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or ‘real-time’ session through CMU’s authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

Students will participate in quizzes, reflection exercises, lecture/discussion, guest speakers, and reading/writing assignments. Rubrics and detailed instructions for all assignments are included within our Blackboard course shell.

STUDENT LEARNING COURSE OBJECTIVES:

After completing this course, the student will be able to:

Learning Objectives (LO)
1. Articulate knowledge of the history of professional counseling and the development of the mental health counseling field.
2. Theories and models related to clinical mental health counseling
3. Legal and ethical considerations specific to clinical mental health counseling
4. Formulate ideas about what it means to be a professional counselor and the process of developing a professional identity.

5. Analyze current political, social, economic and cultural challenges facing professional counselors and clients in a diverse society.
6. Distinguish between national and state licensure laws, certification, and accreditation processes.
7. Differentiate the world views and cultural influences of client and counselor and how these views may impact counseling techniques.
8. Evaluate one's own beliefs and attitudes in the process of becoming a professional counselor.
9. Explain the basic tenets and functions of professional counselors who work in community agencies.
10. Analyze the impact of stress and wellness on individuals and organizations.
11. Propose how counselors can utilize technology in the counseling profession.
12. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP STANDARD
Clinical Mental Health Counseling 5.C.1.a.	History and development of clinical mental counseling
Clinical Mental Health Counseling 5.C.1.b.	Theories and models related to clinical mental health counseling
Clinical Mental Health Counseling 5.C.2.a.	Roles and settings of clinical mental health counselors
Clinical Mental Health Counseling 5.C.2.c.	Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks
Clinical Mental Health Counseling 5.C.2.i.	Legislation and government policy relevant to clinical mental health counseling
Clinical Mental Health Counseling 5.C.2.j.	Cultural factors relevant to clinical mental health counseling
Clinical Mental Health Counseling 5.C.2.k.	Professional organizations, preparation standards, and credentials relevant to clinical mental health counseling
Clinical Mental Health Counseling 5.C.2.l.	Legal and ethical considerations specific to clinical mental health counseling
Clinical Mental Health Counseling 5.C.2.m.	Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.
Clinical Mental Health Counseling 5.C.3.c	Strategies for interfacing with the legal system regarding court-referred clients

ASSIGNMENTS:

1. Chat Sessions (3 sessions x 2 points each= 6 points)

- a. There will be three (3) one-hour chat sessions scheduled during the semester. Times/dates are listed in the syllabus course outline. Chat Sessions will be conducted through WebEx. Each chat session will be archived so you could listen to a recorded session to get caught up if you do have to miss the live session. *If multiple people are unable to attend a specific scheduled chat session, the instructor reserves the right to adjust the date/time to accommodate the most people.*
- b. During the one-hour chat session, we will discuss weekly topics/due dates, answer questions from the text or about activities, and identify key issues within the subject matter. **Please note that access to a microphone or a headset is required for the chat sessions.**
- c. If you need to miss a live chat session for an emergency or planned situation (**communicated to the instructor in advance**), you may complete an alternative to the chat session by reviewing the recorded session, under “Chats” → “Recordings.” **After reviewing the session:**
 - i. Post a summary of the session (what it was about);
 - ii. Identify three things that you have learned; and
 - iii. Indicate anything that is still unclear to you.
- d. Make your posting to the “Chat Alternatives” Discussion Forum located within the Discussion Board.
- e. Chat Session Dates are posted under the weekly assignments and are scheduled at various times/days to accommodate for the most schedules.

2. Quizzes (4 quizzes x 3 points each= 12 points)

Students will complete short quizzes to assess their knowledge from the week’s reading, activities, and lecture. The quiz description will inform you of what topics will be covered on the quiz. Four quizzes in total will be conducted utilizing Bb Quizzes function, unless otherwise specified. Quiz format is given in multiple choice, matching, true/false, and fill-in-the-blank. **Quizzes will become available on Monday @ 8am of each week and close at 11:59pm on Sunday nights.**

3. Fill-In Study Guide (4 points)

During the Week 1 module, students will complete a fill-in study guide after reading the chapters for the week. The guide provides a review of the chapter. Answers can be typed or handwritten (as long things are legible).

4. Discussion Board (5 posts x 4 points each = 20 points)

As a professional foundations course, this class involves extensive discussion and in-depth feedback regarding the various issues/topics important to our profession. Because we are not seated in the classroom with this possibility, the purpose of the discussion board will serve as our way of connecting, sharing ideas, and processing the content. During the designated weeks, there will be a Discussion Board prompt provided based on the content covered. There are five prompts throughout the 8-weeks. You will respond to each component of the prompt in complete sentences/thoughts with appropriate grammar (3 points). ***You are highly encouraged to support your thoughts/positions with APA***

citations. While I will not conduct a word count on your post, I will be looking for honest reflection and evidence that you understand the literature and concepts.

After posting your personal answer, **you will also respond to ONE of your peer's post** during the designated week. This feedback component counts for an additional one (1) point each week, for a total of 4 points per post. Responses should be more than "good answer" or "well written," rather you should challenge/support/amend/agree with the writer, citing evidence and thoughtfulness. While not required, you are encouraged to engage in discussion with others based on your response and based on the feedback you provide to a peer throughout the week. *****NOTE: This feedback component requires that you post your answer earlier in the week than the due date on Sunday night!**

5. Position Paper (8 points)

Position Papers are helpful for you to reflect on your current state of thinking and behaving within the profession as you continue your development from student to Licensed Professional Counselor. Consider your past experiences, understanding of theory and ethics, and reflection from the content of other courses. The paper will consist of a series of questions to complete. Number each question, list the question first, and then provide your answer. Single sentences are not sufficient to answer the prompt. Using additional references is encouraged, but not required. Should you choose to include additional references, make sure they are cited in APA formatting. Single spaced, 12pt Times New Roman font will work. Include your Name, Date, and Course in the upper left corner. Also include a header with the assignment title, your last name, and page number (i.e. Position Paper_Arnekrans 1). More information about questions to address for this assignment can be found in Bb.

6. Professional Disclosure Statement (5 points)

The purpose of a professional disclosure statement (PDS) is to inform clients about your professional background and the limitations of your professional relationship. It is sometimes referred to as a document of informed consent. We will review the contents of a PDS within the module first, then you will be asked to construct your own based on your experiences and interests. This document is required by the state licensing board before they will issue your official license, so this is something you will absolutely use and need in the future. A template will be provided for you.

7. Counseling Setting Informational Interview (10 points)

As a way to expose you the variety of settings available within the counseling profession, the purpose of this assignment is to get you out into the field to be able to ask question to those doing the work. *I challenge you to really think about where you want to work in the field and why.* Each student will choose a setting that they want to learn more about, and then identify a representative of the setting to interview. **A counselor (LLPC or LPC) is preferred.** Settings might include: private practice, community mental health agency, hospital, contracted counselor through a school or doctor's office, Veterans Administration (VA), hospice, substance abuse facility, in-patient psychiatric unit, residential treatment facility, etc. It is the student's responsibility to identify a site and a person to interview. The interview questions/protocol can be found under the

“Informational Interview” tab in Bb. In addition to questions about the setting, issues faced by the client population and/or setting will be addressed. Additionally, questions regarding advocacy and social justice are included. The answers for these three questions will assist with the Advocacy in Action Proposal due the following week. The final report should be written as question→answer style for the actual interview and follow-up questions.

8. **Advocacy in Action (10 points)**

Understanding how to and the importance of advocating for your client is an essential job function of a professional counselor. During our focus on professional identity and advocacy in Week 5, we will learn about different types of **professional advocacy**. During your counselor setting interview (due in Week 5), you will ask your interviewee several questions regarding social justice and advocacy. This assignment is a follow-up to your interview. The purpose of the Advocacy in Action proposal is to respond to the issues presented by your interview. Assignment guidelines and the rubric are provided in the course shell. **This assignment should be submitted into Bb under the assignment titlelink AND in the Discussion Board for feedback before the assigned date.**

9. **Communication & Intervention Researched Presentation with Specialty Population (25 points)**

As the key assessment for the area of Clinical Mental Health Counseling, you will complete a slideshow presentation based on a literature review and synthesis of information on effective communication and counseling interventions with a multicultural group selected by you. The primary intent of this project is to allow you to explore a population of interest and provide the appropriate communication strategies and counselor interventions that encourage the most positive interaction with this group. This should be a practical presentation. Put yourself in the shoes of the Clinical Director of an agency and think about how best to educate your employees about counseling for a specific group. Think applicable suggestions and useful take-aways. Anyone reviewing your presentation should become a “mini expert” in cross-cultural communication and counseling intervention with the group you have chosen.

Your presentation should include the following:

- **Title Slide**
- **Table of Contents or Agenda**
- **Rationale Slide** (why are you interested in this topic and/or why does it warrant further investigation)
- Include **definitions** or parameters of how you will define your group,
- **History/Background Information/Notable events/Diversity Considerations** for your group (i.e., population size, demographics, historical progression, diversity and/or cultural factors that may affect treatment, define who is included?),
- **Legal & Ethical Considerations** (i.e., legislative action on behalf of the group, applicable ethical codes/protections),

- **Communication strategies** (i.e., How can I effectively work with this group as a counselor? What do I need to know about this group in order to improve my experience with them? What should I avoid?)
- **Best or most appropriate theories/ interventions for the group** (i.e., What will or will not work for this group? Who needs to be involved in service delivery? What format? Which theories and models are considered best practices for this diagnosis/population?)
- **Create a brief client scenario using the biopsychosocial model/template** based on a client from your chosen population. Use the information you have learned to inform this process. Include the scenario on the slide with discussion points for the class.
- **Provide the treatment plan and rationale for your client** from the case scenario activity. This should include the goals, objectives, and mental health service delivery modalities most appropriate for your client's case (i.e. what services would they benefit from and why?) See template for more information.
- **Summary or Conclusion Slide highlighting main points**
- **Reference Page (Include at least 4 credible academic articles from journals or published books and at least 3 other credible sources- not wikipedia).**

When reviewing your presentation, I will be focusing my attention on how well it communicates:

- a) an understanding of the material and your chosen topic,
- b) appropriate use and synthesis of reference materials,
- c) application of the information learned within the case scenario exercise,
- d) use of APA formatting, and
- e) appropriate presentation formatting.

Please reference the rubric to guide your work. You may use any type of presentation medium you wish, though PowerPoint, Canva, Google Slides, and Prezi are the most commonly used mediums. Most people tend to stay between 17-25 slides; however, your topic will dictate how many slides are necessary to convey the information with clarity and creativity.

Because we will not present these in class, you are required to provide narration or record your presentation before submission. There is a folder in Bb to provide you information regarding narration options.

Some other tips to guide your work:

- The **title** and content of your presentation should reflect the purpose of the project, which is “Effective Communication and Intervention with...(a specific multicultural group).” Please pick a group that you are interested in learning more about, rather than one you are a part of or you already know about or are a member of.
- Use appropriate **slide headings** for your slides to accurately describe what the slide covers

- There should be enough information on the slides that one can easily gain knowledge, yet **avoid copying/pasting long paragraphs and quotes from sources**. This is distracting, detracts from the visual appeal, and usually overwhelms the reader/participant.
- Review APA formatting for presentations within the CMU libraries page or on OwlPurdue websites. Get help on this in advance from the CMU Writing Center, and do not assume that you know it all. It is a bit different than citing in a typical research paper.
 - Be sure to include both in-text citations and a complete reference slide(s).
 - If you include a table, graph, or chart on a slide, make sure to include the citation of that specific figure directly below the figure.
 - Remind yourself of the difference between credible and non-credible sources. Review the requirements for how many academic journal articles/books are needed.
- Be creative and informative. Think about how to include design, color, graphics, and animations for visual appeal. Video clips and articles that reveal some personal aspect or help to personalize what you are talking about are encouraged.
- **This assignment should be submitted into Blackboard before 11:59pm in Week 7. Please also submit it to the Discussion Board #5.**

EXTRA CREDIT OPPORTUNITY:

Counseling Professional Associations are helpful to develop your professional identity, keep you informed about key issues within the profession, and assist with networking opportunities for possible career changes/choices, among other things. For an additional 3 extra credit points, please show proof (i.e. receipt, letter from the association, certificate etc.) that you have either renewed or joined a counseling-specific professional association **during our current semester**. The proof is due electronically before our final day of class.

COURSE EVALUATION:

Students will receive feedback in several ways. First, students will receive performance feedback about each assignment based on the assigned rubric through the *Assignments* function in Bb or comments written in submitted work. All grades will be posted on Bb through the *My Grades* function. Finally, should a student have specific questions about his/her grade or performance on an assignment, the student should email the instructor to set-up a time to discuss issues.

GRADUATE GRADING SCALE:

Chat Sessions	6 points
Quizzes	12 points
Discussion Board Posts and Feedback	20 points
Fill-In Study Guide	4 points
Position Paper	8 points
Counseling Setting Informational Interview	10 points
Professional Disclosure Statement	5 points
Advocacy In Action Proposal	10 points
Researched Presentation	25 points
Total:	100 points

SUPPLEMENTARY INFORMATION: There are several articles, YouTube videos, and activities provided within the *Weekly module* folders each week that are described as “**Supplementary Material.**” This information is intended for your own personal use to compliment the lecture and practice concepts in the text. You may comment on the material within the *Discussion Board* under the forum “Coffee House;” however, you will not submit answers for a grade.

It is possible to earn a total of **100** points in the course. The course grade will be determined as:

100-93%	A		82-80%	B-
92-90%	A-		79-77%	C+
89-87%	B+		76-73%	C
86-83%	B		72%>	E

COURSE SCHEDULE/TASKS:

The instructor reserves the right to modify and/or change the course outline as needed during the course. Below is the **Tentative Schedule** for the semester. Students will be notified of any changes during regular class meeting and postings will be made on BLACKBOARD.

COURSE MEETING	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE DATE
Week 0 M 4/25- S 5/1	Introduction to Clinical Mental Health Counseling Please complete the following tasks in preparation for the start of the course:		Review Lecture #1 to familiarize yourself with the content of the course!	<ul style="list-style-type: none"> • Run the system requirement test; • Read or watch the Blackboard tutorials; • Study the course syllabus and complete the Syllabus Quiz (Quiz #1, 3 points); • Post your self-introduction to the discussion forum; • Review the contents of the Bb shell to familiarize yourself with where things are.
Week 1 M 5/2- S 5/8	Historical Perspectives of CMHC; What we do as counselors	5.C.1.a 5.C.2.a	Read Chapters 2 & 7	<ul style="list-style-type: none"> • Discussion Board #1 (4 points)

				<ul style="list-style-type: none"> • Complete Fill-In Study Guide (4 points)
Week 2 M 5/9- S 5/15	Ethical & Legal Aspects of Counseling; Professional Practice in Multicultural Contexts	5.C.2.l 5.C.2.j	Read Chapters 6 & 10	<ul style="list-style-type: none"> • Post Researched Presentation Topics in Discussion Board • Complete Quiz #2 (3 points) • Submit Position Paper (10 points) • Chat Session #1 Wednesday May 11 6:00-7:00pm EST
Week 3 M 5/16- S 5/22	Theoretical Foundations & Theories of Counseling for Clinical Mental Health Counselors	5.C.1.b	Read Chapters 3 & 4	<ul style="list-style-type: none"> • Discussion Board #2 (4 points)
Week 4 M 5/23- S 5/29	Accreditation, Education, & Licensure	5.C.2.k 5.C.2.i	Read Chapter 5	<ul style="list-style-type: none"> • Complete Quiz 3 (3 points) • Submit Professional Disclosure Statement (5 points) • Complete Mid-Term Evaluation • Chat Session #2 Tuesday May 24 7:30-8:30pm EST
Week 5 M 5/30- S 6/5	Advocacy, Collaboration, & Social Justice	5.C.2.i	Read module articles/materials	<ul style="list-style-type: none"> • Discussion Board #3 (4 points) • Submit Counselor Settings Interview Paper (10 points)
Week 6 M 6/6- S 6/12	Professional Identity; Professional Associations;	5.C.2.i 5.C.2.k	Read module articles/materials	<ul style="list-style-type: none"> • Complete Quiz 4 (3 points) • Submit Advocacy In Action Activity (10 points) • Chat Session #3 Sunday June 12 6:30-7:30pm EST
Week 7 M 6/13- S 6/19	Employment Settings & Delivery	5.C.2.c 5.C.2.m	Read Chapters 8 & 11	<ul style="list-style-type: none"> • Discussion Board #4 (4 points)

	Modalities; Managed Care & Third Party Reimbursement			<ul style="list-style-type: none"> • Submit final Researched Presentation (25 points)
Week 8 M 6/20- FRIDAY 6/24 @ 11:59pm	Legislation & Government Policy; Court- Referred Clients; The Future of the Profession	5.C.2.i 5.C.3.c	Read module contents. Read <i>"Guidelines for Court-Involved Therapy"</i> Read Chapter 13	<ul style="list-style-type: none"> • Discussion Board #5 (4 points): Provide feedback on 2 of your peer's Research Presentations • Complete Evaluation of course submitted by Global Campus

CACREP #	CACREP STANDARD	ASSIGNMENT/ ASSESSMENT
CMHC 5.C.1.a.	History and development of clinical mental counseling	Discussion Board, Quiz
CMHC 5.C.1.b.	Theories and models related to clinical mental health counseling	Position Paper, Discussion Board; Researched Presentation
CMHC 5.C.2.a.	Roles and settings of clinical mental health counselors	Quiz Counselor Settings Interview
CMHC 5.C.2.c.	Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks	Counselor Setting Informational Interview; Discussion Board, Quiz
CMHC 5.C.2.i.	Legislation and government policy relevant to clinical mental health counseling	Research Presentation; Advocacy in Action
CMHC 5.C.2.j.	Cultural factors relevant to clinical mental health counseling	Quiz, Position Paper
CMHC 5.C.2.k.	Professional organizations, preparation standards, and credentials relevant to clinical mental health counseling	Professional Disclosure Statement; Quiz; Discussion Board
CMHC 5.C.2.l.	Legal and ethical considerations specific to clinical mental health counseling	Quiz, Research Presentation
CMHC 5.C.2.m.	Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.	Discussion Board; Quiz
CMHC 5.C.3.c	Strategies for interfacing with the legal system regarding court-referred clients	Quiz; Research Presentation

UNIVERSITY POLICIES & ASSISTANCE:

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy: (https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements: (https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions:

dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see:

https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a graduate level course; therefore, the expectation is present that the student will know and effectively utilize APA formatting and citation guidelines and is able to articulate their thoughts with clarity. For additional information and to submit work, please visit

<https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at: http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.

SPECIFIC COURSE POLICIES:

Attendance: Central Michigan University does not have a university-wide attendance requirement and attendance is not a required component of your grade for this course. If you will not be class, **please email me in advance to let me know.** To benefit most from this course, however, you are expected to actively participate and take responsibility in weekly course modules. Sickness, death, and other emergencies are an unfortunate part of life. If possible, you should inform me of any event that might prevent you from attending class or completing work as soon as possible to ensure an opportunity for an extension on any due assignments.

Learning Environment: This course is designed to provide all students with a safe, respectful learning environment in which everyone is comfortable to express their thoughts, beliefs, values, and opinions. Therefore, you are expected to contribute to the learning environment by remaining open-minded of other's values/beliefs, thoughtful of other's feelings and cultures, flexible with the learning process, and professional by maintaining other's confidentiality. Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all a part of the learning process. This course will be a safe and welcoming learning environment for everyone regardless of ethnicities, sexual orientations, gender identities, ages, religions, economic classes, and ability statuses. To ensure a safe learning environment, I will monitor your contributions to the learning environment and appropriate actions will be taken for individuals who do not contribute to a safe, respectful learning environment.

Expectations for the Instructor: I will ensure communication flows efficiently during this course by a.) checking my email daily, b.) responding to class-related questions within 24 hours, and c.) providing feedback on completed assignments within one week's time. I will also request feedback for this course regularly in order to update and provide relevant information for you.

Expectations for the Student: The instructor of this course will communicate with students through the **CMU-issued email only**, as well as through Blackboard announcements, and discussion board posts. Students are encouraged to check their email and to review the course Blackboard site on a daily basis. Be mindful of set deadlines and ask questions when necessary. Email me if you will not be in class on a certain date. You must be self-motivated and self-disciplined to keep yourself on schedule with readings, activities, and assignments, etc. Additionally, it is your responsibility to discuss issues related to the course or instruction with the instructor as soon as possible.

Late Work Policy: It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

1. For each 24-hour period after the date specified, the final achievable grade will be reduced by 5%.
2. **No assignments may be turned in any later than 3 days after the scheduled due date.**

3. Late assignments may be emailed to arnek1ak@cmich.edu to assure a time and date stamp.
4. If you feel you have extenuating circumstances, please discuss with the instructor.

Grades: It is the expectation of the student to discuss grade discrepancies as soon as possible. Grade issues will only be discussed **through a virtual meeting via WebEx by appointment only**. If a student is unable to complete course requirements because of an illness or other justifiable circumstances, said student might be able to obtain a temporary grade of “I” (incomplete).



CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER EDUCATION
COURSE SYLLABUS

CED 604: Introduction to School Counseling

Online

Instructor: Ellen Armbruster, Ph.D.

Office Hours: By WebEx or phone; Monday 10:00a-12:00p Wednesday 12:00p-2:00p

Office Location: Education and Human Services Building #348

Email: armbr1ew@cmich.edu

Phone: (989) 774-7975

BULLETIN DESCRIPTION:

This course provides a history and philosophy of school counseling programs. The role and function of school counselors will be explored. This course may be offered in an online format.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

None.

RATIONALE FOR COURSE LEVEL:

This course provides an introduction and overview of the major issues and trends within the school counseling profession for students enrolled in the Counseling Program. The amount and complexity of work required make this course appropriate only for graduate students.

REQUIRED TEXTBOOKS:

American School Counselor Association. (2019). *The ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

Dahir, C. A., & Stone, B. S. (2016). *The transformed school counselor*. (3rd ed.). Boston, MA: Cengage.

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

RECOMMENDED TEXTBOOK:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools <https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

Methods of instruction for this course may include Power Point lectures, discussions, role play, small group activities and projects, quizzes, and exams.

STUDENT LEARNING COURSE OBJECTIVES:

After successful completion of this course, the student will be able to:

1. Analyze the basic philosophical aspects of elementary and secondary school counseling in the context of the American educational system.
2. Critique the basic counseling concepts, strategies, theories, and techniques suitable to K-12 counseling programs.

3. Integrate knowledge of the achievement gap and the impact on diverse populations and analyze appropriate interventions.
4. Critique the role of school counselors as leaders, advocates, consultants, coordinators, collaborators, and managers of resources.
5. Apply ethical reasoning to the complex legal and ethical issues that arise in school counseling situations.
6. Integrate knowledge of the ASCA National Model of School Counseling in the development of a comprehensive school counseling program.
7. Analyze data as a means of driving decision-making in school counseling programs.
8. Analyze the needs of students with disabilities and means of providing effective services.
9. Distinguish the historical issues which influence today's educational climate, especially with regard to the topic of safety in school environments.
10. Integrate the basic components of a developmental career and college readiness program for all students in the development of a comprehensive school counseling program.

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

The following CACREP standards will also be addressed:

School Counseling 5.G.1.a	History and development of school counseling
School Counseling 5.G.1.b	Models of school counseling programs
School Counseling 5.G.2.a	School counselor roles as leaders, advocates, and systems change agents in P-12 schools
School Counseling 5.G.2.b	School counselor roles in consultation with families, school personnel, and community agencies
School Counseling 5.G.2.d	School counselor roles in school leadership and multidisciplinary teams
School Counseling 5.G.2.f	Competencies to advocate for school counseling roles
School Counseling 5.G.2.j	Qualities and styles of effective leadership in schools
School Counseling 5.G.2.l	Professional organizations, preparation standards, and credentials relevant to the practice of school counseling
School Counseling 5.G.2.n	Legal and ethical considerations specific to school counseling
School Counseling 5.G.3.a	Development of school counseling program mission statements and objectives
School Counseling 5.G.3.b	Design and evaluate school counseling programs
School Counseling 5.G.3.c	Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
School Counseling 5.G.3.f	Techniques of personal/social counseling in school settings
School Counseling 5.G.3.l	Techniques to foster collaboration and teamwork within schools
School Counseling 5.G.3.n	Use of accountability data to inform decision making

ASSIGNMENTS:**1. Reading Assignments:**

- Students must read all assigned chapters in the required textbook, as well as the additional required reading materials posted on Blackboard, to prepare for quizzes and engagement in Discussion Board Forums.
- Students should review the supplementary resources in the corresponding folder, as time allows.
- Instructor may assign additional readings.

2. Quizzes (5 @ 4 point each for a total of 20 points)

- Quizzes will cover the required reading materials and provide students an opportunity to test their knowledge in several important areas of school counseling.

3. Discussion Board (5 @ 3 points each for a total of 15 points)

- Students are required to participate in all Discussion Board forums. For some of the forums, students may have a choice of prompts.
- Students who wish to obtain **EXTRA CREDIT** in the course may provide up to a total of ten (10) thoughtful replies to their classmates' DB responses for one half (.5) point each and a maximum of five (5) extra credit points for the course. **(NO MORE THAN TWO EXTRA CREDIT REPLIES PER DISCUSSION FORUM.)**

4. WebEx Live Meeting (1 @ 2 points)

- Students are expected to attend the live WebEx session and to participate fully through attentive listening and respectful discussion. Should a student be unable to attend the session, an alternative assignment will be provided. The alternative assignment is explained within the Discussion Board and may be submitted through the "Live Session Alternative."

5. WebEx Live Supervision Session (1 @ 3 points)

- Students will attend one live supervision session (in groups of four) with the instructor to review progress toward completion of the Comprehensive School Counseling Program. This session is mandatory for all students.
- Please note: The instructor will provide additional WebEx live supervision sessions as needed or requested by the Comprehensive School Counseling Program groups.

6. Interview with a School Counselor and Summary Report (20 points):

- Students will conduct a **phone or WebEx interview** with a school counselor about the school counselor's role and function in their school and in relation to the

children they serve. Please be courteous and considerate of the school counselor's time when you schedule the interview. The following questions must be included in your interview:

- How does the school counselor enact their role as a leader, advocate, and systems change agent in their school?
 - How does the school counselor enact their role as a consultant to families, P-12 and postsecondary school personnel, and community agencies?
 - What role does the school counselor play in relation to college and career readiness?
 - What role does the school counselor play in school leadership and as a member of multidisciplinary teams?
 - What roles and responsibilities does the school counselor have in relation to the school emergency management plans, and crises, disasters, and trauma?
 - What competencies does the school counselor possess that help them to advocate for the roles they play in their school?
 - Which professional organizations does the school counselor belong to and what credentials relevant to the profession of school counseling does the school counselor hold?
 - What training and education did the school counselor obtain in order to enter the profession of school counseling?
 - What legal and ethical considerations specific to school counseling has the school counselor encountered in their role?
- Each student will prepare a **3-4-page summary report*** of the interview, which should be submitted electronically through Blackboard. You **must have a title page and use headings** to organize the paper, and it **must be written in APA (7th) style**. The paper should include (but is not limited to) the following:
 - Introduction
 - Lay the framework for what you will say in your paper:
 - What is your paper about?
 - Whom did you interview?
 - What did you hope to find out?
 - Interview Responses
 - What questions did you ask?
 - How did the school counselor respond?
 - Be sure to gather thorough and complete answers to all required questions
 - Your reaction
 - Which parts of the interview spoke to you the most and what did those parts say?
 - After doing the interview, what is your impression of school counselors?
 - What is your impression of the role and function of a school counselor?
 - Which parts of the job do you think you would like or not like?

- Do you still want to be a school counselor?
 - Conclusion
 - As a result of this interview, what conclusions do you draw about the role and function of a school counselor?
 - Do you think the job of the school counselor you interviewed is representative of most other school counselors in Michigan?
 - Do you think the job of the school counselor you interviewed is representative of most other school counselors in the country?
 - How do you think the job of the school counselor you interviewed may be different or the same? (Be sure to ask the interviewee about this during the interview.)

7. Comprehensive School Counseling Program (20 points):

- Students will work in **groups of four** to develop a **Comprehensive School Counseling Program (CSCP)** for an elementary school, a middle school OR a high school. Your project should follow the ASCA National Model guidelines, which we will be studying this semester. **Detailed information and an outline are posted on Blackboard and we will discuss the project further during the WebEx Live Supervision Session.** Students will utilize Microsoft OneNote Online to develop the project, which should be submitted electronically via the submission link provided in the Blackboard shell. Please plan to start working on this project early and use the skills of each group member wisely. There are many parts of the project that must be pulled together and the most successful groups are those whose members are able to collaborate effectively.
- Please note the following:
 - **Week 1:** Sign up for a group
 - **Week 2:** Identify a group leader. The group leader will create a new OneNote Online and share the link with edit permission to group members. Please see the step-by-step guide and sample provided in the Blackboard shell.
 - **Week 3:** The group leader will **submit the view-only link** for your group's OneNote Online to the instructor.
 - **Weeks 3-7:** Work with your group members to complete this project. Start early! The group members will also complete a separate Mindsets & Behaviors Classroom Lesson (names, domains, and topics due by end of Week 2), to be included with the CSCP. See more information below and under the "Mindsets & Behaviors Classroom Lesson" button on the left menu in the Blackboard shell.
 - **Week 7:** Submit the view-only link for your group's OneNote Online again, by the end of Week 7, to inform the instructor that your work is ready for evaluation. Your work will be evaluated using the rubric provided in the Blackboard shell.

8. Mindsets & Behaviors Classroom Lesson (20 points):

- **Topic Submission** (Due Week 2)

- Identify the target grade level (elementary, middle, or high school); the grade level must be the same as the grade level chosen for the CSCP
 - Identify the topic of the presentation
 - Identify the ASCA Domain to be addressed (academic, career, or social/emotional)
 - Identify the ASCA Mindsets & Behaviors to be integrated into the lesson plan
- **Mindsets & Behaviors Classroom Lesson (Due Week 5):** The CSCP group members will work together to create a **M & B Classroom Lesson** on a topic that is pertinent to the grade level and school population. The M & B Classroom Lesson must include the following:
 - A **Lesson Plan** that integrates specific ASCA Mindsets & Behaviors
 - The Lesson Plan must be included in OneNote Online in the specified location
 - A **Pre/Post-Test** that could be used to assess learning accomplished by members of the targeted grade level
 - Please include five multiple choice or true/false questions in your pre/post-test
 - The pre/posttest must be included in the CSCP OneNote Online in the specified location
 - A **Mindsets & Behaviors Power Point Presentation (12-15 slides total)** that presents relevant age-appropriate information about the topic
 - The **Power Point should be narrated** as though it were being presented to the chosen grade level (no more than one minute per slide). All group members should participate in the narration. Options for audio narration are provided in the Blackboard shell under the Mindsets & Behaviors Classroom tab.
 - The narrated Power Point must be included in the CSCP OneNote Online in the specified location.
 - **The Power Point must also be submitted via the Blackboard submission link in Week 5 AND uploaded to the Discussion Board in Week 5.**
- **The Mindsets & Behaviors Power Point Presentation must include:**
 - **Slide #1:** Title slide that identifies topic of presentation and group members' names (1 slide)
 - **Slide #2:** Table of contents or agenda (1 slide)
 - **Slide #3:** ASCA domain AND the Mindsets & Behaviors that will be integrated into the lesson AND the target age/grade level – grade level must be the same as that chosen for the CSCP (1 slide)
 - **Slides #3-4:** Mindsets & Behaviors Lesson Plan (1-2 slides)
 - Must use the Mindsets & Behaviors Lesson Plan Template, which may be found in the OneNote Online template
 - Must tie presentation topic to specific ASCA Mindsets & Behaviors

- **Slides #5-6:** Pre-test/Post-test (1-2 slides)
 - Must include five T/F or multiple-choice questions that assess the attitude, knowledge, and skill of the target age/grade level, with respect to the chosen topic
- **Slides # 7-13:** Content of the lesson (6-7 slides)
 - Should reflect one of the three ASCA Domains – academic, career, or social/emotional
 - Should present information that ties the presentation topic to the specific Mindsets & Behaviors that have been chosen
 - Should provide age-appropriate information that fills a gap in attitude, knowledge, and or skills of the target age/grade level
 - Must use at least four (4) high quality resources to gather information; may include .gov or .edu websites or peer-reviewed articles
- **Slide #14:** Conclusion (1 slide)
 - Pull together the presentation to provide a final summary of the content to solidify learning for the targeted age/grade level
- **Slide #15:** References (1 slide)
 - Include all resources you have used and use APA style to cite
- **PLEASE NOTE:**
 - APA citation style must be used throughout the Power Point to give proper credit to cited authors/websites
 - Slides should not be overloaded with information – include the most important information and use appropriate slide headings
 - Include any additional information in the narration, but keep time to no more than one minute per slide
 - Include a minimum of four (4) high-quality resources
 - Grading rubric provided in Blackboard indicates full breakdown of points; however, please note the following:
 - Topic submission (include group member name(s) and domain) in Week 2 (1 point)
 - Mindsets & Behaviors Power Point Presentation uploaded to DB #5 by end of Week 5 (1 point)
- **PRESENTATION EXAMPLES:**
 - A presentation on study skills to a group of ninth grade students who did poorly in the first grading period of the academic year (ACADEMIC DOMAIN)
 - A presentation on social skills to a group of fifth grade girls who have been disruptive in class (SOCIAL/EMOTIONAL DOMAIN)

COURSE EVALUATION:

1. **Quizzes** (20 points; 5 @ 4 points each)
2. **Discussion Board** (15 points; 5 @ 3 points each)

3. **WebEx Live Meeting** (2 points)
4. **WebEx Live Supervision Session** (3 points)
5. **School Counselor Interview Paper** (20 points)
6. **Mindsets & Behaviors Classroom Lesson** (20 points)
7. **Comprehensive School Counseling Program** (20 points)

GRADING SCALE:

93-100%	A		80-82%	B-
90-92%	A-		77-79%	C+
87-89%	B+		73-76%	C
83-86%	B		Below 73%	E

*****All writing assignments must be typed and presented in APA (7th ed.) style. THIS INCLUDES THE USE OF HEADINGS. Please see APA Manual for APA style requirements.**

*****Instructor reserves the right to make changes to this syllabus as she sees fit, to support and enhance student learning.**

COURSE TIMELINE:

In this course, Weeks 1-7 start on Monday and end on Sunday at 11:59PM U.S. Eastern Time, and Week 8 ends on Friday at 11:59PM. Most assignments/tasks are due by the end of the assigned week unless otherwise specified and/or announced. Plan ahead and start early!

WEEK	TOPIC	CACREP SC STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
0	Getting Started! Working in Today's Schools	5.G.1.a, 5.G.2.1	Syllabus & Bb Tutorials. Dahir & Stone: Ch. 1. Savickas (2011).	- DB #1: Self Intro
1	Counseling Theory in Schools & Counseling Practice in Schools	5.G.3.f	Dahir & Stone: Chs. 2-3. Halcomb-McCoy: Chs. 1-2. ASCA: Section 1.	- Quiz #1 - Live Session - Sign up for CSCP group
2	School Counselors as Leaders and Members of Multidisciplinary Teams & School Counselors as Advocates	5.G.2.a, 5.G.2.d, 5.G.2.j, 5.G.2.f	Dahir & Stone: Chs. 4-5. Halcomb-McCoy: Chs. 3-4. ASCA: Section 2.	- DB #2 - Quiz #2 - Identify leader for CSCP OneNote Online - Mindsets & Behaviors Classroom Lesson: Name(s)/Domain/ Topic

3	Legal and Ethical Issues for School Counselors & Implementing the ASCA National Model	5.G.2.n, 5.G.1.b, 5.G.3.a, 5.G.3.b, 5.G.3.c	Dahir & Stone: Chs. 6-7. Halcomb-McCoy: Ch. 5. ASCA: Section 3.	- DB #3 - School Counselor Interview Paper - CSCP leader submits OneNote Link and Names
4	Accountability and Data-Driven Decision Making	5.G.3.b, 5.G.3.c, 5.G.3.n	Dahir & Stone: Ch. 8. Halcomb-McCoy: Ch. 6.	- DB #4 - Quiz #3
5	Diversity Matters & Special Needs Students	5.G.2.a	Dahir & Stone: Chs. 9-10. Halcomb-McCoy: Chs. 7-9. ASCA: Section 4.	- Live Supervision Session – Check sign-up schedule on Blackboard - Mindsets & Behaviors Classroom Lesson
6	Safe, Supportive, Respectful School Environments & School Counselors as Consultants	5.G.2.a, 5.G.2.b	Dahir & Stone: Chs. 11-12.	- DB #5 - Quiz #4
7	Coordinators, Collaborators, and Managers of Resources	5.G.2.b, 5.G.3.1	Dahir & Stone: Ch. 13.	- Comprehensive School Counseling Program
8	Career and College Readiness & Transitioning to School Counseling	5.G.2.a	Dahir & Stone: Chs. 14-15.	- DB #6 - Quiz #5

* Live session date and time will be announced. See details under "Live Sessions".

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
School Counseling 5.G.1.a	History and development of school counseling	-Quizzes
School Counseling 5.G.1.b	Models of school counseling programs	-Quizzes
School Counseling 5.G.2.a	School counselor roles as leaders, advocates, and systems change agents in P-12 schools	-Discussion Board -Quizzes -School Counselor Interview Paper
School Counseling 5.G.2.b	School counselor roles in consultation with families, school personnel, and community agencies	-Quizzes -School Counselor Interview Paper

School Counseling 5.G.2.d	School counselor roles in school leadership and multidisciplinary teams	-Quizzes -School Counselor Interview Paper
School Counseling 5.G.2.f	Competencies to advocate for school counseling roles	-Discussion Board -Quizzes -School Counselor Interview Paper
School Counseling 5.G.2.j	Qualities and styles of effective leadership in schools	-Quizzes
School Counseling 5.G.2.l	Professional organizations, preparation standards, and credentials relevant to the practice of school counseling	-Quizzes -School Counselor Interview Paper
School Counseling 5.G.2.n	Legal and ethical considerations specific to school counseling	-Quizzes -School Counselor Interview Paper
School Counseling 5.G.3.a	Development of school counseling program mission statements and objectives	-Comprehensive School Counseling Program
School Counseling 5.G.3.b	Design and evaluate school counseling programs	-Comprehensive School Counseling Program
School Counseling 5.G.3.c	Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	-Comprehensive School Counseling Program -Mindsets & Behaviors Classroom Lesson
School Counseling 5.G.3.f	Techniques of personal/social counseling in school settings	-Quizzes
School Counseling 5.G.3.l	Techniques to foster collaboration and teamwork within schools	-Quizzes
School Counseling 5.G.3.n	Use of accountability data to inform decision making	-Quizzes -Comprehensive School Counseling Program

Late Work Policy

Assignments are due on the date specified in the syllabus and should be turned in via Blackboard. It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

1. For each 24-hour period after the date specified, the final achievable grade will be reduced 5%.
2. No assignments may be turned in any later than 7 days after the scheduled due date.
3. Late assignments may be emailed to armbrlew@cmich.edu to assure a time and date stamp.
4. If you feel you have extenuating circumstances, please see the instructor.

5. If you are going to miss a test due to a university-excused absence, please let instructor know ahead of time so that arrangements can be made.

Attendance Policy

To get the most out of this class, it is important that you attend every session during the semester. Students must be in class, and prepared as described above, in order to receive participation points. Please inform instructor in advance of university-excused absences so that arrangements can be made.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy:

(https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements: (https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating

violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see:

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Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at:

http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.



CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER EDUCATION
Course Syllabus

CED 610: Career Counseling

ASYNCHRONOUS ONLINE

Instructor: Allison Arnekrans

Office Hours: Please email me directly to set-up an appointment via WebEx

Office Location: EHS 355 or <https://cmich.webex.com/meet/arneklak>

Email: arneklak@cmich.edu

Phone: 989-774-6439

BULLETIN DESCRIPTION:

This course provides a critical survey of theories, techniques, and trends in career counseling. This course may be offered in an online format.

PREREQUISITES, CO-REQUISITES, RECOMMENDED:

None

RATIONALE FOR COURSE LEVEL:

This is an introductory course for graduate students with background knowledge of the counseling profession. This course builds on basic knowledge of theories and techniques received in undergraduate coursework and stresses application to professional practice. This course is designed only for graduate students because of the expected level of class participation and academic performance.

COURSE TEXTS:

Niles, S. G., & Harris-Bowlsbey, J. (2017). *Career development interventions (5th ed)*. The Merrill Counseling Series by Pearson.

Please note: Additional readings, articles and handouts will be provided for you on Blackboard.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools <https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or ‘real-time’ session through CMU’s authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION

This course is taught through a mix of discussion, narrated lectures, short quizzes, written assignments, and other assigned tasks. All materials are available in the Blackboard course shell in advance, so that you may work ahead- *which I would highly recommend*. Rubrics and detailed instructions for assignments are under the Assignments button. While you may work at your own pace throughout the week, **all weekly tasks are due by Sunday of the week at midnight**, unless otherwise specified. The course outline follows Weeks 1-8 (weeks are Monday 8am - Sunday at midnight). Week 8 ends on Friday @ 11:59pm EST.

STUDENT LEARNING COURSE OBJECTIVES

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

1. Articulate the salient differences and similarities between the major theorists in the history of career development.
2. Differentiate the strengths and weaknesses among major theories of career development.
3. Apply the stages of career development.
4. Incorporate career development theory in designing a comprehensive program of career counseling for students and adults including placement issues and follow-up procedures.
5. Select, administer, and interpret appropriate career interest inventories.
6. Evaluate the credibility and usefulness of various occupational and educational resource information.

7. Facilitate career exploration and career decision-making using career development techniques.
8. Assess career counseling needs from varying multicultural groups.

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

In addition to the CLEAR objectives, the following CACREP standards will be addressed:

Professional Counseling Identity 2F4a	Theories and models of career development, counseling, and decision-making
Professional Counseling Identity 2F4b	Approaches for conceptualizing the interrelationships among and between work, family, and other life roles and factors
Professional Counseling Identity 2F4c	Processes for identifying and utilizing career, vocational, educational, occupational and labor market information resources, technology, and information systems
Professional Counseling Identity 2F4d	Approaches for assessing the conditions of the work environment on clients' overall life experiences
Professional Counseling Identity 2F4e	Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
Professional Counseling Identity 2F4f	Strategies for career development program planning, organization, implementation, administration, and evaluation
Professional Counseling Identity 2F4g	Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
Professional Counseling Identity 2F4h	Strategies for facilitating client skill development for career, educational, and life-work planning and management
Professional Counseling Identity 2F4i	Methods of identifying and utilizing assessment tools and techniques relevant to career planning and decision making
Professional Counseling Identity 2F4j	Ethical and culturally relevant strategies for addressing career development
School Counseling 5G1c	Models of P-12 comprehensive career development
School Counseling 5G3e	Use of developmentally appropriate career counseling interventions and assessments.

COURSE ASSIGNMENTS

All assignments are due on Blackboard on Sundays before 11:59pm, unless otherwise noted.

1. Quizzes (24 pts total- 4 quizzes at 6 points each)

Quizzes will be used throughout the course to assess your knowledge and comprehension of course content. Quizzes will contain 15 questions, and cover anything provided in the text for the week of and preceding it. There are four (4) quizzes throughout the 8-week semester, scheduled every two weeks, and each one is worth six (6) points. You will have 60-minutes to complete each quiz. Quizzes include T/F and multiple-choice questions. Feedback will be provided immediately. **It is expected that students complete the quizzes independently and refrain from sharing answers.**

2. Case Studies (15 points total- 1st- 5 points; 2nd- 10 points)

- a. **Assignment #1:** After reviewing the module about multicultural and ethical considerations in career counseling, you will complete a case study assignment to apply what you have learned about these concepts. The case study and related questions will be provided, and you will complete the answers right on the form. Use complete sentences with appropriate grammar and writing style. **This assignment is due in Week 3.**
- b. **Assignment #2:** After reviewing the modules about career theories and assessments, you will complete a **concentration-specific** case study assignment to apply what you have learned about these topics. Acting as the primary clinician for this client (Addiction/Clinical Mental Health), or student (School Counseling), you will identify an applicable theory and its key features to use to understand the case. Multicultural and contextual considerations should be applied as well. You will then receive the client/student's assessment report(s) and make meaning of the results to present to them. A template will be provided and you will complete the answers right on the form. Use complete sentences with appropriate grammar and writing style. **This assignment is due in Week 6.**

3. Chat Sessions (15 pts. total; 3 sessions at 5 pts. each)

There will be three (3) one-hour chat sessions scheduled during the semester. Times/dates are listed in the syllabus course outline. Chat Sessions will be conducted through WebEx. Each chat session will be archived so you could listen to a recorded session to get caught up if you do have to miss the live session. *If multiple people are unable to attend a specific scheduled chat session, the instructor reserves the right to adjust the date/time to accommodate the most people.*

- a. During the one-hour chat session, we will discuss weekly topics/due dates, answer questions from the text or about activities, and identify key issues within the subject matter. **Please note that access to a microphone or a headset is required for the chat sessions.**
- b. If you need to miss a live chat session for an emergency or planned situation (**communicated to the instructor in advance**), you may complete an alternative to the chat session by reviewing the recorded session, under "Chats" → "Recordings."
After reviewing the session:
 - i. Post a summary of the session (what it was about);
 - ii. Identify three things that you have learned; and
 - iii. Indicate anything that is still unclear to you.
- c. Make your posting to the "Chat Alternatives" Discussion Forum located within the Discussion Board.
- d. Chat Session Dates are posted under the weekly assignments and are scheduled at various times/days to accommodate for the most schedules.

4. Recorded Clinical Sessions (20 points total; 1st session- 8 points, 2nd session- 12 points)

The purposes of these recordings are to 1) practice asking career-focused questions and 2) both administering and interpreting career-related assessments in a client session scenario, in order to help you better understand interrelationships among and between work, family, and other life roles.

- You will identify one (1) mock client, who is aged 18-years-or-older to utilize for both

- clinical recording sessions (same person for both interviews).
- **SCHOOL COUNSELING STUDENTS ONLY:** *While the client needs to be 18 or older, they will be required to role play a student in middle or high school.*
 - The client cannot be a relative, significant other, someone living in your home, or someone in our class.
 - In total, the mock client can expect to spend about 60 minutes with you and in completing assessments total, but spread across two occasions. The client is required to review and sign an Informed Consent document about this assignment and its purpose. In addition to submitting the weblink to the recording, you will **write a brief progress note** of your session and submit this for points. Further direction and the rubric are included in Bb.
 - **Session 1** is introductory and information gathering in nature. Questions related to the client's/student's presenting concern(s), current situation, career journey, and future aspirations should be explored. A template will be provided for your use to identify specific questions/topic areas to address in the session. Students will be graded upon their initial rapport building skills and general exploration of career-related issues. The interview should be recorded through WebEx (using appropriate audio/visual components) and the link should be copy/pasted within the submission titlelink in Bb, along with the STEPs-formatted progress note. **The recording should be between 8-10 minutes.**
 - **Between Session 1 & 2:** Based upon what the client/student revealed in session 1, you will then identify 1-3 appropriate and relevant career assessments to give to the client/student to take. They should send/submit their score reports to you for review before scheduling the second session. *A list of accessible career assessments is provided within the Bb shell.*
 - **Session 2** will provide the client/student with a review of their assessment results and how to use the information to their benefit. A template will be provided for your use to identify specific questions/topic areas to address in the session. Students will be graded upon their ability to identify themes/patterns in the client's story, make meaning out of the results, and identify resources/assessments to assist. The interview should be recorded through WebEx (using appropriate audio/visual components) and the link should be copy/pasted within the submission titlelink in Bb, along with the STEPs-formatted progress note. **The recording should be between 12-15 minutes.**
5. **Career Program (20 pts):** Planning a successful program from start to finish requires attention-to-detail, collaboration, and a clear focus. Using the template provided, you will work in teams of 2-3 (groups are assigned), to go through the program planning process by thinking about each aspect of a career counseling program for a specific age group or population. *More information, including further directions and a rubric, for this assignment can be found in the "Career Program" folder in Bb.* **Part I of this assignment is due in Week 3 (10 points) and Part II of this assignment is due in Week 7 (10 points).** Please review the following chapters within the Niles & Harris-Bowlsbey text. More intentionally read the chapter of the population(s) you will program for.

Chapter 10: *Career Development Interventions in Elementary Schools*

Chapter 11: *Career Development Interventions in Middle Schools*

Chapter 12: *Career Development Interventions in High Schools*

Chapter 13: *Career Development Interventions in Higher Education*

Chapter 14: *Career Development Interventions in Community Settings*

*****ADDICTION STUDENTS:** Please create a career counseling program to facilitate for a person in higher education or beyond for someone in recovery.

***** CLINICAL MENTAL HEALTH COUNSELING STUDENTS:** Please create a career counseling program to facilitate for a person (K-Higher Education or beyond) for someone diagnosed with a mental or emotional disorder.

*****SCHOOL COUNSELING STUDENTS:** Please create a career counseling program to facilitate across the lifespan of a student throughout grades P-12. Make sure to be clear about the appropriate use of career counseling interventions and assessments based on age and developmental level. This will inform your understanding of the models of P-12 comprehensive career development options.

6. **Internet Scavenger Hunt (6 pts.):** Accessibility and referral of career-related information are critical to the role of the Career Counselor. You will be asked to seek out career, vocational, educational, occupational and labor market information resources, technology, and information systems available on the Internet. Please complete the fill-in guide and submit to Bb on or before the last day of the course.
7. **NCE Test Questions:** At the end of each module, there are 1-3 multiple choice quiz questions that you can take without consequence to your grade...they do not count for course credit. These questions are provided to give you experience as to what NCE questions might sound and feel like for you as you prepare to take this exam in the future. Career content area **is heavily weighted on the National Counselor Exam specifically, so it does not hurt to practice often!** Take advantage of this opportunity, even if you just started the program.
8. **EXTRA CREDIT OPPORTUNITIES (YOU MAY ONLY CHOOSE ONE):**
 - a. **Opportunity #1 (3 points):** Knowing about available resources and encouraging others to utilize these resources is going to be one of the many duties of your job as a career counselor. Did you know that CMU offers excellent, hands-on opportunities related to planning for your future at the Career Development Office? For three (3) points of extra credit, go to the following website to learn about the Career Development Center services, including mock interview and resume critique: <https://www.cmich.edu/ess/careers/Pages/Default.aspx>. Sign up for either a virtual **resume critique or mock interview** through the CMU Career Services Center with a program called “Handshake” at a convenient time throughout the semester. You will need to provide confirmation of your attendance through a written email or letter of verification. **To receive your points, turn in the letter/email to me before Friday of Week 8.**
 - b. **Opportunity #2 (3 points):** I am a firm believer in talking to people already out in the field about what they do and what it is like. Due to the lack of available “specialists” in career counseling in our local area, it was not an option to make the

Informational Interview a mandatory assignment for the course; however, there are career counselors out there who would be willing to share their experiences and views. Please complete the Informational Interview Assignment (attachment in Bb under “Extra Credit” tab) after conducting an interview with a career counselor.

This assignment is due into Assignments in Bb before Friday of Week 8.

COURSE EVALUATION:

Grades for this course will be evaluated based on the following criteria:

- | | |
|--------------------------------|-----------|
| 1. Chat Sessions | 15 points |
| 2. Quizzes | 24 points |
| 3. Case Studies | 15 points |
| 4. Recorded Clinical Interview | 20 points |
| 5. Career Program | 20 points |
| 6. Internet Scavenger Hunt | 6 points |

Total Points Possible: 100 points

COURSE GRADE:

It is possible to earn a total of **100** points in the course. The course grade will be determined as:

100-93%	A		82-80%	B-
392-90%	A-		79-77%	C+
89-87%	B+		76-73%	C
86-83%	B		72%>	E

COURSE SCHEDULE:

I reserve the right to change the course schedule to best meet your learning needs. You will be notified of any changes a minimum of one week before the change through an announcement/email on Blackboard.

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
Week 0 M 4/25- S 5/1	Pre-Course Activities		“Week 0_ Introduction Lecture” to become acquainted with Career Counseling.	<ul style="list-style-type: none"> - Run the system requirement test - Read or watch the Blackboard tutorials - Review the course syllabus - Post your self-introduction to the Discussion Board - Review the contents of the Bb shell to familiarize yourself with where things are.

Week 1 M 5/2- S 5/8	Intro. To Career Development Interventions; Interrelationships between work, family, and other life roles	PCI 2F4b	Read Chapters 1 & 8 in NB text	<ul style="list-style-type: none"> - Chat Session #1: WED May 4 @ 6:30pm EST - Recording Preparation: Identify mock client and schedule time to meet, prepare questions
Week 2 M 5/9- S 5/15	Designing, Implementing, and Evaluating Career Development Programs	PCI 2F4f	Read Chapter 9 in the NB text	<ul style="list-style-type: none"> - Quiz #1 - Recorded Clinical Interview #1
Week 3 M 5/16- S 5/22	Multicultural & Ethical Considerations in Career Counseling; Client Advocacy	PCI 2F4j PCI 2f4g	Read Chapters 4 & 15 in NB text	<ul style="list-style-type: none"> - Case Study #1 - Part I: Career Program
Week 4 M 5/23 S 5/29	Career Counseling Theories & Models	PCI 2F4a	Read Chapter 2 in NB text	<ul style="list-style-type: none"> - Quiz #2 - Chat Session #2: MON May 23 @ 7pm EST - Complete mid-term evaluation of course and instruction in Week 4 folder.
Week 5 M 5/30- S 6/5	Career Counseling Theories & Models	PCI 2F4a	Read Chapter 3 in NB text	<ul style="list-style-type: none"> - Recorded Clinical Interview #2
Week 6 M 6/6- S 6/12	Assessment Tools and Techniques (e.g., abilities, interests, values, personality, work environment, life experience etc.)	PCI 2F4d PCI 2F4e PCI 2F4i SC 5G3e	Read Chapter 5 in NB text	<ul style="list-style-type: none"> - Quiz #3 - Case Study #2 - Chat Session #3: SAT June 11 @ 10am EST
Week 7 M 6/13- S 6/19	Career Interventions and Programs for P-12 & Higher Education	SC 5G1c PCI 2F4f	Read/Review Chapters 10, 11, 12, 13, 14 in the NB text	<ul style="list-style-type: none"> - Part II Career Program

Week 8 M 6/20- FRIDAY 6/24 @ 11:59pm	Resources, Technology, and Information Systems; Skill Development	PCI 2F4c PCI 2F4h	Read Chapters 6 & 7 in the NB text	- Quiz #4 - Internet Scavenger Hunt Provide any relevant course feedback under Week 8 in the Discussion Board, and carefully respond to the Course Evaluation emailed to you by Global Campus.
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CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity 2F4a	Theories and models of career development, counseling, and decision-making	Quiz; Case Study; Chat Session
Professional Counseling Identity 2F4b	Approaches for conceptualizing the interrelationships among and between work, family, and other life roles and factors	Case Study; Session Recording
Professional Counseling Identity 2F4c	Processes for identifying and utilizing career, vocational, educational, occupational and labor market information resources, technology, and information systems	Internet Scavenger Hunt; Quiz
Professional Counseling Identity 2F4d	Approaches for assessing the conditions of the work environment on clients' overall life experiences	Quiz; Session Recording
Professional Counseling Identity 2F4e	Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Case Study; Session Recording
Professional Counseling Identity 2F4f	Strategies for career development program planning, organization, implementation, administration, and evaluation	Career Program
Professional Counseling Identity 2F4g	Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	Case Study; Quiz

Professional Counseling Identity 2F4h	Strategies for facilitating client skill development for career, educational, and life-work planning and management	Career Assessment Report; Session Recording
Professional Counseling Identity 2F4i	Methods of identifying and utilizing assessment tools and techniques relevant to career planning and decision making	Case Study; Session Recording; Quiz
Professional Counseling Identity 2F4j	Ethical and culturally relevant strategies for addressing career development	Case Study; Chat Session
School Counseling 5G1c	Models of P-12 comprehensive career development	Career Program
School Counseling 5G3e	Use of developmentally appropriate career counseling interventions and assessments.	Case Study; Career Program

UNIVERSITY POLICIES & ASSISTANCE

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy: (https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements:

(https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

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https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a graduate level course; therefore, the expectation is present that the student will know and effectively utilize APA formatting and citation guidelines and is able to articulate their thoughts with clarity. For additional information and to submit work, please visit

<https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at:

http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.

SPECIFIC COURSE POLICIES

Attendance: Central Michigan University does not have a university-wide attendance requirement, especially for online learning. To benefit most from this course, however, you are expected to actively participate and take responsibility in every course module. All assignments are *due* on Blackboard before midnight on Sundays of each week. Sickness, death, and other emergencies are an unfortunate part of life. If possible, you should inform me of any event that might prevent you from completing work as soon as possible to ensure an opportunity for an extension on any due assignments.

Learning Environment: This course is designed to provide all students with a safe, respectful learning environment in which everyone is comfortable to express their thoughts, beliefs, values, and opinions. Therefore, you are expected to contribute to the learning environment by remaining open-minded of other's values/beliefs, thoughtful of other's feelings and cultures, flexible with the learning process, and professional by maintaining other's confidentiality. Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all a part of the learning process. This course will be a safe and welcoming learning environment for everyone regardless of ethnicities, sexual orientations, gender identities, ages, religions, economic classes, and ability statuses. To ensure a safe learning environment, I will monitor your contributions to the learning environment and appropriate actions will be taken for individuals who do not contribute to a safe, respectful learning environment.

Expectations for the Instructor: I will ensure communication flows efficiently during this course by a.) checking my email daily, b.) responding to class-related questions within 24 hours, and c.) providing feedback on completed assignments within one week's time. I will also request feedback for this course regularly in order to update and provide relevant information for you.

Expectations for the Student: The instructor of this course will communicate with students through the **CMU-issued email only**, as well as through Blackboard announcements, and discussion board posts. Students are encouraged to check their email and to review the course Blackboard site on a daily basis. Be mindful of set deadlines and ask questions when necessary. Email me if you will not be in class on a certain date. You must be self-motivated and self-disciplined to keep yourself on schedule with readings, activities, and assignments, etc. Additionally, it is your responsibility to discuss issues related to the course or instruction with the instructor as soon as possible.

Late Work Policy: It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

1. For each 24-hour period after the date specified, the final achievable grade will be reduced by 5%.
2. **No assignments may be turned in any later than 3 days after the scheduled due date.**
3. Late assignments may be emailed to arneklak@cmich.edu to assure a time and date stamp.
4. If you feel you have extenuating circumstances, please discuss with the instructor.

Grades: It is the expectation of the student to discuss grade discrepancies as soon as possible. Grade issues will only be discussed **in person by appointment only**. If a student is unable to complete course requirements because of an illness or other justifiable circumstances, said student might be able to obtain a temporary grade of "I" (incomplete).



CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER EDUCATION
COURSE SYLLABUS

CED 615: Postsecondary Planning for School Counselors

2022 Asynchronous Online

Instructor: Ellen Armbruster, Ph.D.

Office Hours: By email, WebEx, or phone appointment

Office Location: Education and Human Services Building #348

Email: armbr1ew@cmich.edu

Phone: (989) 774-7975

BULLETIN DESCRIPTION:

This course is designed to prepare school counselors-in-training to assist their future students in the process of planning for postsecondary educational options.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: CED 604.

RATIONALE FOR COURSE LEVEL:

This course is designed only for graduate students because of the expected level of class participation and academic performance. This course builds upon prior coursework covered in CED 604.

REQUIRED TEXTBOOK:

Curry, J. R., & Milsom, A. (2017). *Career and college readiness counseling in P-12 schools* (2nd ed.). New York, NY: Springer Publishing Company.

RECOMMENDED TEXTBOOKS:

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN-10: 1433832151

American School Counselor Association. (2019). *The ASCA national model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author. ISBN-10: 1929289596

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools
<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

Methods of instruction for this course may include reading assignments, Power Point slides, video recordings, discussion board activities, professional interviews, student presentations, and quizzes.

STUDENT LEARNING COURSE OBJECTIVES:

After successful completion of this course, the student will be able to:

1. Create a college-going culture in the schools he or she will serve.
2. Facilitate participation in academic programs that will provide preparation for postsecondary education and successful careers.
3. Facilitate participation in extracurricular activities that will enhance leadership skills and increase school and community engagement.

4. Integrate experiences and information that inform choices about postsecondary education options and potential careers.
5. Assist in preparation for and participation in college and career assessments.
6. Articulate the costs of postsecondary education and facilitate the financial aid and scholarship application processes.
7. Apply the postsecondary education application and admissions processes.
8. Provide resources that will enable successful transition from high school to postsecondary education.
9. Articulate the value and importance of postsecondary planning for their future students.
10. Reflect upon the role and function of different educational professionals in the postsecondary planning process.
11. Evaluate the meaning of equity and the importance of access to postsecondary education for all of their future students.

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

In addition to the CLEAR objectives, the following CACREP standards will be addressed:

School Counseling 5.G.2.c	School counselor roles in relation to college and career readiness
School Counseling 5.G.3.d	Interventions to promote academic development
School Counseling 5.G.3.g	Strategies to facilitate school and postsecondary transitions
School Counseling 5.G.3.i	Approaches to increase promotion and graduation rates
School Counseling 5.G.3.j	Interventions to promote college readiness
School Counseling 5.G.3.k	Strategies to promote equity in student achievement and college access
School Counseling 5.G.3.o	Use of data to advocate for programs and students

ASSIGNMENTS:

1. Reading Assignments

- Students must read all assigned chapters in the required textbook, as well as the additional required reading materials posted on Blackboard, to prepare for quizzes and engagement in Discussion Board Forums.
- Students should review the Michigan-specific resources in the corresponding folder. It is not necessary to read every word!
- Students should review the supplementary resources in the corresponding folder, as time allows.

- Instructor may assign additional readings.
2. **Quizzes (20 points)**
 - Quizzes will cover the required reading materials and provide students an opportunity to test their knowledge in several important areas of postsecondary planning. **Students must complete all six (6) quizzes, but may drop the lowest score.**
 3. **Discussion Board (21 points)**
 - Students are required to participate in all Discussion Board forums. For some of the forums, students may have a choice of prompts.
 - Students who wish to obtain **EXTRA CREDIT** in the course may provide up to a total of ten (10) thoughtful replies to their classmates' DB responses for one half (.5) point each and a maximum of five (5) extra credit points for the course. **(NO MORE THAN TWO EXTRA CREDIT REPLIES PER DISCUSSION FORUM.)**
 4. **WebEx Live Sessions (9 points)**
 - Students are expected to attend all three Live WebEx sessions and to participate fully through attentive listening and respectful discussion. Should a student be unable to attend a particular session, an alternative assignment is provided. The alternative assignment is explained within the Discussion Board and may be submitted through the "Live Session Alternative."
 5. **Postsecondary Informational Interview Paper (20 points)**
 - Students will interview **one** of the following postsecondary specialists and write a 4-5 page paper summarizing the experience:
 - i. Military Recruiter
 - ii. Community College Admissions Officer
 - iii. Four-year College/University Admissions Officer
 - The paper should be 4-5 pages in length and should include the following:
 - i. Introduction (purpose, who you interviewed, their job position, where they work, what population they work with, what you hoped to find out)
 - ii. The interview questions you asked the interviewee. Please have at least 10 questions ready in advance. You may not need them all, but it is best to be prepared. You must include the following questions:
 - a. How does the interviewee interact with high school counselors and high school students?
 - b. What postsecondary educational opportunities do they offer high school students?
 - iii. The answers provided by the interviewee and what you learned

- iv. Your reaction to what you learned from the interviewee, including how it will impact your approach to postsecondary planning
- v. Conclusion (summary and integration of the information)

- **Please note:**

- i. Paper must be typed and presented in APA (7th ed.) style
- ii. Headings **must** be used for organization and clarification

6. Final Project (30 points)

- The **purpose** of the assignment is to develop an **in-service presentation** that addresses one aspect of the achievement gap and provides an intervention plan that will help to level the playing field and assist all students to graduate career and college ready. **CED 615 students will create a Power Point presentation that could be used to educate and inform a target audience about the needs of a hypothetical school with regard to postsecondary planning, within a specific cultural or achievement-related context.**
- Students will:
 - i. Identify the target grade level (elementary, middle, or high school).
 - ii. Identify the target audience (school counselors, teachers, or administrators).
 - iii. Identify a specific cultural or achievement-related context that could impact career and college readiness in the school (e.g. race/ethnicity, SES, ability, gender, etc.).
 - iv. Identify a topic or “problem” related to postsecondary planning that could impact the trajectory toward college and career readiness (e.g. concerns related to academics, career knowledge, college admissions tests, standardized test scores, college applications, financial aid, or transition to college, etc.).
 - v. Create a **narrated** Power Point presentation (**13-15 slides**) appropriate for use with the target audience (school counselors, teachers, or administrators). Please see options for narration under the Final Project tab in Blackboard. **No more than one minute of narration per slide, please!**
- Power Point presentation must include:
 - i. Title slide (1 slide)
 - ii. Table of contents or agenda (1 slide)
 - iii. Description of target grade level and target audience (1 slide)
 - iv. Description of the cultural or achievement-related context to be explored in the presentation (2-3 slides)
 - a. Include at least **2 peer-reviewed resources** to provide background information for this part of the presentation.
 - v. Description of the topic or “problem” related to postsecondary planning that will be addressed (2-3 slides)
 - a. Include at least **2 peer-reviewed resources** to provide background information for this part of the presentation

- vi. Integration of the cultural/achievement-related context and the topic/problem (2-3 slides)
 - a. For example, how do the context and topic influence each other? What is the potential achievement gap? What is the impact on students' ability to get into college down the road? What are the barriers that students might face? What data is important and why?
- vii. Improvement Plan (2-3 slides)
 - a. Include at least four (4) intervention ideas related to postsecondary planning
 - b. Use interventions that are both creative and realistic
 - c. Include ways that data can be used to help close the achievement gap
 - d. Keep in mind the target audience
- viii. Conclusion (1 slide)
 - a. Pull together your presentation to provide a final summary of the problem and what you would like to do about it
- ix. Reference list (1 slide)
 - a. Include all resources you have used (at least 4 peer-reviewed articles)
 - b. Use APA style
- **PLEASE NOTE:**
 - i. APA citation style must be used throughout the Power Point to give proper credit to cited authors
 - ii. Slides should not be overloaded with information – include the most important information and use appropriate slide headings
 - iii. Include any additional information in the narration, but keep time to no more than one minute per slide
 - iv. Include a minimum of four (4) peer-reviewed articles as resources
 - v. See grading rubric in Blackboard for full breakdown of points; however, please note the following:
 - a. Topic submission (2 points)
 - b. Peer reviews (2 @ 1.5 points each; 3 points total)
- **PRESENTATION EXAMPLES:**
 - i. A presentation to school counselors in the district about improving the low math scores of high school Latina girls in order to help them graduate career and college ready.
 - ii. A presentation to administrators about creating a college-going culture in your elementary school, which has the lowest standardized test scores in the district and serves primarily students from a low SES.

COURSE EVALUATION:

1. **Quizzes** (20 points; 6 @ 4 points each with lowest score dropped)

2. **Discussion Board** (21 points; 7 @ 3 points each)
3. **WebEx Live Sessions** (9 points; 3 @ 3 points each)
4. **Postsecondary Informational Interview Paper** (20 points)
5. **Final Project** (30 points; includes 2 points for topic submission and 3 points for two peer reviews)

GRADING SCALE:

93-100%	A		80-82%	B-
90-92%	A-		77-79%	C+
87-89%	B+		73-76%	C
83-86%	B		Below 73%	E

*****All writing assignments must be typed and presented in APA (6th ed.) style. THIS INCLUDES THE USE OF HEADINGS. Please see APA Manual for APA style requirements.**

*****Instructor reserves the right to make changes to this syllabus as she sees fit, to support and enhance student learning.**

COURSE TIMELINE:

DATE	TOPIC	CACREP STANDARD	READING ASSIGNMENT	ASSIGNMENT DUE
Week 0	*Current Trends in CCR		Curry Ch. 1	*DB 1
Week 1	*Creating a College-Going Culture *Professional Preparation	School Counseling 5.G.2.c	Curry Chs. 2 & 3 Blackboard readings	*Quiz 1 *DB 2 *Submit topic for Final Project
Week 2	*Cultural Considerations *Data and equity in career planning	School Counseling 5.G.3.i 5.G.3.k 5.G.3.o	Curry Ch. 4 Blackboard readings	*Quiz 2 *DB 3
Week 3	*Assessment/Evaluation *Curriculum Development	School Counseling 5.G.3.j	Curry Chs. 5 & 6 Blackboard readings	*Quiz 3 *DB 4
Week 4	*CCR for Grades P-5	School Counseling 5.G.3.j	Curry Chs. 7, 8, & 9 Blackboard readings	*Quiz 4 *DB 5 *Postsecondary Informational Interview Paper
Week 5	*CCR for Grades 6-9	School Counseling 5.G.3.j 5.G.3.d	Curry Chs. 10, 11, & 12 Blackboard readings	*Quiz 5

Week 6	*CCR for Grades 10-12 *College admissions tests *College applications	School Counseling 5.G.3.j	Curry Chs. 13, 14, & 15 Blackboard readings	*Quiz 6
Week 7	*Understanding and assisting with the financial aid process *Making postsecondary choices	School Counseling 5.G.3.j	Blackboard readings	*DB 6 *Final Project
Week 8	*Transitions	School Counseling 5.G.3.g	Blackboard readings	*DB 7 *Peer Reviews

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
School Counseling 5.G.2.c	School counselor roles in relation to college and career readiness	Readings Quizzes Final Project
School Counseling 5.G.3.d	Interventions to promote academic development	Readings Quizzes Final Project
School Counseling 5.G.3.g	Strategies to facilitate school and postsecondary transitions	Readings Quizzes Final Project
School Counseling 5.G.3.i	Approaches to increase promotion and graduation rates	Readings Quizzes Final Project
School Counseling 5.G.3.j	Interventions to promote college readiness	Readings Quizzes Final Project
School Counseling 5.G.3.k	Strategies to promote equity in student achievement and college access	Readings Quizzes Final Project
School Counseling 5.G.3.o	Use of data to advocate for programs and students	Readings Quizzes Final Project

Late Work Policy

Assignments are due on the date specified in the syllabus and should be turned in via Blackboard. It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

1. For each 24-hour period after the date specified, the final achievable grade will be reduced 5%.
2. No assignments may be turned in any later than 7 days after the scheduled due date.
3. If you feel you have extenuating circumstances, please see the instructor.
4. If you are going to miss a test due to a university-excused absence, please let instructor know ahead of time so that arrangements can be made.

Attendance Policy

To get the most out of this class, it is important that you attend every session during the semester. Students must be in class, and prepared as described above, in order to receive participation points. Please inform instructor in advance of university-excused absences so that arrangements can be made.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy: (https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements: (https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information: <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing

work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at <https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at: http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.



CENTRAL MICHIGAN UNIVERSITY COLLEGE OF EDUCATION &
HUMAN SERVICES DEPT. OF COUNSELING, EDUCATIONAL
LEADERSHIP & HIGHER EDUCATION
COURSE SYLLABUS

CED 617: The Counseling Supervisor

ASYNCHRONOUS ONLINE

Instructor: Kimberly Childers, PhD, LPC (she/her)

Office Hours: Email to set-up a telephone or WebEx appointment

Email: child3k@cmich.edu

WEBEX meeting room: <https://cmich.webex.com/meet/child3k>

BULLETIN DESCRIPTION:

This course provides an overview of the empirical literature, ethics, and techniques of clinical counseling supervision. This course may be offered in an online format.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: Graduate Status

RATIONALE FOR COURSE LEVEL:

This advanced course builds upon the knowledge and application of skills acquired in the introductory courses within the counseling graduate program. The amount and complexity of the work required make this course appropriate only for graduate students.

REQUIRED TEXTBOOKS/MATERIALS:

Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of clinical supervision* (6th ed.). Boston, MA: Pearson, Merrill Counseling Series.

Campbell, J. M. (2000). *Becoming an effective supervisor: A workbook for counselors and psychotherapists*. New York, NY: Routledge, Taylor & Francis Group

Association for Counselor Education and Supervision (1993). *Ethical guidelines for counseling supervisors*. Retrieved from the World Wide Web (see section F):

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Counseling Association (2014). *Code of Ethics*. Retrieved from:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

**Any other required reading or materials will be available on BlackBoard.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools
<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

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All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

This course is taught through a mix of discussion, short quizzes, lecture, written assignments, real-time chat, and other assigned tasks. All materials are available in the Blackboard course shell in advance, so that you may work ahead- *which I would highly recommend*. Rubrics and detailed instructions for assignments are under the Assignments button. All tasks are due by Sunday of the week at midnight, unless otherwise specified. The course outline follows Weeks 1-8 (weeks are Monday 8am - Sunday at midnight).

STUDENT LEARNING COURSE OBJECTIVES:

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

1. Explain the definitions and purpose of clinical counseling supervision.
2. Differentiate between the supervision approaches based on the supervisee's developmental needs and the identified client issues (e.g., psychotherapeutic, behavioral, integrative, developmental, etc.).
3. Apply appropriate supervisory interventions in dyadic and group supervision settings.

4. Analyze the legal and ethical issues involved in supervising counselors-in-training (CITs) and new professionally licensed counselors.
5. Describe and show relevance of the use of technological aids in facilitating supervision.
6. Articulate the differences in evaluation procedures and instruments to determine supervisee goal attainment.

7. Conduct case conceptualizations using the various supervision approaches sensitive to age, gender, and cultural diversity.

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

The following CACREP standards will also be addressed:

CACREP Standard	Standard Description
Professional Counseling Identity 3.F.1.b	The multiple professional roles and functions of counselors across specialty areas and their relationships with other human service providers, including interagency and inter-organizational collaboration and consultation
Professional Counseling Identity 2.F.1.m	The role of counseling supervision in the profession
Professional Counseling Identity 2.F.2.c	Multicultural counseling competencies
Professional Counseling Identity 2.F.5.e	The impact of technology on the counseling process

ASSIGNMENTS:

1) Discussion Board Reflection Posts (6 posts @ 4 points each- 24 points)

Discussion Board Forums have been created throughout this 8-week course to reflect on content, and provide space for any general course-related questions. Each post is worth four (4) points and will be graded on the content, your thoughtfulness, and responding to each part of the prompt. Please type out, review, and correct your responses before submitting. While there is no grade-related requirement to provide feedback on the comments of others in the Discussion Board, you are definitely encouraged to review the responses of others as this is a learning community.

2) Chat Sessions (2 sessions @ 5 points each- 10 points)

- a. There will be two (2) one-hour chat sessions scheduled during the semester. Times/dates are listed in the syllabus course outline and will be held on **Sundays from 4:00pm-5:00pm ET.**

- b. Chat Sessions will be conducted through *WebEx*. Every chat session will be archived so you can listen to a recorded session to get caught up if you do have to miss the live session. Please complete the systems check and practice with WebEx before our first chat session to increase your competence and confidence with this system. *If multiple people are unable to attend a specific scheduled chat session, the instructor reserves the right to adjust the date/time to accommodate the most people.*
- c. During the one hour chat session, we will discuss a specific topic, answer questions from the text or about activities, and identify key issues within the subject matter. I will provide the topics in the syllabus and any materials necessary to assist with our discussion.
- d. If you need to miss a live chat session for an emergency or planned situation (communicated to the instructor in advance), you may complete the chat alternative assignment by reviewing the recorded sessions. **This can only be done to supplement ONE missed chat session per person and is worth 3 points (reduced from 5).** Once the chat is complete, I will send you a link to the recorded session. After watching the recording, post the following:
 - i. a summary of the session (what it was about),
 - ii. identify three things you have learned or will reflect on further, and
 - iii. indicate anything that is still unclear or that you have questions about.
- e. **Please purchase or borrow a headset, or utilize a laptop with microphone software as it is nearly impossible to participate solely through the chat function.**

3) Case Study Assignment (10 points)

In Week 2, we will discuss ethics and multicultural issues in supervision. Utilizing the course texts, *ACA Code of Ethics* (2014), and the Association for Counselor Education & Supervision *Ethical Guidelines* (1993), review the case study provided in the Week 2 module and complete the related questions. Turn in your assignment into Bb before midnight on Sunday of Week 4.

4) Philosophy/Theory of Supervision Presentation (20 points; 6 points for feedback- 26 points)

Rather than write a long paper that you may never use, the purpose of this assignment is to help you develop or become aware of your own personal theory of supervision, as well as be able to articulate your approach to supervision of counselors through a presentation. Your presentation, **created through a presentation medium (PowerPoint, Canva, Prezi, Googleslides etc.)**, will contain your beliefs, thoughts, and values that guide your supervision work. This presentation follows the guidelines listed below and your goal is to visually demonstrate your ability to synthesize and integrate current research, theory,

and practice. Although you must link your ideas to the relevant literature with specific citations, you should go beyond just listing and describing the well-known theory(ies) that influence your own thinking. Rather, I'm interested in *your own* thoughts and beliefs about change, and how *you* work with supervisees. Your grade will be based not only on the content of your presentation, but on the presentation (visual appeal, adhering to APA guidelines, creativity, etc).

1) **Your Presentation should include the following slides:**

- Title Slide with title, name, date, course
 - Agenda or Table of Contents Slide (what do you plan to do)
 - Purpose of supervision, definition of supervisor/supervisee
 - Think about it: What did you need most as an intern or new professional when first starting off? How do you plan to account for this in your own supervisory process?
 - Verbally articulate your general approach to supervision (listing of the theories/techniques you will use in list form)
 - Introduction to the theory/model (original theorist/creator, define, pictures/graphs, theoretical foundation etc.)
 - Any supplementary supervision methods or techniques you plan to employ in your approach to supervision with original citations
 - Explanation of how you will balance your theory with the supervisee's theoretical orientation given what you know about your supervisee's developmental process
 - Multicultural, legal, and ethical considerations to be mindful of
 - Reference Page (Include use at least 4 credible academic articles from journals/books and at least 3 other credible sources- not wikipedia).
- 2) When reviewing your presentation, I will be focusing my attention on how well it communicates: a) an understanding of the material and your chosen topic b) appropriate use and synthesis of reference materials, c) use of APA formatting, and d) appropriate presentation formatting. Presentations should be submitted into the ***Bb Discussion Forum AND in Assignments function in Bb in Week 5***. Title your post as (First Name_Last Name: Topic). You should attach your presentation to your post in a way that allows people to view it as a slideshow. I do not like to post a min/max slide count as your topic will dictate how many slides are needed, but most people tend to stay between 15-20.
- 3) **Narrate** your presentation using "narrate slides" in PowerPoint or use another medium to record (e.g. Panopto Chipcast, MP4, Camtasia etc.)
- 4) There should be enough information on the slides that one can easily gain knowledge. **Avoid copying/pasting long paragraphs and quotes from**

sources. Be creative and informative while also considering the visual appeal to your participants. Think about how to incorporate graphs, tables, graphics, or other animations.

- 5) This should be a practical presentation. Put yourself in the shoes of a clinical director in an agency asked to provide information about supervision topics. Think applicable suggestions and useful information.
- 6) Students will be able to turn in a draft of their presentation during Week 3 by Sunday before night to receive feedback. This is highly encouraged!
- 7) **A rubric is posted in Bb to help you understand the requirements and expectations for this assignment. Please review before submission.**
- 8) **Presentation Feedback (6 points):** After turning your presentation into Assignment AND the Discussion Board in Week 5, you will review 2 of your peer's presentations through Bb Discussion Board and provide comments/feedback related to their researched presentation. Feedback should be more than "good job" or "good idea."

5) Supervision Manual (30 points)

- a. The purpose of this assignment is to prepare you to begin supervising immediately by creating your own supervision paperwork manual to distribute with all of the information a supervisee might need to know to get started under your supervision. To do this, you will need to get organized with your paperwork and processes. This manual will allow you to get a supervisee "enrolled" and ready to begin accruing hours very quickly since you have already done the work here. Think about this as an information manual rather than an APA paper...practical and informative. You will turn this in as one Microsoft document on the Wednesday of Week 8 before midnight.
- b. Contents:
 - i. **Cover Page & Table of Contents**
 - ii. **Letter to your supervisee welcoming them as their supervisor**
 1. Introduce yourself and a basic summary of your qualifications
 2. Identify basic information about what you expect from your supervisees and what they can expect from you
 3. Discuss your general process for a supervisee to get started under your supervision.
 4. And a general list of required forms to be completed.
 - iii. **Include a copy of your updated counseling-specific resume or CV**
 - iv. **Supervision Professional Disclosure Statement**

To supervise in the state of Michigan, a supervision-specific Professional Disclosure Statement is required. Unlike a typical disclosure statement, the Supervision PDS explains your approach to supervision (e.g.,

theory/technique) and includes special considerations for your supervisee (e.g., your contact information, what to do in a crisis, evaluation methods etc.). We will discuss the PDS during our first chat session, but then refer to the Week 7 module as both an example and a template version of this specifically formatted PDS is included for your review.

v. **Supervision Contract (5 points)**

Upon completion of this course, you will have reflected on your approach to supervision as well as become organized to begin the supervision process on your own. One essential document that will assist you in providing ethical and legal supervision is the *Supervision Contract*. Important components of the contract include: hours verification, discussing the purpose of supervision, identifying roles/responsibilities, establishing fee schedule, and determining liability etc. Examples of this document are included in the Week 7 module.

vi. **Supervision Record Form**

1. This form follows the case overview for each client in a supervisee's caseload, providing an ongoing record of every supervision discussion relating to that client. The form updates client progress since the last case review, facilitates the documentation of supervisor recommendations regarding the case, and alerts the supervisor to current risk management issues. Examples of forms can be found in the *Supervision Manual* folder.

vii. **Hours Log**

1. Discuss the process of how hours will be kept track of and recorded for the purposes of your supervision.
2. Questions to consider:
 - a. How will you keep track of your supervisee's progress within your supervision? Is this your responsibility or is it your supervisee's responsibility?
 - b. Is your supervisee a new professional or a practicum or internship student? How might the difference between these change the way you structure your paperwork?
 - c. Is there a place to sign each form? Is your form electronic or paper?
3. Include copy of the log

viii. **Evaluation Forms**

- a. First discuss the process of how you will evaluate your supervisee over the length of your supervision timeline. Include a brief narrative of your evaluation plan, including

any specific summative/formative evaluation tools. Make sure to provide credit to the sources you utilize.

- b. Questions to consider:
- c. How will you effectively evaluate your supervisee?
- d. Are there formal mid-term or final evaluations you will use?
- e. Self-assessment procedures? Peer-assessment procedures?

6) Extra Credit (5 points)

Counseling Professional Associations are helpful to develop your professional identity, keep you informed about key issues within the profession, and assist with networking opportunities for possible career changes/choices, among other things. For an additional 5 extra credit points, please show proof (i.e. receipt, letter from the association, certificate etc.) that you have either renewed or joined The Association for Counselor Educators and Supervisors during the semester. The proof is due before the last day of the course.

COURSE EVALUATION:

Discussion Board Posts (24 points)

Chat Sessions (10 points)

Case Study Assignment (10 points)

Philosophy/Theory of Supervision Presentation (26 points)

Supervision Manual (30 points)

TOTAL: 100 POINTS

GRADING SCALE:

It is possible to earn a total of **100** points in the course. The course grade will be determined as:

100-93%	A		82-80%	B-
92-90%	A-		79-77%	C+
89-87%	B+		76-73%	C
86-83%	B		72%>	E

COURSE TIMELINE:

DATE	TOPIC	CACREP STANDARD	READING ASSIGNMENT	ASSIGNMENT DUE
Week 0 04/25- 05/02	Pre-Course Activities		B&GY Chapter 1	<ul style="list-style-type: none"> • Check System Requirements • Read the course syllabus/get organized

				<ul style="list-style-type: none"> • Discussion Board #1: Intro • Test WebEx • Review Bb shell contents
Week 1 05/02-05/8	Introduction Purpose of Supervision Roles & Function of Supervisors	PCI 3.F.1.b PCI 2.F.1.m	Campbell Chapters 1 & 2	<ul style="list-style-type: none"> • Discussion Board #2: Reflection questions • Due 5/8/22
Week 2 05/09-05/15	Supervision Theories & Models		B&GY Chapters 2 & 3	<ul style="list-style-type: none"> • Discussion Board #3: Choose your Presentation topic • Due 5/15/22
<i>Week 2 05/15</i>	<i>CHAT SESSION #1 Sunday 4pm ET</i>			<ul style="list-style-type: none"> • Chat Topic: <i>What is the role of the relationship in supervision? & Professional Disclosure Statement Overview</i>
Week 3 05/16-05/22	Supervision Methods & Techniques		Campbell Chapters 4 & 6 (pgs. 113-132 only in Ch. 6)	<ul style="list-style-type: none"> • Discussion Board #4 • Due 5/22/22
Week 4 05/23-05/29	Ethical & Multicultural Considerations	PCI 2.F.2.c	B&GY Chapters 6 & 11 ACES Ethical Guidelines ACA Code of Ethics	<ul style="list-style-type: none"> • Case Study Assignment Due 5/29/22
Week 5 05/30-06/05	Supervisee Relational & Developmental Considerations		B&GY Chapter 5 Campbell Chapter 5	<ul style="list-style-type: none"> • Philosophy of Supervision Presentations Due in Bb and DB • Due 6/5/22

Week 6 06/06- 06/12	Individual, Dyadic, & Group Supervision		B&GY Chapters 4, 8, & 9	<ul style="list-style-type: none"> • Discussion Board #5: Peer Feedback on Presentation
<i>Week 6</i> <i>06/12</i>	<i>CHAT SESSION #2</i> <i>Sunday 7pm ET</i>			<i>Chat Topic: What is the role of personal development in supervision?</i>
Week 7 06/13- 06/19	Supervision Structure (Contracts, PDS, Forms)	PCI 2.F.5.e	B&GY Chapter 10 Campbell Chapters 9 & 11	<ul style="list-style-type: none"> • Discussion Board #6 • Due 6/19/22 • Work on Supervision Manual
Week 8 06/20- FRI 06/24 @ 5pm	Evaluation		B&GY Chapter 10	<ul style="list-style-type: none"> • Supervision Manual • Due 6/19/22 • Final Evaluation of course

NOTE: The instructor reserves the right to modify and/or change the course outline as needed during the course. This is the **Tentative Schedule** for the semester. Students will be notified of any changes during regular class meeting and postings will be made on BLACKBOARD.

CACREP Standard	Standard Description	Assignment
Professional Counseling Identity 3.F.1.b	The multiple professional roles and functions of counselors across specialty areas and their relationships with other human service providers, including interagency and inter-organizational collaboration and consultation	Discussion Board; Chat Session
Professional Counseling Identity 2.F.1.m	The role of counseling supervision in the profession	Plan/Theory of Supervision Presentation
Professional Counseling Identity 2.F.2.c	Multicultural counseling competencies	Case Study Assignment

Professional Counseling Identity 2.F.5.e	The impact of technology on the counseling process	Supervision Manual
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Individual Course Considerations

Instructor's Responsibilities

- 1) The major emphasis will be in helping you develop the skills necessary to establish a clinical relationship with your supervisees, which will enable them to change and grow.
- 2) Be available by email or appointment
- 3) Return assignments, emails, and phone calls in a timely manner
- 4) Create a classroom climate that encourages dialogue, discussion, safe self-exploration, constructive feedback exchange and learning
- 5) Encourage students to explore their thoughts, reactions, beliefs, skills, and continue a process of self-knowledge as well as compassionately assist others to know themselves.
- 6) Evaluate mindfully and compassionately student work/performance.

Student's Responsibilities

- 1) The relationship with your supervisees requires that you, the supervisor, be in touch with your experience of yourself as well as the experience of the counselor and client. These relationships demand that you be able to move outside your frame of reference to the world-view of your supervisees and their clients as well as manage multiple relationships.
- 2) Participate in each weekly module with intentionality and punctuality.
- 3) Contribute to a classroom environment that encourages dialogue, safety, creative thinking, safe self-exploration, constructive feedback and learning.
- 4) Explore beliefs, experiences, attitudes, reactions, concerns and skill challenges and continue a process of self-knowledge as well as compassionately assist others to know themselves.

UNIVERSITY POLICIES & ASSISTANCE

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to

5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting:

https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy:

(https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf)

You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements:

(https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Disruptive Behavior during Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to

such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see:

https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is an advanced level graduate level course; therefore, the expectation is that the student will know APA formatting and is able to articulate their thoughts with clarity. Students in need of writing assistance may contact the Writing Center at

<https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at: http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.

Late Work Policy: It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

1. For each 24-hour period after the date specified, the final achievable grade will be reduced by 5%.
2. No assignments may be turned in any later than 3 days after the scheduled due date.
3. Late assignments may be emailed to child3k@cmich.edu to assure a time and date stamp.
4. If you feel you have extenuating circumstances, please discuss with the instructor.

Netiquette: All students are expected to follow rules of common courtesy in email messages, threaded discussions, and chat sessions. Respect each other's time and comments, and remain professional while in the context of any course communication. Please write your name at the end of discussion postings, during chats, and/or in email messages so it is clear who has contributed to the learning process. Penalties for violating this netiquette policy range from a discussion with the instruction to losing participation/attendance points for the week.

- When sending an email to the instructor, please use a common greeting (e.g., “Dr. _____” or “Good morning, Professor”)
- Please sign your emails.
- Make sure to identify actual questions or concern within your email, rather than merely complaining or using threats.



CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER EDUCATION
COURSE SYLLABUS

***CED 620 – Introduction to Multicultural Issues in
Counseling***

SYNCHRONOUS ONLINE

Instructor: Jocelyn M. Bennett Garraway, PhD, LPC

Office Hours: Wednesdays 1-5 PM or by appointment

Office Location: WebEx (<https://cmich.webex.com/meet/benne1jm>)

Email: benne1jm@cmich.edu

Phone: (248) 520-3264

BULLETIN DESCRIPTION:

This course is an examination of research and practice issues relating to counseling culturally specific groups with special emphasis on the client/counselor relationship.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: None

RATIONALE FOR COURSE LEVEL:

This course is designed only for graduate students because of the expected level of class participation and academic performance.

REQUIRED TEXTBOOKS:

DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Beacon Press.

Hays, D. G. & Erford, B. T. (2018). *Developing a multicultural counseling competence*. (3rd ed.). Pearson.*

*I have chosen to participate in CMU's Inclusive Access program using an eBook to help promote textbook affordability and day one access. You can access the eBook by clicking on the link I have placed in the course Blackboard Shell.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader).

Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools

<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or ‘real-time’ session through CMU’s authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

Additional readings, articles and handouts will be provided for you on Blackboard. Please read/review them before class time to be prepared for discussions and activities.

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. Author.

Multicultural Counseling Resources

- Association for Adult Development and Aging ([ADAA](#))
- American Rehabilitation Counseling Association ([ARCA](#))
- Association for Multicultural Counseling and Development ([AMCD](#))
- **Association for Spiritual, Ethical, and Religious Values in Counseling ([ASERVIC](#)) Competencies**
- Counselors for Social Justice ([CSJ](#))
- **Society for Sexual, Affectional, Intersex, and Gender Expansive Identities ([SAIGE](#)) [formerly ALGBTIC] Competencies**

METHODS OF INSTRUCTION:

- Lecture
- Seminar-style, round table discussion
- Small group activities
- Video demonstrations
- Live enactment exercises

STUDENT LEARNING COURSE OBJECTIVES:

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

1. Formulate a “view of the world” which is based on an understanding of how a diverse society influences the counseling process.
2. Interpret how global events influence the counseling profession and the process of becoming a culturally competent counselor.
3. Acquire knowledge of culturally diverse groups, issues, and identities and how they converge in the counseling process.
4. Articulate an awareness of one’s own beliefs and attitudes in the provision of services to individuals of diverse backgrounds.
5. Apply skills which enhance the selection process and application of the appropriate intervention with culturally diverse clients.
6. Apply a social justice perspective to multicultural counseling by becoming familiar with the advocacy role of the counselor.
7. Identify and develop a personal theoretical orientation for treating a culturally diverse population.
8. Evaluate one’s family of origin as an approach to developing multicultural consciousness.

Council for Accreditation of Counseling and Related Educational Programs: 2016 Standards

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.2.a	Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
Professional Counseling Identity F.2.b	Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
Professional Counseling Identity F.2.c	Multicultural counseling competencies
Professional Counseling Identity F.2.d	The impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
Professional Counseling Identity F.2.e	The effects of power and privilege for counselors and clients
Professional Counseling Identity F.2.f	Help-seeking behaviors of diverse clients
Professional Counseling Identity F.2.g	The impact of spiritual beliefs on clients’ and counselors’ worldviews
Professional Counseling Identity F.2.h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
Professional Counseling Identity F.1.e	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

ASSIGNMENTS and COURSE EVALUATION:

- | | |
|-------------------------|--------------------------------------|
| 1. Case Study Analyses | 30 points (10 pts. x 3 case studies) |
| 2. Reflection Papers | 100 points (20 pts. x 5 papers) |
| 3. Cultural Self-Study | 20 points |
| 4. Community Case Study | 50 points |
| | 200 points total |

GRADING SCALE:

93-100 points	A
90-92 points	A-
87-89 points	B+
83-86 points	B
80-82 points	B-
77-79 points	C+
73-76 points	C
72 and below: failing	E

1. Cultural Self-Study (20 pts.): Consistent with the Multicultural and Social Justice Counseling Competencies that guide our profession, *Counselor Self-Awareness* is a critical early step in expanding our understanding and appreciation for the diversity and unique backgrounds, traditions and lived experiences of our future clients. To this end, each student will write a Cultural Self-Study paper focusing on their own upbringing, culture, beliefs, values and possible resistances/blind spots. Students will use the multicultural and social justice counseling competencies matrix to identify the various identities they carry that determines their social position, and then reflect on their social position in terms of working with a client that is different from their own. Specific requirements for this paper are outlined in **Appendix II**.

2. Reflection Papers (5 papers @ 20 pts each, 100 pts.): In addition to our weekly discussions on the texts, we will take an in-depth look at the needs and barriers impacting six specific groups:

- a. Race/Racism.
- b. Gender, Gender Identity & Sexual Orientation
- c. Age, Ageism and Ability Status
- d. Religion and Spirituality
- e. Socio-economic Status and Poverty

These reflection papers will occur after in-class focus group discussions on various topics, and additional information and readings on these groups will be provided that have traditionally been met with misunderstanding, discrimination, disenfranchisement and oppression. Following these units, students will write a brief 500-word reflection paper designed to encourage further thought and promote empathy and understanding. Specific requirements for each paper are outlined in **Appendix I**.

3. Case Study Analysis (30 pts.): Students will complete three multicultural counseling case study analyses on assigned case studies/movies throughout the semester. Students will read/watch the case study in the assigned week and provide a written analysis to be turned in prior to the meeting time for the class for that week. Students will also prepare talking points for the discussions that will occur in class.

4. Community Case Study (50 pts.): It is critical that counselors-in-training develop the ability to translate the theories, principles and readings acquired in the classroom and apply them to the real-world situations of their future clients. In so doing, the mental health and well-being of the entire community is advanced.

The *Community Case Study* will comprise several components:

- a. Student work groups will research and review historical information, articles and publications focused on the community being examined.
- b. Students will personally perform a minimum of (3) hours of volunteer service in the community-service area that is focused on serving individuals/groups facing the same issues of disenfranchisement and oppression they are studying in class.
- c. Taking into consideration all the aforementioned information and experiences, students will then write a paper responding to a scenario and corresponding questions designed to encourage practical application of multicultural counseling theories and competencies as well as advocacy competencies.

Specific requirements for this paper are outlined in **Appendix III**.

DATE	TOPIC	CACREP STANDARD	READING D: DiAngelo; MG: Miller and Garran J: Johnson; L: Lee	ASSIGNMENT DUE
W 1 3/12	Cultural Identity Development APA citation review GROUP TIME	F.2.b.c	Hays & Erford Ch 1-2 DiAngelo 1-2 Sue et al. (1992) Ratts et. al. (2016)	
	SOCIAL ADVOCACY			
W 2 3/19	Racism and White Privilege Social Class and Classism Asynchronous Class	F.2.b.	Hays & Erford Ch 3-4, 7 DiAngelo 3-4 Movie “Crash” (2003)	Case Study 1
W 3 3/26	Gender and Sexism Sexuality and Heterosexism Disability, Ableism, and Ageism	F.2.b,d,e F.1.e.	Hays & Erford Ch 5-6, 8 DiAngelo 5-8 Jodry and Trotman (2008) Parekh (2011) Singh (2016) SAIGE (2013)	Cultural Self-Study Reflection Paper 1
	COUNSELING MULTICULTURAL POPULATIONS			
W 4 4/2	Individuals and Families of African, Arab & Asian Descent GROUP TIME	F.2.a.e	Hays & Erford Ch 9-11 Israel and Selvidge (2003) Toner and Shadden (2002)	Reflection Paper 2
W 5 4/9	Individuals and Families of Latin-American/Latin, Native American & European Descent	F.2.a.e.g F.1.e	Hays & Erford Ch 12 ASERVIC (2009) Steen et al., (2006) Foss et al. (2011) Myers (2016)	Reflection Paper 3 Case Study 2
W 6 4/16	Individuals and Families of Multiracial Descent Spiritual Diversity	F.2.b,h, F.1.e	Hays & Erford Ch 15 – 16 DiAngelo 9-10 Vera and Speight (2003)	Reflection Paper 4
	MULTICULTURAL CONCEPTUALIZATION			
W 7 4/23	Using Counseling Theories in Multicultural Contexts Multicultural Diagnosis and Conceptualization	F.2.b, h F.1.e.	Hays & Erford Ch 17-18 DiAngelo 11-12 RCT Theory paper Greenleaf and Bryan (2012)	Reflection Paper 5 Case Study 3
W 8 4/29	Case Presentations in class	F.2.b, h F.1.e.	No reading	Community Case Study Presentations

ACREP Standard #	ACREP Standard	Assignment
Professional Counseling Identity F.2.a	Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Reflection Papers
Professional Counseling Identity F.2.b	Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Community Case Study Assigned Readings Lecture Classroom Discussion
Professional Counseling Identity F.2.c	Multicultural counseling competencies	Cultural Self-Study Community Case Study
Professional Counseling Identity F.2.d	The impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Cultural Self-Study
Professional Counseling Identity F.2.e	The effects of power and privilege for counselors and clients	Community Case Study Reflection Papers
Professional Counseling Identity F.2.f	Help-seeking behaviors of diverse clients	Reflection papers Community Case Study
Professional Counseling Identity F.2.g	The impact of spiritual beliefs on clients' and counselors' worldviews	Reflection papers
Professional Counseling Identity F.2.h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Community Case Study
Professional Counseling Identity F.1.e.	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Community Case Study and Case Study Analysis papers

Course Culture

Attitude and Our Learning Environment: Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all part of the higher education tradition, as they provoke us to re-examine our own thinking. That

being said, this will be a safe and welcoming learning environment for students of all races, ethnicities, sexual orientations, gender identities, ages, religions, economic classes and ability statuses. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive and culturally appropriate manner and to maintain confidentiality when students share personal information.

Attendance and Class Participation: To benefit the most from this course, you should plan to attend and be actively engaged in every class session. **Only (1) absence from participation in class is permitted per semester, without penalty. If prior arrangements are not made AND approved by the instructor, a second absence will result in your grade being lowered by 5 points and then an additional 5 points for each subsequent absence up to a total of 10 points or 10% of your total grade.** More than two unexcused absences may require a conference with the instructor. Arriving more than 30 minutes after the start of class or leaving more than 30 minutes before the end of class will count as an absence. If you know ahead of time that you will be absent, you are expected to so advise the instructor. Additionally, you are responsible for all the material and information (e.g., about assignments) provided during the missed class session and you should obtain notes, handouts, etc., from fellow students. Any assigned homework is **STILL DUE** as scheduled and you will need to make arrangements to deliver assignments to the instructor.

Time and Schedule: Every effort will be made by the instructor to respect your time and schedule by beginning class on time, ending on time and providing adequate breaks. However, it is expected that you will display maturity and flexibility, realizing that there may be instances where class runs a few minutes late or a break time occurs at a different time than usual. If you need to log off before the end of class, please send a chat message to the instructor.

Fishbowls: This course will utilize an experiential teaching tool known as an enactment exercise, or more commonly called “The Fishbowl.” Enactment or fishbowl exercises are mock counseling sessions performed in front of the class and normally couple a student with another student but can also include instructor-to-student work. These teaching times can be quite powerful and allow you to observe interactions that can be similar to a genuine therapeutic exchange. You are encouraged to embrace these opportunities along with the feelings and emotions that can often arise out of such exercises and to add as much realism as possible when in your mock roles, but at no time are you expected to present your own personal issues in such a setting. If you have questions about participating in these exercises or are experiencing significant anxiety regarding them, please contact the instructor and request a meeting.

Media/Film: In an effort to engage students’ learning processes from a variety of different mediums, this course may utilize videos clips, documentaries, music and contemporary film as a way to create dialogue and display the issues and principles being expounded upon in class. While significant effort is made to avoid gratuitous violence, nudity, profanity and drug use, the films utilized for my courses *may contain* some of these elements but are not *focused* on these elements. It is understood that this class will possess a variety of different standards and values instilled by each individual’s cultural, spiritual and ethnic experiences. Every student in this course will be respected and each of you can be assured that the media shown (as well as all

forms of instruction and discourse) are offered for their relevance to the course topics. Having said this, if you hold a particular belief or value system or have had personal experiences that might make the viewing of this type of media/film a particularly negative or traumatizing experience, it is expected that you will contact me so that appropriate alternative arrangements might be made.

Technology Assistance

Aspects of this are dependent on the successful use of technology – use of media, monitoring CMU email and knowledgeable use of our course’s Blackboard page. If you are uncertain about your abilities to utilize any of these mediums, please contact the CMU Technology Helpdesk immediately. They can be found on the ground floor of the Park Library and their phone number is (989) 774-3662. As your instructor, I am not the person to seek assistance from regarding these issues and “technology problems” will not be considered a legitimate excuse for missing or late assignments.

Weather and Inclement Conditions

You have chosen to be a graduate student in Michigan and with that comes difficult weather in the winter. During inclement conditions, decisions on holding class will *generally* be guided by what officials at the university in Mt. Pleasant (and site coordinators in Global Campus) decide; bad weather will not be considered an excused absence. If the university remains open, assume class is in session. Of course, as adult learners, you can always make any decision you deem is in your best interests but understand you may lose attendance points. That being said, as the instructor of the course, there may be instances when I make a decision to start class late, end early or in rare circumstances, even cancel class though the university/site remains open. It is critical during weather events that you monitor your cmich email for updates from me.

SIGN-UP FOR THE CENTRAL ALERT SYSTEM:

<https://www.cmich.edu/about/emergency/Pages/central-alert.aspx>

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to

5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting:

https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, and Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy and My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy:

(https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf)

You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements:

(https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself,

engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see:

https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at <https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at: http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.

Face Covering and Social Distance Policy

Face coverings, such as masks, and social distancing (6 feet apart) are required in all buildings and classrooms ([CMU's policy on face coverings](#)). Students who have forgotten their face coverings may obtain a disposable mask from one of the 40 vending areas on campus. Vending machine locations are available on the [Fired Up for Fall website](#).

The evidence is clear that [face coverings are a crucial part of keeping coronavirus at bay](#) and [support the university's commitment to providing all members of its community with a safe, healthy, caring, and supportive environment](#). Masks should cover the entire nose and mouth, per guidelines from the Centers for Disease Control (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>). Students whose unique and individual circumstances require an alternative face covering, as indicated by a medical condition may request one. To request an alternative, students should [contact Student Disability Services \(SDS\)](#).

Refusing to wear a mask in any building or classroom without an accommodation letter from Student Disability Services is a violation of university regulations ([section 3.2.31 of the Student Code of Conduct](#)) and exposes the student to possible sanction for not adhering to university

regulations. Refusing to maintain social distancing guidelines also violates the same university regulations. Students not adhering to the policy on face coverings or social distancing will be asked to leave the classroom and the building. In addition, faculty and/or staff may file a report with the Office of Student Conduct.

Appendix I

Reflection Papers (20 pts. each)

For this assignment, we will conduct six focus group discussions in class, followed by a reflection assignment due in the days after class meets. The focus groups will cover various topics such as those found here:

- a. Race/Racism
- b. Gender, Gender Identity and Sexual Orientation
- c. Age, Ageism and Ability Status
- d. Religion and Spirituality
- e. Socio-economic Status and Poverty

For the reflection paper, you will write a brief essay answering the questions below in APA format. What I would like to see is at least 1, 3-5 sentence paragraph per question.

1. Growing up in your home/community/culture, what messages do you remember receiving about this topic/issue/group?
2. Reflect on any times when you intentionally or unintentionally committed an oppressive act or showed intolerance in regards to this issue or towards someone who does identify with this group/topic?
3. As a counselor or therapist, what specific issues/concerns/facts would you want to be aware of if you were working with a client identifying with this topic/issue/group?
4. Where do you feel you lack sufficient knowledge and/or resources regarding this topic/issue/group, what might you do to better equip yourself to provide quality services to these communities?

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.2.a	Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
Professional Counseling Identity F.2.e	The effects of power and privilege for counselors and clients
Professional Counseling Identity F.2.f	Help-seeking behaviors of diverse clients
Professional Counseling Identity F.2.g	The impact of spiritual beliefs on clients' and counselors' worldviews

Appendix II

Cultural Self Study (20 pts. total)

One of the critical components of the Multicultural Counseling Competencies is **SELF-AWARENESS**. This assignment is designed to increase your self-awareness as a CIT, by examining your own racial, ethnic and cultural history as well as your biases and resistances. This paper should be completed using APA format and style, there are no page/word count requirements, please use each section below as a heading into your paper.

I. Demographic Information (4 pt.)

Please provide the following:

- *Name*
- *Age*
- *Relationship Status*
- *Occupation (or “stay at home parent,” or “student,” etc.)*
- *Living Situation*

II. Describe Your Race/Ethnicity (4 pt.)

Most people have a mixture of racial heritages. Describe how you define yourself and what race/ethnic backgrounds you most identify with. Include languages spoken, if you/your parents/grandparents were immigrants from another country, traditions that are unique to your ethnicity, family stories that might be pertinent and any other elements that are important to you.

III. Describe Your Culture (4 pt.)

Culture transcends ethnicity/race and can include many things. It can be defined as “...ways of living built up by a group of human beings and transmitted from one generation to another.” Please include SES, geographic region, spirituality, your nuclear family traditions and family professions. Any other aspects can be included if you think they are significant and they have uniquely contributed to who you are as a person.

IV. Your Resistances* (8 pts.)

Being as honest as possible, please describe any prejudices or negative biases that you are aware of in your life. Were these modeled or passed on to you? Do you know the origins or the history behind them? Have you ever discriminated against another person based on their gender identity, ethnicity, culture, sexual orientation, SES, or religion? Explain. Have you ever been the victim of discrimination from another person or group? Explain.

**Nota bene: This last section of the paper is difficult to “own” and then write about it and it has been noted that in the past, some students tend not give this the time and consideration it deserves (resistance). PLEASE, take this section seriously – you owe it to yourself and your future clients.*

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.2.c	Multicultural counseling competencies
Professional Counseling	The impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences

Identity F.2.d	on an individual's views of others
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Community Case Study (50 pts. total)

Instructions

Working together in groups, you will incrementally respond thoroughly to each of the following questions, ultimately producing a major *Community Case Study* that will integrate and exemplify the many theories, issues and skills we will examine during this course. Your group will research materials in the CMU library or through internet searches, and should include articles, photos, videos, field notes and anecdotal observations as each group's own research. Each group will submit one final paper in APA format.

Part I: History and Background (5 pts.): Document the history of a town assigned to you, preferably a town in your own personal histories or a town you plan to practice in when you are a counselor

. Include any information as its beginnings and the major highlights and turning points in the village/city/town's life. Provide specific information highlighting instances that are applicable to this course: racism, "white flight," "red-lining," economic disenfranchisement, systemic barriers, educational inequity, homo/transphobia, food insecurity/food deserts, etc.

Part II: Contemporary Assessment (5 pts.): Utilizing U.S. Census Bureau statistics, State of Michigan publications, journal articles, books and legitimate media, give a contemporary report on the village/town/city of your choosing. What is the current climate/situation of the city in terms of economic, political, racial, educational, etc.?

Part III. Current Support Services (5 pts.): Using the internet identify and report on the level and amount of social services available to the current residents of the village/town/city of your choosing. Include hospitals, affordable clinics, county or city-based mental health (or behavioral health) agencies or organizations, private practices, food pantries/soup kitchens and other services specifically for low-income individuals such as pregnancy/women's health care, housing/clothing assistance, public transportation.

Part IV. The Client in Your Office* (10 pts.): Projecting into the future, you are now a counselor in practice in the area you chose to write this report on, as a Clinical Mental Health Counselor, School Counselor or Addictions Counselor, working out of a private practice, a high school or a drug addiction treatment clinic, respectively. Describe, in detail, how you would assess, treat and/or diagnose a member of the community as a client in your context, specifically including one or more multicultural counseling theories, competencies or skills discussed in class.

Part V. The Citizens in Your Community (10 pts.): Having examined the history and the contemporary conditions facing members of the community, particularly people of color, describe how you as a professional Clinical Mental Health Counselor, School Counselor or Addictions Counselor would use your education, training, experience and personal privilege to effect change in your community, outside of your professional practice. Be sure to review and

specifically cite aspects of the ACA Advocacy Competencies, Code of Ethics, as well as any other materials/information introduced in this course.

Part VI. The Personal Impact of Service* (10 pts.): Each of you, individually or as a group, will perform (3) hours of volunteer service, off campus, in a Michigan community through a recognized non-profit organization that serves individuals who are impacted by racism, sexism, homophobia, transphobia, economic disenfranchisement, food insecurity/food deserts, etc. Describe how this service impacted you, changed or reinforced your beliefs and perceptions, and how it related both to this course and this assignment.

Part VII. References (5 pts.) Following APA guidelines, list all resources utilized during your research and writing.

***RED SECTIONS:** For sections IV and VI, each group member will submit their own individual response of app. 200-250 words, preceded in the paper by their first name.

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.2.b	Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
Professional Counseling Identity F.2.c	Multicultural counseling competencies
Professional Counseling Identity F.2.e	The effects of power and privilege for counselors and clients
Professional Counseling Identity F.2.f	Help-seeking behaviors of diverse clients
Professional Counseling Identity F.2.h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination



**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION and HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS**

CED 620 – Introduction to Multicultural Issues in Counseling

Face to Face

Spring 2022, CRN: 22400048

Wednesdays, 7-9:50PM, EHS 213

Instructor: Nick Erber-LaPierre, PhD, LPC, CAADC, CCMHC, ACS

Office Hours: Wednesdays 1-5 PM or by appointment

Office Location: EHS 353

Email: erber1n@cmich.edu

Phone: (989) 774-6527

COVID-19 Policy for 2021-2022

CMU COVID-19 Policy:

Everyone, regardless of vaccination status, must complete CMU's daily Healthscreen app prior to coming to campus, including this class. Following CDC recommendations, everyone, regardless of vaccination status, is expected to wear a mask at all times when meeting face to face for this class.

If you are fully vaccinated, you must have completed the voluntary vaccine attestation using the CMU Healthscreen website or smartphone app to opt out of weekly testing (between Aug. 30-September 3rd).

Unvaccinated students or those who choose not to complete the vaccine attestation form must take their first COVID-19 test by September 3rd and then must be tested weekly for the remainder of the semester.

<https://www.cmich.edu/.../Protect-yourself-Protect-others...>

What to do if exposed to COVID-19?

As of August 24, 2021, there are no university-wide guidelines for how to address the inevitable problem of faculty and students being exposed to COVID-19. This has left faculty to develop policies and procedures based on their discretion. The information provided here is designed around best practices put forth by the CDC and our current knowledge of the virus based on scientific evidence. I also designed this policy to be as accommodating as possible for both students and faculty. I ask you to be flexible and forgiving, as we are all trying to do our best under these difficult circumstances. The bottom line is that communication will be key for all of us to be successful. The policy for my courses is as follows:

In the Case of Faculty Illness:

The Dean of the College of Liberal Arts and Social Sciences has suggested that if faculty are exposed or become ill, they may switch the course modality to fully online for the suggested quarantine of 10 days. Based on these guidelines, I propose the following policy if I should become exposed or ill from COVID-19.

- 1) I will notify the class via Blackboard of my exposure or illness.
- 2) From the time of notification, we will meet exclusively online in place of face to face class meetings for 10 days.
 - a. Face to face classes will resume as scheduled on the syllabus once the quarantine period elapses.
- 3) If I am incapacitated and unable to hold virtual classes, I will attempt to notify students of these circumstances via Blackboard.
 - a. If virtual classes cannot be held due to severe illness of the professor. student participation and assigned activities will be waived for the classes I am unable to hold virtually or face to face.

In the Case of Student Illness:

If you, the student, can answer “YES” to any of the questions on the CMU Healthscreen website or smartphone app, or have had a positive COVID-19 test, then you SHOULD NOT come to any face to face class meetings for the recommended 10 day quarantine. Please stay home and immediately contact me via my cmich email: erberln@cmich.edu.

- Students who contact me regarding a possible exposure or positive COVID-19 test will be exempted from any face to face participation or assigned activities during face to face classes during the duration of their quarantine. This way you will not have the pressure to complete face to face coursework if you are sick or quarantined.
 - However, it is the responsibility of students to provide evidence of a positive test or exposure to COVID-19 to the professor to be exempted from graded activities/participation.
- All online assignments will still be due as scheduled on the course syllabus while you are in quarantine.
 - However, if you are seriously ill or caring for an immediate family member who is seriously ill, please contact me and we can develop an individualized plan that will accommodate your situation.

Please note that this plan is subject to change. If CMU posts a plan for how to deal with COVID-19 exposure or illness, then the above policy may be altered to fit those guidelines. Again, I urge you to be proactive and communicate with me to ensure that we all do our part to keep everyone healthy and be successful this semester. Please click this [link](https://www.cmich.edu/covid19/Pages/default.aspx) for updated COVID status information and policy updates: <https://www.cmich.edu/covid19/Pages/default.aspx>

BULLETIN DESCRIPTION:

This course is an examination of research and practice issues relating to counseling culturally specific groups with special emphasis on the client/counselor relationship.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: None

RATIONALE FOR COURSE LEVEL:

This course is designed only for graduate students because of the expected level of class participation and academic performance.

REQUIRED TEXTBOOKS:

DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Beacon Press.

Hays, D. G. & Erford, B. T. (2018). *Developing a multicultural counseling competence*. (3rd ed.). Pearson.*

*I have chosen to participate in CMU's Inclusive Access program using an eBook to help promote textbook affordability and day one access. You can access the eBook by clicking on the link I have placed in the course Blackboard Shell.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

Additional readings, articles and handouts will be provided for you on Blackboard. Please read/review them before class time to be prepared for discussions and activities.

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. Author.

Multicultural Counseling Resources

- Association for Adult Development and Aging ([ADAA](#))
- American Rehabilitation Counseling Association ([ARCA](#))
- Association for Multicultural Counseling and Development ([AMCD](#))
- **Association for Spiritual, Ethical, and Religious Values in Counseling ([ASERVIC](#)) Competencies**
- Counselors for Social Justice ([CSJ](#))
- **Society for Sexual, Affectional, Intersex, and Gender Expansive Identities ([SAIGE](#)) [formerly ALGBTIC] Competencies**

METHODS OF INSTRUCTION:

- Lecture
- Seminar-style, round table discussion
- Small group activities
- Video demonstrations
- Live enactment exercises

STUDENT LEARNING COURSE OBJECTIVES:

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

CLEAR Conceptual Framework

Each professional education course is aligned with the CLEAR Conceptual Framework. The CLEAR Conceptual Framework includes general practices and principles intended to facilitate learning experiences for candidates to help them mature as professionals whose practice is:

C - Concept- and knowledge-driven: A professional educational practice that is concept and knowledge- driven has, as its foundation, content knowledge.

LEA - LEArner-centered: A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner.

R - Reflective: A reflective professional practice is guided by research and knowledge of the diverse educational environments prevalent in our society.

1. Formulate a “view of the world” which is based on an understanding of how a diverse society influences the counseling process. **(C, LEA)**
2. Interpret how global events influence the counseling profession and the process of becoming a culturally competent counselor. **(C, LEA, R)**
3. Acquire knowledge of culturally diverse groups, issues, and identities and how they converge in the counseling process. **(C, LEA, R)**
4. Articulate an awareness of one’s own beliefs and attitudes in the provision of services to individuals of diverse backgrounds. **(C, LEA)**
5. Apply skills which enhance the selection process and application of the appropriate intervention with culturally diverse clients. **(R)**
6. Apply a social justice perspective to multicultural counseling by becoming familiar with the advocacy role of the counselor. **(C, LEA)**
7. Identify and develop a personal theoretical orientation for treating a culturally diverse population. **(R)**
8. Evaluate one’s family of origin as an approach to developing multicultural consciousness. **(C, LEA, R)**

Council for Accreditation of Counseling and Related Educational Programs: 2016 Standards

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.2.a	Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
Professional Counseling Identity F.2.b	Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
Professional Counseling Identity F.2.c	Multicultural counseling competencies
Professional Counseling Identity F.2.d	The impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
Professional Counseling Identity F.2.e	The effects of power and privilege for counselors and clients
Professional Counseling Identity F.2.f	Help-seeking behaviors of diverse clients
Professional Counseling Identity F.2.g	The impact of spiritual beliefs on clients' and counselors' worldviews
Professional Counseling Identity F.2.h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
Professional Counseling Identity F.1.e	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

ASSIGNMENTS and COURSE EVALUATION:

- | | |
|-------------------------|--------------------------------------|
| 1. Case Study Analyses | 30 points (10 pts. x 3 case studies) |
| 2. Reflection Papers | 120 points (20 pts. x 6 papers) |
| 3. Cultural Self-Study | 15 points |
| 4. Community Case Study | 35 points |
| | 200 points total |

GRADING SCALE:

93-100 points	A
90-92 points	A-
87-89 points	B+
83-86 points	B
80-82 points	B-
77-79 points	C+
73-76 points	C
72 and below: failing	E

1. Cultural Self-Study 1(5 pts.): Consistent with the Multicultural and Social Justice Counseling Competencies that guide our profession, *Counselor Self-Awareness* is a critical early step in expanding our understanding and appreciation for the diversity and unique backgrounds, traditions and lived experiences of our future clients. To this end, each student will write a Cultural Self-Study paper focusing on their own upbringing, culture, beliefs, values and possible resistances/blind spots. Students will use the multicultural and social justice counseling competencies matrix to identify the various identities they carry that determines their social position, and then reflect on their social position in terms of working with a client that is different from their own. Specific requirements for this paper are outlined in **Appendix II**.

2. Reflection Papers (6 papers @ 20 pts each, 120 pts.): In addition to our weekly discussions on the texts, we will take an in-depth look at the needs and barriers impacting six specific groups:

- a. Race/Racism
- b. Gender and Gender Identity
- c. Sexual Orientation
- d. Age, Ageism and Ability Status
- e. Religion and Spirituality
- f. Socio-economic Status and Poverty

These reflection papers will occur after in-class focus group discussions on various topics, and additional information and readings on these groups will be provided that have traditionally been met with misunderstanding, discrimination, disenfranchisement and oppression. Following these units, students will write a brief 500-word reflection paper designed to encourage further thought and promote empathy and understanding. Specific requirements for each paper are outlined in **Appendix I**.

3. Case Study Analysis (30 pts.): Students will complete three multicultural counseling case study analyses on assigned case studies throughout the semester. Students will read the case study in the assigned week and provide a written analysis to be turned in prior to the meeting time for the class for that week. Students will also prepare talking points for the discussions that will occur in class.

4. Community Case Study (35 pts.): It is critical that counselors-in-training develop the ability to translate the theories, principles and readings acquired in the classroom and apply them to the real-world situations of their future clients. In so doing, the mental health and well-being of the entire community is advanced.

The *Community Case Study* will comprise several components:

- a. Student work groups will research and review historical information, articles and publications focused on the community being examined.
- b. Students will personally perform a minimum of (3) hours of volunteer service in the community-service area that is focused on serving individuals/groups facing the same issues of disenfranchisement and oppression they are studying in class.
- c. Taking into consideration all the aforementioned information and experiences, students will then write a paper responding to a scenario and corresponding questions designed to

encourage practical application of multicultural counseling theories and competencies as well as advocacy competencies.
Specific requirements for this paper are outlined in **Appendix III**.

DATE	TOPIC	CACREP STANDARD	READING D: DiAngelo; MG: Miller and Garran J: Johnson; L: Lee	ASSIGNMENT DUE
W 1 1/12	Cultural Identity Development APA citation review GROUP TIME	F.2.b.c	Hays & Erford Ch 1-2 Sue et al. (1992) Ratts et. al. (2016)	
	SOCIAL ADVOCACY			
W 2 1/19	Social Justice Counseling Racism and White Privilege	F.2.b.	Hays & Erford Ch 3-4 DiAngelo 1-3	
W 3 1/26	Gender and Sexism Sexuality and Heterosexism	F.2.d, F.1.e.	Hays & Erford Ch 5-6 DiAngelo 4-6	Cultural Self-Study
W 4 2/2	Social Class and Classism	F.2.b	Hays & Erford Ch 7 DiAngelo 7-9	Reflection Paper 1
W 5 2/9	Disability, Ableism, and Ageism	F.2.a.e, F.1.e.	Hays & Erford Ch 8 DiAngelo 10-12 Jodry and Trotman (2008) Parekh (2011) Singh (2016) SAIGE (2013)	Case Study 1
	COUNSELING MULTICULTURAL POPULATIONS			
W 6 2/16	Individuals and Families of African Descent GROUP TIME	F.2.a.e	Hays & Erford Ch 9 Israel and Selvidge (2003)	Reflection Paper 2
W 7 2/23	Individuals and Families of Arab Descent	F.2.a.e	Hays & Erford Ch 10	Reflection Paper 3
W 8 3/2	Individuals and Families of Asian Descent	F.2.a.e	Hays & Erford Ch 11 Toner and Shadden (2002)	
W 9 3/9	NO CLASS		SPRING BREAK	
W 10 3/16	Individuals and Families of Latin-American and Latin Descent	F.2.a.e.g	Hays & Erford Ch 12 ASERVIC (2009) Steen et al., (2006)	Reflection Paper 4
W 11 3/23	Individuals and Families of Native American Descent	F.2.a.e, F.1.e.	Hays & Erford Ch 13 Foss et al. (2011) Myers (2016)	Case Study 2
W 12 3/30	Individuals and Families of European Descent GROUP TIME	F.2.e	Hays & Erford Ch 14	Reflection Paper 5
W 13 4/6	Individuals and Families of Multiracial Descent	F.2.b.h, F.1.e	Hays & Erford Ch 15 Vera and Speight (2003)	
	MULTICULTURAL CONCEPTUALIZATION			
W 14 4/13	Spiritual Diversity	F.2.b.h, F.1.e	Hays & Erford Ch 16	Reflection Paper 6

W 15 4/20	Using Counseling Theories in Multicultural Contexts Multicultural Diagnosis and Conceptualization	F.2.b, h F.1.e.	Hays & Erford Ch 17-18 RCT Theory paper Greenleaf and Bryan (2012)	Case Study 3
W 16 4/27	Case Presentations in class	F.2.b, h F.1.e.	No reading	Community Case Study Presentations
5/4	FINALS WEEK		NO CLASS	

CACREP Standard #	CACREP Standard	Assignment
Professional Counseling Identity F.2.a	Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Reflection Papers
Professional Counseling Identity F.2.b	Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Community Case Study Assigned Readings Lecture Classroom Discussion
Professional Counseling Identity F.2.c	Multicultural counseling competencies	Cultural Self-Study Community Case Study
Professional Counseling Identity F.2.d	The impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Cultural Self-Study
Professional Counseling Identity F.2.e	The effects of power and privilege for counselors and clients	Community Case Study Reflection Papers
Professional Counseling Identity F.2.f	Help-seeking behaviors of diverse clients	Reflection papers Community Case Study
Professional Counseling Identity F.2.g	The impact of spiritual beliefs on clients' and counselors' worldviews	Reflection papers
Professional Counseling Identity F.2.h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Community Case Study

Professional Counseling Identity F.l.e.	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Community Case Study and Case Study Analysis papers
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Course Culture

Attitude and Our Learning Environment: Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all part of the higher education tradition, as they provoke us to re-examine our own thinking. That being said, this will be a safe and welcoming learning environment for students of all races, ethnicities, sexual orientations, gender identities, ages, religions, economic classes and ability statuses. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive and culturally appropriate manner and to maintain confidentiality when students share personal information.

Attendance and Class Participation: To benefit the most from this course, you should plan to attend and be actively engaged in every class session. **Only (1) absence from participation in class is permitted per semester, without penalty. If prior arrangements are not made AND approved by the instructor, a second absence will result in your grade being lowered by 5 points and then an additional 5 points for each subsequent absence up to a total of 10 points or 10% of your total grade.** More than two unexcused absences may require a conference with the instructor. Arriving more than 30 minutes after the start of class or leaving more than 30 minutes before the end of class will count as an absence. If you know ahead of time that you will be absent, you are expected to so advise the instructor. Additionally, you are responsible for all the material and information (e.g., about assignments) provided during the missed class session and you should obtain notes, handouts, etc., from fellow students. Any assigned homework is STILL DUE as scheduled and you will need to make arrangements to deliver assignments to the instructor. EMAIL SUBMISSIONS ARE NOT ACCEPTED.

Time and Schedule: Every effort will be made by the instructor to respect your time and schedule by beginning class on time, ending on time and providing adequate breaks. However, it is expected that you will display maturity and flexibility, realizing that there may be instances where class runs a few minutes late or a break time occurs at a different time than usual. In these instances, “packing up,” walking out and/or causing distractions are NOT considered mature or professional behavior.

Technology in the Classroom: **Cell phones are to be silenced and there is to be absolutely no phone activity whatsoever while class is in session; electronic devices are prohibited unless they are a campus-approved ADA accommodation and the instructor is provided with appropriate documentation. E-readers, tablets and Kindles, and laptops are allowed if viewing view course materials only.**

Visitors and Food: Visitors or observers are not allowed unless approved before hand by the instructor. You are welcome to bring food into class if it does not become a distraction to the learning environment.

Fishbowls: This course will utilize an experiential teaching tool known as an enactment exercise, or more commonly called “The Fishbowl.” Enactment or fishbowl exercises are mock counseling sessions performed in front of the class and normally couple a student with another student but can also include instructor-to-student work. These teaching times can be quite powerful and allow you to observe interactions that can be similar to a genuine therapeutic exchange. You are encouraged to embrace these opportunities along with the feelings and emotions that can often arise out of such exercises and to add as much realism as possible when in your mock roles, but at no time are you expected to present your own personal issues in such a setting. If you have questions about participating in these exercises or are experiencing significant anxiety regarding them, please contact the instructor and request a meeting.

Media/Film: In an effort to engage students’ learning processes from a variety of different mediums, this course may utilize videos clips, documentaries, music and contemporary film as a way to create dialogue and display the issues and principles being expounded upon in class. While significant effort is made to avoid gratuitous violence, nudity, profanity and drug use, the films utilized for my courses *may contain* some of these elements but are not *focused* on these elements. It is understood that this class will possess a variety of different standards and values instilled by each individual’s cultural, spiritual and ethnic experiences. Every student in this course will be respected and each of you can be assured that the media shown (as well as all forms of instruction and discourse) are offered for their relevance to the course topics. Having said this, if you hold a particular belief or value system or have had personal experiences that might make the viewing of this type of media/film a particularly negative or traumatizing experience, it is expected that you will contact me so that appropriate alternative arrangements might be made.

Technology Assistance

Aspects of this are dependent on the successful use of technology – use of media, monitoring CMU email and knowledgeable use of our course’s Blackboard page. If you are uncertain about your abilities to utilize any of these mediums, please contact the CMU Technology Helpdesk immediately. They can be found on the ground floor of the Park Library and their phone number is (989) 774-3662. As your instructor, I am not the person to seek assistance from regarding these issues and “technology problems” will not be considered a legitimate excuse for missing or late assignments.

Weather and Inclement Conditions

You have chosen to be a graduate student in Michigan and with that comes difficult weather in the winter. During inclement conditions, decisions on holding class will *generally* be guided by what officials at the university in Mt. Pleasant (and site coordinators in Global Campus) decide; bad weather will not be considered an excused absence. If the university remains open, assume class is in session. Of course, as adult learners, you can always make any decision you deem is in your best interests but understand you may lose attendance points. That being said, as the instructor of the course, there may be instances when I make a decision to start class late, end

early or in rare circumstances, even cancel class though the university/site remains open. It is critical during weather events that you monitor your cmich email for updates from me.

SIGN-UP FOR THE CENTRAL ALERT SYSTEM:

<https://www.cmich.edu/about/emergency/Pages/central-alert.aspx>

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, and Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy and My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy: (https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-

[appendices-webcopy.pdf](#)) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements:

(https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see:

https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at <https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at: http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.

Face Covering and Social Distance Policy

Face coverings, such as masks, and social distancing (6 feet apart) are required in all buildings and classrooms ([CMU's policy on face coverings](#)). Students who have forgotten their face coverings may obtain a disposable mask from one of the 40 vending areas on campus. Vending machine locations are available on the [Fired Up for Fall website](#).

The evidence is clear that [face coverings are a crucial part of keeping coronavirus at bay](#) and [support the university's commitment to providing all members of its community with a safe, healthy, caring, and supportive environment](#). Masks should cover the entire nose and mouth, per guidelines from the Centers for Disease Control (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>). Students whose unique and individual circumstances require an alternative face covering, as indicated by a medical condition may request one. To request an alternative, students should [contact Student Disability Services \(SDS\)](#).

Refusing to wear a mask in any building or classroom without an accommodation letter from Student Disability Services is a violation of university regulations ([section 3.2.31 of the Student Code of Conduct](#)) and exposes the student to possible sanction for not adhering to university regulations. Refusing to maintain social distancing guidelines also violates the same university regulations. Students not adhering to the policy on face coverings or social distancing will be asked to leave the classroom and the building. In addition, faculty and/or staff may file a report with the Office of Student Conduct.

Reflection Papers (5 pts. each)

For this assignment, we will conduct six focus group discussions in class, followed by a reflection assignment due in the days after class meets. The focus groups will cover various topics such as those found here:

- a. Race/Racism
- b. Gender and Gender Identity
- c. Sexual Orientation
- d. Age, Ageism and Ability Status
- e. Religion and Spirituality
- f. Socio-economic Status and Poverty

For the reflection paper, you will write a brief essay answering the questions below in APA format. What I would like to see is at least 1, 3-5 sentence paragraph per question.

1. Growing up in your home/community/culture, what messages do you remember receiving about this topic/issue/group?
2. Reflect on any times when you intentionally or unintentionally committed an oppressive act or showed intolerance in regards to this issue or towards someone who does identify with this group/topic?
3. As a counselor or therapist, what specific issues/concerns/facts would you want to be aware of if you were working with a client identifying with this topic/issue/group?
4. Where do you feel you lack sufficient knowledge and/or resources regarding this topic/issue/group, what might you do to better equip yourself to provide quality services to these communities?

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.2.a	Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
Professional Counseling Identity F.2.e	The effects of power and privilege for counselors and clients
Professional Counseling Identity F.2.f	Help-seeking behaviors of diverse clients
Professional Counseling Identity F.2.g	The impact of spiritual beliefs on clients' and counselors' worldviews

Cultural Self Study (5 pts. total)

One of the critical components of the Multicultural Counseling Competencies is **SELF-AWARENESS**. This assignment is designed to increase your self-awareness as a CIT, by examining your own racial, ethnic and cultural history as well as your biases and resistances. This paper should be completed using APA format and style, there are no page/word count requirements, please use each section below as a heading into your paper.

I. Demographic Information (1 pt.)

Please provide the following:

- Name
- Age
- Relationship Status
- Occupation (or “stay at home parent,” or “student,” etc.)
- Living Situation

II. Describe Your Race/Ethnicity (1 pt.)

Most people have a mixture of racial heritages. Describe how you define yourself and what race/ethnic backgrounds you most identify with. Include languages spoken, if you/your parents/grandparents were immigrants from another country, traditions that are unique to your ethnicity, family stories that might be pertinent and any other elements that are important to you.

III. Describe Your Culture (1 pt.)

Culture transcends ethnicity/race and can include many things. It can be defined as “...ways of living built up by a group of human beings and transmitted from one generation to another.” Please include SES, geographic region, spirituality, your nuclear family traditions and family professions. Any other aspects can be included if you think they are significant and they have uniquely contributed to who you are as a person.

IV. Your Resistances* (2 pts.)

Being as honest as possible, please describe any prejudices or negative biases that you are aware of in your life. Were these modeled or passed on to you? Do you know the origins or the history behind them? Have you ever discriminated against another person based on their gender identity, ethnicity, culture, sexual orientation, SES, or religion? Explain. Have you ever been the victim of discrimination from another person or group? Explain.

**Nota bene: This last section of the paper is difficult to “own” and then write about it and it has been noted that in the past, some students tend not give this the time and consideration it deserves (resistance). PLEASE, take this section seriously – you owe it to yourself and your future clients.*

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.2.c	Multicultural counseling competencies
Professional Counseling Identity F.2.d	The impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others

Community Case Study (35 pts. total)

Instructions

Working together in groups, you will incrementally respond thoroughly to each of the following questions, ultimately producing a major *Community Case Study* that will integrate and exemplify the many theories, issues and skills we will examine during this course. Your group will research materials in the CMU library or through internet searches, and should include articles, photos, videos, field notes and anecdotal observations as each group's own research. Each group will submit one final paper in APA format.

Part I: History and Background (5 pts.): Document the history of a town of your choosing, preferably a town in your own personal histories or a town you plan to practice in when you are a counselor. Include any information as its beginnings and the major highlights and turning points in the village/city/town's life. Provide specific information highlighting instances that are applicable to this course: racism, "white flight," "red-lining," economic disenfranchisement, systemic barriers, educational inequity, homo/transphobia, food insecurity/food deserts, etc.

Part II: Contemporary Assessment (5 pts.): Utilizing U.S. Census Bureau statistics, State of Michigan publications, journal articles, books and legitimate media, give a contemporary report on the village/town/city of your choosing. What is the current climate/situation of the city in terms of economic, political, racial, educational, etc.?

Part III. Current Support Services (5 pts.): Using the internet identify and report on the level and amount of social services available to the current residents of the village/town/city of your choosing. Include hospitals, affordable clinics, county or city-based mental health (or behavioral health) agencies or organizations, private practices, food pantries/soup kitchens and other services specifically for low-income individuals such as pregnancy/women's health care, housing/clothing assistance, public transportation.

Part IV. The Client in Your Office* (5 pts.): Projecting into the future, you are now a counselor in practice in the area you chose to write this report on, as a Clinical Mental Health Counselor, School Counselor or Addictions Counselor, working out of a private practice, a high school or a drug addiction treatment clinic, respectively. Describe, in detail, how you would assess, treat and/or diagnose a member of the community as a client in your context, specifically including one or more multicultural counseling theories, competencies or skills discussed in class.

Part V. The Citizens in Your Community (5 pts.): Having examined the history and the contemporary conditions facing members of the community, particularly people of color, describe how you as a professional Clinical Mental Health Counselor, School Counselor or Addictions Counselor would use your education, training, experience and personal privilege to effect change in your community, outside of your professional practice. Be sure to review and specifically cite aspects of the ACA Advocacy Competencies, Code of Ethics, as well as any other materials/information introduced in this course.

Part VI. The Personal Impact of Service* (5 pts.): Each of you, individually or as a group, will perform (3) hours of volunteer service, off campus, in a Michigan community through a recognized non-profit organization that serves individuals who are impacted by racism, sexism, homophobia, transphobia, economic disenfranchisement, food insecurity/food deserts, etc. Describe how this service impacted you, changed or reinforced your beliefs and perceptions, and how it related both to this course and this assignment.

Part VII. References (5 pts.) Following APA guidelines, list all resources utilized during your research and writing.

***RED SECTIONS:** For sections IV and VI, each group member will submit their own individual response of app. 200-250 words, preceded in the paper by their first name.

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.2.b	Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
Professional Counseling Identity F.2.c	Multicultural counseling competencies
Professional Counseling Identity F.2.e	The effects of power and privilege for counselors and clients
Professional Counseling Identity F.2.f	Help-seeking behaviors of diverse clients
Professional Counseling Identity F.2.h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination



**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES
DEPT. OF COUNSELING & SPECIAL EDUCATION
COURSE SYLLABUS**

CED 630: Professional Orientation and Ethics

Semester, 20XX; Course Dates: (00/00/00-00/00/00)

Format: SYNCHRONOUS ONLINE with supplemental asynchronous content

Course Meeting Day/Time:

EPN #:

Instructor:

Office Hours: Set up a time to meet via WebEx in my personal room

[http://cmich.webex.com/meet/\(include global id here\)](http://cmich.webex.com/meet/(include global id here))

Office Location:

Email: Phone:

BULLETIN DESCRIPTION

This course introduces students to the counseling profession and reviews the legal, ethical, and consultation issues that affect the profession. This course may be offered in an online format.

PRE-REQUISITES FOR THE COURSE

None.

RATIONALE FOR COURSE LEVEL

This course is intended for graduate students in their first year of the counseling program. Students are required to compare and contrast counseling roles and functions and to analyze complex legal and ethical issues. Students must apply these analyses to the counseling profession.

REQUIRED TEXTS

American Counseling Association. (2014). *ACA code of ethics*. Free PDF Download available here: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Corey, G., Corey, M., & Callanan, P. (2019). *Issues and ethics in the helping professions* (10th ed.). Belmont, CA: Brooks Cole.

Neukrug, E. (2021). *The world of the counselor: An introduction to the counseling profession*. (6th ed.). Belmont, CA: Brooks/Cole, Cengage.

RECOMMENDED TEXTBOOK

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN 10: 1-4338-0561-8

OTHER REQUIREMENTS FOR THE COURSE

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools
<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION

This course will include a mix of reflection, discussion, written assignments, group activities, quizzes, and guest speakers. The instructor will vary each in-person meeting to best facilitate interaction and knowledge retention.

FLEXIBILITY CLAUSE

The instructor reserves the right to modify the course requirements and other related policies as circumstances may dictate, and with limited notification to all students. Even the instructor may have an unanticipated emergency, and the university—or the community at large—may experience an emergency that requires changing the class schedule or requirements. All changes will be communicated via a class announcement, and you will receive an email.

COURSE FORMAT

This course is designed as a synchronous online class. Live instruction will occur **date/time** via WebEx. Students are expected to attend each class meeting, be on time, and stay for the duration of the class session. **Students are expected to utilize their camera and have access to a microphone for the duration of each class session.** Please identify a safe and distraction free space- driving while in class or busy public places are not appropriate.

In addition to the live sessions, assigned readings and review of supplemental information is required. All course content is housed in our course in Blackboard shell. If you have missed

class or are unclear what is due, please consult the course calendar and the learning folders that contain everything we have discussed, including video clips, links, and other materials.

ONLINE LEARNING ENVIRONMENT

Please identify a quiet, private workspace to utilize during our weekly live instruction. Remove distractions and limit interruptions when possible. Please be respectful of your peers and the instructor by muting your microphone when not speaking. Turn on and leave your camera on for the duration of the class to encourage increased participation.

LATE WORK

Assignments are due at the beginning of class on the date specified in the syllabus. It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

1. For each 24-hour period after the date specified, the final achievable grade will be reduced 5%.
2. No assignments may be turned in any later than 4 days after the scheduled due date.
3. Late assignments may be emailed to assure a time and date stamp.
4. If you feel you have extenuating circumstances, please see the instructor.
5. If you are going to miss a test due to a university-excused absence, please let instructor know ahead of time so that arrangements can be made.

ATTENDANCE POLICY

To get the most out of this class, it is important that you attend every session during the semester. Students must be in class, and prepared as described above, in order to receive participation points. Please inform instructor in advance of university-excused absences so that arrangements can be made. Students may complete ONE Chat Alternative Assignment in lieu of attending a live session (See *Live Chats* under *Assignments* for more information).

STUDENT LEARNING COURSE OBJECTIVES

1. Compare and contrast the multiple professional roles and functions of counselors across specialty areas.
2. Analyze the history and philosophy of the counseling profession.
3. Develop strategies to become an advocate for clients and the counseling profession.
4. Articulate the salient differences and similarities between client rights, student rights, confidentiality, duty to warn and duty to protect.
5. Analyze legal and ethical issues involving relationships with clear power differentials.
6. Critique legal and malpractice issues in the helping professions.
7. Apply ethical codes as they relate to group work, couples and families, diagnosis, assessment, research, clinical supervision, multicultural counseling and consultation.
8. Analyze burnout/vicarious trauma issues and promote wellness and self-care in the helping professions.
9. Discuss and apply theories of consultation within the profession.

Council for Accreditation of Counseling & Related Educational Programs (CACREP) 2016 Standards

The following CACREP standards will be addressed:

Professional Counseling Identity 2F1a	History and philosophy of the counseling profession and the origins of the counseling specialty areas
Professional Counseling Identity 2F1b	The multiple professional roles and functions of counselors across specialty areas and their relationships with other human service providers, including interagency and inter-organizational collaboration and consultation
Professional Counseling Identity 2F1c	Students will explain counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams.
Professional Counseling Identity 2F1d	The role and process of the professional counselor advocating on behalf of the profession
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Professional Counseling Identity 2.F.5.c	Theories, models, and strategies for understanding and practicing consultation
Professional; Counseling School Counseling 2.G.1.d	Models of school-based collaboration and consultation

ASSIGNMENTS:

1. Live Sessions (1 point/session= 8 points)

1. Eight live class sessions will occur during the term. Times/dates are listed in the syllabus course outline. Live Sessions will be conducted through WebEx. Each session will be archived so you could listen to a recorded session to get caught up if you do have to miss the session. *If multiple people are unable to attend a specific scheduled live session, the instructor reserves the right to adjust the date/time to accommodate the most people.*
 - a. During the live session, we will discuss weekly topics/due dates, answer questions from the text or about activities, and students will present their research and findings.
 - b. **Please note that access to a microphone or a headset is required for the live sessions.** Participation is expected as opposed to merely being in attendance.

- c. If you need to miss a live session for an emergency or planned situation (**communicated to the instructor in advance**), you may complete an alternative to the session for ONE missed session by reviewing the recorded session which will be posted in the Discussion Board.
- d. After reviewing the session, include the following in your post:
 - i. Post a summary of the session (what it was about);
 - ii. Identify three things that you have learned; and
 - iii. Indicate anything that is still unclear to you.
- e. Make your posting to the “Live Session Alternative Assignment” Discussion Forum located within the Discussion Board.

2. Fill-In Study Guide (3 points)

During the Week 1 module, students will complete a fill-in study guide after reading the chapters for the week. The guide provides a review of the chapter and helps get students into the habit of outlining the text and applying the information. A template is provided- please use the template to fill-in the answers electronically. A PDF fillable format and .word format are provided.

3. Professional Development Paper (14 Points)

Using the Neukrug text as a guide, create a professional development plan for the first five years of your counseling career. You will write a 6-8 page paper (APA 7th style), detailing how you envision your career path (page number includes title and reference pages). This assignment will seek to describe who you are and how you envision yourself as a professional. A title page is required, though an abstract is not. If you include additional resources, please include a References Page. This is due at the end of Week 2. *The questions, rubric, and template are provided in our Bb course shell.*

4. Ethics & Professional Self-Evaluation/Self-Care Interview (10 points):

Students will conduct an interview with a counseling professional who has earned a master’s degree in Counseling (LPC or school counselor; the counselor should have an LSC, LPC, or a LPC) **with at least one year of experience**. Students should interview a professional based on their concentration: *School Counseling students must interview a School Counselor; Addiction Counseling students must interview an Addictions Counselor; and Clinical Mental Health students must interview a Clinical Mental Health Counselor*. The focus of this interview is on the counselor’s ethical perspective and engagement in self-care techniques. **The interview should be completed in-person or via a virtual meeting-** emailing the questions to a counselor is NOT appropriate for this assignment. After completing the interview, the student will provide a summary detailing the information received and the student’s response to the information. This is due at the end of Week 4. *More information, the rubric, and a template for the interview can be found within Bb.*

5. Ethics Research & Case Presentation (20 points)

Students will work in small groups to develop an Ethics Research and Case Presentation based on a topic/chapter provided by the instructor. This presentation will be presented in class for no more than **60 minutes** and be based on a major ethical issue presented in the Corey textbook (chapters 4-10). Groups, topics, and presentation dates will be assigned by the instructor. All group members will receive the same grade for this assignment.

PLEASE role model being a collaborative, communicative, and hard-working group member. More information and the rubric can be found within Bb.

6. Discussion Board (4 posts x 5 points each= 20 points):

As a professional foundations course, this class involves extensive discussion and in-depth feedback regarding the various issues/topics important to our profession. The purpose of the discussion board will serve as our way of connecting, sharing ideas, and processing the content. During the designated weeks, there will be a Discussion Board prompt provided based on the content covered. There are four prompts throughout the 8-weeks. You will respond to each component of the prompt in complete sentences/thoughts with appropriate grammar (4 points). ***You are highly encouraged to support your thoughts/positions with APA citations.*** While I will not conduct a word count on your post, I will be looking for honest reflection and evidence that you understand the literature and concepts.

After posting your personal answer, **you will also respond to TWO of your peer's posts** during the designated week. This feedback component counts for an additional one (1) point each week, for a total of 5 points per post. Responses should be more than "good answer" or "well written," rather you should challenge/support/amend/agree with the writer, citing evidence and thoughtfulness. While not required, you are encouraged to engage in discussion with others based on your response and based on the feedback you provide to a peer throughout the week. ******NOTE: This feedback component requires that you post your answer earlier in the week than the due date on Sunday night!***

7. Quizzes (4 quizzes x 5 points each = 20 points)

Students will complete four online quizzes worth 5 points each. The purpose of the quizzes in this course is to complement the reading assignments and demonstrate your understanding of the content. The quizzes will serve as your self-assessment method to understand if you learned the main points from each section. Each 20-question quiz (.25 per question) will cover content from the readings and include T/F and multiple-choice questions. You will receive immediate feedback upon completion of the exam. You will have 45-minutes to complete the exam and only one attempt. Exams will have randomized questions and you will only see one question at a time. Quizzes will open on Monday @ 8am and close on Sunday at 11:59pm. *Students are expected to work alone and not share answers or quiz content.*

8. Advocacy-In-Action (5 points)

As counselors and agents of social change, we impact the community and profession in a variety of ways. Our voices and knowledge create change for profession and our clients. There are many ways to effect change, including contacting legislative bodies that create laws that effect our profession and clients, providing direct services to raise awareness of an issue, addressing concerns of clients, helping counselors correct injustices, advocating to improve conditions for an individual or groups, and/or researching human services for our clients and ourselves. Such opportunities involve education and advocacy. For this assignment, **please engage in ONE of the two projects below.**

- **Advocacy Project 1: Counselor Advocacy through Legislative Influence:** Write a letter or email related to legislative action. You will need to explore the American Counseling Association (ACA) and/or your state's professional association website to become aware of the need for various legislative actions. Examples

(not exhaustive) include legislative actions that provide reimbursement for counselors' services, Medicaid reimbursement, promote counselors' rights to practice within the limits of their training (e.g., counselors' rights to use assessment instruments), or advocate for services for students in schools. To create a thoughtful and well-informed letter/email, you will need to engage in research on the subject and include information in your letter/email with correct referencing of resources (you must cite at least three professional references of research in the body of your letter). You may not use a standard letter that an organization has prepared (this is plagiarism). This letter/email must be in your own words although you can use template letters to inform your letter. Finally, a copy of the letter AND an email or other documentation is to be provided to the instructor with some evidence that your letter or email was sent.

- **Advocacy Project 2: Counselor Advocacy through Experiential Activity:** Participate in an organized mental health community event that focuses on helping an underrepresented population or raises awareness to an issue in our community. You will be responsible for contacting the person/agency and will be required to actively participate in the activity and/or aid in the facilitation of the activity (volunteer minimum of 3 hours). Upon completion of the activity, submit a one-page reflection paper on your experience. *A description and template are provided within the Bb shell.*

COURSE EVALUATION:

Live Sessions	8 points
Fill-In Study Guide	3 points
Professional Development Paper	14 points
Ethics Informational Interview	10 points
Ethics Research & Case Presentation	20 points
Discussion Board	20 points
Quizzes	20 points
Advocacy-In-Action	5 points
TOTAL:	100 points

GRADING SCALE (Based on % points accumulated during the semester):

93-100%	A		73-76%	C
90-92%	A-		70-72%	C-
87-89%	B+		67-69%	D+
83-86%	B		63-66%	D
80-82%	B-		60-62%	D-
77-79%	C+		Below 60%	F

COURSE OUTLINE

PLEASE NOTE: All assignments are due on SUNDAYs before 11:59pm. The module week

run from Monday at 8am-Sunday at 11:59pm. The Instructor reserves the right to make changes to this syllabus as they see fit to support and enhance student learning.

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
Week 0 M Date-Sun Date Live Session:	<i>Preparing for the Course</i> Review Course Syllabus & Bb Shell Conduct a Systems Check		Get started on the readings: Neukrug Ch. 1 & 8	DB: Post Your Introduction
Week 1 M Date-Sun Date Live Session:	<i>The Counselor's Roles & Functions</i> History & Philosophy of the Counseling Profession; Multiple Professional Roles; Members of an interdisciplinary teams.	F.1.a F.1.b F.1.c	Neukrug Chapters 1 & 8	-Fill-In Study Guide for Ch. 1 -DB #1: Team Approach <i>Group Assignments Provided</i>
Week 2 M Date-Sun Date Live Session:	<i>The Counselor's Identity, Involvement, and Licensure</i> Professional Identity & Professional Association Involvement; Licensure and Credentialing	F.1.f F.1.g F.1.h F.1.i	Neukrug Ch. 3	-Professional Development Paper -Quiz #1
Week 3 M Date-Sun Date Live Session:	<i>The Counselor as an Advocate, Supervisor, & Consultant</i> Roles and Process of Advocacy, Social Justice, Supervision & Consultation	F.1.d F.1.m F.5.c G.1.d	Corey Chapters 9 & 13 Additional Consultation Articles	- Advocacy-In-Action Assignment -DB#2: Consultation (specific to Schools, CMH, and Addiction counselors)
Week 4 M Date-Sun Date Live Session:	<i>The Ethical & Well Counselor</i> Introduction to Professional Ethics; Strategies for personal and professional self-evaluation: Implications for practice of self-care	F.1.i F.1.k F.1.l	Corey Chapters 1 & 2	-Quiz #2 -Group Presentation # 1
Week 5 M Date-Sun Date Live Session:	<i>The Aware & Reflective Counselor</i> Values in the Helping Relationship; Multicultural Perspectives and Diversity	F.1.i F.1.d	Corey Chapters 3 & 4	-Counselor Interview Due -DB #3: Values & Advocacy

				-Group Presentation # 2
Week 6 M Date-Sun Date Live Session:	<i>The Responsible Counselor</i> Client rights and Counselor Responsibilities; Confidentiality in CMH, Substance Use, & School Settings	F.1.i F.1.d 5.A.2.1	Corey Chapters 5 & 6 <i>Additional information on Substance Abuse & School Specific Confidentiality</i>	-Quiz #3 -Group Presentation # 3
Week 7 M Date-Sun Date Live Session:	<i>The Competent Counselor</i> Managing Boundaries; Professional Competence and training;	F.1.i F.1.m F.5.c	Corey Chapters 7 & 8	DB #4: Supervision Group Presentation # 4
Week 8 M Date-Sun Date Live Session:	<i>The Counselor's Role in Couples, Family, & Group Work</i> Issues in Couples and Family Therapy; Group Work	F.1.i F.1.b	Corey Chapters 11 & 12	Quiz #4 Group Presentations # 5 & 6 CLASS ENDS _/_ @ 11:59pm! All final work due!

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity F1a	History and philosophy of the counseling profession and the origins of the counseling specialty areas	Quiz Fill-In Study Guide
Professional Counseling Identity F1b	The multiple professional roles and functions of counselors across specialty areas and their relationships with other human service providers, including interagency and inter-organizational collaboration and consultation	Interview Paper Professional Development Paper Quiz
Professional Counseling Identity F1c	Students will explain counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams.	Quiz Discussion Board
Professional Counseling Identity F1d	The role and process of the professional counselor advocating on behalf of the profession	Interview Paper Advocacy-In-Action Discussion Board Quiz
Professional Counseling Identity F1f	Students will describe the functioning of professional counseling organizations, including membership benefits, activities, services to members, and current issues in school, addiction and clinical mental health counseling	Professional Development Paper Quiz

Professional Counseling Identity Flg	Students will identify the professional counseling credentialing process, including certification, licensure, and accreditation standards, and the effects of public policy on these issues.	Professional Development Paper Quiz
Professional Counseling Identity Flh	Students will analyze the current labor market information relevant to opportunities for practice within the counseling profession.	Professional Development Paper
Professional Counseling Identity F1i	Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Ethics Interview Paper Ethics Presentation Discussion Board Quiz
Professional Counseling Identity F1k	Strategies for personal and professional self-evaluation and implications for practice	Case Presentation Professional Development Paper Quiz
Professional Counseling Identity F1l	Self-care strategies appropriate to the counselor role	Case Presentation Professional Development Paper Quiz
Professional Counseling Identity F1m	The role of counseling supervision in the profession	Interview paper Discussion Board Quiz
Professional Counseling Identity F5c	Theories, models, and strategies for understanding and practicing consultation	Quiz Discussion Board
School Counseling G1d	Models of school-based collaboration and consultation	Quiz Discussion Board
Addiction Counseling 5A2l	Legal and ethical considerations specific to addiction counseling	Quiz

COURSE & UNIVERSITY POLICIES

LATE WORK POLICY

Assignments are due at the beginning of class on the date specified in the syllabus. It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

- For each 24-hour period after the date specified, the final achievable grade will be reduced 5%.
- No assignments may be turned in any later than 7 days after the scheduled due date.
- Late assignments may be emailed to assure a time and date stamp.
- If you feel you have extenuating circumstances, please see the instructor.

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed [HERE](#).

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found [HERE](#). Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. [Email](#).

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the

responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details [HERE](#).

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. Review CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures [HERE](#).

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under [3.2.3 Disruption of Learning](#).

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures [HERE](#).

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. Review the policy [HERE](#).

ASSISTANCE

Writing Assistance: Students in need of writing assistance may contact the [Writing Center](#).

Blackboard Tutorial: Students who are not familiar with Blackboard may access [tutorials](#).

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk [by email](#) or by phone at 989-774-3662.



CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS

CED 630: Professional Orientation and Ethics

FACE TO FACE

FALL 2022: August 31, 2022 – December 14, 2022
EPN: 22422259

Wednesday 4:00 PM to 6:50 PM

Room EHS 309

Instructor: Reuben Mwangi, Ph.D., LPC, CAADC

Office Hours: Tuesday & Thursday 1:00-3:00 PM Via: <https://cmich.webex.com/meet/mwanglr>

Office Location: Department of Counseling, Educational Leadership & Higher Education # 362

Email: mwanglr@cmich.edu

Phone: (989) 774-3839

WEBEX Meeting Room: <https://cmich.webex.com/meet/mwanglr>

BULLETIN DESCRIPTION:

This course introduces students to the counseling profession and reviews the legal, ethical, and consultation issues that affect the profession. This course may be offered in an online format.

PRE-REQUISITES FOR THE COURSE:

None.

RATIONALE FOR COURSE LEVEL:

This course is intended for graduate students in their first year of the counseling program. Students are required to compare and contrast counseling roles and functions and to analyze complex legal and ethical issues. Students must apply these analyses to the counseling profession.

REQUIRED TEXTS:

American Counseling Association. (2014). *ACA code of ethics*. Free PDF Download available here: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Corey, G., Corey, M., & Callanan, P. (2019). *Issues and ethics in the helping professions* (10th ed.). Belmont, CA: Brooks Cole.

Select Chapters from Neukrug, E. (2021). *The world of the counselor: An introduction to the counseling profession*. (6th ed.). Belmont, CA: Brooks/Cole, Cengage will be provided within the course shell at no cost to you.

Additional articles and supplemental materials will also be provided.

RECOMMENDED TEXTBOOK:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN 10: 1-4338-0561-8

OTHER REQUIREMENTS FOR THE COURSE

This course will be supplemented with the use of Blackboard. The instructor relies heavily on Blackboard to communicate information through emails/announcements and to provide all relevant content. Students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able or arrange for the installation of specific browser plugins (such as Flash Player) and/or client-side software (such as a PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools at <http://global.cmich.edu/system-check>.

METHODS OF INSTRUCTION

This course will include a mix of reflection, discussion, written assignments, group activities, quizzes, and guest speakers. The instructor will vary each in-person meeting to best facilitate interaction and knowledge retention.

FLEXIBILITY CLAUSE

The instructor reserves the right to modify the course requirements and other related policies as circumstances may dictate, and with limited notification to all students. Even the instructor may have an unanticipated emergency, and the university—or the community at large—may experience an emergency that requires changing the class schedule or requirements. All changes will be communicated via a class announcement, and you will receive an email.

COURSE DELIVERY

Out-of-Class: Blackboard. All course content is housed in our course in Blackboard. If you have missed class or are unclear what is due, please consult the course calendar and the learning folders that contain everything we have discussed, included links to recorded lectures, PowerPoints, and other materials. *All materials, such as handouts and guides, will be provided digitally.*

Exams

Students are not required to come to class for exams or quizzes but may do so (during designated class times (see course calendar)). All exams and quizzes will be taken online through Blackboard. You will have 72 hours in which to take each assessment; the exam's time limit still applies, and it must be completed by the deadlines noted for each exam and assessment in the course calendar.

Communication Devices and Technology During Class Meetings

When using technology during class, please be respectful of your neighbors. Your activity and screen are visible to them and can be distracting and are shown to decrease both your learning and that of your peers. Instagram, Netflix, YouTube, etc., as well as homework for other classes, should all be enjoyed outside of our classroom and class time.

LATE WORK

Assignments are due at the beginning of class on the date specified in the syllabus. It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

1. For each 24-hour period after the date specified, the final achievable grade will be reduced 5%.
2. No assignments may be turned in any later than 7 days after the scheduled due date.
3. Late assignments may be emailed to assure a time and date stamp.
4. If you feel you have extenuating circumstances, please see the instructor.
5. If you are going to miss a test due to a university-excused absence, please let instructor know ahead of time so that arrangements can be made.

ATTENDANCE POLICY

To get the most out of this class, it is important that you attend every session during the semester. Students must be in class, and prepared as described above, in order to receive participation points. Please inform instructor in advance of university-excused absences so that arrangements can be made. Students may complete ONE Chat Alternative Assignment in lieu of attending a live session (See *Live Chats* under *Assignments* for more information).

STUDENT LEARNING COURSE OBJECTIVES

1. Compare and contrast the multiple professional roles and functions of counselors across specialty areas.
2. Analyze the history and philosophy of the counseling profession.
3. Develop strategies to become an advocate for clients and the counseling profession.
4. Articulate the salient differences and similarities between client rights, student rights, confidentiality, duty to warn and duty to protect.
5. Analyze legal and ethical issues involving relationships with clear power differentials.
6. Critique legal and malpractice issues in the helping professions.
7. Apply ethical codes as they relate to group work, couples and families, diagnosis, assessment, research, clinical supervision, multicultural counseling and consultation.
8. Analyze burnout/vicarious trauma issues and promote wellness and self-care in the helping professions.
9. Discuss and apply theories of consultation within the profession.

Council for Accreditation of Counseling & Related Educational Programs (CACREP) 2016 Standards

The following CACREP standards will be addressed:

Professional Counseling Identity 2F1a	History and philosophy of the counseling profession and the origins of the counseling specialty areas
Professional Counseling Identity 2F1b	The multiple professional roles and functions of counselors across specialty areas and their relationships with other human service providers, including interagency and inter-organizational collaboration and consultation
Professional Counseling Identity 2F1c	Students will explain counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams.
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Professional Counseling Identity 2.F.5.c	Theories, models, and strategies for understanding and practicing consultation
Professional; Counseling School Counseling 2.G.1.d	Models of school-based collaboration and consultation

ASSIGNMENTS:

- 1. Class Sessions (8 points) – Attendance at live sessions**

1. Fill-In Study Guide (3 points)

During the Week 1 module, students will complete a fill-in study guide after reading the chapters for the week. The guide provides a review of the chapter and helps get students into the habit of outlining the text and applying the information. A template is provided- please use the template to fill-in the answers electronically. A PDF fillable format and .word format are provided.

2. Professional Development Paper (14 Points)

Using the Neukrug text as a guide, create a professional development plan for the first five years of your counseling career. You will write a 6-8 page paper (APA 7th style), detailing how you envision your career path (page number includes title and reference pages). This assignment will seek to describe who you are and how you envision yourself as a professional. A title page is required, though an abstract is not. If you include additional resources, please include a References Page. This is due at the end of Week 2. *The questions, rubric, and template are provided in our Bb course shell.*

3. Ethics & Professional Self-Evaluation/Self-Care Interview (10 points):

Students will conduct an interview with a counseling professional who has earned a master's degree in Counseling (LPC or school counselor; the counselor should have an LSC, LPC, or a LPC) **with at least one year of experience**. Students should interview a professional based on their concentration: *School Counseling students must interview a School Counselor; Addiction Counseling students must interview an Addictions Counselor; and Clinical Mental Health students must interview a Clinical Mental Health Counselor.* The focus of this interview is on the counselor's ethical perspective and engagement in self-care techniques. **The interview should be completed in-person or via a virtual meeting-** emailing the questions to a counselor is NOT appropriate for this assignment. After completing the interview, the student will provide a summary detailing the information received and the student's response to the information. This is due at the end of Week 4. *More information, the rubric, and a template for the interview can be found within Bb.*

4. Ethics Research & Case Presentation (20 points)

Students will work in small groups to develop an Ethics Research and Case Presentation based on a topic/chapter provided by the instructor. This presentation will be presented in class for no more than **60 minutes** and be based on a major ethical issue presented in the Corey textbook (chapters 4-10). Groups, topics, and presentation dates will be assigned by the instructor. All group members will receive the same grade for this assignment. **PLEASE role model being a collaborative, communicative, and hard-working group member.** *More information and the rubric can be found within Bb.*

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As a professional foundations course, this class involves extensive discussion and in-depth feedback regarding the various issues/topics important to our profession. The purpose of the discussion board will serve as our way of connecting, sharing ideas, and processing the content. During the designated weeks, there will be a Discussion Board prompt provided based on the content covered. There are four prompts throughout the 8-

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7. **Advocacy-In-Action (5 points)**

As counselors and agents of social change, we impact the community and profession in a variety of ways. Our voices and knowledge create change for profession and our clients. There are many ways to effect change, including contacting legislative bodies that create laws that effect our profession and clients, providing direct services to raise awareness of an issue, addressing concerns of clients, helping counselors correct injustices, advocating to improve conditions for an individual or groups, and/or researching human services for our clients and ourselves. Such opportunities involve education and advocacy. For this assignment, **please engage in ONE of the two projects below.**

- a. **Advocacy Project 1: Counselor Advocacy through Legislative Influence:** Write a letter or email related to legislative action. You will need to explore the American Counseling Association (ACA) and/or your state's professional association website to become aware of the need for various legislative actions. Examples (not exhaustive) include legislative actions that provide reimbursement for counselors' services, Medicaid reimbursement, promote counselors' rights to practice within the limits of their training (e.g., counselors' rights to use assessment instruments), or advocate for services for students in schools. To create a thoughtful and well-informed letter/email, you will need to engage in research on the subject and include information in your letter/email with correct

referencing of resources (you must cite at least three professional references of research in the body of your letter). You may not use a standard letter that an organization has prepared (this is plagiarism). This letter/email must be in your own words although you can use template letters to inform your letter. Finally, a copy of the letter AND an email or other documentation is to be provided to the instructor with some evidence that your letter or email was sent.

- b. **Advocacy Project 2: Counselor Advocacy through Experiential Activity:** Participate in an organized mental health community event that focuses on helping an underrepresented population or raises awareness to an issue in our community. You will be responsible for contacting the person/agency and will be required to actively participate in the activity and/or aid in the facilitation of the activity (volunteer minimum of 3 hours). Upon completion of the activity, submit a one-page reflection paper on your experience. *A description and template are provided within the Bb shell.*

COURSE EVALUATION:

Live Sessions	8 points
Fill-In Study Guide	3 points
Professional Development Paper	14 points
Ethics Informational Interview	10 points
Ethics Research & Case Presentation	20 points
Discussion Board	20 points
Quizzes	20 points
Advocacy-In-Action	5 points
TOTAL:	100 points

GRADING SCALE (Based on % points accumulated during the semester):

93-100%	A		73-76%	C
90-92%	A-		70-72%	C-
87-89%	B+		67-69%	D+
83-86%	B		63-66%	D
80-82%	B-		60-62%	D-
77-79%	C+		Below 60%	F

COURSE OUTLINE:

The instructor reserves the right to make changes to this syllabus as they see fit to support and enhance student learning.

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
Week 1 August 31	<i>Preparing for the Course</i> Review Course Syllabus & Bb Shell Conduct a Systems Check		Introduction	DB: Post Your Introduction
Week 2 September 7	<i>The Counselor's Roles & Functions</i> History & Philosophy of the Counseling Profession;	F.1.a F.1.b F.1.c	Neukrug Ch. 1	
Week 3 September 14	Multiple Professional Roles; Members of an interdisciplinary teams.	F.1.a F.1.b F.1.c	Neukrug Chap 3	Self-Care Reflection Worksheet -DB #1: Team Approach <i>Group Assignments Provided</i>
Week 4 September 21	<i>The Counselor's Identity, Involvement, and Licensure</i> Professional Identity & Professional Association Involvement; Licensure and Credentialing	F.1.f F.1.g F.1.h F.1.i	Supplemental Articles in the course shell	
Week 5 September 29	<i>The Counselor as an Advocate, Supervisor, & Consultant</i> Ethical Issues in Supervision & Consultation	F.1.d F.1.m F.5.c G.1.d	Corey Chapters 9	-Professional Development Paper -Quiz #1
Week 6 October 5	Roles and Process of Advocacy, Community & Social Justice,	F.1.d F.1.m F.5.c G.1.d	Corey Chapters 13	Advocacy-In-Action Assignment
Week 7 October 12	<i>The Ethical & Well Counselor</i> Introduction to Professional Ethics; Strategies for personal and professional self-	F.1.i F.1.k F.1.l	Corey Chapter 1 & 2 Supplemental Articles in the course shell	-DB#2: Consultation (specific to Schools, CMH, and Addiction counselors)

	evaluation: Implications for practice of self-care			
Week 8 October 19 Wellness Break	<i>Wellness Break</i>	<i>Wellness</i> <i>Break</i>	<i>Wellness Break</i>	<i>Wellness Break</i>
Week 9 October 26	<i>The Aware & Reflective Counselor</i> Values in the Helping Relationship	F.1.i F.1.d	Corey Chapters 3	-Quiz #2
Week 10 November 2	Multicultural Perspectives and Diversity	F.1.i F.1.d	Corey Chapter 4	Counselor Interview Due
Week 11 November 9	<i>The Responsible Counselor</i> Client rights and Counselor Responsibilities	F.1.i F.1.d 5.A.2.1	Corey Chapters 5 <i>Additional information on Substance Abuse & School Specific Confidentiality</i>	-DB #3: Values & Advocacy - Group Presentation # 1
Week 12 November 16	Confidentiality in CMH, Substance Use, & School Settings	F.1.i F.1.d 5.A.2.1	Corey Chapter 6	Group Presentation # 2
Week 13 November 23	<i>The Competent Counselor</i> Managing Boundaries; Professional Competence and training	F.1.i F.1.m F.5.c	Corey Chapter 7 & 8	-Quiz #3 Group Presentation # 3
Week 14 November 30	<i>The Counselor's Role in Couples and Family Therapy</i>	F.1.i F.1.b	Corey Chapter 11	Group Presentation # 4
Week 15 December 7	Ethical Issues in Group Work	F.1.i F.1.b	Corey Chapter 12	DB #4: Supervision Group Presentation # 5
Week 16 December 14	<i>EXAM</i>	EXAM	EXAM	Quiz #4 Group Presentations # 6 All final work due!

				CLASS ENDS 12/14 @ 11:59pm
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CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity F1a	History and philosophy of the counseling profession and the origins of the counseling specialty areas	Quiz Fill-In Study Guide
Professional Counseling Identity F1b	The multiple professional roles and functions of counselors across specialty areas and their relationships with other human service providers, including interagency and inter-organizational collaboration and consultation	Interview Paper Professional Development Paper Quiz
Professional Counseling Identity F1c	Students will explain counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams.	Quiz Discussion Board
Professional Counseling Identity F1d	The role and process of the professional counselor advocating on behalf of the profession	Interview Paper Advocacy-In-Action Discussion Board Quiz
Professional Counseling Identity F1f	Students will describe the functioning of professional counseling organizations, including membership benefits, activities, services to members, and current issues in school, addiction and clinical mental health counseling	Professional Development Paper Quiz
Professional Counseling Identity F1g	Students will identify the professional counseling credentialing process, including certification, licensure, and accreditation standards, and the effects of public policy on these issues.	Professional Development Paper Quiz
Professional Counseling Identity F1h	Students will analyze the current labor market information relevant to opportunities for practice within the counseling profession.	Professional Development Paper
Professional Counseling Identity F1i	Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Ethics Interview Paper Ethics Presentation Discussion Board Quiz
Professional Counseling Identity F1k	Strategies for personal and professional self-evaluation and implications for practice	Case Presentation Professional Development Paper Quiz
Professional Counseling Identity F1l	Self-care strategies appropriate to the counselor role	Case Presentation Professional Development Paper Quiz
Professional Counseling Identity F1m	The role of counseling supervision in the profession	Interview paper Discussion Board Quiz
Professional Counseling Identity F5c	Theories, models, and strategies for understanding and practicing consultation	Quiz Discussion Board

School Counseling G1d	Models of school-based collaboration and consultation	Quiz Discussion Board
Addiction Counseling 5A2l	Legal and ethical considerations specific to addiction counseling	Quiz

COURSE & UNIVERSITY POLICIES

LATE WORK POLICY

Assignments are due at the beginning of class on the date specified in the syllabus. It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

- For each 24-hour period after the date specified, the final achievable grade will be reduced 5%.
- No assignments may be turned in any later than 7 days after the scheduled due date.
- Late assignments may be emailed to assure a time and date stamp.
- If you feel you have extenuating circumstances, please see the instructor.

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed [HERE](#).

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found [HERE](#). Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. [Email](#).

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details [HERE](#).

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. Review CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures [HERE](#).

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under [3.2.3 Disruption of Learning](#).

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures [HERE](#).

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the

instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. Review the policy [HERE](#).

ASSISTANCE

Writing Assistance: Students in need of writing assistance may contact the [Writing Center](#).

Blackboard Tutorial: Students who are not familiar with Blackboard may access [tutorials](#).

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk [by email](#) or by phone at 989-774-3662.

**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS**

CED 640: Assessment in Counseling

SYNCHRONOUS ONLINE

Instructor: Sheri Pickover, PhD, LPC

Office Hours: Tuesdays 2:00pm -6:00pm via WEBEX and by appointment via WEBEX

Office Location: Education and Human Services Building #354

Email: picko1s@cmich.edu

Phone: 989 774-3709

Class Day/Time: synchronous online Tuesday 6:00pm to 9:00pm

BULLETIN DESCRIPTION:

This course prepares trainees to assist in selection, evaluation and interpretation of various counseling assessment with emphasis on assessments appropriate to trainees' future work settings.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Admission to M.A. in Counseling program.

RATIONALE FOR COURSE LEVEL:

This course provides an overview of testing and assessment as applied to the work of a professional counselor. The amount of work and complexity of the assignments make this course appropriate for graduate students only.

REQUIRED TEXTBOOKS:

Whiston, S.C. (2017). Principles and Applications of Assessment in Counseling. (5th edition). Cengage Publisher. ISBN-10: 1305271483; ISBN-13: 9781305271487.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools <https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written

assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

Additional readings, articles and handouts may be provided for you on Blackboard.

METHODS OF INSTRUCTION:

Methods used during this course include independent reading assignments, application exercises, asynchronous discussions, online videos, application projects, tests, critiques.

STUDENT LEARNING COURSE OBJECTIVES:

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

- Summarize the factors that constitute a standardized test. (C, R)
- Compare and contrast the various types of standardized tests including those relevant to P-12 education. (C, R)
- Interpret the different types of reliability and validity that pertain to testing. (C, R)
- Critique standardized tests including those relevant to P-12 education. (C, R)
- Categorize sources of information regarding: (a) information about tests, (b) training, administration, scoring and interpretation of tests, and (c) actual testing materials. (C, R)
- Assess appropriate tests for use in various settings with specific and diverse populations including those relevant to P-12 education. (C, LEA, R)
- Design a comprehensive testing program for a particular setting. (C, LEA, R)

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

The following CACREP standards also will be addressed:

CACREP Standard #	CACREP Standard
2.F.7.a.	historical perspectives concerning the nature and meaning of assessment and testing in counseling
2.F.7.b.	methods of effectively preparing for and conducting initial assessment meetings

2.F.7.c.	procedures for assessing risk of aggression or danger to others, self- inflicted harm, or suicide
2.F.7.d.	procedures for identifying trauma and abuse and for reporting abuse
2.F.7.e	use of assessments for diagnostic and intervention planning purposes
2.F.7.f.	basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
2.F.7.g.	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
2.F.7.h.	reliability and validity in the use of assessments
2.F.7.i.	use of assessments relevant to academic/educational, career, personal, and social development
2.F.7.j.	use of environmental assessments and systematic behavioral observations
2.F.7.k.	use of symptom checklists, and personality and psychological testing
2.F.7.l.	use of assessment results to diagnose developmental, behavioral, and mental disorders
2.F.7.m.	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
School Counseling 5.G.1.e	Assessments specific to P-12 education

ASSIGNMENTS:

This course will be taught in an online synchronous and asynchronous 16 week format, meaning some content will be presented online and other content will be presented live online. Students are responsible for appropriate use of testing materials. Materials may not be shared with anyone, given to individuals without signed informed consent, or used in anyway that violates ACA Code of Ethics requirements.

1. Discussion Board/Homework (15pts. 3 @ 5 points each)

Students will respond to one discussion board and 2 homework quizzes on Blackboard. One or more assignments may include working together in a discussion section to complete the homework.

2. Test Review (15 pts)

Each student will pick a test and will review the test based on the template found in the assessment area on blackboard. The minimum number of scholarly peer reviewed references for the assignment is (2) two. Tests must be chosen based on area of concentration, meaning school counselors must review a school-based assessment, clinical mental health counselors must review a mental health-based assessment and addiction counselors must review an addiction-based assessment. Please find a list of possible assessments on Blackboard. Websites, the textbook or non-scholarly reviewed articles will not be accepted as references. Please use test reviews from the Boros Mental Measure Yearbook (available online) to complete this assignment. You may also use test manuals. Each answered question must

include a reference and may not be copied or quoted directly from the source. The answer must be in your own words. Student must use and follow the template exactly for credit. This assignment will be due in two parts.

3. Midterm (15 pts)

Students will complete an online midterm exam. The exam is open book but is timed. Students should follow ACA ethical guidelines for taking exams and work independently.

4. Psychological Reports (2 - Report A: 10 pts, Report B; 25 points)

Please note: Please review the rubric on Blackboard for each standard being assessed. Also please note that this assignment is graded based on the report and scoring accuracy, students will lose .5 points for each scoring and/or interpretation/reporting error and 1 point for each missing document. Tests with more than 2 scoring/administration/reporting errors will receive 2 points off total. Also please note, this assignment will not be accepted if late.

Each student will learn to administer, score and interpret a battery of assessments including:

A biopsychosocial assessment	The Beck Depression Inventory (BDI-II)
The Beck Anxiety Inventory (BAI)	The PTSD and Suicide Screener
The Tennessee Self Concept Scale (TSCS)	The Alcohol Use Identification Test (AUDIT)
The State Trait Anger Expression Inventory (STAXI)	The Wide Range Achievement Test (WRAT) – if available

Report A: Each student will pair with a classmate and complete a mock assessment and report for Report A. Please note, school counseling students should complete a mock assessment with a pretend “child client”. The first psychological report will be graded pass/fail with effort receiving full credit. This is not a group assignment. Each student must act as counselor and administer all required tests to their partner “client”. Students are not to complete the tests on their own and switch with their partners. Students who engage in that practice will not receive credit for the assignment.

Students who are “client” may fill out the assessments as themselves or as a “mock” persona. The “counselor” completing the report should use the “client’s” real name on all paperwork. Students are required to submit twelve (12) documents for Report A.

For the second psychological report (Report B), students will complete a mock assessment on a mock “client” outside the classroom. Due to the COVID crisis, students may pair up with other students in the class, but with a different student than for Paper A; and each should create a new profile/scenario. This individual may not be under the age of 18, a friend, intimate partner or relative (including in-laws, cousins or half/step siblings), or under the care of a mental health professional, but may be another student in the program. Please note you may not provide results to the “client”. The student must have the informed consent form signed and submitted prior to beginning the assessment. Please find required template and documentation on Blackboard along with videos that demonstrate how to administer, score and interpret each assessment.

The report will require students to accurately administer, score and interpret the battery, and create a treatment plan and DSM-5 diagnoses based on the collected data. The report is graded on accuracy and attention to detail and ability to follow the template. Students are required to submit thirteen (13) documents for Report B. For report B, students may choose between completing the WRAT-5 or the TSCS.

5. Final Exam (20 pts). Students will complete a final examination on Blackboard. The final exam is open book but is timed and students are expected to abide by ACA Code of Ethics and only turn in individual work.

Assignment	Points
Blackboard Discussion/Homework	15
Test Review Parts I and II	15
Midterm	15
Psychological Report A	10 (pass/fail)
Psychological Report B	25
Final Exam	20
Total	100 points

COURSE EVALUATION:

Students will receive feedback in several ways. First, students will receive performance feedback about each assignment based on the assigned rubric through the *Assignments* function in Bb or comments written in submitted work. All grades will be posted on Bb through the *My Grades* function. Finally, should a student have specific questions about his/her grade or performance on an assignment, the student should email the instructor to set-up a time to discuss issues.

GRADING SCALE:

It is possible to earn a total of **100** points in the course. The course grade will be determined as:

100-93%	A		82-80%	B-
92-90%	A-		79-77%	C+
89-87%	B+		76-73%	C
86-83%	B		72%>	E

COURSE TIMELINE: Most assignments are due on the Sunday after class at 11:59pm except the Final Exam, which is due Friday, December 10, 2021 at 11:59pm.

Week Date	Topic	CACREP Standard	Reading Assignment	Assignment Due
1 August 27, 2021	Introduction to Assessment – historical overview Online Class	2.F.7.a	Chapter 1	
2 August 31, 2021	Assessment with Diverse Populations – No Class	2.F.7.m	Chapter 6	
3 September 7, 2021	Ethical & Legal Issues Online Class	2.F.7.m	Chapter 5	Discussion #1 Due Sunday 9/12/2021
4 September 14, 201	Basic Assessment Principles Online Class	2.F.7.f 2.F.7.g	Chapter 2	
5 September 28, 2021	Reliability Online class	2.F.7.h	Chapter 3	Homework 1 Due Sunday 10/3/2021
6 October 5, 2021	Validity Online Class	2.F.7.h	Chapter 4	Homework 2 Due Sunday 10/10/2021
7 October 12, 2021	Practice Reading test reviews and manuals Online Class		On BB	
8 October 19, 2021	Selecting, administrating & Scoring: Report Writing Midterm Review Online Class	2.F.7.b	Chapter 7	Test Review Part I due Sunday 10/24/2021
9 October 26, 2021	Initial Assessment in Counseling; Conducting a biopsychosocial and screeners; BAI, BDI, AUDIT, PSS Online Class	2.F.7.b	Chapter 8	Midterm Due 10/31/2021
10 November 2, 2021	Learn to administer STAXI & TSCS Online Class putting together data.	2.F.7.i 5.G.1.e		Test Review Part 2 due 11/7/2021
11 November 9, 2021	IQ and ability tests Learn to administer KBIT, WRAT Online Class	2.F.7.i 5.G.1.e	Chapter 9	Psychological Report A 11/14/2021

12 November 16, 2021	Achievement, Aptitude & Career Counseling; Online Class	2.F.7.i 5.G.1.e	Chapter 10,11	
13 November 23, 2021	Behavioral Assessment Personality Assessment No Class	2.F.7.k	Chapter 12, 13	
14 November 30, 2021	Assessment in Marriage & Family Counseling – Final Exam review Online Class	2.F.7.i	Chapter 14	Psychological Report B due 12/5/2021
15 December 7, 2021	Diagnosis, monitoring and evaluating.	2.F.7.e 2.F.7.1	Chapter 15, 16	Final Exam Due December 10, 2021

**Instructor reserves the right to make changes to this syllabus as she sees fit, to support and enhance student learning. All assignments must be in APA 7th edition format.*

CACREP Standard #	CACREP Standard	Assignment/Assessment
2.F.7.a.	historical perspectives concerning the nature and meaning of assessment and testing in counseling	Discussion Board 1
2.F.7.b.	methods of effectively preparing for and conducting initial assessment meetings	Psychological Report; Final
2.F.7.c.	procedures for assessing risk of aggression or danger to others, self- inflicted harm, or suicide	Psychological Report; Final
2.F.7.d.	procedures for identifying trauma and abuse and for reporting abuse	Psychological Report; Final Exam
2.F.7.e	use of assessments for diagnostic and intervention planning purposes	Psychological Report; Final Exam
2.F.7.f.	basic concepts of standardized and non-standardized testing, norm- referenced and criterion-referenced assessments, and group and individual assessments	Test Review; Midterm; Homework
2.F.7.g.	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Test Review; Midterm, Homework
2.F.7.h.	reliability and validity in the use of assessments	Test Review, Midterm, Homework
2.F.7.i.	use of assessments relevant to academic/educational, career, personal, and social development	Psychological Report; Final Exam
2.F.7.j.	use of environmental assessments and systematic behavioral observations	Psychological Report; Final Exam

2.F.7.k.	use of symptom checklists, and personality and psychological testing	Psychological Report; Final Exam
2.F.7.l.	use of assessment results to diagnose developmental, behavioral, and mental disorders	Psychological Report; Final Exam
2.F.7.m.	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	Test Review; Midterm, Homework
School Counseling 5.G.1.e	Assessments specific to P-12 education	Test Review; Final Exam, Psychological Report

Course Policies

Attitude & Our Learning Environment: Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all part of the higher education tradition, as they provoke us to re-examine our own thinking. That being said, this WILL be a safe and welcoming learning environment for students of all races, ethnicities, sexual orientations, gender identities, ages, religions, economic classes and ability statuses. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive and culturally appropriate manner and to maintain confidentiality when students share personal information.

Class Participation/Attendance: CMU Counseling Program faculty are gatekeepers for the counseling profession. Material presented in class is vital to becoming a competent counselor, therefore students are expected attend each class and actively participate in class activity and discussion. Attendance for this course is mandatory. Lectures will not be recorded unless pre-arranged with the instructor. Students are expected to attend class weekly without exception. There is a 5 point penalty for each missed class; missing three classes will result in failure of the course. Please inform the instructor if you intend to miss class.

Assignment Due Dates: All assignments are expected to be complete and submitted on time in accordance with the due dates listed on the Course Schedule. No make-up exams, nor incomplete (“I” grades) will be given, except in cases that involve specific, emergency-documented circumstances. “I” grades will not be given in lieu of a failing or poor grade. All papers must comply with the American Psychological Association’s Publication Manual – 7th edition. Failure to comply will result in loss of points on written work.

Late Written assignments: Written assignments are due at the start of the class on the due date. Late papers will lose one point for each day late. Papers one week late will only be able to earn up to an 80%. No papers will be accepted one week past the due date and/or the last day of class. Late papers with a documented medical or family emergency excuse may have this penalty waived. Psychological paper A and B will not be accepted late for any reason other than documented family or medical emergency.

Late Quizzes/Tests: All quizzes/tests are due on the due date listed and are not eligible to be completed late without documented medical/family emergency. Students who do not complete a quiz or test by the due date will receive a 0 on the quiz/test.

Rewrites: All students who earn a B or lower are eligible to resubmit the writing assignments (Test review only) if turned in on time. Papers must demonstrate effort and be completed in their entirety to be eligible for a rewrite. Late papers are not eligible for rewrites. All rewrites must indicate what was changed by *highlighting all changes and adding comments that document the change*. Students must submit the original document and make changes based on ALL of the feedback/comments. Papers that only address one or two items will not be regraded. Papers without comments or highlights will not be regraded. Rewrites are due two weeks after the assignment due date at the start of class. Rewrites are not available for papers due on the last day of class, but that paper maybe turned in early for feedback.

Students are expected to abide by the American Counseling Association's Code of Ethics and all University policies.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

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Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

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Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under

3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

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CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS

CED 641: Introduction to Counseling for Addictions

ASYNCHRONOUS ONLINE- 8-week

Instructor: Nick Erber-LaPierre, PhD, LPC (MI), LMHC (WA), CAADC, CCMHC, BC-TMH, ACS

Office Hours: Wednesdays 1-5 virtual via webex, please email to set an appointment

Office Location: Education and Human Services Building # 353

Email: erber1n@cmich.edu

Phone: (989) 774-6527

WebEX Meeting Room: <http://cmich.webex.com/meet/erber1n>

BULLETIN DESCRIPTION:

This course introduces the presentation and application of basic theories, techniques, and resources for dealing with a broad range of addictive behavior, both substance related, and behaviorally focused. This course may be offered in an online format.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

N/A

RATIONALE FOR COURSE LEVEL:

This course is designed only for graduate students because of the expected level of class participation and academic performance at an advanced level.

REQUIRED TEXTBOOKS:

Brooks, F., & McHenry, B. (2014). *A contemporary approach to substance use disorders and addiction counseling*. American Counseling Association. ISBN: 978-1-55620-339-8.

Miller, G. (2015). *Learning the language of addiction counseling* (4th ed.). Wiley. ISBN-9781118721773.

Fisher, C. (2009). *Wishful drinking*. Simon & Shuster.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility

with Central Michigan University systems and tools <https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

Blackboard:

Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter <https://blackboard.cmich.edu/webapps/login/>. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at <https://blackboard.cmich.edu/webapps/login/>.

METHODS OF INSTRUCTION:

This course includes multiple instructional formats, including reading, discussion board application, video clips, live class instruction/Q & A/discussion, and supportive learning materials. All materials are available in the Blackboard course shell in advance, so that you may work ahead-*which I would highly recommend*. All tasks are due by **Sunday of the week at midnight, unless otherwise specified**. The course outline follows Weeks 1-8 (weeks are Monday 8am - Sunday at midnight).

STUDENT LEARNING COURSE OBJECTIVES:

Upon successful completion of the course, the student will be able to:

1. Articulate the fundamental behavioral characteristics of substance-based addictions.
2. Examine the fundamental behavioral characteristics of behavior focused addictions.
3. Differentiate the generally accepted treatment approaches employed in treating negative

addictions.

4. Apply the diagnostic criteria outlined in the DSM-V.
5. Evaluate support systems commonly utilized by the recovering population.
6. Analyze the progressive levels of professional care commonly utilized in the treatment of negative addictions.
7. Critique professional research materials relevant to negative addictions.

Council for Accreditation of Counseling & Related Educational Programs (CACREP): 2016 Standards

In addition to the CLEAR objectives, the following CACREP standards will be addressed:

Addiction Counseling 5.A.1.a	History and development of addiction counseling
Addiction Counseling 5.A.1.c	Principles and philosophies of addiction related self-help
Addiction Counseling 5.A.2.a	Roles and settings of addiction counselors
Addiction Counseling 5.A.2.j	Cultural factors relevant to addictive behavior
Addiction Counseling 5.A.2.k	Professional organizations, preparation standards, and credential relevant to the practice of addiction counseling
Addiction Counseling 5.A.2.l	Legal and ethical considerations specific to addiction counseling
School Counseling 5.G.2.i	Signs and symptoms of substance abuse in children and adolescents, as well as signs and symptoms of households where addictions are present
Clinical Mental Health Counseling 5.C.1.d	Neurobiological and medical foundation and etiology of addiction & co-occurring disorders
Clinical Mental Health Counseling 5.C.2.e	potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
Clinical Mental Health Counseling 5.C.2.h	Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

ASSIGNMENTS:

1. Discussion Boards (6 entries; 4 points each= 24 points)

Discussion Board Forums have been created throughout this 8-week course to both reflect on content, engage in discussion and participation, as well as the space to reflect on any general course-related questions. Each post is worth four (4) points and will be graded on the content, your thoughtfulness, and responding to each part of the prompt. Please type out, review, and correct your responses before submitting. While there is no grade-related requirement to provide feedback on the comments of others in the

Discussion Board, you are definitely encouraged to review the responses of others as this is a learning community. **Discussion Board posts should be posted on or before 12midnight on Sunday of the assigned Week.**

2. 12-step Paper (12 points)

To gain experience, understanding, awareness, and empathy towards clients battling addiction, you are to attend one 12-Step/Some type of recovery meetings (e.g., Cocaine Anonymous, Gamblers Anonymous, Alcoholics Anonymous, Al-Anon, and/or Narcotics Anonymous) and draft a two-page double spaced reflection on your experience. Address your emotional reaction to attending the session, what you observed during the meeting, and what struck you as important for counselors to know. **This is due in Week 4.**

3. Start or Stop Journal Activity (4 entries; 6 points each= 24 points)

Choose 1) a behavior you want to STOP during this course, or 2) a behavior you want to START during this course. Either way, choose something challenging. This should be a time of personal growth, and the assignment should also enhance your awareness of the issues and challenges involved in changing a behavior. You will be completing this via the BB journal option. You will reflect on your experience through four journal entries spread across the 8-weeks. *See Appendix C for more detail.*

4. Group Presentation (10 points)

Working in assigned groups, students will create a presentation using PowerPoint, Prezi, Google Slides, Canva etc., on the one of the following topics:

- The history of addiction
- A history and current perception of the 12-Step model
- Legal and ethical issues in Addiction Counseling
- A review of professional and advocacy organizations related to Addiction Counseling
- Credentialing and Professional Associations in Addiction Counseling
- Roles and Settings for addiction counselors

The presentation should be organized, innovative, and must include references from the text and **at least three other peer reviewed scholarly resources**. Please DO NOT cite Wikipedia in your reference section. Websites are also acceptable, but not as a substitute for the scholarly resources. The presentation should include pictures, a creative and cohesive layout, and links to outside sources when available, including youtube videos, or websites. The group members will identify a group leader who will submit a document listing which members contributed which part of the assignment. Members who do not contribute to the assignment will not receive credit. Your group is encouraged to set-up a googledocs, onedrive folder, or dropbox space to facilitate this project. **This assignment is due in Week 7.**

Slide 1: Title Slide (include group member names)

Slide 2: Agenda/Table of Contents

Slide 3: Information on topic from text

Slide 4: Information on topic from references sources

Slide 5: Information on topic from website

Slide 6-8: use more slides if needed, but the presentation should not just be list of

written information, use picture, links, and integrate material.

Final Slide: reference list

Document: Group leader turns in list of group members and their contributions to the assignment.

The size of the group will be based on class size. The instructor will identify the number of group members at the start of the class.

5. Comprehensive Paper – Case Analysis of the book “Wishful Drinking” (30 pts)

As the key assessment in this course, you will read the book “Wishful Drinking” and write an APA-formatted 7-10 page analysis paper. Please see the template in Appendix A and rubric on Blackboard.

6. Chat Sessions (3 sessions; OPTIONAL)

There will be three (3) OPTIONAL one-hour chat sessions scheduled during the semester. Times/dates are listed in the syllabus course outline. Chat Sessions will be conducted through *WebEx*. Every chat session will be archived so you could listen to a recorded session to get caught up if you do have to miss the live session. Please complete the systems check and practice with WebEx before our first chat session to increase your competence and confidence with this system. *If multiple people are unable to attend a specific scheduled chat session, the instructor reserves the right to adjust the date/time to accommodate the most people.*

During the one-hour chat session, we will discuss a specific topic, answer questions from the text or about activities, and identify key issues within the subject matter. I will provide the topics in the syllabus and any materials necessary to assist with our discussion. This is your time to ask questions and engage in discussion about the course content.

COURSE EVALUATION

Discussion Board	24 points
12-Step Meeting	12 points
Start/Stop Activity	24 points
Group Project	10 points
Comprehensive Paper	<u>30 points</u>
Total: 100 points	

GRADING SCALE for final grade (Based on % points accumulated during the semester):

100-93%	A		82-80%	B-
92-90%	A-		79-77%	C+
89-87%	B+		76-73%	C
86-83%	B		72%	E

COURSE TIMELINE:

Date	Topic	CACREP Standard	Reading Assignment	Assignment Due
Week 0 6/13	Complete pre-course assignments		Syllabus and Blackboard tutorial	Discussion Board #1: <i>Introduction Post</i> Review the Intro to Group Assignment
Week 1 6/20	History of Addiction	5.A.1.a	Brooks & Henry: Chapter 1 Review additional module contents	Discussion Board #2 <i>Chat Session #1- OPTIONAL</i>
Week 2 6/27	Diversity Issues in Substance Abuse	5.A.2.j	Chapter 2	Journal #1
Week 3 7/4	Types of Drugs & their effects	5.c.1.d 5.c.2.h	Chapter 3	Discussion Board #3
Week 4 7/11	Role of Addiction Counselors: Assessment & Treatment	5.A.2.a	Chapter 4	12-Step Paper Due Journal #2
Week 5 7/18	Biopsychosocial understanding of Addiction	5.C.1.d	Chapter 5	Discussion Board #4 <i>Chat Session #3- OPTIONAL</i>
Week 6 7/25	Treatment & Treatment Settings	5.G.2.i; 5.A.2.a	Chapter 6	Journal #3 Discussion Board # 5
Week 7 8/1	Spirituality & Support	5.A.1.c	Chapter 12	Discussion Board #6 Group Project Due
Week 8 8/8	Training, Certification & Ethics specific to addiction counseling	5.A.2.l 5.A.2.k	Chapter 13	Journal #4 Comprehensive Paper Course Evaluation <i>Chat Session #3: OPTIONAL</i>

*****NOTE:** *This timeline is tentative and may be adjusted to meet learning needs.*

CACREP #	CACREP Standard	Assignment/Assessment
Addiction Counseling 5.A.1.a	History and development of addiction counseling	Discussion Board, Group presentation
Addiction Counseling 5.A.1.c	Principles and philosophies of addiction related self-help	12-step paper, Comprehensive Paper; journal
Addiction Counseling 5.A.2.a	Roles and settings of addiction counselors	Discussion Board; Comprehensive Paper
Addiction Counseling 5.A.2.j	Cultural factors relevant to addictive behavior	Discussion Board; Comprehensive paper
Addiction Counseling 5.A.2.k	Professional organizations, preparation standards, and credential relevant to the practice of addiction counseling	Group presentation
Addiction Counseling 5.A.2.l	Legal and ethical considerations specific to addiction counseling	Discussion Board, Comprehensive Paper
School Counseling 5.G.2.i	Signs and symptoms of substance abuse in children and adolescents, as well as signs and symptoms of households where addictions are present	Discussion Board Comprehensive Paper
Clinical Mental Health Counseling 5.C.1.d	Neurobiological and medical foundation and etiology of addiction & co- occurring disorders	Discussion Board Comprehensive Paper

University Policies and Assistance

Netiquette: All students are expected to follow rules of common courtesy in email messages, threaded discussions, and chat sessions. Respect each other's time and comments, and remain professional while in the context of any course communication. Please write your name at the end of discussion postings, during chats, and/or in email messages so it is clear who has contributed to the learning process. Penalties for violating this netiquette policy range from a discussion with the instructor to losing participation/attendance points for the week.

- When sending an email to the instructor, please use a common greeting (e.g., “Dr. _____” or “Good morning, Professor”)
- Please sign your emails.
- Make sure to identify actual questions or concern within your email, rather than merely complaining or using threats.

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Library Research and Instruction Services

As a CMU student you have full access to the services and resources of the CMU Library. Reference librarians will help you find information on your research topic and answer other questions related to the library. The library's Documents on Demand office will obtain copies of

the books and journal articles for you. Check out the library's website at <https://library.cmich.edu> for more information.

Reference librarian contact information:

1. By email: libref@cmich.edu

By online form: <http://libguides.cmich.edu/askalibrarianform> 3. By phone: (989) 774-3470.

Documents on Demand office contact information:

1. By email: docreq@cmich.edu

2. By online form: <https://illiad.cmich.edu/> 3. By phone: (989) 774-3022.

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SPECIFIC COURSE POLICIES

Attendance: Central Michigan University does not have a university-wide attendance requirement, especially for online learning. To benefit most from this course, however, you are expected to actively participate and take responsibility in every course module. All assignments are *due* on Blackboard before midnight on **Sundays** of each week, or as specified in the course outline. Sickness, death, and other emergencies are an unfortunate part of life. If possible, you should inform me of any event that might prevent you from completing work as soon as possible to ensure an opportunity for an extension on any due assignments.

Learning Environment: This course is designed to provide all students with a safe, respectful learning environment in which everyone is comfortable to express their thoughts, beliefs, values, and opinions. Therefore, you are expected to contribute to the learning environment by remaining open-minded of other's values/beliefs, thoughtful of other's feelings and cultures, flexible with the learning process, and professional by maintaining other's confidentiality. Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all a part of the learning process. This course will be a safe and welcoming learning environment for everyone regardless of ethnicities, sexual orientations, gender identities, ages, religions, economic classes, and ability statuses. To ensure a safe learning environment, I will monitor your contributions to the learning environment and appropriate actions will be taken for individuals who do not contribute to a safe, respectful learning environment.

Expectations for the Instructor: I will ensure communication flows efficiently during this course by a.) checking my email daily, b.) responding to class-related questions within 24 hours, and c.) providing feedback on completed assignments within one week's time. I will also request feedback for this course regularly in order to update and provide relevant information for you.

Expectations for the Student: The instructor of this course will communicate with students through the **CMU-issued email only**, as well as through Blackboard announcements, and discussion board posts. Students are encouraged to check their email and to review the course Blackboard site on a daily basis. Be mindful of set deadlines and ask questions when necessary.

Email me if you will not be in class on a certain date. You must be self-motivated and self-disciplined to keep yourself on schedule with readings, activities, and assignments, etc. Additionally, it is your responsibility to discuss issues related to the course or instruction with the instructor as soon as possible.

Late Work Policy: It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

1. For each 24-hour period after the date specified, the final achievable grade will be reduced by 5%.
- 2. No assignments may be turned in any later than 3 days after the scheduled due date.**
3. Late assignments must be approved and are to be posted to BB. Please do not email them.
4. If you feel you have extenuating circumstances, please discuss with the instructor.

Grades: It is the expectation of the student to discuss grade discrepancies as soon as possible. Grade issues will only be discussed **in-person (or via webex/recorded) by appointment only**. If a student is unable to complete course requirements because of an illness or other justifiable circumstances, said student might be able to obtain a temporary grade of “I” (incomplete).

Appendix A

Comprehensive Paper Template (This template is on Blackboard under the assignment).

Using the book “Wishful Drinking” write an APA-formatted 7-10 page paper using the template below. Please use all headers listed below, **but remember to delete the instructions.** *The paper must include references from the text and at least two other scholarly peer reviewed references (no websites).*

Development

Discuss how Carrie Fisher’s childhood played a role in her addiction. Identify three signs and/or symptoms she exhibited that were risk factors leading to her later substance abuse and how her parents’ behavior played a role as well. (2 page minimum)

Culture

Discuss what cultural factors impacted her drug use. Remember to consider all aspects of culture, including gender, religion, and socioeconomic status. Then discuss how she engaged in the “culture” of addiction. Use one scholarly reference to support your answers. (1 page minimum)

Neurological Concerns

Using your text as a reference, discuss what neurological issues might have contributed to her addiction and her co-occurring disorders. How are they related? (1 page minimum)

Legal & Ethical Issues

What potential legal issues would a counselor working with the client need to be aware of? What parts of the ethical code specific to working with addiction would be important for counselors to keep in mind. Please use your text as a reference and identify the actual ACA or NAADAC code i.e. 1.A. Client Welfare etc. (1.5 page minimum)

Treatment Settings

What settings would you recommend for treatment? Use the text to support your answer. (1/2 page minimum)

12-Step Support

Based on her story and using your text as a reference, which of the twelve steps did she attempt? Use specific examples from the book. (1 page minimum)

References

In APA format, list any academic journal article, text, or and any additional resources use.

Appendix B
Instructions for 12-Step Meeting Reaction Paper

Attend **one** (1) 12-Step/Some type of recovery meetings of your choosing (e.g., Cocaine Anonymous, Gamblers Anonymous, Alcoholics Anonymous, Al-Anon, and/or Narcotics Anonymous). Students will write and submit a 2-3 page reaction paper based upon their experience.

GUIDELINES:

1. Attend one (1) **Open** 12-Step Support Group meeting (e.g., AA, NA, CA, CODA, Al-Anon, etc...) of your choosing
2. Submit an **APA-formatted paper**, 2-3 page paper (Not including title/reference pages)
 - a. Title Page (with running head and page number)
 - i. List date and type of 12 Step meetings you attended as the title
 - b. Body of the paper (Do **not** provide a documentary of the meetings' content) but rather your personal reactions to meetings (This part of the paper does not need research/citations)
 - i. Discuss self-awareness gained from attending the meetings
 1. Biases?
 2. Judgments?
 3. Fears?
 4. Surprises?
 - c. Clarify how you may incorporate the use of support groups in working with clients.
 - d. Reference Page (if needed)

Appendix C

Stop/Start Reaction Journal

Choose 1) a behavior you want to STOP during this course, **or** 2) a behavior you want to START during this course. Either way, choose something challenging. This should be a time of personal growth, and the assignment should also enhance your awareness of the issues and challenges involved in changing a behavior.

Anything you journal will be kept in STRICTEST confidence. You do not need to disclose any information that makes you uncomfortable. During this class, as you journal, the aim is to see some personal growth and reflection in your journal entries. It is expected that you will write much more than a line or two, so avoid superficial entries. The point of this journal is to track your experience in either stopping an unhealthy behavior, OR starting a healthy behavior. For example, you may choose to stop smoking, or to start exercising. So, gear up for the stop/start experiment, journal your thoughts, responses and experiences. Stretch yourself, grow, and go for the challenge!

As you journal your responses, struggles and victories, consider the following:

- 1) What led to your choice to start/stop a behavior?
- 2) How might your journey to start/stop have some similarities to a client struggling to attain sobriety?
- 3) What are some of your struggles? What made it difficult?
- 4) What are some of your victories?
- 5) What behaviors/emotions/thoughts accompanied this journey?
- 6) **In your final entry: Discuss the insights gained from writing this journal, as they apply to your role as a future counselor**

Stop/Start Journal Rubric

- **4 Substantive and Reflective Journal Entries—Beyond 2-3 sentences** and demonstrated depth and reasonable reflection/disclosure.
- Discussed thoughts, feelings, awareness from the perspective of a counselor
- Associated struggles and learning with starting/stopping an activity.
- Discussed insights gained from the experience and applied to your future role as a counselor (research support needed for this part).



**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS**

CED 642: Neuropsychopharmacology

ASYNCHRONOUS ONLINE

Instructor: Kimberly Childers

Office Hours: Please email me to set up an appointment to speak by phone or WebEx.

Email: child3k@cmich.edu

BULLETIN DESCRIPTION:

This course provides an introduction to the neurological, behavioral, psychological, physical, and social effects of psychoactive substances. This course may be offered in an online format.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: CED 641; Admission to M.A. in Counseling program.

RATIONALE FOR COURSE LEVEL:

This course is designed only for graduate students because of the expected level of class participation and academic performance.

REQUIRED TEXTBOOKS:

Inaba, D., & Cohen, W. (2014). *Uppers, downers, all-arounders: Physical and mental effects of psychoactive drugs* (8th ed.). CNS Productions. ISBN: 978-0-926544-39-0

***Additional articles and materials can be found within the Blackboard shell.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools

<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be

posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

Asynchronous engagement and dialogue via the discussion board, quizzes, and assigned readings.

STUDENT LEARNING COURSE OBJECTIVES:

- Describe the major classifications of legal and illegal psychoactive substances.
- Explain the basic cell structure, major neurotransmitters, and their function, as well as the effect of psychoactive substances upon them.
- Evaluate both pharmacological and non-pharmacological treatments for clients suffering from dependence on psychoactive substances
- Apply the different definitions and philosophies surrounding the concept of “addiction.”
- Describe the behavioral manifestations of neurotransmitters and the process of neurotransmission.
- Articulate contemporary methods of care and treatment, both traditional and emerging, with both pharmacological and non-pharmacological approaches.

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

The following CACREP standards also will be addressed:

CACREP Standard #	CACREP Standard
Addictions 5.A.1.e	Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others
Addictions 5.A.2.b	Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders
Addictions 5.A.2.c	Factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders

Addictions 5.A.2.g	Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process
Addictions 5.A.2.h	Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
Addictions 5.A.2.i	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i>
Addictions 5.A.2.j	Cultural factors relevant to addiction and addictive behavior
Addictions 5.A.3.c	Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal
Addictions 5.A.3.d	Techniques and interventions related to substance abuse and other addictions
Addictions 5.A.3.f	Strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction

ASSIGNMENTS (100 points total)

Presentation (25 points, one time during Week 5)

- **Class presentations will be through the use of the Discussion Board** and will be in groups.
- Students will ASSIGN THEMSELVES to one of the five groups provided below. The final deliverable presentation will be in a PowerPoint format and address the following:
 - List ways to assess for symptoms of psychoactive substance toxicity, intoxication, and withdrawal.
 - Describe techniques and interventions related to substance abuse and other addictions that can be gained from the information.
 - Detail strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse.
 - State three benefits of a life without an addiction to the identified substance.
 - Identify how the counselor can create culturally and developmentally relevant education programs that raise awareness about the identified problem and support addiction and substance abuse prevention and the recovery process.
- **Your portion of the assignment is due to lead presenter Sunday, midnight, week 4. The lead presenter is to post PPT by Noon, Monday of week 5.**
- By the following Sunday, Midnight of Week 5, review at least one other group's presentation and post a 100-word (minimum) response using the text as a reference to further advance our understanding of the topic.

Grading Guidelines:

- Posts a PowerPoint presentation addressing each of the criteria above (10 points).
- Provides a robust response to another group presentation in a timely manner (5 points).

Article Review (10 points, one time per student) Due in either week 3, 5, or 7)

- You will self-assign to a group.
- Group will assign a leader. Lead will be responsible for their portion of the review as well as collecting responses and submit the discussion.
- Using the CMU library (<https://www.cmich.edu/library/Pages/default.aspx>), each member will find a peer-reviewed full-text journal article from the past three years on your topic.
- Each group member will read and summarize their article. The summary is to be one paragraph per article. Then, as a group, discuss how all of the articles in combination do the following (Between 800 - 1,000 words total):
 - - a. increase our understanding of the neurological, behavioral, psychological, physical and social effect of psychoactive substances and addictive disorders on those we treat and their families?
 - b. What cultural factors do you see relevant to addiction and addictive behaviors?
 - c. How do these results have implications for helping clients to identify the effect of addiction on life problems and the effects of continued harmful use or abuse?
 - d. What technique or intervention related to substance abuse and other addictions can be gleaned from this research?
- Group members will submit their portion of the review by Sunday, midnight, prior to the Monday due date.
- One member of the group will submit the final assignment to the discussion board by Monday, 12:00, noon.

Grading Guidelines:

- - a. addresses how information increases our understanding of addiction (2 points),
 - b. addresses cultural factors relevant to addiction (2 points),
 - c. addresses implications for clients in identifying effects of addiction (2 points),
 - d. addresses interventions or techniques relevant to addiction counseling (2 points),
 - e. group members submit their portion of the paper by Sunday, midnight (1 point)
 - f. discussion submitted in a timely manner (Monday, 12:00, noon) (1 point).

Peer Comment Responses (6 points in each week where you are not the article presenter, total 12 points):

- - a. In the weeks where you are not presenting your review, you will provide a 200-400 word response about the articles presented.
 - b. As part of your response address all of these talking points:
 - i. How did this information increase our understanding of the neurological, behavioral, psychological, physical and social effect of psychoactive substances and addictive disorders on those we treat and their families?
 - ii. What cultural factors do you see relevant to addiction and addictive behaviors?

- iii. How do these results have implications for helping client to identify the effect of addiction on life problems and the effects of continued harmful use or abuse?
 - iv. What technique or intervention related to substance abuse and other addictions can be gleaned from this research?
- c. **Post your response by Wednesday 11:59 PM EST.**
- d. **Grading Guidelines:**
- i. Post a response by Wednesday, 11:59 PM EST (2 points)
 - ii. Post at least a 200-400-word response free of grammar and punctuation errors (2 points)
 - iii. Addresses all of the talking-points (2 points)

Case Study

Case Study and Peer Review will be through the use of Discussion Board.

Case Study (15 points; Week 7)

This is a group project and you will assign yourself to a group.

- Sign-up for one of the cases below.
- Assign a group leader
- Read the case study.
- As a group, answer the questions provided in the case study.
- **Submit your portion of the assignment to the case study lead by Sunday, midnight, Week 6.**
- **The group lead will post one complete answer to the discussion board by Monday, 12:00 noon of Week 7.**
- **Provide at least a 300-word response to a different group case by Sunday, midnight, week 7.**
- In your response, provide the following:
 - Do you agree or disagree with the suggested diagnosis?
 - What other possible diagnoses might you suggest?
 - Do you agree/disagree that medication should be prescribed for this diagnosis? Why?
 - What potential co-occurring medical and/or psychological diagnoses do you see as possible in this case?

- **Exams (4 exams at 12 points each= 48 points)**

Four multiple choice exams with 24 questions each will be scheduled throughout 8-week course.

You will only have one attempt, so please begin the exam after you have done the assigned reading from the week. Content will be from the course text and other Bb materials.

COURSE EVALUATION:

Class Presentation	15 points
Article Review	10 points
Peer Comments	12 points
Case Study	15 points
Exams	48 points

TOTAL: 100 points

GRADING SCALE:

It is possible to earn a total of **100** points in the course. The course grade will be determined as:

100-93%	A		82-80%	B-
92-90%	A-		79-77%	C+
89-87%	B+		76-73%	C
86-83%	B		72%>	E

COURSE TIMELINE

Week	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
0	Getting Started!		Syllabus and Bb tutorials	
10/25/21 to 10/31/21	Psychoactive drugs: Classification and history The neurochemistry and the physiology of addiction	Addictions 5.A.1.e Addictions 5.A.2.h	Chapter 1 & 2	Sign up for presentation and article review
11/1/21 to 11/7/21	Uppers	Addictions 5.A.1.e Addictions 5.A.2.j Addictions 5.A.3.c Addictions 5.A.3.d. Addictions 5.A.3.f Addictions 5.A.2.b Addictions 5.A.2.c Addictions 5.A.2.h Addictions 5.A.2.i	Chapter 3	Exam Chapters 1-3
11/8/21 to 11/14/21	Downers: Opiates/opioids & sedative-hypnotics	Addictions 5.A.1.e Addictions 5.A.2.j Addictions 5.A.3.c Addictions 5.A.3.d. Addictions 5.A.3.f Addictions 5.A.2.b Addictions 5.A.2.c Addictions 5.A.2.h Addictions 5.A.2.i	Chapter 4	Article Review 1
11/15/21 to 11/21/21	Downers: Alcohol	Addictions 5.A.1.e Addictions 5.A.2.j Addictions 5.A.3.c Addictions 5.A.3.d. Addictions 5.A.3.f	Chapter 5	Exam Chapters 4-5

		Addictions 5.A.2.b Addictions 5.A.2.c Addictions 5.A.2.h Addictions 5.A.2.i		
11/22/21 to 11/28/21	All arounders	Addictions 5.A.1.e Addictions 5.A.2.j Addictions 5.A.3.c Addictions 5.A.3.d. Addictions 5.A.3.f Addictions 5.A.2.b Addictions 5.A.2.c Addictions 5.A.2.h Addictions 5.A.2.i Addictions 5.A.2.g Addictions 5.A.3.d Addictions 5.A.3.c Addictions 5.A.3.f	Chapter 6	Article Review 2 Class Presentation
11/29/21 to 12/5/21	Other drugs, other addictions	Addictions 5.A.1.e Addictions 5.A.2.j Addictions 5.A.3.c Addictions 5.A.3.d. Addictions 5.A.3.f Addictions 5.A.2.b Addictions 5.A.2.c Addictions 5.A.2.h Addictions 5.A.2.i	Chapter 7	Exam Chapters 6-7
12/6/21 to 12/12/21	Drug use and prevention: From cradle to grave Treatment	Addictions 5.A.2.g Addictions 5.A.3.d Addictions 5.A.3.c Addictions 5.A.3.f Addictions 5.A.2.b Addictions 5.A.2.h Addictions 5.A.2.i	Chapter 8 Chapter 9	Article Review 3 Case Study
12/13/21 to 12/17/21	Mental health drugs	Addictions 5.A.2.b Addictions 5.A.2.c Addictions 5.A.2.h Addictions 5.A.2.i	Chapter 10	Exam Chapters 8-10

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Addictions 5.A.1.e	Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others.	Readings Chapter 1-7 Article review 1-3
Addictions 5.A.2.b	Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders	Readings Chapter 1-7, 10 Exam 1, Exam 2, Exam 3, Exam 4
Addictions 5.A.2.c	Factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders	Readings Chapter 3-7, 10 Exam 1, Exam 2, Exam 3, Exam 4
Addictions 5.A.2.g	Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process	Readings Chapter 8-9 Presentation Exam 4
Addictions 5.A.2.h	Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	Readings Chapter 1-7, 10 Exam 1, Exam 2, Exam 3, Exam 4
Addictions 5.A.2.i	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i>	Readings Chapter 3-7; 10 Exam 1, Exam 2, Exam 3, Exam 4
Addictions 5.A.2.J	Cultural factors relevant to addiction and addictive behavior	Readings Chapter 3-8, 10 Article review 1-6
Addictions 5.A.3.c	Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal	Readings Chapter 8-10 Article review 1-6 Presentation Exam 4
Addictions 5.A.3.d	Techniques and interventions related to substance abuse and other addictions	Readings Chapter 8-9 Article review 1-6 Presentation Exam 4
Addictions 5.A.3.f	Strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction	Readings Chapter 8-10 Article review 1-6 Presentation Exam 4

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at

http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at

www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting:

https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy:

(https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements:

(https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see:

https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at

<https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at:

http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.



**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS**

CED 643 Etiology of Addiction

ASYNCHRONOUS ONLINE

Instructor: Rebecca Andrews, PhD, LPC, LBS, NCC, CCTP

Office Hours: By appointment via WEBEX

Email: andre2ra@cmich.edu

Phone: 814 853-8242

BULLETIN DESCRIPTION:

This course introduces students to the potential causes of and reasons for addiction. This course may be offered in an online format.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisites: CED 641

RATIONALE FOR COURSE LEVEL:

This course is designed only for graduate students because of the expected level of class participation and academic performance. This course builds upon prior coursework covered in CED 641.

REQUIRED TEXTBOOKS:

Lassiter, P.S., & Culbreth, J.R. (2018). Theory and practice of addiction counseling. Thousand Oaks, CA; Sage.

White, W.L. (2014). Slaying the dragon: The history of addiction treatment in America. Bloomington, IL; Chestnut Health Systems/Lighthouse Institute.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic

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All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

Recorded Lecture	Online Discussions
Quizzes	Group Presentation
Papers	

STUDENT LEARNING COURSE OBJECTIVES:

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

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

1. Analyze the major theoretical orientation regarding the causes of psychoactive substance use: biological, psychological, and sociological.
2. Organize the historical social responses to addictive behaviors.
3. Recognize the various methods and strategies related to addictions: control, prevention, harm reduction, abstinence focus, treatment and intervention.
4. Evaluate certain epidemiological patterns and social correlates impacting upon substance use.
5. Analyze the role that various theoretical models for human behavior may intersect with substance use among the population.

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Addiction Counseling 5.A.1.a	History and development of addiction counseling
Addiction Counseling 5.A.1.b	Theories and models of addiction related to substance use as well as behavioral and process addictions
Addiction Counseling 5.A.2.b	Potential for addictive disorders to mimic and/or co-occur with a variety of medical and psychological disorders
Addiction Counseling 5.A.2.c	Factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders
Addiction Counseling 5.A.2.d	Regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling
Addiction Counseling 5.A.2.f	Role of wellness and spirituality in the addiction recovery process

ASSIGNMENTS & COURSE EVALUATION:

1. Discussion Board Questions (12.5 pts – 1 Discussion question 2.5 points; 2 Discussion questions 5 points each)

Students will read and respond to essay questions related to both texts, and respond to two other posts. Please see the grading rubric in Blackboard.

2. Online Quizzes (30 pts: 3 quizzes –10 points each)

Students will complete online quizzes as assigned on Blackboard. Each quiz will cover one or more book chapters of the texts. The quizzes are not timed, are multiple choice and can be taken two times. The highest earned grade will be recorded. All quizzes will open at the beginning of the course and will be available until midnight on the last day of class. Quizzes will not be re-opened for any reason including technological difficulties as students will have ample time to complete the quizzes.

3. Analysis of Celebrity Client Exercise (10 pts)

Students will choose a celebrity “client” with a publicly known addiction and identify possible co-occurring disorders. Using peer reviewed research, students will then identify the factors that put this individual at risk, including personality factors, the individual’s community and the individuals multicultural identity; students will also examine how what factors in the person’s background, community or multicultural identity serve as protective factors. See the grading rubric in Blackboard.

4. Theory Group Presentation and Discussion (20 pts for presentation, 7.5 points for 3 discussions- 2.5 points per discussion)

The instructor will assign students to one of four groups and each group will choose one of four theories at the beginning of the semester. Students will prepare a Powerpoint presentation to explain the theory or model and present the Powerpoint using a platform like Zoom. Within the presentation, students will identify 4 interventions or approaches to apply to the treatment of one of the celebrity “clients.” Students will also participate in a discussion of the other three group presentations they do not present to give feedback to those groups. See the grading rubric in Blackboard.

5. Regulatory Paper (20 pts)

Students will write a 3-4 page paper identifying a regulation, rule, or law either past, present, or in process in legislation and explain how it influences the treatment of clients with substance use disorders or other addictions. See Blackboard for rubric.

Assignment	Points
Discussion Questions (3)	12.5
Quizzes (3)	30
Analysis of Celebrity Client Exercise	10
Group Presentation and Discussions	27.5
Regulatory Paper	20
Total	100

COURSE EVALUATION:

Students will receive feedback in several ways. First, students will receive performance feedback about each assignment based on the assigned rubric through the *Assignments* function in Blackboard or comments written in submitted work. All grades will be posted on Blackboard through the *My Grades* function. Finally, should a student have specific questions about his/her grade or performance on an assignment, the student should email the instructor to set-up a time to discuss issues.

GRADING SCALE:

It is possible to earn a total of **100** points in the course. The course grade will be determined as:

100-93%	A		82-80%	B-
92-90%	A-		79-77%	C+
89-87%	B+		76-73%	C
86-83%	B		72%>	E

COURSE TIMELINE:

DATE	TOPIC	CACREP STANDARD	READING	ASSIGN DUE
<i>Week 0</i>			Syllabus Read Assignments on Blackboard	Discussion Question #1 Due 3rd Day of Semester
<i>Week 1</i>	History of Addiction Treatment Part I	AC 5.A.1.a	White: Ch. 10, 11, 21, 23	Discussion Question #2
<i>Week 2</i>	History of Addiction Treatment Part II, Co-occurring Disorders, Risk and Protective Factors for individuals, groups and communities *Live Chat Session: Thursday, January 20 th @ 6:00pm	AC 5.A.1.a AC 5.A.2.b AC 5.A.2.c	White: Ch. 26, 28 Article: Review of Risk and Protective Factors (pdf)	Quiz #1
<i>Week 3</i>	History of AA and other recovery groups, 12 Step Model	AC 5.A.1.b AC 5.A.2.f	White: Ch. 15 & 16	Analysis of Celebrity Client Exercise
<i>Week 4</i>	Biological Theory, Moral Model *Live Chat Session: Thursday, February 3 rd @ 6:00pm	AC 5.A.1.b	Lassiter: Ch. 2 (pg 39-44); Ch. 3 (pg. 47-52, pg. 62-69) White: pg. 438-39 Article: Disease or Choice (pdf)	Group Presentations: Group 1 & 2
<i>Week 5</i>	Minnesota Model, Harm Reduction Model	AC 5.A.1.b	Lassiter: Ch. 12 White: Ch. 20 pg. 261-277	Group Presentations: Group 3 & 4
<i>Week 6</i>	Rules and Regulations Influencing Addiction Policy	AC 5.A.2.d	White: pg. 150-152, 162-167, 375-379	Quiz #2
<i>Week 7</i>	Spirituality and Wellness, Licensure and Certification in Addictions Counseling *Live Chat Session: Thursday, February 24 th @ 6:00pm	AC 5.A.2.d AC 5.A.2.f	White: Ch. 26 pg. 389-91; Ch. 28 pg. 426-30 Article: Spirituality and Addiction	Discussion Question #3 Regulatory Paper
<i>Week 8</i>	Transtheoretical Model, Motivational Interviewing, and CBT: Transition to Treating Clients with Addictions	AC 5.A.1.b	Lassiter: Ch. 10, 11, 13	Quiz #3

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CACREP Standard #	CACREP Standard	Assignment/Assessment
Addiction Counseling 5.A.1.a	History and development of addiction counseling	Quiz #1 Discussion Question #2
Addiction Counseling 5.A.1.b	Theories and models of addiction related to substance use as well as behavioral and process addictions	Quiz #2 Group Presentations
Addiction Counseling 5.A.2.b	Potential for addictive disorders to mimic and/or co-occur with a variety of medical and psychological disorders	Analysis of Celebrity Client Exercise Quiz #1
Addiction Counseling 5.A.2.c	Factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders	Analysis of Celebrity Client Exercise Quiz #1
Addiction Counseling 5.A.2.d	Regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling	Quiz #3 Regulatory Paper
Addiction Counseling 5.A.2.f	Role of wellness and spirituality in the addiction recovery process	Discussion Question #3 Quiz #3

Course Policies

Attitude & Our Learning Environment: Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all part of the higher education tradition, as they provoke us to re-examine our own thinking. That being said, this WILL be a safe and welcoming learning environment for students of all races, ethnicities, sexual orientations, gender identities, ages, religions, economic classes and ability statuses. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive and culturally appropriate manner and to maintain confidentiality when students share personal information.

Attendance & Class Participation: Students are expected log on and review all course materials at least every other day. The instructor will use statistical tracking to ensure students engage in the course.

Media/Film: In an effort to engage students' learning processes from a variety of different mediums, this course may utilize videos clips, documentaries, music and contemporary film as a way to create dialogue and display the issues and principles being expounded upon in class. While significant effort is made to avoid gratuitous violence, nudity, profanity and drug use, the films utilized for my courses *may contain* some of these elements but are not *focused* on these elements. It is understood that this class will possess a variety of different standards and values instilled by each individual's cultural, spiritual and ethnic experiences. Every student in this course will be respected and each of you can be assured that the media shown (as well as all

forms of instruction and discourse) are offered for their relevance to the course topics. Having said this, if you hold a particular belief or value system or have had personal experiences that might make the viewing of this type of media/film a particularly negative or traumatizing experience, it is expected that you will contact me so that appropriate alternative arrangements might be made.

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All papers must comply with the American Psychological Association’s Publication Manual – 6th edition. Failure to comply will result in loss of points on written work.

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Students are expected to abide by the American Counseling Association’s Code of Ethics and all University policies.

Technology Assistance

Aspects of this are dependent on the successful use of technology – use of media, monitoring CMU email and knowledgeable use of our course’s Blackboard page. If you are uncertain about your abilities to utilize any of these mediums, please contact the CMU Technology Helpdesk immediately. They can be found on the ground floor of the Park Library and their phone number is (989) 774-3662. As your instructor, I am not the person to seek assistance from regarding these issues and “technology problems” will not be considered a legitimate excuse for missing or late assignments.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring

accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting:

https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy:

(https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements:

(https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see:

https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at <https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at: http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.



CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS

CED 644 Addictions Oriented Systems and Methods of Care

ASYNCHRONOUS ONLINE

Instructor: Rebecca Andrews, PhD, LPC, LBS, NCC, CCTP

Office Hours: By appointment via WEBEX

Email: andre2ra@cmich.edu

Phone: 814 853-8242

BULLETIN DESCRIPTION:

This course will address addiction oriented systems and proper methods of care, as well as assessment, wellness, and prevention. This course may be offered in an online format.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisites: CED 641

RATIONALE FOR COURSE LEVEL:

This course contains complex work that builds upon the basic knowledge and skills acquired in introductory courses within the Counseling Graduate program.

REQUIRED TEXTBOOKS:

Myers, L.P., & Salt, N.R. (2019). *Becoming an addictions counselor: A comprehensive text*. Burlington, MA: Jones & Bartlett Learning.

Perkinson, R.R. (2017). *Chemical dependency counseling: A practical guide*. (5th ed.). Los Angeles, CA; Sage

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic

compatibility with Central Michigan University systems and tools

<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

Recorded Lecture	Online discussions
Quizzes	Case Conceptualizations
Role Plays	

STUDENT LEARNING COURSE OBJECTIVES:

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

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

1. Describe the biopsychosocial model and principles of care and treatment planning.
2. Examine the accepted tools and instruments commonly utilized for diagnosis and treatment of addictions
3. Implement theoretical models and their associated techniques to the treatment of addictions.
4. Critique the various resources the community, social, and support networks that are available to clients in the overall treatment planning process.
5. Distinguish between components of diverse cultures and environments that are central to effective treatment planning and technique implementation.

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Addiction Counseling 5.A.1.d	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
Addiction Counseling 5.A.1.f	psychological tests and assessments specific to addiction counseling
Addiction Counseling 5.A.2.e	Importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process.
Addiction Counseling 5.A.2.g	Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.
Addiction Counseling 5.A.2.m	record keeping, third party reimbursement, and other practice and management considerations in addiction counseling
Addiction Counseling 5.A.3.a	screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments
Addiction Counseling 5.A.3.b	assessment of biopsychosocial and spiritual history relevant to addiction
Addiction Counseling 5.A.3.d	techniques and interventions related to substance abuse and other addictions
Addiction Counseling 5.A.3.e	Strategies for reducing the persisting negative effects of substance use, abuse, dependence and addictive behaviors
Addiction Counseling 5.A.3.f	strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction
Addiction Counseling 5.A.3.h	strategies for interfacing with the legal system and working with court referred clients
Addiction Counseling 5.A.3.g	Evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery

ASSIGNMENTS & COURSE EVALUATION:

1. Online Essay/Discussions (15 pts – 3 Discussion questions @ 5 points each): Students will read and respond to essay questions related to both texts and respond to four other posts. Please see the grading rubric in Blackboard.

2. Online Quizzes (15 pts: 3 quizzes – 5 points each)

Students will complete online quizzes as assigned on Blackboard. Each quiz will cover one or more book chapters of the text “Becoming an addiction counselor”. The quizzes are not timed, are multiple choice and can be taken two times. The highest earned grade will be recorded. All

quizzes will open at the beginning of the course and will be available until midnight on the last day of class. Quizzes will not be re-opened for any reason including technological difficulties as students will have ample time to complete the quizzes.

3. Role Play Transcripts (20 pts – 10 points each).

Students will watch a film on an individual suffering from a substance abuse disorder and craft two role play transcripts. Each transcript should follow the template on Blackboard and should include 7 minutes of material.

- The first transcript will demonstrate how to conduct a stage of change assessment and a motivational interview based on the stage of change.
- The second transcript will demonstrate how to conduct both a cognitive restructuring and relapse prevention intervention with the same client. The cognitive restructuring intervention must demonstrate one intervention for helping clients identify the effects of addiction on life problems and effects of continued harmful use or abuse, and one intervention must demonstrate how to help clients realize the benefits of a life without addiction. The third intervention must demonstrate a relapse prevention intervention. Please see Blackboard for the grading rubric.
- Both transcripts will be turned in for faculty review with students able to adapt the transcripts based on feedback.

4. Video Role Play 1 (8 pts). Students will use WebEx, SKYPE, Zoom, Chipcast, or similar web-based recording application to create a role play of the first transcript on Motivational Interviewing and Stage of Change Assessment. Students will be paired by the instructor; each student will submit a video as counselor and one as client. The “client” is not evaluated. The role play is evaluated on the accurate demonstration of the skills required in the transcript. The role play should demonstrate motivational interviewing skills and a stage of change assessment. Submitted videos where the client and counselor read from a script will not receive credit. This video is evaluated on body language, tone, and skill demonstration.

Students are evaluated based on the rubric on Blackboard. Students will submit the video for review and feedback. Students will sign up for one supervision session with faculty after the submission of the first video. This video is graded pass/fail based on level of effort.

5. Video Role Play 2 (12 pts). Students will use WebEx, SKYPE, Zoom, Chipcast, or similar web-based recording application to create a role play of the second transcript on Cognitive Restructuring and Relapse Prevention. Students will be paired by the instructor; each student will submit a video as counselor and one as client. The “client” is not evaluated. The role play is evaluated on the accurate demonstration of the skills required in the transcript. The cognitive restructuring intervention must demonstrate one intervention for helping clients identify the effects of addiction on life problems and effects of continued harmful use or abuse, and one intervention that demonstrates how to help clients realize the benefits of a life without addiction. The third intervention must demonstrate a relapse prevention intervention. Please see Blackboard for the grading rubric. Submitted videos where the client and counselor read from a script will not receive credit. This video is evaluated on body language, tone, and skill demonstration.

Students are evaluated based on the rubric on Blackboard.

6. Case conceptualization and Treatment Plan (30 pts.) Each student will follow the template on Blackboard and create a complete case conceptualization based on the film character used in the role play transcripts. This assignment will be due in 4 sections during the semester, with students able to update/rewrite until the final project is due at the end of the course. This assignment will include completing the following:

Section I: Introduction

- Introduction
- Resiliency - Developmentally and Culturally appropriate education programs that raise awareness and support addiction and substance abuse prevention
- Multicultural Concerns
- Legal & Ethical Concerns.

Section II: Assessment

- a biopsychosocial and spiritual history assessment
- A mental status exam
- Formal assessment
- a stages of change assessment
- DSM-5 Diagnosis
- ASAM severity index/Treatment setting
- Strengths

Section III – Treatment

- Psychopharmacological options.
- A treatment plan
- A sample progress note

Section IV – Ongoing Care

- Relapse Prevention Plan
- Developmentally and culturally appropriate education programs that support the recovery process for the individual and family.

Assignment	Points
Essay/Discussion Questions (3)	15
Quizzes (3)	15
Role Play Transcripts (2)	20
Role Play Video (first is pass/fail (5 pts) Second is 15 points.	20
Case Conceptualization	30
Total	100

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89-87%	B+		76-73%	C
86-83%	B		72%>	E

COURSE TIMELINE:

DATE	TOPIC	CACREP STANDARD	READING	ASSIGN DUE
<i>Before Class</i>	Introduction			Introduction Film Choice
<i>Week 1</i>	Introduction to Treating Substance Abuse Disorders: Ethics	AC 5.A.3.f	Myers & Salt Ch 1 & 2	Discussion 1
<i>Week 2</i>	Screening, Assessment, Biopsychosocial Assessment and Diagnoses *Live Chat Session: Wednesday, March 16 th @ 6:00pm	AC 5.A.1.f AC 5.A.2.i AC 5.A.3.b AC 5.A.3.a	Myers & Salt – Ch 8 (to pg 157) Perkinson Ch 3	Quiz 1
<i>Week 3</i>	Stage of Change Assessment & Motivational Interviewing Counseling skills for substance abuse	AC 5.A.3.d AC 5.A.3.g	Myers & Salt Ch 3 & 4 Perkinson – Ch 1 Miller Video	Section I - CC Transcript 1
<i>Week 4</i>	Cognitive Restructuring & Relapse Prevention: Strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction *Live Chat Session: Wednesday, March 30 th @ 6:00pm	AC 5.A.3.e AC 5.A.3.f	Myers & Salt Ch 5 Perkinson Ch 5 & 8 Video demonstration of CBT	Transcript 2
<i>Week 5</i>	Treatment Planning & Record Keeping;	AC 5.A.1.d AC 5.A.2.m	Myers & Salt – Ch 8 (158-165) Perkinson Ch 4	Quiz 2 Section II CC Role Play Video (practice)
<i>Week 6</i>	Group and Family Treatment Strategies; Cultural and Developmentally appropriate education Programs to prevent substance abuse and support relapse prevention; Community Support	AC 5.A.2.e AC 5.A.2.g	Myers & Salt Ch 6 & 7	Section III -CC
<i>Week 7</i>	Barriers to Treatment; The Legal System; Co-occurring disorders *Live Chat Session: Wednesday, April 20 th @ 6:00pm	AC 5.A.3.h	Myers & Salt Ch 8 (167-168), 9 Perkinson Ch. 11	Discussion Question 2
<i>Week 8</i>	Special Populations; Adolescents & Adults	AC 5.A.2.g	Myers & Salt Ch 10	Quiz 3 Final Role Play Video Section IV - CC

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CACREP Standard #	CACREP Standard	Assignment/Assessment
Addiction Counseling 5.A.1.d	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Essay Questions, Case Conceptualization and quizzes
Addiction Counseling 5.A.1.f	psychological tests and assessments specific to addiction counseling	Essay Questions, Case Conceptualization and quizzes
Addiction Counseling 5.A.2.e	Importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process.	Quiz, Essay Question and Case Conceptualization
Addiction Counseling 5.A.2.g	Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.	Quizzes & Case Conceptualization
Addiction Counseling 5.A.2.m	record keeping, third party reimbursement, and other practice and management considerations in addiction counseling	Quizzes and Case Conceptualization
Addiction Counseling 5.A.3.a	screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments	Essay Question, Quizzes & Case Conceptualization
Addiction Counseling 5.A.3.b	assessment of biopsychosocial and spiritual history relevant to addiction	Essay Question, Quizzes & Case Conceptualization
Addiction Counseling 5.A.3.d	techniques and interventions related to substance abuse and other addictions	Role Play transcript and video
Addiction Counseling 5.A.3.e	Strategies for reducing the persisting negative effects of substance use, abuse, dependence and addictive behaviors	Role Play transcript and videos, quizzes
Addiction Counseling 5.A.3.f	strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction	Role Play transcript and videos, quizzes.
Addiction Counseling 5.A.3.h	strategies for interfacing with the legal system and working with court referred clients	Essay Question, Quizzes & Case Conceptualization
Addiction Counseling 5.A.3.h	Evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery	Essay Question, Quizzes & Case Conceptualization

Course Policies

Attendance & Class Participation: Students are expected to engage in this online course fully, at least three times per week and review all required material. Using statistical tracking, the instructor will monitor students to ensure all material has been viewed and the student is logging in at regular intervals. Failure to log in will equate as lack of participation. Students who do not participate or review all materials will lose five points for lack of participation at the end of the course.

Technology: Please remember to use appropriate online etiquette. Write responses in full sentences, respond with appropriate tone and engage fully in the process. Students are expected to exhibit appropriate professional counselor behavior.

Media/Film: In an effort to engage students' learning processes from a variety of different mediums, this course will utilize videos clips, documentaries, music and contemporary film as a way to create dialogue and display the issues and principles being expounded upon in class. While significant effort is made to avoid gratuitous violence, nudity, profanity and drug use, the films utilized for my courses *may contain* some of these elements but are not *focused* on these elements. It is understood that this class will possess a variety of different standards and values instilled by each individual's cultural, spiritual and ethnic experiences. Every student in this course will be respected and each of you can be assured that the media shown (as well as all forms of instruction and discourse) are offered for their relevance to the course topics. Having said this, if you hold a particular belief or value system or have had personal experiences that might make the viewing of this type of media/film a particularly negative or traumatizing experience, it is expected that you will contact me so that appropriate alternative arrangements might be made.

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Late Quizzes/Tests: All quizzes/tests are due on the due date listed and are not eligible to be completed late without documented medical/family emergency. Students who do not complete a quiz or test by the due date will receive a 0 on the quiz/test.

Rewrites: All students are eligible to resubmit the writing assignments if turned in one week early, on time or one week late (grade penalty still applies). All rewrites must indicate what was changed through *comments in the document and highlighted changes*. Students must submit the original document and make changes based on ALL of the feedback/comments. Papers that only address one or two items will not be regraded. Papers without comments or highlights will not be regraded. Rewrites are due two weeks after the assignment due date at the start of class.

Students are expected to abide by the American Counseling Association's Code of Ethics and all University policies.

Technology Assistance

Aspects of this are dependent on the successful use of technology – use of media, monitoring CMU email and knowledgeable use of our course's Blackboard page. If you are uncertain about your abilities to utilize any of these mediums, please contact the CMU Technology Helpdesk immediately. They can be found on the ground floor of the Park Library and their phone number is (989) 774-3662. As your instructor, I am not the person to seek assistance from regarding these issues and “technology problems” will not be considered a legitimate excuse for missing or late assignments.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

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(https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements:

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Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

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**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS**

CED 645: School Counseling Seminar

ASYNCHRONOUS ONLINE

Instructor: Ellen Armbruster, Ph.D.

Office Hours: By email, WebEx, or phone appointment

Office Location: Education and Human Services Building #348

Email: armbr1ew@cmich.edu

Phone: (989) 774-7975

BULLETIN DESCRIPTION:

This course utilizes discussion and individual investigation into topics and critical incidents germane to schools. Recommendations and solutions by professionals in the field are reviewed.

PRE-REQUISITES FOR THE COURSE:

Prerequisite: CED 604.

RATIONALE FOR COURSE LEVEL:

This course is designed only for graduate students because of the expected level of class participation and academic performance.

REQUIRED TEXTBOOKS:

Hinduja, S., & Patchin, J. W. (2015). *Bullying beyond the schoolyard: Preventing and responding to cyberbullying* (2nd ed.). Thousand Oaks, CA: Corwin.

Portman, T. A. A., Wood, C., & Fye, H. J., (2019). *Critical incidents in school counseling* (3rd ed.). Alexandria VA: American Counseling Association.

RECOMMENDED TEXTBOOK:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN 10: 1-4338-0561-8

OTHER REQUIREMENTS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools
<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

Methods of instruction for this course may include reading assignments, student-developed Power Point presentations, discussion board activities, role-play video recordings, mock interviews, group activities, and guest lectures.

STUDENT LEARNING COURSE OBJECTIVES:

After successful completion of this course, the student will be able to:

1. Analyze the major issues facing school counselors and the students they serve.
2. Critique the institutional elements of school districts and other educational entities.
3. Articulate the role and position of professional associations related to both education and the counseling profession.

4. Apply increasing competency as a presenter and facilitator, a skill relevant to the role of the professional.
5. Analyze the issues involved in the successful implementation of a comprehensive school counseling program.
6. Apply accepted practices currently followed by school counselors in the field.
7. Function as an informed and skilled practitioner of the current techniques and methods utilized by effective school counselors.

Council for Accreditation of Counseling & Related Educational Programs (CACREP) 2016 Standards

In addition to the course objectives, the following CACREP standards will be addressed:

School Counseling 5.G.2.k	Community resources and referral sources
School Counseling 5.G.2.m	Legislation and government policy relevant to school counseling
School Counseling 5.G.3.h	Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
School Counseling 5.G.3.m	Strategies for implementing and coordinating peer intervention programs

ASSIGNMENTS:

1. Reading Assignments:

- Students must read all assigned chapters in the required textbooks, as well as review the additional required reading and video materials posted on Blackboard, to prepare for engagement in Discussion Board Forums.
- Instructor may assign additional readings.

2. Discussion Board (5 @ 4 points each for a total of 20 points)

- Students are required to participate in all Discussion Board forums. For some of the forums, students may have a choice of prompts. Students should use examples from the readings and videos provided to support their discussion board contributions.

- Students who wish to obtain **EXTRA CREDIT** in the course may provide up to a total of ten (10) thoughtful replies to their classmates' DB responses for one half (.5) point each and a maximum of five (5) extra credit points for the course. (**NO MORE THAN TWO EXTRA CREDIT REPLIES PER DISCUSSION FORUM.**)

3. WebEx Live Sessions (3 @ 1-2 points each; 5 points total)

- Students are expected to attend all three Live WebEx sessions and to participate fully through attentive listening and respectful discussion. Should a student be unable to attend a particular session, an alternative assignment is provided. The alternative assignment is explained within the Discussion Board and may be submitted through the "Live Session Alternative."

4. ASCA Position Paper (10 points):

- Students will read several ASCA positions from the ASCA website and **write a 3-4 page paper (APA 6th style)** integrating their knowledge of school counseling and their understanding of each ASCA position. The link to the ASCA positions is posted on Black Board.
- **Please choose three ASCA positions** and discuss the following for each position:
 - How does the ASCA stance compare with your expectation of what school counselors actually do? How does each ASCA position impact your projected future functioning as a school counselor?
 - Discuss how each ASCA position you chose can help school counselors to understand the connections between social, familial, emotional, and/or behavior problems; and positively impact academic achievement for the students they serve.
- Please see the grading rubric posted on Blackboard for further clarification of the paper components.

5. Cyberbullying Paper (10 points):

- Students will read *Bullying beyond the schoolyard: Preventing and responding to cyberbullying* by Hinduja and Patchin and write **3- 4 pages (APA 6th style)** in response to this important work.
- Please include the following in your paper:
 - Title page
 - Brief overview (one-half page) of the book content
 - Areas of agreement or disagreement with the authors

- Discussion of role of the school counselor in relation to crisis and trauma in the school
- Reference list (if sources are cited)
- Please see the grading rubric posted on Blackboard for further clarification of the paper components.

6. Mock Job Interview and Reflection Paper (15 points):

- Each student will participate in a recorded mock interview with a school counselor who practices in Michigan or any other state in the Union. You will record the mock interview via your WebEx personal room. For liability reasons, you may not go to the school for the mock interview with the school counselor.
- You should identify the school counselor you plan to work with **EARLY** in the term, explain the assignment, and obtain their permission to record the mock interview, which should take **no more than 20 minutes**. You should also give the school counselor a list of interview questions in advance (see below). If they have their own interview questions they would prefer to use, they are welcome to do that.
- After completion of the recorded mock job interview, students will write a **3-4 page (APA 6th style)** self-reflection of their performance in the interview. **The link to the WebEx recording must be included in the paper**, prior to uploading to the Blackboard shell.
- Please remember the following for your recorded mock interview:
 - Provide the school counselor with your resume, BEFORE the scheduled interview time
 - **PUSH THE RECORD BUTTON WHEN YOU BEGIN THE MOCK INTERVIEW.** If you forget to do this, you will have to do another interview.
 - After you have pushed the record button, please:
 - Introduce the school counselor (name, school, role in school, location, etc.)
 - State, **while the recording is in progress**, that you are video recording the mock interview. This is to document that you have informed the school counselor that the interview will be recorded.
- Please give the school counselor the following list of questions in advance. It is not necessary for the school counselor to ask every question on the list, but they should try to get through as many as possible in **NO MORE THAN 20 MINUTES**. Remember: if they have their own interview questions they would prefer to use, they are welcome to do that.

- What are your qualifications for the job?
 - Why are you interested in this specific position?
 - What influenced you to become a school counselor?
 - How do you see the role of the school counselor in relation to teachers, administrators, and other counselors?
 - How do you plan to balance the daily needs of students and the paperwork required for school counselors?
 - How will you include the ASCA National Model in your work as a school counselor
 - How will you fit in with counselors who have many years of experience?
 - What are the most important characteristics of school counselors?
 - How do you handle stressful situations?
 - What do you know about 504 plans and IEPs?
 - What is your experience with cultural differences among children and adolescents in schools?
 - What is your knowledge and/or experience with education technology platforms like PowerSchool?
 - What is a school counselor's role with regard to school violence prevention?
 - How would you implement and coordinate a peer intervention program?
- After you have completed the recorded mock job interview, you will write a **3-4 page (APA 6th style)** self-reflection of your performance in the interview. Please use a title page and a reference list (if citing sources) and include the following in your paper:
 - Professionalism
 - Provided resume
 - Used interviewer's name correctly
 - Dressed appropriately
 - Arrived on time
 - Pleasant and courteous
 - Expressed interest in the position
 - Interview skills
 - Answered questions adequately
 - Answered questions honestly
 - Demonstrated qualifications for the job, including educational and relevant work experience
 - Demonstrated knowledge of the specific school
 - Demonstrated knowledge of the specific job
 - Strengths and Weaknesses
 - Areas of greatest strength and areas of greatest weakness in the interview
 - Most difficult questions to answer
 - Easiest questions to answer
 - Overall assessment of performance

- **Be sure to include the link to the WebEx recording in your paper.**
- Be sure include in your paper a copy of the thank-you note you write to the school counselor who interviewed you.
- Please see the grading rubric posted on Blackboard for further clarification of the paper components.

7. **Critical Incident Presentation and Role-Play (20 points):**

- Students will sign up to participate in a **group of three** to develop a Power Point presentation about one of the “**critical incident**” topics from the Portman, Wood, and Fye (2019) textbook. Please see the Blackboard sign-up page for your options. Students will sign up for their groups on Blackboard by the end of Week 0. The Power Point presentation should include **13-14 slides (NO MORE) and a student role play.**
- Please incorporate the following into your Power Point presentation:
 - **Slide 1:** Title slide
 - **Slides 2-5:** Background information about the **TOPIC** (not the critical incident)
 - Students must use a minimum of 4 peer-reviewed references and/or .gov/.edu websites when providing the background information
 - Please use citations within the Power Point slides to give credit where due
 - **Slide 6:** Brief bullet-point description of the critical incident
 - **Slide 7:** Brief bullet-point description of the two expert opinions
 - **Slide 8:** Ethical implications of the situation
 - **Slide 10:** Labeled links to community resources and referral sources relevant to the situation
 - **Slide 11:** Description of how school counselors can address the connections between social, familial, emotional, and behavior problems related to your critical incident and academic achievement
 - **Slide 12:** Labeled WebEx recording link AND a written description of the role-play situation
 - Students may create their own “critical incident” for the role-play recording
 - Include the age of the student client and the “identities” of the other individuals participating in the role play
 - Briefly depict the incident in the role play and how you would resolve it
 - Students must post the WebEx recording link within the Power Point so the instructor can access it

- **Slide 13:** Written description of how the group would resolve the critical incident depicted in the role-play recording
- **Slide 14:** Reference list
- Each group should develop a **short role play (5-6 minutes NO MORE)** depicting a school situation similar to the critical incident you chose for your presentation. All three group members must play a part in the role play. One group member should play the school counselor, another should play the student client, and there are any number of possibilities for the third group member (e.g. principal, teacher, another student, parent, etc.). Use your imagination to create a scenario, briefly act it out, and demonstrate how you would resolve the situation.
- Please see the grading rubric posted on Blackboard for further clarification of the paper components.
- **Please post a copy of the Critical Incident Presentation and Role-Play to Discussion Board #5, in addition to uploading it to the assignment link in Blackboard.** This will be used for our final Discussion Board activity.

8. Educational Issue Presentation (20 points):

- Students will select and participate in a **group of three** to develop a Power Point presentation about an Educational Issue. Students will sign up for their groups on Blackboard by the end of Week 0. The goal of this presentation is to acquaint class members with topics which are not reviewed in the Critical Incidents textbook, but are nonetheless important to the understanding of a school's overall functioning. Students should create a Power Point presentation that illuminates the educational issue. Potential topics are listed below. If your group of three does not see its preferred topic on the Blackboard sign-up page, you may speak with the instructor; however, please note that some topics must be covered to align with accreditation standards.
 - Standardized testing
 - Grading and evaluation
 - Classroom management theories and techniques
 - Administrative concerns (discipline, attendance, and other school policies)
 - Legislative issues and government policies pertaining to school counselors
 - Teacher unions (history and impact on school climate and functioning)
 - Role of parents (from school boards to PTA to kindergarten moms)
 - Special education and 504 issues
 - Crisis response
 - Charter schools
 - Peer intervention programs
 - Working with "at-risk" students

- Because the topics are so diverse, students may have freedom to arrange the Power Point presentation in any way they feel best presents the information; however, please do include the following components:
 - Title slide
 - Background information
 - Relevant supplementary materials
 - At least four (4) peer-reviewed references and/or .gov/.edu websites
 - Reference list
- Please see the grading rubric posted on Blackboard for further clarification of the paper components.
- **Please post a copy of the Educational Issue Power Point presentation to Discussion Board #5, in addition to uploading it to the assignment link in Blackboard.** This will be used for our final Discussion Board activity.

EVALUATION:

Discussion Board (20 points)

WebEx Live Session (3 @ 1-2 points each; 5 points total)

ASCA Position Paper (10 points)

Cyberbullying Paper (10 points)

Mock Job Interview and Reflection Paper (15 points)

Critical Incident Presentation (20 points)

Educational Issues Presentation (20 points)

GRADING SCALE:

93-100%	A		73-76%	C
90-92%	A-		70-72%	C-
87-89%	B+		67-69%	D+
83-86%	B		63-66%	D
80-82%	B-		60-62%	D-
77-79%	C+		Below 60%	F

*****All writing assignments must be typed and presented in APA (7th ed.) style. THIS INCLUDES USE OF HEADINGS. Please see APA Manual for APA style requirements.**

*****Instructor reserves the right to make changes to this syllabus as she sees fit to support and enhance student learning.**

COURSE OUTLINE:

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
Week 0	-Getting Started -Role of a School Counselor -Student Religious Beliefs -Adverse Childhood Effects		Syllabus & Blackboard Tutorials Portman, Wood, & Fye: Chs. 3, 5, & 23	- DB #1: Self Intro - Sign up for Critical Incident Presentation - Sign up for Educational Issues Presentation
Week 1	-Supervisor Deficits -Sexual Abuse -When Cultures Collide		Portman, Wood, & Fye: Chs. 9, 11, & 13 Chs. Hinduja & Patchin: Chs. 1 & 2	-DB #2
Week 2	-School Counselor Impairment -LGBTQ Students -LGBTQ Advocacy	School Counseling 5.G.3.h	Portman, Wood, & Fye: Chs. 2, 6, & 12 Hinduja & Patchin: Chs. 3 & 4	-ASCA Position Paper - Live Session #1
Week 3	-Legislation and Government Policy -Suicide Risk -Career Development	School Counseling 5.G.2.m	Portman, Wood, & Fye: Chs. 8, 18, & 22 Hinduja & Patchin: Chs. 5 & 6	-DB #3
Week 4	-Peer Intervention Programs -Cyberbullying -Native Cultural Values -Bias-Based Bullying	School Counseling 5.G.3.m	Portman, Wood, & Fye: Chs. 24, 25, & 27 Hinduja & Patchin: Chs. 7	-DB #4 -Cyberbullying Paper -Live Session #2
Week 5	-Crisis and Self-Care -Community Tragedy -School Counseling Programs		Portman, Wood, & Fye: Chs. 4, 7, & 10	-Mock Job Interview and Reflection Paper
Week 6	-Limited Resources -Systemic Barriers -Residential Treatment Facility	School Counseling 5.G.2.k, 5.G.3.h,	Portman, Wood, & Fye: Chs. 14, 15, & 30	-Critical Incident Presentation -Live Session #3
Week 7	-Needs Assessment -Teacher Competence -Ninth Grade Gap		Portman, Wood, & Fye: Chs. 16, 19 & 21	-Educational Issues Presentation
Week 8	-School Counselor Boundaries -Impact of SES -Parental Rights		Portman, Wood, & Fye: Chs. 17, 26, & 29	-DB #5

*****Please note: Highlighted topics correspond with the Critical Incident Presentation topics.**

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
School Counseling 5.G.2.k	Community resources and referral sources	Critical Incident Presentation
School Counseling 5.G.2.m	Legislation and government policy relevant to school counseling	Discussion Board
School Counseling 5.G.3.h	Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Critical Incident Presentation ASCA Positions Paper
School Counseling 5.G.3.m	Strategies for implementing and coordinating peer intervention programs	Discussion Board

Late Work Policy

Assignments are due on the date specified in the syllabus and should be turned in via Blackboard. It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

1. For each 24-hour period after the date specified, the final achievable grade will be reduced 5%.
2. No assignments may be turned in any later than 7 days after the scheduled due date.
3. If you feel you have extenuating circumstances, please see the instructor.
4. If you are going to miss a test due to a university-excused absence, please let instructor know ahead of time so that arrangements can be made.

Attendance Policy

To get the most out of this class, it is important that you attend every session during the semester. Students must be in class, and prepared as described above, in order to receive participation points. Please inform instructor in advance of university-excused absences so that arrangements can be made.

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**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES
DEPT. OF COUNSELING, EDUCATIONAL LEADERSHIP &
HIGHER EDUCATION
COURSE SYLLABUS**

CED 650: Theories and Techniques of Group Counseling

Modality: Face-to-Face

Fall 2022

Monday 4:00-6:50 pm

Instructor: Ellen Armbruster, Ph.D.

Office Hours: By WebEx or Phone; Monday 3:00-4:00; Wednesday 12:00-3:00

Office Location: Education and Human Services Building #348

Email: armbr1ew@cmich.edu

Phone: (989) 774-7975

BULLETIN DESCRIPTION:

This course emphasizes the application of group theories and techniques, interpersonal communication skills, and the assessment of group counseling interventions.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: Regular admission to M.A. in Counseling. Pre/Co-requisite: CED 660.

RATIONALE FOR COURSE LEVEL:

This is an advanced graduate course that builds upon previous coursework required for the Master of Arts in Counseling Program. It provides specialized content in the field of group counseling and is designed only for graduate students, due to the expected level of class participation and rigorous academic performance.

REQUIRED TEXTBOOK:

Corey, G. (2016). *Theory and practice of group counseling* (9th ed.). Boston, MA: Cengage Learning.

RECOMMENDED TEXTBOOKS:

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN-10: 1433832151

Capuzzi, D. (2003). *Approaches to group work: A handbook for practitioners*. Upper Saddle River, NJ: Merrill Prentice Hall.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

Online Requirements

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools

<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Engagement/Confidentiality Requirements for Online Courses

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

Professional Competency

Counselor Educators and Supervisors are obligated to safeguard the community and profession. During the upcoming semester students will be held to the highest professional, personal, and ethical standards and to responding when those standards are compromised. The 2014 American Counseling Association Code of Ethics, in Section F.5.b, states in part, "Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work." Section F.9.b states in part, "Counselor educators, through

ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: 1) assist students and supervisees in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.”

In this course students will be required to demonstrate competencies that cannot be adequately evaluated based on written assignments and classroom discussion alone. Therefore a passing grade for this course requires successful performance on nine factors that have been established as essential for performance as a competent and ethical counselor (Wiggins-Frame & Stevens-Smith, 1995*). Students are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. Students will be informed by the instructor if their performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. Students are encouraged to seek professional assistance and notify the instructor if they feel that their work is being compromised. The following resources may be helpful in managing the stresses of counseling practice:

Baird, B. N. (2016). *The internship, practicum, and field placement handbook: A guide for the helping professions* (7th ed.). New York, NY: Routledge.

Kottler, J. A. (1999) *The therapist's workbook: Self-assessment, self-care, and self-improvement exercises for mental health professionals*. San Francisco: Jossey-Bass.

Morrisette, P. J. (2001). *Self-supervision: A primer for counselors and helping professionals*. New York, NY: Brunner-Routledge.

Wiggins-Frame, M., & Stevens-Smith, P. (1995). Out of harm's Way: Enhancing monitoring and dismissal processes in counselor education programs. *Counselor Education and Supervision*, 35, pp 118-128, 1995).

Confidentiality

The CED Policy Regarding Confidentiality in Experiential Courses entails the ethical and legal responsibility of mental health professionals to safeguard clients from unauthorized disclosures of information given in the therapeutic relationship. There are four general exceptions to the legal and ethical requirement that counselors keep client confidentiality:

(1) cases in which clients pose a clear and imminent danger to themselves or others; (2) cases in which clients request that their records be released to themselves or a third party; (3) cases in which a court orders a counselor to make records available; and (4) cases in which the client was/is a victim or perpetrator of abuse or neglect of a child, older adult, or any individual who is unable to speak for themself.

Several courses in the CED program have experiential components during which graduate students may hear the personal/private issues of other students and/or clients (CED 650, 660, 690, 691, etc.). It is important for those who reveal private information in classes to understand the concept of confidentiality, its limits and the risk of possible discomfort which may result from group self-disclosure. It is also imperative that all CED students practice strict professional ethics in maintaining the confidentiality and privacy of fellow students and clients. Issues may be discussed in the classroom (for educational purposes) but may not be discussed beyond the supervised classroom experience. Any student who breaks confidentiality is subject to failure of the course in which it occurs and/or dismissal from the program (subject to due process and review by regular CED faculty).

All CED 650 class members are asked to maintain the same level of confidentiality— issues discussed in the classroom for educational purposes may not be discussed elsewhere. Do not talk about group events outside of group meetings, not even with other group members. Bring concerns or questions to the group.

In this class, you will be asked to co-facilitate a group and to participate as a group member, ***using role play only***. Additionally, you will be required to participate in at least ten (10) hours of a psycho-educational multicultural small group experience. It is hoped that these groups will involve self-reflection and the development of increased self-awareness. However, we ask that you think carefully about whatever you choose to share and that you ***do not reveal*** deeply personal information or make disclosures that might compromise your standing in the Counseling program. Self-disclosure in counseling groups may be highly beneficial, especially for future counselors. However, please consider the impact of any self-disclosures you choose to make. If joining a counseling group is of interest, you may want to find one that suits your needs at the CMU Counseling Center or in your community.

METHODS OF INSTRUCTION:

Methods of instruction for this course may include Power Point lectures, discussions, role-play group facilitation, small group activities, quizzes, and exams.

STUDENT LEARNING COURSE OBJECTIVES:

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

1. Evaluate approaches to group counseling.
2. Demonstrate group counseling leadership skills.

3. Conduct co-facilitation of role-play counseling groups under supervision.
4. Distinguish intervention strategies unique to group counseling theory.
5. Analyze developmental group stages.
6. Compare and contrast the different roles group members may play.
7. Formulate their own fundamental beliefs relevant to a group counseling theory.
8. Employ basic strategies for countering resistance to group counseling.
9. Compare diversity issues as they apply to group counseling.

Council for Accreditation of Counseling & Related Educational Programs (CACREP) 2016 Standards

In addition to the CLEAR objectives, the following CACREP standards will also be addressed:

Professional Counseling Identity 2.F.6.a	Theoretical foundations of group counseling and group work
Professional Counseling Identity 2.F.6.b	Dynamics associated with group process and development
Professional Counseling Identity 2.F.6.c	Therapeutic factors and how they contribute to group effectiveness
Professional Counseling Identity 2.F.6.d	Characteristics and functions of effective group leaders
Professional Counseling Identity 2.F.6.e	Approaches to group formation, including recruiting, screening, and selecting members
Professional Counseling Identity 2.F.6.f	Types of groups and other considerations that affect conducting groups in varied settings
Professional Counseling Identity 2.F.6.g	Ethical and culturally relevant strategies for designing and facilitating groups
Professional Counseling Identity 2.F.6.h	Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
Professional Counseling Identity 2.F.5.g	Essential interviewing, counseling, and case conceptualization skills

ASSIGNMENTS:

1. Reading and Class Preparatory Assignments:

- Students must read the assigned chapters from the required textbooks, complete the self-evaluations, and watch the lecturettes to prepare for engagement in discussions and activities.
- Instructor may assign additional readings and/or preparatory activities.

2. Participation (10 points):

- Students are expected to attend all class meetings and to participate fully through attentive listening, thoughtful questions and respectful responses during discussions, and involvement in all experiential and role play activities. It is the student's responsibility to sign the attendance roster each time we meet. Please see the instructor if you believe you have extenuating circumstances or in the case of a university-excused absence, so that arrangements can be made.
- Students will participate in a **psycho-educational diversity awareness group** that includes a minimum of ten (10) hours of involvement across the course of the semester. **Please review the materials in the psycho-educational diversity awareness group folder in Blackboard prior to each of our class meetings.** This group experience will take place during class time and the duration of each weekly group meeting will be approximately 60 minutes. The purpose of these group meetings is for students to experience group process and development and, at the same time, to enhance cultural competence. Students who do not complete at least ten (10) group hours will be required to make up the missed hours by participating in an alternative group, either at the CMU Counseling Center or in a community setting. Students are required to keep track of their total number of diversity awareness group meetings through the Tevera system. Additionally, students must sign the consent form to participate in the small group experience through the Tevera system.

3. Group Leadership Project (30 total points):

- **Facilitation of Two Groups** (15 points total)

Students will work in pairs to facilitate two hypothetical counseling groups. The first student dyad will facilitate a group during the second class session, the second student dyad will facilitate a group during the third class session, and so on until the end of the semester. Students should sign up for their preferred date/theory for the first group facilitation prior to the first day of class.

The counseling groups will be "hypothetical" and each group will have four members plus the facilitators. The facilitators will decide upon the topic and population for the group and will create "case study personas" for each of the four group members (one for each member of the hypothetical group). These should be written out and provided to the instructor in advance of the class. The instructor will forward the personas to the rest of the class. (The facilitators will not need to

create a case study persona for themselves.) The members of the hypothetical groups will role play group membership in agreement with the case study personas created by the facilitators. **Please include diversity** among your role-play group members. **The hypothetical group should be run according to the theory being discussed in class that day.** Additionally, **School Counseling students** must choose a group and population relevant to the School Counseling setting and **Addiction Counseling students** must chose a group and population relevant to the Addiction Counseling setting.

All students in the class will have the opportunity to facilitate two hypothetical groups, in addition to participating as role-playing group members. When not engaged in this way, students will observe and assess their classmates' work as facilitators and group members. An assessment form/questionnaire will be provided for this purpose and constructive feedback is expected.

- **Group Treatment Plans (15 points total)**

Each student facilitator dyad will create a culturally-responsive written treatment plan for each of the hypothetical groups they lead. The treatment plan must be turned in on the day of the group facilitation and should have a cover page and a reference page, created according to APA style requirements. In addition, **you must use a separate heading for each component of the treatment plan.** All of the following components/headings must be included:

- Goals
- Activities
- Materials needed
- Process
- Closing
- Case study personas

4. **Group Counseling Proposal (25 points):**

- Students will work in dyads to write a Group Counseling Proposal. An outline for the proposal will be posted on Blackboard and all components of the outline should be included in the Group Counseling Proposal. This assignment must be completed according to APA style requirements. You are required to **use headings in your paper** so that the instructor will know you have completed each section of the proposal. A cover page and reference list are mandatory.

Student dyads may choose the topic and population for their group proposals. However, **you must indicate how you will competently address diversity among your group members.** Additionally, **School Counseling students** must choose a group and population relevant to the School Counseling setting and **Addiction Counseling students** must chose a group and population relevant to the Addiction Counseling setting. The Capuzzi textbook recommendation is

included in the course as a reference for this project and for students' future work as a group counselor.

5. Quizzes (15 points)

- Students will complete 15 online quizzes worth one point each.

6. Midterm Exam (10 points)

7. Final Exam (10 points)

COURSE EVALUATION:

Participation (10%)

Facilitation of Groups (15%)

Group Treatment Plans (15 %)

Group Counseling Proposal (25%)

Quizzes (15%)

Midterm Exam (10%)

Final Exam (10 %)

GRADING SCALE (Based on % points accumulated during the semester):

93-100%	A		80-82%	B-
90-92%	A-		77-79%	C+
87-89%	B+		73-76%	C
83-86%	B		Below 73%	E

******All writing assignments must be typed and presented in APA (7th ed.) style. THIS INCLUDES THE USE OF HEADINGS. Please see APA Manual for APA style requirements.***

******Instructor reserves the right to make changes to this syllabus as they see fit, to support and enhance student learning.***

COURSE OUTLINE:

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
8-29-22 (WEEK 1) F2F	Introduction to Group Work Group Leadership	Professional Counseling Identity 2.F.6.d, 2.F.6.f 2.F.5.g, 2.F.6.h	Corey, Chapter 1 Corey, Chapter 2	
9-05-22	LABOR DAY			NO CLASS

9-12-22 (WEEK 2) F2F	Ethical and Professional Issues	Professional Counseling Identity 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 3 MC & SJ Competence Principles posted on Blackboard	Quiz Chapters 2 & 3 GL Project #1
9-19-22 (WEEK 3) F2F	Early and Later Stages of Group Development	Professional Counseling Identity 2.F.6.b, 2.F.6.c, 2.F.6.e, 2.F.6.h	Corey, Chapter 4 Corey, Chapter 5	Quiz Chapters 4 & 5 GL Project #2
9-26-22 (WEEK 4) F2F	Psychoanalytic Approach to Groups Adlerian Group Counseling	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 6 Corey, Chapter 7	Quiz Chapter 6 & 7 GL Project #3
10-03-22 (WEEK 5) F2F	Psychodrama in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 8	Quiz Chapter 8 GL Project #4
10-10-22 (WEEK 6) F2F	Existential Approach to Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 9	Quiz Chapter 9 GL Project #5
10-17-22	FALL BREAK			NO CLASS
10-23-22 through 10-24-22	MIDTERM EXAM Please note: this exam takes place online at the beginning of Week 7			MIDTERM EXAM OPEN FROM SUNDAY 4:00 PM UNTIL MONDAY 10:00 PM
10-24-22 (WEEK 7) F2F	Person-Centered Approach to Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 10	Quiz Chapter 10 GL Project #6
10-31-22 (WEEK 8) VIRTUAL	Gestalt Therapy in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 11	Quiz Chapter 11 GL Project #7

11-07-22 (WEEK 9) VIRTUAL	Transactional Analysis in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 12	Group Counseling Proposal Quiz Chapter 12 GL Project #8
11-14-22 (WEEK 10) VIRTUAL	Cognitive Behavioral Approaches to Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 13	Quiz Chapter 13 GL Project #9
11-21-22 (WEEK 11) VIRTUAL	Rational Emotive Behavior Therapy in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 14	Quiz Chapter 14 GL Project #10
11-28-22 (WEEK 12) VIRTUAL	Reality Therapy in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 15	Quiz Chapter 15 GL Project #11
12-05-22 (WEEK 13) VIRTUAL	Solution-Focused Brief Therapy in Groups Comparisons, Contrasts, and Integration Evolution of a Group	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 16 Corey, Chapter 17 Corey, Chapter 18	Quiz Chapter 16 GL Project #12
12-12-22 (WEEK 14)	FINALS WEEK Please note: this exam takes place online at the beginning of Week 14			FINAL EXAM OPEN FROM MONDAY 10:00 AM UNTIL MONDAY 10:00 PM

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity 2.F.6.a	Theoretical foundations of group counseling and group work	Facilitation of Groups Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.b	Dynamics associated with group process and development	Facilitation of Groups Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.c	Therapeutic factors and how they contribute to group effectiveness	Facilitation of Groups Group Counseling Proposal Quizzes and Exams

Professional Counseling Identity 2.F.6.d	Characteristics and functions of effective group leaders	Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.e	Approaches to group formation, including recruiting, screening, and selecting members	Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.f	Types of groups and other considerations that affect conducting groups in varied settings	Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.g	Ethical and culturally relevant strategies for designing and facilitating groups	Facilitation of Groups Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.h	Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	Psycho-educational Diversity Awareness Small Group Experience
Professional Counseling Identity 2.F.5.g	Essential interviewing, counseling, and case conceptualization skills	Facilitation of Groups

Late Work Policy

Assignments are due at the beginning of class on the date specified in the syllabus and should be turned in via Blackboard. It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

1. For each 24-hour period after the date specified, the final achievable grade will be reduced 5%.
2. No assignments may be turned in any later than 7 days after the scheduled due date.
3. Late assignments may be emailed to armbr1ew@cmich.edu to assure a time and date stamp.
4. If you feel you have extenuating circumstances, please see the instructor.
5. If you are going to miss a test due to a university-excused absence, please let instructor know ahead of time so that arrangements can be made.

Attendance Policy

To get the most out of this class, it is important that you attend every session during the semester. Students must be in class, and prepared as described above, in order to receive participation points. Please inform instructor in advance of university-excused absences so that arrangements can be made.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy:

(https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements:

(https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at

<https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at:

http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.



**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES
DEPT. OF COUNSELING, EDUCATIONAL LEADERSHIP &
HIGHER EDUCATION
COURSE SYLLABUS**

CED 650: Theories and Techniques of Group Counseling

Modality: Online Synchronous

Semester:

Class Day and Time:

Instructor:

Office Hours:

Office Location:

Email:

Phone:

BULLETIN DESCRIPTION:

This course emphasizes the application of group theories and techniques, interpersonal communication skills, and the assessment of group counseling interventions.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: Regular admission to M.A. in Counseling. Pre/Co-requisite: CED 660.

RATIONALE FOR COURSE LEVEL:

This is an advanced graduate course that builds upon previous coursework required for the Master of Arts in Counseling Program. It provides specialized content in the field of group counseling and is designed only for graduate students, due to the expected level of class participation and rigorous academic performance.

REQUIRED TEXTBOOK:

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Capuzzi, D. (2003). *Approaches to group work: A handbook for practitioners*. Upper Saddle River, NJ: Merrill Prentice Hall.

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Counselor Educators and Supervisors are obligated to safeguard the community and profession. During the upcoming semester students will be held to the highest professional, personal, and ethical standards and to responding when those standards are compromised. The 2014 American Counseling Association Code of Ethics, in Section F.5.b, states in part, "Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work." Section F.9.b states in part, "Counselor educators, through

ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: 1) assist students and supervisees in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.”

In this course students will be required to demonstrate competencies that cannot be adequately evaluated based on written assignments and classroom discussion alone. Therefore a passing grade for this course requires successful performance on nine factors that have been established as essential for performance as a competent and ethical counselor (Wiggins-Frame & Stevens-Smith, 1995*). Students are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. Students will be informed by the instructor if their performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. Students are encouraged to seek professional assistance and notify the instructor if they feel that their work is being compromised. The following resources may be helpful in managing the stresses of counseling practice:

Baird, B. N. (2016). *The internship, practicum, and field placement handbook: A guide for the helping professions* (7th ed.). New York, NY: Routledge.

Kottler, J. A. (1999) *The therapist's workbook: Self-assessment, self-care, and self-improvement exercises for mental health professionals*. San Francisco: Jossey-Bass.

Morrisette, P. J. (2001). *Self-supervision: A primer for counselors and helping professionals*. New York, NY: Brunner-Routledge.

Wiggins-Frame, M., & Stevens-Smith, P. (1995). Out of harm's Way: Enhancing monitoring and dismissal processes in counselor education programs. *Counselor Education and Supervision*, 35, pp 118-128, 1995).

Confidentiality

The CED Policy Regarding Confidentiality in Experiential Courses entails the ethical and legal responsibility of mental health professionals to safeguard clients from unauthorized disclosures of information given in the therapeutic relationship. There are four general exceptions to the legal and ethical requirement that counselors keep client confidentiality:

(1) cases in which clients pose a clear and imminent danger to themselves or others; (2) cases in which clients request that their records be released to themselves or a third party; (3) cases in which a court orders a counselor to make records available; and (4) cases in which the client was/is a victim or perpetrator of abuse or neglect of a child, older adult, or any individual who is unable to speak for themself.

Several courses in the CED program have experiential components during which graduate students may hear the personal/private issues of other students and/or clients (CED 650, 660, 690, 691, etc.). It is important for those who reveal private information in classes to understand the concept of confidentiality, its limits and the risk of possible discomfort which may result from group self-disclosure. It is also imperative that all CED students practice strict professional ethics in maintaining the confidentiality and privacy of fellow students and clients. Issues may be discussed in the classroom (for educational purposes) but may not be discussed beyond the supervised classroom experience. Any student who breaks confidentiality is subject to failure of the course in which it occurs and/or dismissal from the program (subject to due process and review by regular CED faculty).

All CED 650 class members are asked to maintain the same level of confidentiality— issues discussed in the classroom for educational purposes may not be discussed elsewhere. Do not talk about group events outside of group meetings, not even with other group members. Bring concerns or questions to the group.

In this class, you will be asked to co-facilitate a group and to participate as a group member, ***using role play only***. Additionally, you will be required to participate in at least ten (10) hours of a psycho-educational multicultural small group experience. It is hoped that these groups will involve self-reflection and the development of increased self-awareness. However, we ask that you think carefully about whatever you choose to share and that you ***do not reveal*** deeply personal information or make disclosures that might compromise your standing in the Counseling program. Self-disclosure in counseling groups may be highly beneficial, especially for future counselors. However, please consider the impact of any self-disclosures you choose to make. If joining a counseling group is of interest, you may want to find one that suits your needs at the CMU Counseling Center or in your community.

METHODS OF INSTRUCTION:

Methods of instruction for this course may include Power Point lectures, discussions, role-play group facilitation, small group activities, quizzes, and exams.

STUDENT LEARNING COURSE OBJECTIVES:

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

1. Evaluate approaches to group counseling.
2. Demonstrate group counseling leadership skills.

3. Conduct co-facilitation of role-play counseling groups under supervision.
4. Distinguish intervention strategies unique to group counseling theory.
5. Analyze developmental group stages.
6. Compare and contrast the different roles group members may play.
7. Formulate their own fundamental beliefs relevant to a group counseling theory.
8. Employ basic strategies for countering resistance to group counseling.
9. Compare diversity issues as they apply to group counseling.

Council for Accreditation of Counseling & Related Educational Programs (CACREP) 2016 Standards

In addition to the CLEAR objectives, the following CACREP standards will also be addressed:

Professional Counseling Identity 2.F.6.a	Theoretical foundations of group counseling and group work
Professional Counseling Identity 2.F.6.b	Dynamics associated with group process and development
Professional Counseling Identity 2.F.6.c	Therapeutic factors and how they contribute to group effectiveness
Professional Counseling Identity 2.F.6.d	Characteristics and functions of effective group leaders
Professional Counseling Identity 2.F.6.e	Approaches to group formation, including recruiting, screening, and selecting members
Professional Counseling Identity 2.F.6.f	Types of groups and other considerations that affect conducting groups in varied settings
Professional Counseling Identity 2.F.6.g	Ethical and culturally relevant strategies for designing and facilitating groups
Professional Counseling Identity 2.F.6.h	Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
Professional Counseling Identity 2.F.5.g	Essential interviewing, counseling, and case conceptualization skills

ASSIGNMENTS:

1. Reading and Class Preparatory Assignments:

- Students must read the assigned chapters from the required textbooks, complete the self-evaluations, and watch the lecturettes to prepare for engagement in discussions and activities.
- Instructor may assign additional readings and/or preparatory activities.

2. Participation (10 points):

- Students are expected to attend all class meetings and to participate fully through attentive listening, thoughtful questions and respectful responses during discussions, and involvement in all experiential and role play activities. It is the student's responsibility to sign the attendance roster each time we meet. Please see the instructor if you believe you have extenuating circumstances or in the case of a university-excused absence, so that arrangements can be made.
- Students will participate in a **psycho-educational diversity awareness group** that includes a minimum of ten (10) hours of involvement across the course of the semester. **Please review the materials in the psycho-educational diversity awareness group folder in Blackboard prior to each of our class meetings.** This group experience will take place during class time and the duration of each weekly group meeting will be approximately 60 minutes. The purpose of these group meetings is for students to experience group process and development and, at the same time, to enhance cultural competence. Students who do not complete at least ten (10) group hours will be required to make up the missed hours by participating in an alternative group, either at the CMU Counseling Center or in a community setting. Students are required to keep track of their total number of diversity awareness group meetings through the Tevera system. Additionally, students must sign the consent form to participate in the small group experience through the Tevera system.

3. Group Leadership Project (30 total points):

- **Facilitation of Two Groups** (15 points total)

Students will work in pairs to facilitate two hypothetical counseling groups. The first student dyad will facilitate a group during the second class session, the second student dyad will facilitate a group during the third class session, and so on until the end of the semester. Students should sign up for their preferred date/theory for the first group facilitation prior to the first day of class.

The counseling groups will be "hypothetical" and each group will have four members plus the facilitators. The facilitators will decide upon the topic and population for the group and will create "case study personas" for each of the four group members (one for each member of the hypothetical group). These should be written out and provided to the instructor in advance of the class. The instructor will forward the personas to the rest of the class. (The facilitators will not need to

create a case study persona for themselves.) The members of the hypothetical groups will role play group membership in agreement with the case study personas created by the facilitators. **Please include diversity** among your role-play group members. **The hypothetical group should be run according to the theory being discussed in class that day.** Additionally, **School Counseling students** must choose a group and population relevant to the School Counseling setting and **Addiction Counseling students** must chose a group and population relevant to the Addiction Counseling setting.

All students in the class will have the opportunity to facilitate two hypothetical groups, in addition to participating as role-playing group members. When not engaged in this way, students will observe and assess their classmates' work as facilitators and group members. An assessment form/questionnaire will be provided for this purpose and constructive feedback is expected.

- **Group Treatment Plans (15 points total)**

Each student facilitator dyad will create a culturally-responsive written treatment plan for each of the hypothetical groups they lead. The treatment plan must be turned in on the day of the group facilitation and should have a cover page and a reference page, created according to APA style requirements. In addition, **you must use a separate heading for each component of the treatment plan.** All of the following components/headings must be included:

- Goals
- Activities
- Materials needed
- Process
- Closing
- Case study personas

4. **Group Counseling Proposal (25 points):**

- Students will work in dyads to write a Group Counseling Proposal. An outline for the proposal will be posted on Blackboard and all components of the outline should be included in the Group Counseling Proposal. This assignment must be completed according to APA style requirements. You are required to **use headings in your paper** so that the instructor will know you have completed each section of the proposal. A cover page and reference list are mandatory.

Student dyads may choose the topic and population for their group proposals. However, **you must indicate how you will competently address diversity among your group members.** Additionally, **School Counseling students** must choose a group and population relevant to the School Counseling setting and **Addiction Counseling students** must chose a group and population relevant to the Addiction Counseling setting. The Capuzzi textbook recommendation is

included in the course as a reference for this project and for students' future work as a group counselor.

5. Quizzes (15 points)

- Students will complete 15 online quizzes worth one point each.

6. Midterm Exam (10 points)

7. Final Exam (10 points)

COURSE EVALUATION:

Participation (10%)

Facilitation of Groups (15%)

Group Treatment Plans (15 %)

Group Counseling Proposal (25%)

Quizzes (15%)

Midterm Exam (10%)

Final Exam (10 %)

GRADING SCALE (Based on % points accumulated during the semester):

93-100%	A		80-82%	B-
90-92%	A-		77-79%	C+
87-89%	B+		73-76%	C
83-86%	B		Below 73%	E

******All writing assignments must be typed and presented in APA (7th ed.) style. THIS INCLUDES THE USE OF HEADINGS. Please see APA Manual for APA style requirements.***

******Instructor reserves the right to make changes to this syllabus as they see fit, to support and enhance student learning.***

COURSE OUTLINE:

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
	Introduction to Group Work Group Leadership	Professional Counseling Identity 2.F.6.d, 2.F.6.f 2.F.5.g, 2.F.6.h	Corey, Chapter 1 Corey, Chapter 2	
	LABOR DAY			NO CLASS

	Ethical and Professional Issues	Professional Counseling Identity 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 3 MC & SJ Competence Principles posted on Blackboard	Quiz Chapters 2 & 3 GL Project #1
	Early and Later Stages of Group Development	Professional Counseling Identity 2.F.6.b, 2.F.6.c, 2.F.6.e, 2.F.6.h	Corey, Chapter 4 Corey, Chapter 5	Quiz Chapters 4 & 5 GL Project #2
	Psychoanalytic Approach to Groups Adlerian Group Counseling	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 6 Corey, Chapter 7	Quiz Chapter 6 & 7 GL Project #3
	Psychodrama in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 8	Quiz Chapter 8 GL Project #4
	Existential Approach to Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 9	Quiz Chapter 9 GL Project #5
	FALL BREAK			NO CLASS
	MIDTERM EXAM Please note: this exam takes place online at the beginning of Week 7			MIDTERM EXAM OPEN FROM SUNDAY 4:00 PM UNTIL MONDAY 10:00 PM
	Person-Centered Approach to Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 10	Quiz Chapter 10 GL Project #6
	Gestalt Therapy in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 11	Quiz Chapter 11 GL Project #7

	Transactional Analysis in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 12	Group Counseling Proposal Quiz Chapter 12 GL Project #8
	Cognitive Behavioral Approaches to Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 13	Quiz Chapter 13 GL Project #9
	Rational Emotive Behavior Therapy in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 14	Quiz Chapter 14 GL Project #10
	Reality Therapy in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 15	Quiz Chapter 15 GL Project #11
	Solution-Focused Brief Therapy in Groups Comparisons, Contrasts, and Integration Evolution of a Group	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 16 Corey, Chapter 17 Corey, Chapter 18	Quiz Chapter 16 GL Project #12
	FINALS WEEK Please note: this exam takes place online at the beginning of Week 14			FINAL EXAM OPEN FROM MONDAY 10:00 AM UNTIL MONDAY 10:00 PM

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity 2.F.6.a	Theoretical foundations of group counseling and group work	Facilitation of Groups Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.b	Dynamics associated with group process and development	Facilitation of Groups Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.c	Therapeutic factors and how they contribute to group effectiveness	Facilitation of Groups Group Counseling Proposal Quizzes and Exams

Professional Counseling Identity 2.F.6.d	Characteristics and functions of effective group leaders	Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.e	Approaches to group formation, including recruiting, screening, and selecting members	Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.f	Types of groups and other considerations that affect conducting groups in varied settings	Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.g	Ethical and culturally relevant strategies for designing and facilitating groups	Facilitation of Groups Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.h	Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	Psycho-educational Diversity Awareness Small Group Experience
Professional Counseling Identity 2.F.5.g	Essential interviewing, counseling, and case conceptualization skills	Facilitation of Groups

Late Work Policy

Assignments are due at the beginning of class on the date specified in the syllabus and should be turned in via Blackboard. It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

1. For each 24-hour period after the date specified, the final achievable grade will be reduced 5%.
2. No assignments may be turned in any later than 7 days after the scheduled due date.
3. Late assignments may be emailed to armbr1ew@cmich.edu to assure a time and date stamp.
4. If you feel you have extenuating circumstances, please see the instructor.
5. If you are going to miss a test due to a university-excused absence, please let instructor know ahead of time so that arrangements can be made.

Attendance Policy

To get the most out of this class, it is important that you attend every session during the semester. Students must be in class, and prepared as described above, in order to receive participation points. Please inform instructor in advance of university-excused absences so that arrangements can be made.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy: (https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements: (https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx) Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information: <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at <https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at: http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.



**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES
DEPT. OF COUNSELING & SPECIAL EDUCATION
COURSE SYLLABUS**

CED 650: Theories and Techniques of Group Counseling

Fall 2022

Monday 4:00 pm to 6:50 pm

Hybrid: See Course Outline and Blackboard shell for dates of in-person and virtual meetings

Instructor: Ellen Armbruster, Ph.D.

Office Hours: By WebEx or Phone; Monday 3:00-4:00; Wednesday 12:00-3:00

Office Location: Education and Human Services Building #348

Email: armbr1ew@cmich.edu

Phone: (989) 774-7975

BULLETIN DESCRIPTION:

This course emphasizes the application of group theories and techniques, interpersonal communication skills, and the assessment of group counseling interventions.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: Regular admission to M.A. in Counseling. Pre/Co-requisite: CED 660.

RATIONALE FOR COURSE LEVEL:

This is an advanced graduate course that builds upon previous coursework required for the Master of Arts in Counseling Program. It provides specialized content in the field of group counseling and is designed only for graduate students, due to the expected level of class participation and rigorous academic performance.

REQUIRED TEXTBOOK:

Corey, G. (2016). *Theory and practice of group counseling* (9th ed.). Boston, MA: Cengage Learning.

RECOMMENDED TEXTBOOKS:

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN-10: 1433832151

Capuzzi, D. (2003). *Approaches to group work: A handbook for practitioners*. Upper Saddle River, NJ: Merrill Prentice Hall.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

Online Requirements

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools

<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Engagement/Confidentiality Requirements for Online Courses

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

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Counselor Educators and Supervisors are obligated to safeguard the community and profession. During the upcoming semester students will be held to the highest professional, personal, and ethical standards and to responding when those standards are compromised. The 2014 American Counseling Association Code of Ethics, in Section F.5.b, states in part, "Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work." Section F.9.b states in part, "Counselor educators, through

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Several courses in the CED program have experiential components during which graduate students may hear the personal/private issues of other students and/or clients (CED 650, 660, 690, 691, etc.). It is important for those who reveal private information in classes to understand the concept of confidentiality, its limits and the risk of possible discomfort which may result from group self-disclosure. It is also imperative that all CED students practice strict professional ethics in maintaining the confidentiality and privacy of fellow students and clients. Issues may be discussed in the classroom (for educational purposes) but may not be discussed beyond the supervised classroom experience. Any student who breaks confidentiality is subject to failure of the course in which it occurs and/or dismissal from the program (subject to due process and review by regular CED faculty).

All CED 650 class members are asked to maintain the same level of confidentiality— issues discussed in the classroom for educational purposes may not be discussed elsewhere. Do not talk about group events outside of group meetings, not even with other group members. Bring concerns or questions to the group.

In this class, you will be asked to co-facilitate a group and to participate as a group member, ***using role play only***. Additionally, you will be required to participate in at least ten (10) hours of a psycho-educational multicultural small group experience. It is hoped that these groups will involve self-reflection and the development of increased self-awareness. However, we ask that you think carefully about whatever you choose to share and that you ***do not reveal*** deeply personal information or make disclosures that might compromise your standing in the Counseling program. Self-disclosure in counseling groups may be highly beneficial, especially for future counselors. However, please consider the impact of any self-disclosures you choose to make. If joining a counseling group is of interest, you may want to find one that suits your needs at the CMU Counseling Center or in your community.

METHODS OF INSTRUCTION:

Methods of instruction for this course may include Power Point lectures, discussions, role-play group facilitation, small group activities, quizzes, and exams.

STUDENT LEARNING COURSE OBJECTIVES:

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

1. Evaluate approaches to group counseling.
2. Demonstrate group counseling leadership skills.

3. Conduct co-facilitation of role-play counseling groups under supervision.
4. Distinguish intervention strategies unique to group counseling theory.
5. Analyze developmental group stages.
6. Compare and contrast the different roles group members may play.
7. Formulate their own fundamental beliefs relevant to a group counseling theory.
8. Employ basic strategies for countering resistance to group counseling.
9. Compare diversity issues as they apply to group counseling.

Council for Accreditation of Counseling & Related Educational Programs (CACREP) 2016 Standards

In addition to the CLEAR objectives, the following CACREP standards will also be addressed:

Professional Counseling Identity 2.F.6.a	Theoretical foundations of group counseling and group work
Professional Counseling Identity 2.F.6.b	Dynamics associated with group process and development
Professional Counseling Identity 2.F.6.c	Therapeutic factors and how they contribute to group effectiveness
Professional Counseling Identity 2.F.6.d	Characteristics and functions of effective group leaders
Professional Counseling Identity 2.F.6.e	Approaches to group formation, including recruiting, screening, and selecting members
Professional Counseling Identity 2.F.6.f	Types of groups and other considerations that affect conducting groups in varied settings
Professional Counseling Identity 2.F.6.g	Ethical and culturally relevant strategies for designing and facilitating groups
Professional Counseling Identity 2.F.6.h	Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
Professional Counseling Identity 2.F.5.g	Essential interviewing, counseling, and case conceptualization skills

ASSIGNMENTS:

1. Reading and Class Preparatory Assignments:

- Students must read the assigned chapters from the required textbooks, complete the self-evaluations, and watch the lecturettes to prepare for engagement in discussions and activities.
- Instructor may assign additional readings and/or preparatory activities.

2. Participation (10 points):

- Students are expected to attend all class meetings and to participate fully through attentive listening, thoughtful questions and respectful responses during discussions, and involvement in all experiential and role play activities. It is the student's responsibility to sign the attendance roster each time we meet. Please see the instructor if you believe you have extenuating circumstances or in the case of a university-excused absence, so that arrangements can be made.
- Students will participate in a **psycho-educational diversity awareness group** that includes a minimum of ten (10) hours of involvement across the course of the semester. **Please review the materials in the psycho-educational diversity awareness group folder in Blackboard prior to each of our class meetings.** This group experience will take place during class time and the duration of each weekly group meeting will be approximately 60 minutes. The purpose of these group meetings is for students to experience group process and development and, at the same time, to enhance cultural competence. Students who do not complete at least ten (10) group hours will be required to make up the missed hours by participating in an alternative group, either at the CMU Counseling Center or in a community setting. Students are required to keep track of their total number of diversity awareness group meetings through the Tevera system. Additionally, students must sign the consent form to participate in the small group experience through the Tevera system.

3. Group Leadership Project (30 total points):

- **Facilitation of Two Groups** (15 points total)

Students will work in pairs to facilitate two hypothetical counseling groups. The first student dyad will facilitate a group during the second class session, the second student dyad will facilitate a group during the third class session, and so on until the end of the semester. Students should sign up for their preferred date/theory for the first group facilitation prior to the first day of class.

The counseling groups will be "hypothetical" and each group will have four members plus the facilitators. The facilitators will decide upon the topic and population for the group and will create "case study personas" for each of the four group members (one for each member of the hypothetical group). These should be written out and provided to the instructor in advance of the class. The instructor will forward the personas to the rest of the class. (The facilitators will not need to

create a case study persona for themselves.) The members of the hypothetical groups will role play group membership in agreement with the case study personas created by the facilitators. **Please include diversity** among your role-play group members. **The hypothetical group should be run according to the theory being discussed in class that day.** Additionally, **School Counseling students** must choose a group and population relevant to the School Counseling setting and **Addiction Counseling students** must chose a group and population relevant to the Addiction Counseling setting.

All students in the class will have the opportunity to facilitate two hypothetical groups, in addition to participating as role-playing group members. When not engaged in this way, students will observe and assess their classmates' work as facilitators and group members. An assessment form/questionnaire will be provided for this purpose and constructive feedback is expected.

- **Group Treatment Plans (15 points total)**

Each student facilitator dyad will create a culturally-responsive written treatment plan for each of the hypothetical groups they lead. The treatment plan must be turned in on the day of the group facilitation and should have a cover page and a reference page, created according to APA style requirements. In addition, **you must use a separate heading for each component of the treatment plan.** All of the following components/headings must be included:

- Goals
- Activities
- Materials needed
- Process
- Closing
- Case study personas

4. **Group Counseling Proposal (25 points):**

- Students will work in dyads to write a Group Counseling Proposal. An outline for the proposal will be posted on Blackboard and all components of the outline should be included in the Group Counseling Proposal. This assignment must be completed according to APA style requirements. You are required to **use headings in your paper** so that the instructor will know you have completed each section of the proposal. A cover page and reference list are mandatory.

Student dyads may choose the topic and population for their group proposals. However, **you must indicate how you will competently address diversity among your group members.** Additionally, **School Counseling students** must choose a group and population relevant to the School Counseling setting and **Addiction Counseling students** must chose a group and population relevant to the Addiction Counseling setting. The Capuzzi textbook recommendation is

included in the course as a reference for this project and for students' future work as a group counselor.

5. Quizzes (15 points)

- Students will complete 15 online quizzes worth one point each.

6. Midterm Exam (10 points)

7. Final Exam (10 points)

COURSE EVALUATION:

Participation (10%)

Facilitation of Groups (15%)

Group Treatment Plans (15 %)

Group Counseling Proposal (25%)

Quizzes (15%)

Midterm Exam (10%)

Final Exam (10 %)

GRADING SCALE (Based on % points accumulated during the semester):

93-100%	A		80-82%	B-
90-92%	A-		77-79%	C+
87-89%	B+		73-76%	C
83-86%	B		Below 73%	E

******All writing assignments must be typed and presented in APA (7th ed.) style. THIS INCLUDES THE USE OF HEADINGS. Please see APA Manual for APA style requirements.***

******Instructor reserves the right to make changes to this syllabus as they see fit, to support and enhance student learning.***

COURSE OUTLINE:

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
8-29-22 (WEEK 1) F2F	Introduction to Group Work Group Leadership	Professional Counseling Identity 2.F.6.d, 2.F.6.f 2.F.5.g, 2.F.6.h	Corey, Chapter 1 Corey, Chapter 2	
9-05-22	LABOR DAY			NO CLASS
9-12-22 (WEEK 2)	Ethical and Professional Issues	Professional Counseling	Corey, Chapter 3	Quiz Chapters 2 & 3 GL Project #1

F2F		Identity 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	MC & SJ Competence Principles posted on Blackboard	
9-19-22 (WEEK 3) F2F	Early and Later Stages of Group Development	Professional Counseling Identity 2.F.6.b, 2.F.6.c, 2.F.6.e, 2.F.6.h	Corey, Chapter 4 Corey, Chapter 5	Quiz Chapters 4 & 5 GL Project #2
9-26-22 (WEEK 4) F2F	Psychoanalytic Approach to Groups Adlerian Group Counseling	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 6 Corey, Chapter 7	Quiz Chapter 6 & 7 GL Project #3
10-03-22 (WEEK 5) F2F	Psychodrama in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 8	Quiz Chapter 8 GL Project #4
10-10-22 (WEEK 6) F2F	Existential Approach to Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 9	Quiz Chapter 9 GL Project #5
10-17-22	FALL BREAK			NO CLASS
10-23-22 through 10-24-22	MIDTERM EXAM Please note: this exam takes place online at the beginning of Week 7			MIDTERM EXAM OPEN FROM SUNDAY 4:00 PM UNTIL MONDAY 10:00 PM
10-24-22 (WEEK 7) F2F	Person-Centered Approach to Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 10	Quiz Chapter 10 GL Project #6
10-31-22 (WEEK 8) VIRTUAL	Gestalt Therapy in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 11	Quiz Chapter 11 GL Project #7

11-07-22 (WEEK 9) VIRTUAL	Transactional Analysis in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 12	Group Counseling Proposal Quiz Chapter 12 GL Project #8
11-14-22 (WEEK 10) VIRTUAL	Cognitive Behavioral Approaches to Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 13	Quiz Chapter 13 GL Project #9
11-21-22 (WEEK 11) VIRTUAL	Rational Emotive Behavior Therapy in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 14	Quiz Chapter 14 GL Project #10
11-28-22 (WEEK 12) VIRTUAL	Reality Therapy in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 15	Quiz Chapter 15 GL Project #11
12-05-22 (WEEK 13) VIRTUAL	Solution-Focused Brief Therapy in Groups Comparisons, Contrasts, and Integration Evolution of a Group	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 16 Corey, Chapter 17 Corey, Chapter 18	Quiz Chapter 16 GL Project #12
12-12-22 (WEEK 14)	FINALS WEEK Please note: this exam takes place online at the beginning of Week 14			FINAL EXAM OPEN FROM MONDAY 10:00 AM UNTIL MONDAY 10:00 PM

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity 2.F.6.a	Theoretical foundations of group counseling and group work	Facilitation of Groups Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.b	Dynamics associated with group process and development	Facilitation of Groups Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.c	Therapeutic factors and how they contribute to group effectiveness	Facilitation of Groups Group Counseling Proposal Quizzes and Exams

Professional Counseling Identity 2.F.6.d	Characteristics and functions of effective group leaders	Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.e	Approaches to group formation, including recruiting, screening, and selecting members	Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.f	Types of groups and other considerations that affect conducting groups in varied settings	Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.g	Ethical and culturally relevant strategies for designing and facilitating groups	Facilitation of Groups Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.h	Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	Psycho-educational Diversity Awareness Small Group Experience
Professional Counseling Identity 2.F.5.g	Essential interviewing, counseling, and case conceptualization skills	Facilitation of Groups

Late Work Policy

Assignments are due at the beginning of class on the date specified in the syllabus and should be turned in via Blackboard. It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

1. For each 24-hour period after the date specified, the final achievable grade will be reduced 5%.
2. No assignments may be turned in any later than 7 days after the scheduled due date.
3. Late assignments may be emailed to armbr1ew@cmich.edu to assure a time and date stamp.
4. If you feel you have extenuating circumstances, please see the instructor.
5. If you are going to miss a test due to a university-excused absence, please let instructor know ahead of time so that arrangements can be made.

Attendance Policy

To get the most out of this class, it is important that you attend every session during the semester. Students must be in class, and prepared as described above, in order to receive participation points. Please inform instructor in advance of university-excused absences so that arrangements can be made.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy: (https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements: (https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx) Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information: <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at <https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at: http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.



**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS**

CED 651: Counseling Children and Adolescents

ASYNCHRONOUS ONLINE

Instructor: Ellen Armbruster, Ph.D.

Office Hours: By WebEx or phone on Mondays 10:00-12:00 and Wednesdays 12:00-2:00; or by appointment

Office Location: Education and Human Services Building #348

Email: armbr1ew@cmich.edu

Phone: (989) 774-7975

BULLETIN DESCRIPTION:

This course provides students with specialized skills for counseling children and adolescents. It emphasizes the modification of interventions to meet the needs of young clients.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisites: None.

RATIONALE FOR COURSE LEVEL:

This is an advanced graduate course that provides specialized content in the field of child and adolescent counseling. It is designed only for graduate students because of the expected level of class participation and rigorous academic performance.

REQUIRED TEXTBOOKS:

Vernon, A., & Schimmel, C. J. (2019). *Counseling children and adolescents* (5th ed.). USA: Cognella Academic Publishing.

Kearney, C. A. (2017). *Casebook in child behavior disorders* (6th ed.). Boston, MA: Cengage.

RECOMMENDED TEXTBOOK:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools
<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

Methods of instruction for this course may include reading assignments, video recordings, Power Point slides, discussion board activities, student presentations, small group activities, guest lectures, and quizzes.

STUDENT LEARNING COURSE OBJECTIVES:

Please note that this course is a pre-requisite and not a substitute for practice and supervised experience providing counseling services for children. Students with the intention of becoming competent child counselors should plan, in addition to obtaining an appropriate Master's Degree, to enroll in practicum and internships that will provide the necessary supervision.

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

1. Compare and contrast the major theories of child and adolescent development.
2. Apply developmentally appropriate strategies and techniques to the process of counseling children and adolescents.
3. Demonstrate through role-play the use of theory in counseling children and adolescents.
4. Access and utilize the document, Act No. 238, Child Protection Law, State of Michigan, to report child abuse and neglect.
5. Articulate the importance of diversity awareness in counseling children and adolescents.
6. Synthesize the ethical and legal implications of counseling children and adolescents.
7. Articulate symptoms and behaviors consistent with maltreatment, chemical dependency, bereavement, depression, and suicidal ideation.
8. Recognize symptoms and apply strategies for working with children with oppositional, defiant, and antisocial behaviors.
9. Apply strategies for dealing with closure when the counseling process ends.
10. Articulate the basic concepts related to effective parenting of children and adolescents.

Council for Accreditation of Counseling & Related Educational Programs (CAREP) 2016 Standards

The following CACREP standards will also be addressed:

School Counseling 5.G.2.h	Common medications that affect learning, behavior, and mood in children and adolescents
School Counseling 5.G.2.g	Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

ASSIGNMENTS:

1. Reading Assignments:

- Students must read all assigned chapters in the required textbooks, as well as review the additional required reading and video materials posted on Blackboard, to prepare for quizzes and engagement in Discussion Board Forums.
- Instructor may assign additional readings.

2. Quizzes (5 @ 4 points each for a total of 20 points)

- Quizzes will cover the required reading materials and provide students an opportunity to test their knowledge in several important areas of child and adolescent counseling.

3. Discussion Board (7 @ 2 points each for a total of 14 points)

- Students are required to participate in all Discussion Board forums. For some of the forums, students may have a choice of prompts. Students should use examples from the readings and videos provided to support their discussion board contributions.
- Students who wish to obtain **EXTRA CREDIT** in the course may provide up to a total of ten (10) thoughtful replies to their classmates' DB responses for one-half (.5) point each and a maximum of five (5) extra credit points for the course. (**NO MORE THAN TWO EXTRA CREDIT REPLIES PER DISCUSSION FORUM.**)

4. WebEx Live Sessions (3 @ 2 point each for a total of 6 points)

- Students are expected to attend all three Live WebEx sessions and to participate fully through attentive listening and respectful discussion. Should a student be unable to attend a particular session, an alternative assignment will be provided. The alternative assignment is explained within the Discussion Board and may be submitted through the "Live Session Alternative."

5. Child/Adolescent Counselor Interview and Summary Report (20 points)

- Students will conduct a **telephone or video conference interview** with an **agency or private practice clinician** regarding issues related to counseling children and adolescents, and prepare a **4-5 page summary report** of the interview. Please be professional and considerate of the clinician's time and schedule as you make contact, plan, and conduct the interview. The 4-5-page summary report should be written in **APA style** and must have an **introduction** and a **conclusion**. In addition, you **must use APA-style headings** to make it clear that you have included **all of the following sections**:
 - The type of professional interviewed
 - The interviewee's experience counseling children/adolescents
 - The interviewee's multicultural and diversity experience
 - The primary mental health concerns seen in the interviewee's practice
 - Ethical issues that arise in the interviewee's practice with children/adolescents
 - The interviewee's perspective on how the setting in which they work influences their approach to working with children/adolescents
 - The interviewee's perspective on other disciplines working with children (i.e., what is a private practice clinician's perspective on how agency counselors, social workers, or school counselors work with children?)

- The interviewee's perspective on how different types of practitioners (private practice/agency/school) can work collaboratively to assist children
- The student's impression of what it is like to work with children in the setting where the interviewee works and how different professionals can collaborate
- **Please review the rubric in advance to make sure you are including all necessary parts of the assignment.**

6. Child/Adolescent Counseling Role-Play Demonstration (20 points):

- This is an **INDIVIDUAL** assignment; however, students will work in dyads. Each student in the dyad will create their own video recording of a child or adolescent mini-session. These are to be **ROLE-PLAY** mini-sessions, **NOT** actual counseling sessions. Each mini-session must be 5-7 minutes in length (no more) and should demonstrate the following (please see Chapters 2-7 of the Vernon and Schimmel text for further clarification):
 - Age-appropriate explanation of counseling (assent)
 - Age-appropriate explanation of limits of confidentiality
 - Age-appropriate development of rapport
 - Age-appropriate demonstration of a chosen theoretical approach
- Please note:
 - **Students must sign up for a dyad by Monday of Week 1.**
 - Each student will **create a child or adolescent client "persona"** for use in the role-play demonstration. Alternatively, students may use one of the case examples from the Kearney text. (Either way students must describe at the beginning of the role play, the client and their issue, the client's age, and the theoretical approach that will be taken.)
 - Students must **make the following clear at the beginning of the role play:**
 - **BRIEF** description of the child or adolescent client and their issue
 - Age of the child or adolescent client persona
 - Theoretical approach being taken
- Each student in the dyad will play both the role of the counselor **and** the role of the child or adolescent client. After the first "counselor" completes their mini-role-play session, the two students will switch, and the second "counselor" will do their own mini-role-play session. **Please record two separate videos.** You should end up with **TWO VIDEOS** and **TWO MINI-ROLE-PLAY SESSIONS**.

- Each student must upload their video to Blackboard via the submission link by the end of Week 5.
- **Please review the rubric in advance, to make sure you are including all necessary parts of the assignment.**

7. Child/Adolescent Issue - Power Point Presentation (20 points):

- Students will work in **groups of three (3)** to prepare a **12-16 slide Power Point Presentation** on a topic from the following list of issues that may be seen in childhood or adolescence. **OR**, students may choose their own topic (with instructor approval), if they prefer. **Students must sign up for groups by Monday of Week 1. Group topics must be chosen and submitted by the end of Week 1.** Each group must choose a different topic; topics are first come/first served.
 - Abuse and neglect (include mandated reporting and Act No. 238)
 - Use of medications in children and adolescents
 - Children of incarcerated parents
 - Children of deployed parents
 - Children in foster care
 - Suicide risk, assessment, and prevention
 - Substance abuse and process addictions in families
 - LGBTQIA+ children and adolescents
 - Impact of divorce on children and adolescents
 - Impact of racism on children and adolescents
 - Trauma and Adverse Childhood Experiences (ACEs)
 - Teen parenting
 - Grief and loss in children and adolescents
 - Bullying
 - Parent education/parenting skills
 - Culturally diverse children and adolescents
 - Children and adolescents from immigrant families
- The Power Point Presentation should include the following:
 - Background information about the problem
 - Characteristics of the problem/issue (2 slides)
 - Risk factors and warning signs (2 slides)
 - Developmental considerations (1-2 slides)
 - a. impact within family
 - b. impact on social life of child
 - c. impact on schoolwork
 - d. etc.
 - Multicultural/diversity considerations (1-2 slides)
 - Ethical considerations (1-2 slides)

- Health and safety considerations (1-2 slides)
 - need for medical attention
 - need to report
 - need for external/internal resources
 - need for oversight/supervision
 - need for education
 - etc.
- Theoretical approach (1 slide)
 - Indicate which theoretical approach you would take and use bullet points to provide a brief overview of the theory
 - Indicate what makes the theory appropriate for the issue you have chosen
- Case study/counseling interventions
 - Create a short (one paragraph) case example of a child/adolescent with the issue you have chosen (1 slide)
 - Create bulleted list of potential interventions for working with the child/adolescent in your case study(1 slide)
 - a. See Vernon and Schimmel text for ideas
 - b. The interventions should be in alignment with the theory you have chosen
- Reference list
 - Include a reference list at the end of your Power Point (1 slide)
 - Use at least three (3) high quality resources (not including textbook) that are either:
 - a. peer-reviewed journal articles
 - b. .org/.gov/.edu websites
- One member of the group must:
 - Upload the Power Point to Blackboard via the submission link by the **end of Week 7**.
 - Upload the Power Point to the DB #7 forum by the **end of Week 7**.
- During Week 8, all students must review and post comments on at least two other Power Point Presentations that have been uploaded to the DB #7 forum.
- **Please review the rubric in advance, to make sure you are including all necessary parts of the assignments.**

COURSE EVALUATION:

1. **Quizzes** (20 points; 5 @ 4 points each)
2. **Discussion Board** (14 points; 7 @ 2 points each)
3. **WebEx Live Sessions** 6 points; 3 @ 2 points each)
4. **Child/Adolescent Counselor Interview Paper** (20 points)
5. **Child/Adolescent Counseling Demonstration** (20 points)
6. **Child/Adolescent Issue - Power Point Presentation** (20 points)

GRADING SCALE (Based on % points accumulated during the semester):

93-100%	A		73-76%	C
90-92%	A-		70-72%	C-
87-89%	B+		67-69%	D+
83-86%	B		63-66%	D
80-82%	B-		60-62%	D-
77-79%	C+		Below 60%	F

*****All writing assignments must be typed and presented in APA (7th ed.) style. THIS INCLUDES THE USE OF HEADINGS. Please see APA Manual for APA style requirements.**

*****Instructor reserves the right to make changes to this syllabus as she sees fit, to support and enhance student learning.**

COURSE OUTLINE:

WEEK	TOPIC	CACREP SC STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
0	Getting Started!		Syllabus & Bb Tutorials.	- DB #1: Self Intro - Sign up for Counseling Demonstration Dyads - Sign up for PPT Groups
1	- Practical Applications of Developmental Theory - The Individual Counseling Process (including closure) - Ethics and Mandated Reporting - Sexual Maltreatment	5.G.2.g	Vernon & Schimmel: Chs. 1-2. Kearney: Ch. 13.	- DB #2 - Quiz #1 - Live Session #1 - Submit PPT Topics
2	- Creative Arts Interventions - Play Therapy - Social Anxiety/Pediatric Condition	5.G.2.g	Vernon & Schimmel: Chs. 3-4. Kearney: Chs. 2 & 12.	- DB #3 - Quiz #2
3	- Solution-Focused Brief Counseling - Reality Therapy - Eating Disorders/Substance Use Disorder	5.G.2.g	Vernon & Schimmel: Chs. 5-6. Kearney: Ch. 5 & 9.	- DB #4 - Live Session #2 - Child/Adolescent Counselor Interview Paper
4	- Rational-Emotive Behavior Therapy - Medication Use in Children and Adolescents - Depression/Bipolar Disorder	5.G.2.g 5.G.2.h	Vernon & Schimmel: Ch. 7. Kearney: Chs. 3-4.	- DB #5 - Quiz #3

5	- Counseling Children and Adolescents with Exceptionalities - Counseling Children and Adolescents from Diverse Backgrounds - Autism	5.G.2.g	Vernon & Schimmel: Chs. 8 & 9. Kearney: Ch.11.	- Live Session #3 - Child/Adolescent Counseling Demonstration
6	- Counseling from a Growth Mind-Set Perspective - Counseling At-Risk Children and Adolescents - ADHD/Learning Disorder	5.G.2.g	Vernon & Schimmel: Chs. 10 & 11. Kearney: Chs. 6 & 7.	- DB #6 - Quiz #4
7	- Small Group Counseling - Working with Parents		Vernon & Schimmel: Chs. 12 & 13.	- Child/Adolescent Issue - PPT Presentation
8	- Working with Families - Conduct Disorder/Family Conflict and ODD	5.G.2.g	Vernon & Schimmel: Chs. 14. Kearney: Chs. 8 & 10.	- DB #7 - Quiz #5

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
School Counseling 5.G.2.h	Common medications that affect learning, behavior, and mood in children and adolescents	Discussion Board Quizzes
School Counseling 5.G.2.g	Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	Discussion Board Child/Adolescent Concern - Power Point Presentation Quizzes

Late Work Policy

Assignments are due on the date specified in the syllabus and should be turned in via Blackboard. It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

1. For each 24-hour period after the date specified, the final achievable grade will be reduced 5%.
2. No assignments may be turned in any later than 7 days after the scheduled due date.
3. Late assignments may be emailed to armbr1ew@cmich.edu to assure a time and date stamp.
4. If you feel you have extenuating circumstances, please see the instructor.
5. If you are going to miss a test due to a university-excused absence, please let instructor know ahead of time so that arrangements can be made.

Attendance Policy

To get the most out of this class, it is important that you attend every session during the semester. Students must be in class, and prepared as described above, in order to receive participation points. Please inform instructor in advance of university-excused absences so that arrangements can be made.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy:

(https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements:

(https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information: <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at <https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at:

http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.



**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS**

CED 660 Counseling Techniques

FACE TO FACE

Instructor:

Office Hours: Tuesday: 1-6pm or by appointment via WEBEX

Office Location: Education and Human Services Building

Email: picko1s@cmich.edu

Class Location: EHS classroom

Service Delivery: Face to Face

BULLETIN DESCRIPTION:

This course is a systematic study of the counseling process: stages, intervention strategies, and related issues. Both cognitive and experiential approaches will be used.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

CED 677, Regular Admission into the M.A. in CED Program

RATIONALE FOR COURSE LEVEL:

This course is designed for graduate students only because the expected level of class participation, academic rigor & emphasis on professional & vocational specifics are all at an advanced level. (600 level)

REQUIRED TEXTBOOKS:

Ivey, A., Bradford-Ivey, M. & Zalaquett, C. P. (2015). Essential of intentional interviewing: Counseling in a multicultural world. Cengage Learning.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic

compatibility with Central Michigan University systems and tools

<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or ‘real-time’ session through CMU’s authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

- Live practice sessions, recorded and supervised
- Small group activities
- Video review
- Small & large group debrief and discussion
- Live enactment exercises (mock counseling sessions)

STUDENT LEARNING COURSE OBJECTIVES:

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

After completing this course, the student will be able to:

1. Explain relationships among the various theories of counseling and their practical applications.
2. Develop a personal, working theory of counseling that will be applied in professional practice.
3. Apply established counseling skills and learned stages of therapeutic change.
4. Integrate the learned characteristics of an effective therapeutic relationship.
5. Assess and evaluate client problems.

6. Develop counseling goals consistent with models of treatment planning.
7. Apply counseling strategies and interventions.
8. Explore termination as a process stage of counseling.
9. Analyze special topics in counseling including client resistance, counselor stress, multicultural issues and ethical/cultural strategies for maintaining therapeutic relationship.

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.5.d	Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
Professional Counseling Identity F.5.f	Counselor characteristics and behaviors that influence the counseling process

ASSIGNMENTS & COURSE EVALUATION

Assignment Description	Points
<p>Attendance and Participation:</p> <p>Since this course teaches the counseling skills necessary to provide ethical competent counseling - frequent absenteeism cannot be accepted. Missing three hours or one Friday will result in a full grade deduction. Missing more than 4 hours will result in failure of the class. Please see the instructor if you plan to miss two or more classes. Students are expected to actively participate in each class through discussion and reading of the assignments.</p> <p>Class preparation, timely submission of assignments, active participation in course activities including providing feedback to fellow students, and demonstration of a professional decorum and support of peers are integral to your professional development and are course requirements.</p>	
<p>Professional Disclosure Statement:</p> <p>Each student will develop a professional disclosure statement specific to their concentration (Addiction, School or Clinical Mental Health) that includes the following: name, qualifications (education, licensure status, and experience), client rights and responsibilities, confidentiality parameters, theoretical orientation & related counseling style, and session structure. Format is available on Blackboard.</p> <p>This assignment will be submitted until it meets State of Michigan requirements. Students who fail to appropriately make changes or do not turn it in on time will receive 3 points off the total course grade.</p>	Pass/fail
<p>Know Yourself:</p>	5 points

Assignment Description	Points
<p>Each student will complete the “know yourself” form on blackboard and bring to class to turn in and discuss on the second day of class.</p>	
<p>Video #1: Active Listening Role Play</p> <p>Each student will submit a 5 minute video recorded with a fellow student as “client”. Each student must complete a self-evaluation (on Blackboard) and an evaluation of your “counselor”. Please upload your video and rating scales named “counselor rating form video 1-self” and “counselor rating form video 1-counselor”. The client will be given a scenario to follow during the session. Shorter videos will not receive any credit. During the video, the student must demonstrate the skills listed on the counselor rating form that include:</p> <ul style="list-style-type: none"> • Appropriate Body language, Eye contact and Vocal Tone & Non verbal/verbal encouragers • Active listening – verbatim responses • Counselor allowed client to lead the session • The counselor brought energy to the session. • Counselor avoided using judgmental tone or questions? <p>This assignment is pass/fail. Students are not allowed to ask any questions and must achieve 24 points or higher (on the evaluation) to pass this video and will be required to resubmit the video until the student achieves a passing score. Students who are unable to pass the video may be asked to seek outside assistance.</p>	<p>5 points Pass/fail</p>
<p>Video #2: Body Language Role Play</p> <p>Each student will submit a 10-minute video recorded with a fellow student as “client”. Each student must complete a self-evaluation (on Blackboard) and an evaluation of your “counselor”. Shorter videos will not receive any credit. Each “client” will be given a scenario to follow. The focus of this session will be reading body language. The client should “act” feelings, not speak them and the counselor should summarize, paraphrase or reflect only. The client may only respond if the counselor is accurate. Counselors may not ask any questions during this video. During this video, the student must demonstrate the skills listed on the counselor rating form for video #2.</p> <p>Each student will submit a rating form rating his/her own performance and the “counselor’s performance. These forms must be typed and handed in on BB.</p>	<p>10 points</p>

Assignment Description	Points
<p>Video #3: Diversity Role Play</p> <p>Each student will submit a 30-minute video recorded with a fellow student as “client” who will be role playing a client who is diverse from the counselor. The instructor will assign the “diversity”. This session must include at least three minutes of silence (does not have to be consecutive). Each student will be given a scenario to use as client. Shorter videos will not receive any credit.</p> <p>During this video, the student must demonstrate the skills listed on the counselor rating form for video #3. Each student must address a diversity issue during the session.</p> <p>Each student will submit a rating form rating his/her own performance and the counselor’s performance. Please complete the counselor rating form and name them “counselor rating form video 3-self” and “counseling rating form video 3-counselor”. Please upload the rating scales to BB.</p>	20 points
<p>Video Transcript #1:</p> <p>Each student will complete a 10-minute (continuous) transcript of Video #3. Students will transcribe a 10-minute continuous section of their tape, documenting everything the student said and did and everything the client said and did. Students must follow the outline on blackboard. The transcript must be typed and filled in completely using the template on BB.</p> <p>This transcript is graded on accuracy.</p>	10 points

Assignment Description	Points
<p data-bbox="198 264 1203 296">Two Telemental Health Counseling Sessions with CMU Intern/Alumni or peer</p> <p data-bbox="198 333 1308 512">Each student will conduct one videotaped 60-minute telemental health counseling sessions with a student in CNS 691- Internship – or alumni or peer. These sessions will be graded using the counselor rating form posted on blackboard. Students will be required to review informed consent and use consent forms from the CCCD in the first session. You will receive training to use these forms.</p> <p data-bbox="198 554 1333 695">Students must also complete a progress note the session with the “client” using the SOAP format. Progress notes need to demonstrate effort and have at least three sentences per section. Failure to put thought and effort into the assignment will result in a ½ point grade deduction of the total assignment.</p> <p data-bbox="198 762 1271 831">Students should turn in the following paperwork to BB after completion of the final video:</p> <ul data-bbox="253 863 756 982" style="list-style-type: none"> • The informed consent - link on BB • Two progress notes – format on BB • The counselor’s self-rating – on BB 	30 points
<p data-bbox="198 1125 464 1157">Video Transcript 2:</p> <p data-bbox="198 1194 1330 1335">Each student will complete a 10 minute (continuous) transcript of the first video with the intern/ alumni or peer. Students will transcribe a 10-minute continuous section of their tape, using the template on BB. The transcript must be typed and filled in completely. <i>This transcript is graded on accuracy.</i></p>	10 points
<p data-bbox="198 1350 594 1381">Case Presentation/Discussion</p> <p data-bbox="198 1419 1320 1629">Each student will present five minutes of one of the final sessions to the class. Students will complete the case presentation form available on blackboard and post to the discussion board. The student will identify areas of strength and areas for growth. All students must participate and provide feedback on the discussion board. After everyone has provided both positive and critical feedback, the student will provide a response to the feedback.</p>	10 points
Total	100 points

GRADING SCALE:

93-100 points	A
90-92 points	A-
87-89 points	B+

83-86 points	B
80-82 points	B-
77-79 points	C+
73-76 points	C
72 & below: failing	E

*Successful completion of this course and eligibility to register for CED 690 will require:

(A) The accumulation of sufficient points to earn a final grade of "B" or better for the course.

DATE	TOPIC	CACREP STANDARD	READING	ASSIGNMENT DUE
9-30-2021	Welcome & Syllabus Foundations of Interviewing and counseling	F.5.d,f	Chapter 1	Know Yourself
9/6/2021	Multicultural competence, ethics, positive psychology and resilience.	F.5.d,f F.5.d,f	Chapter 2	Professional Disclosure Statement
9/13/2021	Attending, Empathy and observational Skills vocal tone, body language, eye contact, basic attending	F.5.d,f	Chapter 3	Video # 1 Active Listening
9/20/2021	Questions: Opening Communication. Skills training –	F.5.d,f	Chapter 4	
9/27/2021	Encouraging, Paraphrasing, and Summarizing	F.5.d,f F.5.d,f	Chapter 5	Video # 2 Body Language Role Play
10/4/2021	Observing and Reflecting Feelings Empathy Skills training, record Video #3	F.5.d,f F.5.d,f	Chapter 6	
10/11/2021	Listening Skills Training	F.5.d,f	Chapter 7	Video # 3 Diversity Role Play
10/18/2021	Focusing the Interview Session	F.5.d,f	Chapter 8	

10/25/2021	Empathetic Confrontation: Supporting While Addressing Client Conflict; Reflection of Meaning First Counseling session in AM, supervision in PM	F.5.d,f F.5.d,f	Chapter 9	
11-1-2021	Reflection of Meaning and Interpretation Second Counseling Session and supervision	F.5.d,f	Chapter 10	Video Tape Transcript # 1
11-8-2021	Empathic Self-Disclosure and Feedback: Immediacy	F.5.d,f	Chapter 11	50 minute Video # 1
11-15-2021	Influencing Client Actions and Decisions: Directive – Non- Directive, Psychoeducation, decisional counseling	F.5.d,f	Chapter 12	Supervision
11-22-2021	Treatment Plans and Case Management	F.5.d,f	Chapter 13	50 minute video # 2
11-29-2021	Crisis Counseling and Assessing Suicide Potential	F.5.d,f	Chapter 14	Video Transcript # 2
12-6-2021	Personal Style & Multiple Theories	F.5.d,f	Chapter 15	Case presentation feedback.
12-13-2021	EXAM WEEK		EXAM WEEK	

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity F.5.d	Ethical and culturally relevant strategies for establishing and maintaining in-person and technology- assisted relationships	Transcription of recorded session Skills video Diverse client role play Self evaluations

Professional Counseling Identity F.5.f	Counselor characteristics and behaviors that influence the counseling process	Know yourself, Transcript of recordings. Self evaluations
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Course Policies

Attitude & Our Learning Environment: Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all part of the higher education tradition, as they provoke us to re-examine our own thinking. That being said, this WILL be a safe and welcoming learning environment for students of all races, ethnicities, sexual orientations, gender identities, ages, religions, economic classes and ability statuses. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive and culturally appropriate manner and to maintain confidentiality when students share personal information.

Attendance & Class Participation: To benefit the most from this course, you should plan to attend and be actively engaged in every class session. Please see the attendance policy listed above.

Time & Schedule: Every effort will be made by the instructor to respect your time & schedule by beginning class on time, ending on time, and providing adequate breaks. However, it is expected that you will display maturity and flexibility, realizing that there may be instances where class runs a few minutes late or a break time occurs at a different time than usual. In these instances, “packing up,” walking out, and/or causing distractions are NOT considered mature or professional behavior.

Technology in the Classroom: Cell phones are to be silenced, and there is to be absolutely no phone activity whatsoever while class is in session; electronic devices are prohibited unless they are a campus-approved ADA accommodation, and the instructor is provided with appropriate documentation. E-readers, tablets, and Kindles are allowed to view course materials only.

Fishbowls: This course will utilize an experiential teaching tool known as an enactment exercise, or more commonly called “The Fishbowl.” Enactment or fishbowl exercises are mock counseling sessions performed in front of the class and normally couple a student with another student but can also include instructor-to-student work. These teaching times can be quite powerful and allow you to observe interactions that can be similar to a genuine therapeutic exchange. You are encouraged to embrace these opportunities along with the feelings and emotions that can often arise out of such exercises and to add as much realism as possible when in your mock roles, but at no time are you expected to present your own personal issues in such a setting. If you have questions about participating in these exercises or are experiencing significant anxiety regarding them, please contact the instructor and request a meeting.

Media/Film: In an effort to engage students’ learning processes from a variety of different mediums, this course may utilize videos clips, documentaries, music, and contemporary film as a way to create dialogue and display the issues and principles being expounded upon in class.

While significant effort is made to avoid gratuitous violence, nudity, profanity and drug use, the films utilized for my courses *may contain* some of these elements but are not *focused* on these elements. It is understood that this class will possess a variety of different standards and values instilled by each individual's cultural, spiritual, and ethnic experiences. Every student in this course will be respected, and each of you can be assured that the media shown (as well as all forms of instruction and discourse) are offered for their relevance to the course topics. Having said this, if you hold a particular belief or value system or have had personal experiences that might make the viewing of this type of media/film a particularly negative or traumatizing experience, it is expected that you will contact the instructor so that appropriate alternative arrangements might be made.

Technology Assistance

Aspects of this are dependent on the successful use of technology – use of media, monitoring CMU email and knowledgeable use of our course's Blackboard page. If you are uncertain about your abilities to utilize any of these mediums, please contact the CMU Technology Helpdesk immediately. They can be found on the ground floor of the Park Library and their phone number is (989) 774-3662. As your instructor, I am not the person to seek assistance from regarding these issues, and "technology problems" will not be considered a legitimate excuse for missing or late assignments.

Weather & Inclement Conditions

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Face Covering and Social Distancing Policy

Face coverings, such as masks, and social distancing (6 feet apart) are required in all buildings and classrooms ([CMU's policy on face coverings](#)). Students who have forgotten their face coverings may obtain a disposable mask from the satellite center, however students are expected to bring their own masks.

The evidence is clear that [face coverings are a crucial part of keeping coronavirus at bay](#) and [support the university's commitment to providing all members of its community with a safe, healthy, caring, and supportive environment](#). Masks should cover the entire nose and mouth, per guidelines from the Centers for Disease Control (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>). Students whose unique and individual circumstances require an alternative face covering, as indicated by a medical condition may request one. To request an alternative, students should [contact Student Disability Services \(SDS\)](#).

Refusing to wear a mask in any building or classroom without an accommodation letter from Student Disability Services is a violation of university regulations ([section 3.2.31 of the Student](#)

[Code of Conduct](#)) and exposes the student to possible sanction for not adhering to university regulations. Refusing to maintain social distancing guidelines also violates the same university regulations. Students not adhering to the policy on face coverings or social distancing will be asked to leave the classroom and the building. In addition, faculty and/or staff may file a report with the Office of Student Conduct.



**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES
DEPT. OF COUNSELING & SPECIAL EDUCATION
COURSE SYLLABUS**

CED 660 Counseling Techniques

SYNCHRONOUS ONLINE

Instructor: Sheri Pickover, PhD, LPC

Office Hours: Tuesday: 1-6pm or by appointment via WEBEX

Office Location: Education and Human Services Building #354

Email: picko1s@cmich.edu

Class Location: WEBEX -

Service Delivery: Live Online

BULLETIN DESCRIPTION:

This course is a systematic study of the counseling process: stages, intervention strategies, and related issues. Both cognitive and experiential approaches will be used.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

CED 677, Regular Admission into the M.A. in CED Program

RATIONALE FOR COURSE LEVEL:

This course is designed for graduate students only because the expected level of class participation, academic rigor & emphasis on professional & vocational specifics are all at an advanced level. (600 level)

REQUIRED TEXTBOOKS:

Ivey, A., Bradford-Ivey, M. & Zalaquett, C. P. (2015). Essential of intentional interviewing: Counseling in a multicultural world. Cengage Learning.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic

compatibility with Central Michigan University systems and tools

<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or ‘real-time’ session through CMU’s authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

- Live practice sessions, recorded and supervised
- Small group activities
- Video review
- Small & large group debrief and discussion
- Live enactment exercises (mock counseling sessions)

STUDENT LEARNING COURSE OBJECTIVES:

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

After completing this course, the student will be able to:

1. Explain relationships among the various theories of counseling and their practical applications.
2. Develop a personal, working theory of counseling that will be applied in professional practice.
3. Apply established counseling skills and learned stages of therapeutic change.
4. Integrate the learned characteristics of an effective therapeutic relationship.
5. Assess and evaluate client problems.

6. Develop counseling goals consistent with models of treatment planning.
7. Apply counseling strategies and interventions.
8. Explore termination as a process stage of counseling.
9. Analyze special topics in counseling including client resistance, counselor stress, multicultural issues and ethical/cultural strategies for maintaining therapeutic relationship.

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.5.d	Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
Professional Counseling Identity F.5.f	Counselor characteristics and behaviors that influence the counseling process

ASSIGNMENTS & COURSE EVALUATION

Assignment Description	Points
<p>Attendance and Participation:</p> <p>Since this course teaches the counseling skills necessary to provide ethical competent counseling - frequent absenteeism cannot be accepted. Missing three hours or one Friday will result in a full grade deduction. Missing more than 4 hours will result in failure of the class. Please see the instructor if you plan to miss two or more classes. Students are expected to actively participate in each class through discussion and reading of the assignments.</p> <p>Class preparation, timely submission of assignments, active participation in course activities including providing feedback to fellow students, and demonstration of a professional decorum and support of peers are integral to your professional development and are course requirements.</p>	
<p>Professional Disclosure Statement:</p> <p>Each student will develop a professional disclosure statement specific to their concentration (Addiction, School or Clinical Mental Health) that includes the following: name, qualifications (education, licensure status, and experience), client rights and responsibilities, confidentiality parameters, theoretical orientation & related counseling style, and session structure. Format is available on Blackboard.</p> <p>This assignment will be submitted until it meets State of Michigan requirements. Students who fail to appropriately make changes or do not turn it in on time will receive 3 points off the total course grade.</p>	Pass/fail
<p>Know Yourself:</p>	5 points

Assignment Description	Points
<p>Each student will complete the “know yourself” form on blackboard and bring to class to turn in and discuss on the second day of class.</p>	
<p>Video #1: Active Listening Role Play</p> <p>Each student will submit a 5 minute video recorded with a fellow student as “client”. Each student must complete a self-evaluation (on Blackboard) and an evaluation of your “counselor”. Please upload your video and rating scales named “counselor rating form video 1-self” and “counselor rating form video 1-counselor”. The client will be given a scenario to follow during the session. Shorter videos will not receive any credit. During the video, the student must demonstrate the skills listed on the counselor rating form that include:</p> <ul style="list-style-type: none"> • Appropriate Body language, Eye contact and Vocal Tone & Non verbal/verbal encouragers • Active listening – verbatim responses • Counselor allowed client to lead the session • The counselor brought energy to the session. • Counselor avoided using judgmental tone or questions? <p>This assignment is pass/fail. Students are not allowed to ask any questions and must achieve 24 points or higher (on the evaluation) to pass this video and will be required to resubmit the video until the student achieves a passing score. Students who are unable to pass the video may be asked to seek outside assistance.</p>	<p>5 points Pass/fail</p>
<p>Video #2: Body Language Role Play</p> <p>Each student will submit a 10-minute video recorded with a fellow student as “client”. Each student must complete a self-evaluation (on Blackboard) and an evaluation of your “counselor”. Shorter videos will not receive any credit. Each “client” will be given a scenario to follow. The focus of this session will be reading body language. The client should “act” feelings, not speak them and the counselor should summarize, paraphrase or reflect only. The client may only respond if the counselor is accurate. Counselors may not ask any questions during this video. During this video, the student must demonstrate the skills listed on the counselor rating form for video #2.</p> <p>Each student will submit a rating form rating his/her own performance and the “counselor’s performance. These forms must be typed and handed in on BB.</p>	<p>10 points</p>

Assignment Description	Points
<p>Video #3: Diversity Role Play</p> <p>Each student will submit a 30-minute video recorded with a fellow student as “client” who will be role playing a client who is diverse from the counselor. The instructor will assign the “diversity”. This session must include at least three minutes of silence (does not have to be consecutive). Each student will be given a scenario to use as client. Shorter videos will not receive any credit.</p> <p>During this video, the student must demonstrate the skills listed on the counselor rating form for video #3. Each student must address a diversity issue during the session.</p> <p>Each student will submit a rating form rating his/her own performance and the counselor’s performance. Please complete the counselor rating form and name them “counselor rating form video 3-self” and “counseling rating form video 3-counselor”. Please upload the rating scales to BB.</p>	20 points
<p>Video Transcript #1:</p> <p>Each student will complete a 10-minute (continuous) transcript of Video #3. Students will transcribe a 10-minute continuous section of their tape, documenting everything the student said and did and everything the client said and did. Students must follow the outline on blackboard. The transcript must be typed and filled in completely using the template on BB.</p> <p>This transcript is graded on accuracy.</p>	10 points

Assignment Description	Points
<p data-bbox="199 264 1206 296">Two Telemental Health Counseling Sessions with CMU Intern/Alumni or peer</p> <p data-bbox="199 333 1308 512">Each student will conduct one videotaped 60-minute telemental health counseling sessions with a student in CNS 691- Internship – or alumni or peer. These sessions will be graded using the counselor rating form posted on blackboard. Students will be required to review informed consent and use consent forms from the CCCD in the first session. You will receive training to use these forms.</p> <p data-bbox="199 554 1333 695">Students must also complete a progress note the session with the “client” using the SOAP format. Progress notes need to demonstrate effort and have at least three sentences per section. Failure to put thought and effort into the assignment will result in a ½ point grade deduction of the total assignment.</p> <p data-bbox="199 762 1271 831">Students should turn in the following paperwork to BB after completion of the final video:</p> <ul data-bbox="253 863 760 982" style="list-style-type: none"> • The informed consent - link on BB • Two progress notes – format on BB • The counselor’s self-rating – on BB 	30 points
<p data-bbox="199 1125 464 1157">Video Transcript 2:</p> <p data-bbox="199 1194 1333 1335">Each student will complete a 10 minute (continuous) transcript of the first video with the intern/ alumni or peer. Students will transcribe a 10-minute continuous section of their tape, using the template on BB. The transcript must be typed and filled in completely. <i>This transcript is graded on accuracy.</i></p>	10 points
<p data-bbox="199 1350 594 1381">Case Presentation/Discussion</p> <p data-bbox="199 1419 1321 1629">Each student will present five minutes of one of the final sessions to the class. Students will complete the case presentation form available on blackboard and post to the discussion board. The student will identify areas of strength and areas for growth. All students must participate and provide feedback on the discussion board. After everyone has provided both positive and critical feedback, the student will provide a response to the feedback.</p>	10 points
Total	100 points

GRADING SCALE:

93-100 points	A
90-92 points	A-
87-89 points	B+

83-86 points	B
80-82 points	B-
77-79 points	C+
73-76 points	C
72 & below: failing	E

*Successful completion of this course and eligibility to register for CED 690 will require:

(A) The accumulation of sufficient points to earn a final grade of "B" or better for the course.

DATE	TOPIC	CACREP STANDARD	READING	ASSIGNMENT DUE
9-30-2021	Welcome & Syllabus Foundations of Interviewing and counseling	F.5.d,f	Chapter 1	Know Yourself
9/6/2021	Multicultural competence, ethics, positive psychology and resilience.	F.5.d,f F.5.d,f	Chapter 2	Professional Disclosure Statement
9/13/2021	Attending, Empathy and observational Skills vocal tone, body language, eye contact, basic attending	F.5.d,f	Chapter 3	Video # 1 Active Listening
9/20/2021	Questions: Opening Communication. Skills training –	F.5.d,f	Chapter 4	
9/27/2021	Encouraging, Paraphrasing, and Summarizing	F.5.d,f F.5.d,f	Chapter 5	Video # 2 Body Language Role Play
10/4/2021	Observing and Reflecting Feelings Empathy Skills training, record Video #3	F.5.d,f F.5.d,f	Chapter 6	
10/11/2021	Listening Skills Training	F.5.d,f	Chapter 7	Video # 3 Diversity Role Play
10/18/2021	Focusing the Interview Session	F.5.d,f	Chapter 8	

10/25/2021	Empathetic Confrontation: Supporting While Addressing Client Conflict; Reflection of Meaning First Counseling session in AM, supervision in PM	F.5.d,f F.5.d,f	Chapter 9	
11-1-2021	Reflection of Meaning and Interpretation Second Counseling Session and supervision	F.5.d,f	Chapter 10	Video Tape Transcript # 1
11-8-2021	Empathic Self-Disclosure and Feedback: Immediacy	F.5.d,f	Chapter 11	50 minute Video # 1
11-15-2021	Influencing Client Actions and Decisions: Directive – Non- Directive, Psychoeducation, decisional counseling	F.5.d,f	Chapter 12	Supervision
11-22-2021	Treatment Plans and Case Management	F.5.d,f	Chapter 13	50 minute video # 2
11-29-2021	Crisis Counseling and Assessing Suicide Potential	F.5.d,f	Chapter 14	Video Transcript # 2
12-6-2021	Personal Style & Multiple Theories	F.5.d,f	Chapter 15	Case presentation feedback.
12-13-2021	EXAM WEEK		EXAM WEEK	

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity F.5.d	Ethical and culturally relevant strategies for establishing and maintaining in-person and technology- assisted relationships	Transcription of recorded session Skills video Diverse client role play Self evaluations

Professional Counseling Identity F.5.f	Counselor characteristics and behaviors that influence the counseling process	Know yourself, Transcript of recordings. Self evaluations
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Course Policies

Attitude & Our Learning Environment: Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all part of the higher education tradition, as they provoke us to re-examine our own thinking. That being said, this WILL be a safe and welcoming learning environment for students of all races, ethnicities, sexual orientations, gender identities, ages, religions, economic classes and ability statuses. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive and culturally appropriate manner and to maintain confidentiality when students share personal information.

Attendance & Class Participation: To benefit the most from this course, you should plan to attend and be actively engaged in every class session. Please see the attendance policy listed above.

Time & Schedule: Every effort will be made by the instructor to respect your time & schedule by beginning class on time, ending on time, and providing adequate breaks. However, it is expected that you will display maturity and flexibility, realizing that there may be instances where class runs a few minutes late or a break time occurs at a different time than usual. In these instances, “packing up,” walking out, and/or causing distractions are NOT considered mature or professional behavior.

Technology in the Classroom: Cell phones are to be silenced, and there is to be absolutely no phone activity whatsoever while class is in session; electronic devices are prohibited unless they are a campus-approved ADA accommodation, and the instructor is provided with appropriate documentation. E-readers, tablets, and Kindles are allowed to view course materials only.

Fishbowls: This course will utilize an experiential teaching tool known as an enactment exercise, or more commonly called “The Fishbowl.” Enactment or fishbowl exercises are mock counseling sessions performed in front of the class and normally couple a student with another student but can also include instructor-to-student work. These teaching times can be quite powerful and allow you to observe interactions that can be similar to a genuine therapeutic exchange. You are encouraged to embrace these opportunities along with the feelings and emotions that can often arise out of such exercises and to add as much realism as possible when in your mock roles, but at no time are you expected to present your own personal issues in such a setting. If you have questions about participating in these exercises or are experiencing significant anxiety regarding them, please contact the instructor and request a meeting.

Media/Film: In an effort to engage students’ learning processes from a variety of different mediums, this course may utilize videos clips, documentaries, music, and contemporary film as a way to create dialogue and display the issues and principles being expounded upon in class.

While significant effort is made to avoid gratuitous violence, nudity, profanity and drug use, the films utilized for my courses *may contain* some of these elements but are not *focused* on these elements. It is understood that this class will possess a variety of different standards and values instilled by each individual's cultural, spiritual, and ethnic experiences. Every student in this course will be respected, and each of you can be assured that the media shown (as well as all forms of instruction and discourse) are offered for their relevance to the course topics. Having said this, if you hold a particular belief or value system or have had personal experiences that might make the viewing of this type of media/film a particularly negative or traumatizing experience, it is expected that you will contact the instructor so that appropriate alternative arrangements might be made.

Technology Assistance

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Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.

Face Covering and Social Distancing Policy

Face coverings, such as masks, and social distancing (6 feet apart) are required in all buildings and classrooms ([CMU's policy on face coverings](#)). Students who have forgotten their face coverings may obtain a disposable mask from the satellite center, however students are expected to bring their own masks.

The evidence is clear that [face coverings are a crucial part of keeping coronavirus at bay](#) and [support the university's commitment to providing all members of its community with a safe, healthy, caring, and supportive environment](#). Masks should cover the entire nose and mouth, per guidelines from the Centers for Disease Control (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>). Students whose unique and individual circumstances require an alternative face covering, as indicated by a medical condition may request one. To request an alternative, students should [contact Student Disability Services \(SDS\)](#).

Refusing to wear a mask in any building or classroom without an accommodation letter from Student Disability Services is a violation of university regulations ([section 3.2.31 of the Student](#)

[Code of Conduct](#)) and exposes the student to possible sanction for not adhering to university regulations. Refusing to maintain social distancing guidelines also violates the same university regulations. Students not adhering to the policy on face coverings or social distancing will be asked to leave the classroom and the building. In addition, faculty and/or staff may file a report with the Office of Student Conduct.

**CENTRAL MICHIGAN UNIVERSITY COLLEGE
OF EDUCATION & HUMAN SERVICES DEPT. OF COUNSELING,
EDUCATIONAL LEADERSHIP & HIGHER EDUCATION
COURSE SYLLABUS**

CED 665 Personal & Professional Development across the Lifespan

TERM YEAR, CRN: XXXXXXXX

SYNCHRONOUS ONLINE

Instructor:

Office Hours: by appointment via WEBEX

Office Location:

Email:

Phone:

IMPORTANT NOTE: Please remember to register for Tevera as soon as possible!

Face Covering and Social Distancing Syllabus Language

BULLETIN DESCRIPTION:

This course addresses the influence of developmental and environmental factors on human behavior, including physical, social, and psychological aspects, and implications for counselors.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: N/A

RATIONALE FOR COURSE LEVEL:

This course is designed only for graduate students because of the expected level of class participation and academic performance.

REQUIRED TEXTBOOKS:

Coker, K. J., Cannon, K. B., Dixon-Saxon, S. V., Roller, K. M. (2023). *Lifespan development: Cultural and contextual applications for the helping professions*. Springer Publishing Company. DOI: 10.1891/9780826182791

JOURNAL ARTICLES:

Chan, Frank, C. D., Demeyer, M., Joshi, A., Vargas, E. A., & Silverio, N. (2021). Counseling older LGBTQ+ adults of color: Relational-Cultural Theory in practice. *The Professional Counselor, 11*(3), 370–382.

https://doi.org/10.15241/cdc.11.3.370https://cmich.primo.exlibrisgroup.com/permalink/01CM ICH_INST/gtjrlt/cdi_proquest_journals_2580728549

Woo, Dondanville, A., Jang, H., Na, G., & Jang, Y. (2020). A content analysis of the counseling

literature on technology integration: American Counseling Association (ACA) counseling journals between 2000 and 2018. *International Journal for the Advancement of Counselling*, 42(3), 319–333. <https://doi.org/10.1007/s10447-020-09406-w>
https://cmich.primo.exlibrisgroup.com/permalink/01CMICH_INST/gtjrlt/cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_7363684

Additional journal articles as assigned by week, if applicable.

RECOMMENDED TEXTBOOK:

American Psychological Association. (2019). *Publication manual of the American Psychological Association*. Author.

Other recommended readings as suggested in the syllabus.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

Additional readings, articles and handouts will be provided for you on Blackboard. It is your responsibility to print them out and bring them to class for discussion.

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools <https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or ‘real-time’ session through CMU’s authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

- Lecture, online, Hyflex methods

- Small group activities
- Online quizzes, discussion boards, and activities

STUDENT LEARNING COURSE OBJECTIVES:

Student Learning Objectives are aligned with CACREP standards and SLOs, see chart below.

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard	Assignment/Assessment
Professional Counseling Identity 2.F.1.e	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Quiz; Professional Development Paper; Discussion Boards; Reflection Papers
Professional Counseling Identity 2.F.1.j	Technology's impact on the counseling profession	Quiz; Professional Development Paper; Discussion Boards; Reflection Papers
Professional Counseling Identity 2.F.3.a	Theories of individual and family development across the life span	Quiz; Developmental Case Study; Discussion Boards; Reflection Papers
Professional Counseling Identity 2.F.3.b	Theories of learning	Quiz; Discussion Boards; Reflection Papers
Professional Counseling Identity 2.F.3.c	Theories of normal and abnormal personality development	Comparing Stages; Developmental Case Study; Discussion Boards; Reflection Papers
Professional Counseling Identity 2.F.3.d	Theories and etiology of addictions and addictive behaviors	Comparing stages project; Discussion Boards; Reflection Papers
Professional Counseling Identity 2.F.3.e	Biological, neurological, and physiological, factors that affect human development, functioning, and behavior	Developmental Case Study; Quizzes; Discussion Boards; Reflection Papers
Professional Counseling Identity 2.F.3.f	Systemic and environmental factors that affect human development, functioning, and behavior	Developmental Case Study; Quizzes; Discussion Boards; Reflection Papers
Professional Counseling Identity 2.F.3.h	A general framework for understanding differing abilities and strategies for differentiated interventions	Comparing Stages project; Discussion Boards; Reflection Papers
Professional Counseling Identity 2.F.3.i	Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Comparing Stages project; Developmental Case Study; Discussion Boards; Reflection Papers

Assignments

Assignment	Points
Reflection Papers x3	15
Discussion Boards x3	15
Quizzes x3	15
Developmental Self Case Study	15
Group Project Presentation	20
Comparing Stages Final Project	20
Total	100 points

All assignments should be submitted in APA 7th Ed unless otherwise noted.

All assignments are due before the start of class the following week. For example, the assignments listed in Week 1 are due by the start of class in Week 2.

1. Reflection Papers (15 points, 5 points each)

- a) For each reflection paper you will reflect on the assigned readings and describe how the information will impact your future practice as a counselor in whatever setting you decide to practice in. Reflection is an important skill to hone as professional counselors for many reasons, such as doing what we ask our clients to do, assuring our decisions are thoughtful and carefully implemented, and that we are doing our work ethically and responsibly. Reflection papers should follow APA style and formatting guidelines, but will not require a title page (this is optional). Please cite at least 1 course resource, or external resource, in each reflection paper.

2. Discussion Boards (15 points, 5 points each)

- a) There will be a total of 5 discussion boards in the course. The discussion boards are intended to facilitate online, asynchronous discussion about the readings we will be engaging with each week. Please write at least 2 paragraphs of 5-7 sentences each, with at least 1 referenced resource provided in class or found on your own from outside sources. Make sure this is a *scholarly* reference, i.e., from a peer reviewed or agency source, such as SAMHSA. Websites are generally not considered scholarly. **The initial post should be completed by Thursday of the week the assignment appears, with responses to 2 peers completed by the next class meeting.**

3. Quizzes (15 points, 5 points each)

- a) There will be 3 quizzes that you can access via blackboard, all found in the later half of the course. These quizzes will be open book and require students to apply and analyze developmental concepts to an individual and family lifespan. There is no time limit to complete the quiz.

4. Developmental Self Case Study (15 points)

- a) Write a developmental self-assessment using the theories, ideas, discussions and research from class and your readings. Each student will review his/her entire life up to the current

- age, beginning in pregnancy and including family of origin and current family development. The paper should be in APA format and follow the template on blackboard.
- b) Describe your own life experiences and family development based on the research, developmental stages and psychosocial crises discussed in class and include references from the primary text.
 - c) Read 1 peer reviewed scholarly article on wellness and/or optimal development and apply the concepts to your own life. How can you use these concepts to overcome any current issues?
 - d) Discuss what you learned about yourself through this project.
 - e) APA and grammar (points deducted for poor grammar or not APA style)
 - f) This project may be completed in stages. As each developmental stage is discussed in class, students are encouraged to write their case study for that section and give to instructor for review. Several examples of case studies will be posted on blackboard.

5. Group Project (20 points):

Students will work together in groups by specialty area or lifespan stage and conduct an evaluation or review of programming for a target lifespan stage. The members of the group will complete the following steps to complete the project:

- a. During this project, the group will work together to find a curriculum, treatment protocol, or manualized therapy intervention that is evidence-based using a library search.
- b. The group members will conduct a literature search on the target population of the group, i.e., the lifespan stage the group will focus on. There should be 5-10 references and all should be from the past 5 years or newer.
- c. From this information, the group will conduct an evaluation or recommendation of the curriculum, treatment protocol, or manualize therapy intervention based on the research on the target population, and synthesize the information gathered into the evaluation or recommendation.
- d. The group will develop a 15-20 minute PowerPoint or other type of presentation that will be delivered in class on the final night the class meets. Students will submit a group assignment to Blackboard written in word that describes the contributions of each member in percentages and a summary of work completed.
- e. APA format and style should be followed for the presentation.
- f. This project may be supplemented with service-learning methods in some course section offerings at the discretion of the instructor.

6. Comparing Stages Project (20 points)

Each student will choose three developmental stages from the Newman & Newman text and develop a PowerPoint presentation that compares/contrasts these three stages. **School counselors must focus on childhood stages up to late adolescence only.**

Complete the assignment with instructions below:

PowerPoint slide 1: Introduction and identification of three stages you selected to focus on from the textbook.

PowerPoint slides 2-5: Choose a population to focus on and a crisis or trauma that would impact individuals across the lifespan from this population. School counselors should choose a crisis specific to children such as school suicide, addiction counselors should choose an addiction crisis

such as the opioid crisis. For each developmental stage, read one peer reviewed scholarly article that summarizes the impact the event or crisis has on that population and age group and then compare/contrast the stages. For example, if your three stages are adolescence, early adulthood, and middle adulthood, the population is African American females; and your crisis/trauma is suicide, your PowerPoint slides should be:

Slide 1: Your name, adolescence, early adulthood and middle adulthood; Suicide; African American Females

Slide 2: Summary of article of how suicide impacts adolescent African American females

Slide 3: Summary of an article of how suicide impacts early adulthood African American females

Slide 4: Summary of an article of how suicide impacts middle adulthood African American females

Slide 5: how are impacts the same? How are they different?

Slides 6-9: Next, research peer reviewed articles on individuals with either a disability or giftedness in each developmental stage. What issues are unique to having a differing ability as a teenager, adults, older adult, etc.? For example, if you choose to research deaf individuals your presentation would be:

Slide 6: Issues for deaf adolescents – how does this differing ability impact their developmental milestones?

Slide 7: Issues for deaf early adults – how does this differing ability impact their developmental milestones?

Slide 8: Issues for deaf middle adults – how does this differing ability impact their developmental milestones?

Slide 9: Compare and contrast the developmental issues. How are they the same? How are they different?

Slides 10-13: Finally, return to your original population and summarize one article about optimal development and/or wellness for each stage that includes your population; and one article on how someone in that stage might develop or be at risk for an addiction. Remember to be specific to the needs of the stage and the population, for example if you choose to research sleep, sleep needs are different for teenagers then for adults, and sleep issues will be different based on whether someone has access to a safe home; be sure to discuss that. For example:

Slide 10 – Optimal development for African-American adolescents, what helps them reach their potential? What factors could put them at risk for addiction?

Slide 11: Optimal develop and/or wellness for African-American early adults – what helps them reach their developmental potential and what factors might put them at risk for addiction?

Slide 12: Optimal development and/or wellness for African American middle adults, what helps them maintain wellness and what factors might put them at risk for addiction?

Slide 13: Discuss the ethical issues that might come up when addressing wellness. For example, being culturally competent means not suggesting activities that someone may not have access to, or it may cause stress for the client.

Slide 14: Compare and Contrast the entire project; what are different about the stages? What are the same?

GRADING SCALE:

93-100 points	A
90-92 points	A-
87-89 points	B+
83-86 points	B
80-82 points	B-
77-79 points	C+
73-76 points	C
72 & below: failing	E

COURSE TIMELINE:

Date	Topic	CACREP Standard	Readings	Due Dates
Week 0	Course introduction and overview Review syllabus and assignments	2.F.3.b 2.F.3.c 2.F.3.d		
Week 1	Lifespan in Context Technology Impact on Counseling	2.F.3.i 2.F.1.j 2.F.1.f 2.F.1.g 2.F.1.h	Chapter 1 Woo, Dondaville, Jang, Na, Jang, 2020	Reflection Paper 1
Week 2	The Roots of Lifespan Developmental Theory Advocacy in Counseling Practice	2.F.1.c 2.F.1.e	Chapter 2 + podcast Chan, Frank, Demeyer, Joshi, Vargas, Silverio, 2021	Quiz 1
Week 3	Cultural and Contextual Developmental Models	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f 2.F.3.h	Chapter 3	Discussion Board 1
Week 4	Cultural and Contextual Factors of Infancy Through Early Childhood Developmental Theories of Infancy Through Early Childhood	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 4-5 + podcasts	Reflection Paper 2 Developmental Self Case Study
Week 5	Cultural and Contextual Factors of Middle Childhood Through Adolescence Developmental Theories of Middle Childhood Through Adolescence	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 6-7 + podcasts	Quiz 2
Week 6	Cultural and Contextual Factors of Emerging Adulthood Through Early Adulthood Developmental Theories of Emerging Adulthood Through Early Adulthood	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 8-9 + podcasts	Discussion Board 2 Group Project Presentation
Week 7	Cultural and Contextual Factors of Middle Adulthood Developmental Theories of Middle Adulthood	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 10-11 + podcasts	Reflection Paper 3 Comparing Stages Final Project
Week 8	Cultural and Contextual Factors of Late Adulthood Through End of Life Developmental Theories of Late Adulthood Through End of Life	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 12-13 + podcasts	Quiz 3 Discussion Board 3

Course Policies

Attitude & Our Learning Environment: Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all part of the higher education tradition, as they provoke us to re-examine our own thinking. That being said, this WILL be a safe and welcoming learning environment for students of all races, ethnicities, sexual orientations, gender identities, ages, religions, economic classes and ability statuses. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive and culturally appropriate manner and to maintain confidentiality when students share personal information.

Class Participation/Attendance: CMU Counseling Program faculty are gatekeepers for the counseling profession. Material presented in class is vital to becoming a competent counselor, therefore students are expected attend each class and actively participate in class activity and discussion. Missing one class will result in a 5-point grade deduction. Missing two classes may result in failure of the class. This point deduction may be waived for documented illness and/or family emergency. Please inform the instructor if you intend to miss class.

Assignment Due Dates: All assignments are expected to be complete and submitted on time in accordance with the due dates listed on the Course Schedule. No make-up exams, nor incomplete (“I” grades) will be given, except in cases that involve specific, emergency-documented circumstances. “I” grades will not be given in lieu of a failing or poor grade.

All papers must comply with the American Psychological Association’s Publication Manual – 6th edition. Failure to comply will result in loss of points on written work.

Late Written assignments: Written assignments are due at the start of the class on the due date. Late papers will lose one grade for each week late. Papers two weeks late will only be able to earn up to an 80%. No papers will be accepted after two weeks and/or the last day of class. Late papers with a documented medical excuse may have this penalty waived.

Late Quizzes/Tests: All quizzes/tests are due on the due date listed and are not eligible to be completed late without documented medical/family emergency. Students who do not complete a quiz or test by the due date will receive a 0 on the quiz/test.

Rewrites: All students are eligible to resubmit the writing assignments if turned in one week early, on time or one week late (grade penalty still applies). All rewrites must indicate what was changed through *comments in the document and/or highlighted changes*. Students must submit the original document and make changes based on ALL of the feedback/comments. Papers that only address one or two items will not be regraded. Papers without comments or highlights will not be regraded. Rewrites are due two weeks after the assignment due date at the start of class. Rewrites are not available for papers due on the last day of class, but that paper maybe turned in early for feedback.

Students are expected to abide by the American Counseling Association’s Code of Ethics and all University policies.

Flexibility Clause: The instructor reserves the right to modify the course requirements and other related policies as circumstances may dictate, and with limited notification to all students. Even the professor can have an unanticipated emergency, and the university—or the community at large—may experience an emergency that requires changing the class schedule or requirements. I don't expect to

invoke this clause, but if I do, you will be notified as soon as possible. Any change will also be posted to the online learning system.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy: (https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements: (https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx) Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the

classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under

3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class.

Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see:

https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at <https://www.cmich.edu/global/writingcenter/Pages/submission.aspx>.

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at: http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx.

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.

**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS**

CED 665 Personal & Professional Development across the Lifespan

FACE TO FACE

TERM YEAR, CRN: XXXXXXXX

On Campus, Mondays, 4:00PM-6:50PM, EHS 215,

Instructor:

Office Hours: by appointment, in person or via WEBEX

Office Location:

Email:

Phone:

IMPORTANT NOTE: Please remember to register for Tevera as soon as possible!

Face Covering and Social Distancing Syllabus Language

BULLETIN DESCRIPTION:

This course addresses the influence of developmental and environmental factors on human behavior, including physical, social, and psychological aspects, and implications for counselors.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: N/A

RATIONALE FOR COURSE LEVEL:

This course is designed only for graduate students because of the expected level of class participation and academic performance.

REQUIRED TEXTBOOKS:

Coker, K. J., Cannon, K. B., Dixon-Saxon, S. V., Roller, K. M. (2023). *Lifespan development: Cultural and contextual applications for the helping professions*. Springer Publishing Company. DOI: 10.1891/9780826182791

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https://doi.org/10.15241/cdc.11.3.370https://cmich.primo.exlibrisgroup.com/permalink/01CMICH_INST/gtjrlt/cdi_proquest_journals_2580728549

Woo, Dondanville, A., Jang, H., Na, G., & Jang, Y. (2020). A content analysis of the counseling literature on technology integration: American Counseling Association (ACA) counseling journals between 2000 and 2018. *International Journal for the Advancement of Counselling*, 42(3), 319–333. https://doi.org/10.1007/s10447-020-09406-whttps://cmich.primo.exlibrisgroup.com/permalink/01CMICH_INST/gtjrlt/cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_7363684

Additional journal articles as assigned by week, if applicable.

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Other recommended readings as suggested in the syllabus.

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Total	100 points

All assignments should be submitted in APA 7th Ed unless otherwise noted.

All assignments are due before the start of class the following week. For example, the assignments listed in Week 1 are due by the start of class in Week 2.

1. Reflection Papers (15 points, 5 points each)

- a) For each reflection paper you will reflect on the assigned readings and describe how the information will impact your future practice as a counselor in whatever setting you decide to practice in. Reflection is an important skill to hone as professional counselors for many reasons, such as doing what we ask our clients to do, assuring our decisions are thoughtful and carefully implemented, and that we are doing our work ethically and responsibly. Reflection papers should follow APA style and formatting guidelines, but will not require a title page (this is optional). Please cite at least 1 course resource, or external resource, in each reflection paper.

2. Discussion Boards (15 points, 5 points each)

- a) There will be a total of 5 discussion boards in the course. The discussion boards are intended to facilitate online, asynchronous discussion about the readings we will be engaging with each week. Please write at least 2 paragraphs of 5-7 sentences each, with at least 1 referenced resource provided in class or found on your own from outside sources. Make sure this is a *scholarly* reference, i.e., from a peer reviewed or agency source, such as SAMHSA. Websites are generally not considered scholarly. **The initial post should be completed by Thursday of the week the assignment appears, with responses to 2 peers completed by the next class meeting.**

3. Quizzes (15 points, 5 points each)

- a) There will be 3 quizzes that you can access via blackboard, all found in the later half of the course. These quizzes will be open book and require students to apply and analyze developmental concepts to an individual and family lifespan. There is no time limit to complete the quiz.

4. Developmental Self Case Study (15 points)

- a) Write a developmental self-assessment using the theories, ideas, discussions and research from class and your readings. Each student will review his/her entire life up to the current

- age, beginning in pregnancy and including family of origin and current family development. The paper should be in APA format and follow the template on blackboard.
- b) Describe your own life experiences and family development based on the research, developmental stages and psychosocial crises discussed in class and include references from the primary text.
 - c) Read 1 peer reviewed scholarly article on wellness and/or optimal development and apply the concepts to your own life. How can you use these concepts to overcome any current issues?
 - d) Discuss what you learned about yourself through this project.
 - e) APA and grammar (points deducted for poor grammar or not APA style)
 - f) This project may be completed in stages. As each developmental stage is discussed in class, students are encouraged to write their case study for that section and give to instructor for review. Several examples of case studies will be posted on blackboard.

5. Group Project (20 points):

Students will work together in groups by specialty area or lifespan stage and conduct an evaluation or review of programming for a target lifespan stage. The members of the group will complete the following steps to complete the project:

- a. During this project, the group will work together to find a curriculum, treatment protocol, or manualized therapy intervention that is evidence-based using a library search.
- b. The group members will conduct a literature search on the target population of the group, i.e., the lifespan stage the group will focus on. There should be 5-10 references and all should be from the past 5 years or newer.
- c. From this information, the group will conduct an evaluation or recommendation of the curriculum, treatment protocol, or manualize therapy intervention based on the research on the target population, and synthesize the information gathered into the evaluation or recommendation.
- d. The group will develop a 15-20 minute PowerPoint or other type of presentation that will be delivered in class on the final night the class meets. Students will submit a group assignment to Blackboard written in word that describes the contributions of each member in percentages and a summary of work completed.
- e. APA format and style should be followed for the presentation.
- f. This project may be supplemented with service-learning methods in some course section offerings at the discretion of the instructor.

6. Comparing Stages Project (20 points)

Each student will choose three developmental stages from the Newman & Newman text and develop a PowerPoint presentation that compares/contrasts these three stages. **School counselors must focus on childhood stages up to late adolescence only.**

Complete the assignment with instructions below:

PowerPoint slide 1: Introduction and identification of three stages you selected to focus on from the textbook.

PowerPoint slides 2-5: Choose a population to focus on and a crisis or trauma that would impact individuals across the lifespan from this population. School counselors should choose a crisis specific to children such as school suicide, addiction counselors should choose an addiction crisis

such as the opioid crisis. For each developmental stage, read one peer reviewed scholarly article that summarizes the impact the event or crisis has on that population and age group and then compare/contrast the stages. For example, if your three stages are adolescence, early adulthood, and middle adulthood, the population is African American females; and your crisis/trauma is suicide, your PowerPoint slides should be:

Slide 1: Your name, adolescence, early adulthood and middle adulthood; Suicide; African American Females

Slide 2: Summary of article of how suicide impacts adolescent African American females

Slide 3: Summary of an article of how suicide impacts early adulthood African American females

Slide 4: Summary of an article of how suicide impacts middle adulthood African American females

Slide 5: how are impacts the same? How are they different?

Slides 6-9: Next, research peer reviewed articles on individuals with either a disability or giftedness in each developmental stage. What issues are unique to having a differing ability as a teenager, adults, older adult, etc.? For example, if you choose to research deaf individuals your presentation would be:

Slide 6: Issues for deaf adolescents – how does this differing ability impact their developmental milestones?

Slide 7: Issues for deaf early adults – how does this differing ability impact their developmental milestones?

Slide 8: Issues for deaf middle adults – how does this differing ability impact their developmental milestones?

Slide 9: Compare and contrast the developmental issues. How are they the same? How are they different?

Slides 10-13: Finally, return to your original population and summarize one article about optimal development and/or wellness for each stage that includes your population; and one article on how someone in that stage might develop or be at risk for an addiction. Remember to be specific to the needs of the stage and the population, for example if you choose to research sleep, sleep needs are different for teenagers then for adults, and sleep issues will be different based on whether someone has access to a safe home; be sure to discuss that. For example:

Slide 10 – Optimal development for African-American adolescents, what helps them reach their potential? What factors could put them at risk for addiction?

Slide 11: Optimal develop and/or wellness for African-American early adults – what helps them reach their developmental potential and what factors might put them at risk for addiction?

Slide 12: Optimal development and/or wellness for African American middle adults, what helps them maintain wellness and what factors might put them at risk for addiction?

Slide 13: Discuss the ethical issues that might come up when addressing wellness. For example, being culturally competent means not suggesting activities that someone may not have access to, or it may cause stress for the client.

Slide 14: Compare and Contrast the entire project; what are different about the stages? What are the same?

GRADING SCALE:

93-100 points	A
90-92 points	A-
87-89 points	B+
83-86 points	B
80-82 points	B-
77-79 points	C+
73-76 points	C
72 & below: failing	E

COURSE TIMELINE:

Date	Topic	CACREP Standard	Readings	Due Dates
Week 1	Course introduction and overview Review syllabus and assignments	2.F.3.b 2.F.3.c 2.F.3.d		
Week 2	Lifespan in Context Technology Impact on Counseling	2.F.3.i 2.F.1.j 2.F.1.f 2.F.1.g 2.F.1.h	Chapter 1 Woo, Dondaville, Jang, Na, Jang, 2020	Reflection Paper 1
Week 3	The Roots of Lifespan Developmental Theory Advocacy in Counseling Practice	2.F.1.c 2.F.1.e	Chapter 2 + podcast Chan, Frank, Demeyer, Joshi, Vargas, Silverio, 2021	
Week 4	Cultural and Contextual Developmental Models	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f 2.F.3.h	Chapter 3	Quiz 1
Week 5	Cultural and Contextual Factors of Infancy Through Early Childhood	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 4 + podcasts	Reflection Paper 2
Week 6	Developmental Theories of Infancy Through Early Childhood	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 5 + podcasts	Discussion Board 1
Week 7	Cultural and Contextual Factors of Middle Childhood Through Adolescence	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 6 + podcasts	Developmental Self Case Study
Week 8	Developmental Theories of Middle Childhood Through Adolescence	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 7 + podcasts	Quiz 2
Week 9	Cultural and Contextual Factors of Emerging Adulthood Through Early Adulthood	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 8 + podcasts	
Week 10	Developmental Theories of Emerging Adulthood Through Early Adulthood	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 9 + podcasts	Discussion Board 2
Week 11	Cultural and Contextual Factors of Middle Adulthood	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 10 + podcasts	
Week 12	Developmental Theories of Middle Adulthood	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 11 + podcasts	Reflection Paper 3
Week 13	Cultural and Contextual Factors of Late Adulthood Through End of Life	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 12 + podcasts	
Week 14	Developmental Theories of Late Adulthood Through End of Life	2.F.3.a 2.F.3.c	Chapter 13 + podcasts	Discussion Board 3

		2.F.3.e 2.F.3.f		
Week 15	Addiction, school, and other topics covered with additional readings	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f		Quiz 3 Comparing Stages Final Project DUE
Week 16	Group Presentations	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f		Group Project Presentation

Course Policies

Attitude & Our Learning Environment: Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all part of the higher education tradition, as they provoke us to re-examine our own thinking. That being said, this WILL be a safe and welcoming learning environment for students of all races, ethnicities, sexual orientations, gender identities, ages, religions, economic classes and ability statuses. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive and culturally appropriate manner and to maintain confidentiality when students share personal information.

Class Participation/Attendance: CMU Counseling Program faculty are gatekeepers for the counseling profession. Material presented in class is vital to becoming a competent counselor, therefore students are expected attend each class and actively participate in class activity and discussion. Missing one class will result in a 5-point grade deduction. Missing two classes may result in failure of the class. This point deduction may be waived for documented illness and/or family emergency. Please inform the instructor if you intend to miss class.

Assignment Due Dates: All assignments are expected to be complete and submitted on time in accordance with the due dates listed on the Course Schedule. No make-up exams, nor incomplete (“I” grades) will be given, except in cases that involve specific, emergency-documented circumstances. “I” grades will not be given in lieu of a failing or poor grade.

All papers must comply with the American Psychological Association’s Publication Manual – 6th edition. Failure to comply will result in loss of points on written work.

Late Written assignments: Written assignments are due at the start of the class on the due date. Late papers will lose one grade for each week late. Papers two weeks late will only be able to earn up to an 80%. No papers will be accepted after two weeks and/or the last day of class. Late papers with a documented medical excuse may have this penalty waived.

Late Quizzes/Tests: All quizzes/tests are due on the due date listed and are not eligible to be completed late without documented medical/family emergency. Students who do not complete a quiz or test by the due date will receive a 0 on the quiz/test.

Rewrites: All students are eligible to resubmit the writing assignments if turned in one week early, on time or one week late (grade penalty still applies). All rewrites must indicate what was changed through *comments in the document and/or highlighted changes*. Students must submit the original document and make changes based on ALL of the feedback/comments. Papers that only address one or two items will not be regraded. Papers without comments or highlights will not be regraded. Rewrites are due two weeks after the assignment due date at the start of class. Rewrites are not available for papers due on the last day of class, but that paper maybe turned in early for feedback.

Students are expected to abide by the American Counseling Association’s Code of Ethics and all University policies.

Flexibility Clause: The instructor reserves the right to modify the course requirements and other related policies as circumstances may dictate, and with limited notification to all students. Even the professor can have an unanticipated emergency, and the university—or the community at large—may experience an emergency that requires changing the class schedule or requirements. I don't expect to

invoke this clause, but if I do, you will be notified as soon as possible. Any change will also be posted to the online learning system.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy: (https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements: (https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx) Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the

classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under

3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class.

Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see:

https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at <https://www.cmich.edu/global/writingcenter/Pages/submission.aspx>.

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at: http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx.

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.



**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS**

CED 668 Family Counseling & Therapy

ASYNCHRONOUS ONLINE

Instructor: Sheri Pickover, PhD, LPC

Office Hours: Tuesdays 12-3pm; Wednesdays 2-3:30pm via WEBEX

Office Location: Education and Human Services Building #354

Email: picko1s@cmich.edu

Phone: (989) 774-3709

BULLETIN DESCRIPTION:

This course involves the application of counseling skills and interventions using systems and post-modern theories of marriage, couple, and family therapy.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

None

RATIONALE FOR COURSE LEVEL:

This course requires counseling students to demonstrate knowledge and application of multiple family systems theories. Student must be able to synthesize various theories, formulate treatment plans, implement interventions, and evaluate treatment outcomes.

REQUIRED TEXTBOOKS:

Nichols, M.P. & Davis, S.D. (2021) *Family therapy: Concepts and methods*. Pearson.

Napier, A. & Whitaker, C. (2017). *The family crucible*. Harper Perennial.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools

<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

Lecture	Seminar-style, round table discussion
Online discussions	small group assignments
Role Play	Small group activities

STUDENT LEARNING COURSE OBJECTIVES:

After completing this course, the student will be able to:

1. Describe the history and development of marriage, couple and family counseling
2. Describe, compare and contrast the theories and models of family systems, dynamics, marriage, couple and family counseling including modern and post-modern theories.
3. Discuss the ethical and legal considerations and family law issues unique to the practice of marriage, couple and family counseling.
4. Identify the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple and family counseling.
5. Describe the roles and settings of marriage, couple and family counselors
6. Apply the principles and models of assessment and case conceptualization from a systems perspective.
7. Formulate and enact a treatment plan that incorporates theory specific techniques and interventions.

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
5.F.1.a	history and development of marriage, couple, and family counseling
5.F.1.b	theories and models of family systems and dynamics
5.F.1.c	theories and models of marriage, couple, and family counseling
5.F.1.e	principles and models of assessment and case conceptualization from a systems perspective
5.F.2.a	roles and settings of marriage, couple, and family counselors
5.F.2.n	professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling
5.F.2.o	ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling
5.F.3.c	techniques and interventions of marriage, couple, and family counseling

ASSIGNMENTS & COURSE EVALUATION:

1. Discussion and Book Reflections (10 pts): Students will respond to discussion questions. Students will read the book “The Family Crucible” and will provide reflections on multiple chapters in an online discussion board. Students must respond to each other during the reflection.

2. Group Assignment: Create a family (10 points)

Students will work in small groups of four or five students and create a three generational family. The instructor will provide a basic outline, and each week in their own discussion group the group will create the family dynamics and system over a four-week period. Students may use their own family as a reference but are not required to do so. The final project will be a powerpoint that provides the family background.

3. Group Assignment: Family Therapy Role Play (25 points)

Once each small group has completed their “Create a Family” powerpoint the instructor will assign the groups to become each other’s family counselors. For example, Group A (family counselors) will be the family counselors for Group B (family clients) and Group B (family counselors) will be the family counselor for Group A (family clients).

Groups are not allowed to show their “counselors” the created powerpoint of their family.

Groups will role play a video recorded assessment interview with their “clients” and based solely on the interview; create a genogram. Students can use the website <https://www.familyecho.com> to create the genogram. The role play must be 7-10 minutes long. Shorter role plays will not receive credit, but longer role plays will not lose credit. Please note that the actual assessment interview may take much longer than 10 minutes; you are not required to record the entire meeting but should expect to complete an interview where you can gather all the required information for the genogram. One group member may take notes while another member interviews the "family" but members should not be building the genogram during the session. Group members will turn in the genogram along with a document that identifies the two theories

that will be used for the interventions and a brief case conceptualization of the needs of the family based on each theory.

Each group will then role play two different interventions based on a specific family or couple theory and the needs of the family. Role plays may demonstrate co-counseling (two counselors in the session).

Each intervention role play must be 5-7 minutes for a total of 10-14 minutes, shorter videos will not be graded.

The first role play should demonstrate a modern theory (Bowenian, Structural or Strategic), the second role should demonstrate a postmodern theory (solution focused, narrative). Groups should identify which theory they are using at the start of the role play.

One role play must demonstrate family therapy, but the second role play can be family or couple.

Group members are expected to research interventions related to the theory being demonstrated. The role plays are graded on the accuracy of the interventions.

All group members must participate in the assignment; for example, two group members can role play the assessment while another two group members can role play one of the family interventions.

4. Video reflections (20 points)

Each student will watch a video of a Bowenian family therapy session and a Narrative couple therapy session and analyze each session based on the template on Blackboard. There are two of these assignments.

5. Family/Couple Case Conceptualization Research Paper (25 points)

Students will select either the Bowen Family system Theory or Structural Family Systems Theory and use this theory to develop a case conceptualization and treatment plan for the family depicted in one of the following films: Boyhood, Soulfood, Joy Luck Club, Ordinary People, Mi Familia. (students may choose another film depicting family functioning with approval from instructor). This is not a group assignment. Please follow the template on BB and the grading rubric on BB. This paper requires a minimum of 5 references, including your textbook and the ACA/ and or AAMFT code of ethics.

6. Quizzes (10 points)

Students will complete 4 quizzes (20 questions each) that cover specific chapters in the textbook. Quizzes are not cumulative but must be completed by a specific due date. Quiz 1 covers Chapters 1-3; Quiz 2 covers Chapters 4-6; Quiz 3 covers chapters 7-9; and Quiz 4 covers Chapters 12-13.

Assignment	Points
Discussion Board & Book reflection assignments (2 @ 5 points each)	10 points
Family/Couple Case conceptualization Research Paper	25 points

Quizzes 4 @ 2.5 points each	10 points
Video Reflections (2 @ 10 points each)	20 points
Group Assignment: Create A Family	10 points
Group Assignment: Family/Couple Therapy	25 points
Total	100 points

COURSE EVALUATION:

Students will receive feedback in several ways. First, students will receive performance feedback about each assignment based on the assigned rubric through the *Assignments* function in Bb or comments written in submitted work. All grades will be posted on Bb through the *My Grades* function. Finally, should a student have specific questions about his/her grade or performance on an assignment, the student should email the instructor to set-up a time to discuss issues.

GRADING SCALE:

It is possible to earn a total of **100** points in the course. The course grade will be determined as:

100-93%	A	82-80%	B-
92-90%	A-	79-77%	C+
89-87%	B+	76-73%	C
86-83%	B	72%>	E

COURSE TIMELINE:

DATE	TOPIC	CACREP STANDARD	READING	ASSIGNMENT DUE
<i>Week 1</i>	The history & development of family, couple and marriage therapy	5.F.1.a	Chapter 1	
<i>Week 2</i>	Fundamental Concepts	5.F.1.b	Chapter 2	DB #1
<i>Week 3</i>	Legal & Ethical Issues; Roles & Settings	5.F.2.o; 5.F.2.a	BB readings	DB #2
<i>Week 4</i>	Basic Techniques; Assessment & Conceptualizations	5.F.1.e	Chapter 3	Create A family Quiz #1
<i>Week 5</i>	Bowen Systems Theory; Strategic Therapy, Structural Therapy	5.F.1.c; 5.F.3.c	Chapter 4-6	Quiz #2 Video reflection #1
<i>Week 6</i>	Existential Family Therapy; Psychoanalytic Family/couple Therapy; CBT Couple/family therapy Mandatory Group Supervision	5.F.1.c; 5.F.3.c	Chapter 7-9	Research Paper Quiz #3
<i>Week 7</i>	Solution Focused, Narrative	5.F.1.c; 5.F.3.c	Chapter 12 & 13	Video reflection #2
<i>Week 8</i>	Research on Family Interventions; Professional organizations & Credentialing	5.F.2.n	BB readings; Chapter 15	Group Role Play; Quiz #4

**Instructor reserves the right to make changes to this syllabus as she sees fit, to support and enhance student learning. All assignments must be in APA 7th edition format.*

CACREP Standard #	CACREP Standard	Assignment
5.F.1.a	history and development of marriage, couple, and family counseling	Readings, Quizzes
5.F.1.b	theories and models of family systems and dynamics	Readings, Quizzes, Research Paper, Group Assignments
5.F.1.c	theories and models of marriage, couple, and family counseling	Readings, Quizzes, Research Paper, Group Assignments
5.F.1.e	principles and models of assessment and case conceptualization from a systems perspective	Readings, Quizzes, Research Paper, Group Assignments
5.F.2.a	roles and settings of marriage, couple, and family counselors	Readings, Quizzes
5.F.2.n	professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling	Readings, Quizzes, Research Paper
5.F.2.o	ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling	Reading, Quizzes, Research Paper
5.F.3.c	techniques and interventions of marriage, couple, and family counseling	Readings, Research Paper, Group Assignment

Course Policies

Attitude & Our Learning Environment: Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all part of the higher education tradition, as they provoke us to re-examine our own thinking. That being said, this WILL be a safe and welcoming learning environment for students of all races, ethnicities, sexual orientations, gender identities, ages, religions, economic classes and ability statuses. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive and culturally appropriate manner and to maintain confidentiality when students share personal information.

Attendance & Class Participation: Students are expected to engage in the online environment daily, attend the mandatory live sessions, and respond to peer or faculty communication within 24 hours. Reviewing materials is required; statistical tracking will be used to ensure students engage in the course. This class requires mandatory live online attendance. Missing one class will result in a 5-point penalty. Missing two classes will result in failure of the class.

Media/Film: In an effort to engage students' learning processes from a variety of different mediums, this course may utilize videos clips, documentaries, music and contemporary film as a way to create dialogue and display the issues and principles being expounded upon in class.

While significant effort is made to avoid gratuitous violence, nudity, profanity and drug use, the films utilized for my courses *may contain* some of these elements but are not *focused* on these elements. It is understood that this class will possess a variety of different standards and values instilled by each individual's cultural, spiritual and ethnic experiences. Every student in this course will be respected and each of you can be assured that the media shown (as well as all forms of instruction and discourse) are offered for their relevance to the course topics. Having said this, if you hold a particular belief or value system or have had personal experiences that might make the viewing of this type of media/film a particularly negative or traumatizing experience, it is expected that you will contact me so that appropriate alternative arrangements might be made.

Assignment Due Dates: All assignments are expected to be complete and submitted on time in accordance with the due dates listed on the Course Schedule. No make-up exams, nor incomplete ("I" grades) will be given, except in cases that involve specific, emergency-documented circumstances. "I" grades will not be given in lieu of a failing or poor grade.

All papers must comply with the American Psychological Association's Publication Manual – 7th edition. Failure to comply will result in loss of points on written work.

Late Written assignments: Written assignments are due at the start of the class on the due date. Late papers will lose 1 point for each day late. Papers one week late will only be able to earn up to an 80%. No papers will be accepted after one week and/or the last day of class. Late papers with a documented medical excuse may have this penalty waived.

Late Quizzes/Tests: All quizzes/tests are due on the due date listed and are not eligible to be completed late without documented medical/family emergency. Students who do not complete a quiz or test by the due date will receive a 0 on the quiz/test.

Rewrites: All students who earn a B or lower are eligible to resubmit the writing assignments if turned in on time. Papers must demonstrate effort and be completed in their entirety to be eligible for a rewrite. Late papers are not eligible for rewrites. All rewrites must indicate what was changed by **highlighting all changes and adding comments that document the change**. Students must submit the original document and make changes based on ALL of the feedback/comments. Papers that only address one or two items will not be regraded. Papers without comments or highlights will not be regraded. Rewrites are due two weeks after the assignment due date at the start of class. Rewrites are not available for papers due on the last day of class, but that paper maybe turned in early for feedback.

Students are expected to abide by the American Counseling Association's Code of Ethics and all University policies.

Technology Assistance

This course is dependent on the successful use of technology – use of media, monitoring CMU email and knowledgeable use of our course's Blackboard page. If you are uncertain about your abilities to utilize any of these mediums, please contact the CMU Technology Helpdesk immediately. They can be found on the ground floor of the Park Library and their phone number

is (989) 774-3662. As your instructor, I am not the person to seek assistance from regarding these issues and “technology problems” will not be considered a legitimate excuse for missing or late assignments.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

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Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy: (https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements:

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Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

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Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at: http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

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**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS**

CED 677 Theories of Counseling

SYNCHRONOUS ONLINE

Instructor:

Office Hours: via WEBEX

Office Location:

Email:

Phone:

Class Location: WebEx Platform

Class Dates:

Class Times:

SERVICE DELIVERY:

Online using Blackboard for posting content, discussion boards, and quizzes, and Webex for weekly synchronous meetings.

BULLETIN DESCRIPTION:

Examination of psychological foundations of counseling theories. The course facilitates students' development of a personal counseling theory. This course may be offered in an online format.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: Admission to the counseling program.

RATIONALE FOR COURSE LEVEL:

This course provides foundational knowledge for a graduate level counseling degree.

REQUIRED TEXTBOOKS:

Corey, G. (2021). *Theory and practice of counseling and psychotherapy, enhanced*. CENGAGE Learning Custom Publishing.

This textbook provides Inclusive Access (IA) to CMU students. IA provides students with access to the digital course materials through the Blackboard course shell at a discounted rate. Students are automatically billed for the materials by the CMU Bookstore to their student accounts and have the ability to opt out if desired. See email from the bookstore.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools
<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

Lecture	Small group assignments
Online discussions	Small group activities
Role Play	Interactive Modules

STUDENT LEARNING COURSE OBJECTIVES:

After completing this course, the student will be able to:

1. Describe distinct characteristics found in major theories of counseling.
2. Explain how therapeutic change occurs in relation to each of the techniques and treatment strategies of each theory.
3. Differentiate among the various life stages of growth.
4. Develop a personal theory of counseling.
5. Evaluate approaches to counseling services and make recommendations.
6. Apply appropriate learned theories to match client needs and characteristics.

COUNCIL FOR ACCREDITATION OF COUNSELING & RELATED EDUCATIONAL PROGRAMS (CACREP) STANDARDS ADDRESSED IN THIS COURSE:

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.5.a	Theories and models of counseling
Professional Counseling Identity F.5.b	A systems approach to conceptualizing clients
Professional Counseling Identity F.5.j	Evidence-based counseling strategies and techniques for prevention and intervention
Professional Counseling Identity F.5.n	Processes for aiding students in developing a personal model of counseling

ASSIGNMENTS & COURSE EVALUATION:

Students will receive feedback in several ways. First, students will receive performance feedback about each assignment based on the assigned rubric through the *Assignments* function in Bb or comments written in submitted work. All grades will be posted on Bb through the *My Grades* function. Finally, should a student have specific questions about his/her grade or performance on an assignment, the student should email the instructor to set-up a time to discuss issues.

ASSIGNMENTS:

1. **Discussion Boards (10 pts):** Students will respond to two Discussion Board assignments focused on case conceptualization.
2. **Online Quizzes (30 pts):** Students will complete online quizzes as assigned on Blackboard. Each quiz will cover one or more book chapters. The quizzes are timed, include multiple choice and true/false questions and are available up until the due date. Quizzes will not be re-opened for any reason including technological difficulties as students will have ample time to complete the quizzes.
3. **Comprehensive Theory Paper (35 pts.):** The goal of this assignment is to assist you on your journey to identify the foundational theories and/or schools of thought that will inform your future practice. In this assignment, you will describe your own personal theory of counseling and the therapeutic approaches that you believe most reflect your current thoughts, attitudes, and assumptions regarding counseling. **The CTP is divided into two parts outlined below:**
 - Part I: 3.5 – 5 pages (15pts)**
 - a) Title Page (not included in page count)
 - b) Introduction

- c) Approaches you are drawn to and why (how your personal life—past, present, or future influences your choice of theories).
- d) Key Theoretical Concepts including an overview/description of the theory or theories in your approach. Include research/citations to support these theories.

Part II: 3.5 - 5 pages (20pts)

- a) Your role as a counselor and the counselor/client relationship.
- b) Central techniques and methods and how you might use this theory with your population of interest.
- c) Summary including:
 - conclusion as to why this approach best personally fits with you at this time.
 - limitations or contraindications of its use (in general and specifically for you).
 - gaps in your understanding and skills which you may want to fill in the future.
- d) References

Though your focus will be either one approach or integrating two theoretical approaches that best fit you as a counselor-in-training, as a summative evaluation it is important to include references to other approaches. Including how your approach compares to other approaches will be one indication of how well you have integrated knowledge of the theories throughout the course. For example, if your personal theory of counseling is Cognitive Behavioral Theory (CBT), you might compare your therapeutic goals with a Person-Centered approach and contrast your role as a counselor with these approaches.

- 4. Attendance, Professionalism, and Participation (5pts):** Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, you are expected to conduct yourself with the same level of professionalism that will be expected of you in a work setting. For this course you are expected to demonstrate the following:
- Respect for colleagues, hypothetical clients, faculty and others in your conversation and behaviors, attentiveness.
 - Please keep cameras on unless you have discussed an alternative with the instructor.
 - Timeliness with communications, and responsibility for your own personal wellness. Please also see counseling competency statement at the end of the syllabus.
 - Because course participation is online, and, because many of your communications as a professional counselor will occur electronically, it is important to demonstrate professionalism through appropriate use of 'netiquette' (e.g. students should communicate in a professional tone and include respectful salutations in postings).
 - Since the course content is only useful when it is put into practice, students are expected to participate fully in assigned discussions, activities, and other tasks outlined in the weekly schedule.
- 5. Case Conceptualization/Role Play Presentation (20 pts).** Students will work in groups (size to be determined by the instructor) assigned by the instructor and choose a film that

depicts an individual's life. Films must be approved by the instructor and should not include a depiction of a therapist. Students will work together to conceptualize the individual from three different counseling theories. This conceptualization will include how the theory explains the individual's behavior and how the theory is implemented to encourage change. The group will submit an APA 7th edition paper that clearly conceptualizes the individual and will then create a role play that demonstrates one intervention from each of the chosen theories. Theories must be fundamentally different from each other. This is a group grade. Members will have time to work and practice in class and receive feedback from the instructor. Please see the template and rubric on Blackboard. Students will be graded on level of professionalism, preparedness, and accuracy to the theory.

Malcom X	What's Love Got to Do with It	Freda
Wild	Into the Wild	Coal Miner's Daughter
Walk the Line	Lady Sings the Blues	Catch Me If You Can
Girl Interrupted	Life Itself	The Joker

SUMMARY OF ASSIGNMENTS:

Assignment	Points
Discussion Boards	10
Online Quizzes	30
Comprehensive Theory Paper	35
Case conceptualization/Role Play presentation	20
Attendance and Participation	5
Total	100

GRADING SCALE:

It is possible to earn a total of **100** points in the course. The course grade will be determined as follows:

93-100%	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
Below 73	E

COURSE TIMELINE:

DATE	TOPIC	CACREP STANDARD	READING	ASSIGN DUE
<i>Week 1</i>	Introduction to CED 677: Syllabus Review of Case Study and Intake The Counselor, Person and Professional Ethical Issues in Counseling *Set up groups for film presentation assignment	F.5.a,b,j	Corey Ch 1,2,3	Week 0: Theoretical Orientation Questionnaire
<i>Week 2</i>	Psychoanalytic/Psychodynamic Theories: Freud, Jung, and Adler	F.5.a,b,j F.5.n	Corey Ch 4, 5	Quiz #1
<i>Week 3</i>	Humanistic Theories: Existential Theory Intro to Person-Centered Theory	F.5.a,b,j F.5.n	Corey Ch 6	DB #1
<i>Week 4</i>	Humanistic Theories (cont'd): Person-Centered Theory (cont'd) Motivational Interviewing Gestalt	F.5.a,b,j F.5.n	Corey Ch 7, 8	CTP Part I Due Quiz #2 Group Presentation #1 and #2
<i>Week 5</i>	Modern/Behavioral Theories: Behavior Therapy Cognitive Behavioral Therapy (CBT)	F.5.a,b,j F.5.n	Corey Ch 9, 10	DB #3 Group Presentation #3
<i>Week 6</i>	Modern/Behavioral Theories (cont'd): CBT (cont'd) Reality Therapy – Choice Theory	F.5.a,b,j F.5.n	Corey Ch 10, 11	Quiz #3 DB #2 Group Presentation #4
<i>Week 7</i>	Post-Modern/Constructivist Theories: Feminist Solution Focused Narrative	F.5.a,b,j F.5.n	Corey Ch 12, 13	Quiz 4 CTP Part II Due Group Presentation #5
<i>Week 8</i>	Post-Modern/Constructivist Theories (cont'd): Family Systems Integrative	F.5.a,b,j F.5.n	Corey Ch 14, 15	Group Papers Due on _____ Quiz #5

****Instructor reserves the right to make changes to this syllabus as they see fit, to support and enhance student learning. All assignments must be in APA 7th edition format.***

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity F.5.a	Theories and models of counseling	Lecture, assigned readings, class discussions, quizzes, video demonstrations, theory paper, Group case conceptualization
Professional Counseling Identity F.5.b	A systems approach to conceptualizing clients	Lecture, assigned readings, class discussions, quizzes
Professional Counseling Identity F.5.j	Evidence-based counseling strategies and techniques for prevention and intervention	Lecture, assigned readings, class discussions, quizzes, video demonstrations, theory paper, Group case conceptualization
Professional Counseling Identity F.5.n	Processes for aiding students in developing a personal model of counseling	Comprehensive Theory Paper

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Attendance & Class Participation: Students are expected to attend each class on time, participate in each class and contribute positively to the group learning experience. Graduate work involves learning through group involvement and attendance is required. In the case of an emergency, students are expected to telephone the instructor immediately. Due to the nature of this course material and its necessity to ethical counseling practice, missing one class will result in a point deduction (without documented medical/family emergency) and missing more than two classes will result in failure of the course.

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Late Work Policy: Assignments are due on the date specified in the syllabus and should be turned in via Blackboard. It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

- For each 24-hour period after the date specified, the final achievable grade will be reduced 5%.
- No assignments may be turned in any later than 7 days after the scheduled due date.
- If you believe you have extenuating circumstances, please see the instructor.
- If you are going to miss a test due to a university-excused absence, please let the instructor know ahead of time so that arrangements can be made.

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Weather & Inclement Conditions

Although the class is online, there may be instances when the instructor must start class late, end early, or in rare circumstances, even cancel class due to inclement weather. It is critical that during weather events that you monitor your cmich.edu email for updates from me.

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**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS**

CED 679 Crisis & Trauma Counseling

ASYNCHRONOUS ONLINE

Instructor: Sheri Pickover, PhD, LPC

Office Hours: Tuesdays 12-3pm; Wednesdays 2-3:30pm or by appointment via WEBEX

Office Location: Education and Human Services Building #354

Email: picko1s@cmich.edu

Phone: (989) 774-3709

BULLETIN DESCRIPTION:

Provides the foundation for best practice in crisis counseling by facilitating critical analysis of issues and applying intervention techniques.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

None

RATIONALE FOR COURSE LEVEL:

This course contains complex work that builds upon the basic knowledge and skills acquired in introductory courses within the Counseling Graduate program.

REQUIRED TEXTBOOKS:

James, R. K. (2016). *Crisis Intervention Strategies* (8th Ed.). Belmont, CA: Brooks/Cole.

Van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Viking.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic

compatibility with Central Michigan University systems and tools

<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

Lecture	Seminar-style, round table discussion
Online discussions	small group assignments
Role Play	Small group activities

STUDENT LEARNING COURSE OBJECTIVES:

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

After completing this course, the student will be able to:

1. Articulate the salient differences between the fundamental concepts, theories, strategies, and counseling skills needed to conduct effective crisis intervention.
2. Apply counseling intervention methodologies needed to effectively help individuals, groups, and organizations.
3. Conceptualize ethical and legal issues through case studies and identify responsibilities pertinent to counseling practice in crisis situations.
4. Summarize issues related to diversity and the practice of crisis counseling.
5. Produce a program, related to the processes of prevention, intervention, and post-intervention in crisis counseling, that apply to an at-risk population.

Assess individual's suicidal and homicidal risks and utilize intervention procedures with individuals at significant risk for these behaviors.

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Core 2.F.1.c.	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
Professional Counseling Identity 2.F.3.g	Students will describe the effects of crisis, disasters, and trauma on diverse individuals across the lifespan and then apply these effects to their own lives and the lives of their potential clients.
CMHC 5.C. 2.f	Impact of crisis on individuals with mental health diagnosis
CMHC 5.C.2.g	Impact of biological/neurological mechanisms on mental health
CMHC 5.C.3.d	Strategies for interfacing with integrating behavioral health care professionals
CMHC 5.C.3.e	Strategies to advocate for persons with mental health issues
Core 2.F.M.5	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
School Counseling 5.G.2.e	School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

ASSIGNMENTS & COURSE EVALUATION:

1. Discussion and Book Reflections (15 pts): Students will respond to discussion questions and students will read the book “The body keeps the score” and will provide reflections on multiple chapters in an online discussion board. Students must respond to each other during the reflection. Discussion boards must demonstrate effort and be submitted on time. Late Discussion board posts will not receive any credit.

2. Comprehensive Paper – Research, Collaboration & Advocacy (30 points)

Each student will draft a comprehensive research paper using a minimum of **10 current (no later than 2005) peer reviewed scholarly references (no textbooks or websites unless allowed in instructions)** on a crisis from multiple developmental and multicultural perspectives; and from the perspective of how to collaborate with other professionals and how to advocate for your client. This paper will include drafting a short crisis plan.

Students must choose a crisis based on their field of study i.e. school counseling track students must choose a school-based crisis, addiction track students must choose an addiction-based crisis and clinical mental health track students must choose an agency or community based crisis.

This paper is divided into the following four sections:

Part I The crisis – statistics, impact of lifespan, family and community, multicultural issues & addictions.

Part II Crisis Intervention & Treatment – assessment, crisis intervention and treatment strategies, resiliency, and ethics

Part III Collaboration & Advocacy – discusses who to collaborate with and how to engage them; types of advocacy including contacting advocacy agencies

Part IV Crisis Plan – develop a crisis plan including referral lists

Wellness & Reflection – discuss own wellness and reflection on paper.

Students will choose from a list of crises on Blackboard and follow the template on blackboard. This paper will be due in stages throughout the semester. Please see the rubric on Blackboard for detailed grading criteria. Please note this is a research paper. The paper should be written in APA 7th edition style, should not use more than 2 quotes per the entire project (all four parts) and should be written in third person.

3. Interview with Crisis Counselor (10 pts)

Each student will interview a Master's Level mental health professional who specializes in crisis counseling specific to your comprehensive paper topic. Students may contact the Veterans Administration, the Red Cross, the Salvation Army, a domestic violence shelter, or other agency that specializes in crisis work. Students on the school counseling track should seek out a school counselor who has navigated a crisis successfully. A student could also contact the Michigan Mental Health Counselor's Association for leads, as well as the American Counseling Association, the National Association of Addiction Counselors, the American School Counselor Association or the American Mental Health Counselors Association. **A therapist who works in private practice does not meet the requirement for this assignment.**

Students may not interview a faculty member of CMU's counseling program, a fellow student or peer in any counseling program, or a CMU employee to complete this assignment. If a student already works in the mental health field, the student must interview someone outside his/her job. Students may ask CMU Counseling Program alumni for assistance. Please use the interview outline on blackboard. Each student will write up the interview to post on Blackboard. Please see the rubric on Blackboard for grading criteria.

4. Crisis Role Play 1 (10 points)

Students will be paired into dyads or groups of four. Each dyad or group will watch a film that demonstrates a person in crisis and then every student in the dyad or group will submit a recorded role play acting as a crisis counselor for the person in the film. Choose a time when the client is in actual crisis, not after the crisis has passed.

Each student will submit a video role play demonstrating how to successfully assist a client in crisis. Students will be assigned to crisis topics in pairs. Each student in the pair will submit a role play as “counselor” and then act as “client” with the partner (Each student submits a role play as counselor for evaluation/grading).

For example: Student A and Student B are assigned to work together. Student A acts as a crisis counselor and Student B acts as the client in crisis. Only Student A is graded. Then, student B acts as a crisis counselor and Student A acts as the client in crisis. Only Student B is graded. The student acting as “client” is not graded, only the counselor. The first role play should be 5-7 minutes long. Shorter videos will not receive credit. Each role play must include 1) a demonstration of specific crisis intervention strategies using psychological first aid, and 2) a demonstration of getting the client to safety and/or a breach of confidentiality. All students will role play a crisis with a potential suicidal and/or addiction crisis.

Students will complete a TRIAGE ASSESSMENT and then record the role play with a partner in the class using Webex, Zoom or Skype. Then students will evaluate their own skills and identify their own strengths and areas for growth. Please use the template on Blackboard.

The first role play will be graded pass/fail based on level of effort and the rubric on Blackboard.

Recordings should be uploaded to Blackboard or shared via OneDrive, Dropbox, Google Drive, Youtube, or shared with Panopto. Students who require technical assistance should contact the helpdesk before the video is due. Please ensure recordings are readily accessible. Consider sending it to your partner first to ensure it opens easily and plays before turning in the assignment. If the instructor cannot access the recording, it will not be graded. The student is responsible for ensuring that the tape has adequate sound and meets the length requirement. Tapes that are not audible will not receive credit.

5. Crisis Role Play 2 (15 points)

Students will be paired into dyads or groups of four. Each dyad or group will watch a film that demonstrates a person in crisis and then every student in the dyad or group will submit a recorded role play acting as a crisis counselor for the person in the film. Choose a time when the client is in actual crisis, not after the crisis has passed.

The second role play will include both a crisis intervention and a 2-minute demonstration of treating some form of trauma symptom with a body-based intervention.

Each student will submit a video role play demonstrating how to successfully assist a client in crisis. Students will be assigned to crisis topics in pairs. Each student in the pair will submit a role play as “counselor” and then act as “client” with the partner. The student acting as “client” is not graded, only the counselor.

The first part of the role play should be 5 minutes. The first part of the role demonstrates psychological first aid techniques and a demonstration of getting the client to safety and/or a breach of confidentiality. Then, the role play should transition to an imagined session four weeks after the crisis even and should demonstrate a 2-minute body based intervention (must include more than just a breathing exercise). Shorter videos will not receive credit.

Students will complete a TRIAGE ASSESSMENT and then record the role play with a partner in the class using Webex, Zoom or Skype. The student will evaluate his/her own skills and identify areas of strength and areas for growth. Please use the template on Blackboard. Chipcast, a CMU recording software available to students, will transcribe videos. Please contact the helpdesk if you want to use this option.

Recordings should be uploaded to Blackboard or shared via OneDrive, Dropbox, Google Drive, Youtube, or shared with Panopto. Students who require technical assistance should contact the helpdesk before the tape is due. Please ensure recordings are readily accessible. Consider sending it to your partner first to ensure it opens easily and plays before turning in the assignment. If the instructor cannot access the recording, it will not be graded. The student is responsible for ensuring that the recording has adequate sound and meets the length requirement. Recordings that are not audible will not receive credit. This assignment is graded based on the rubric on Blackboard.

5. Mandatory live session and Mandatory supervision session. Students are required to attend one live class session via webex in Week 3, and one live individual/triad supervision session via webex, which will be scheduled during Week 4 and occur during Week 6. Both sessions will focus on how to conduct crisis interventions. The individual/triad supervision session will occur in Week 6 and provide specific behavioral steps to improve your skills. Students who do not sign up by Week 4 will receive one reminder and will then be assigned a time by the instructor. Students are responsible for attending the session.

Failure to attend the mandatory live class session will result in a five-point loss of total grade.

Students who cannot attend the live session must inform the instructor immediately.

Failure to attend the live supervision session will result in failure of the course.

Assignment	Points
Crisis role play 1 (pass/fail)	10
Crisis role play 2	15
Discussion Board & Book reflection assignments (5)	25
Comprehensive Research Paper, Collaboration & Advocacy – Part I	10
Comprehensive Research Paper, Collaboration & Advocacy – Part II	10
Comprehensive Research Paper, Collaboration & Advocacy – Part III	6
Comprehensive Research Paper, Collaboration & Advocacy – Part IV	14
Crisis counselor interview	10
Total	100 points

COURSE EVALUATION:

Students will receive feedback in several ways. First, students will receive performance feedback about each assignment based on the assigned rubric through the *Assignments* function in Bb or comments written in submitted work. All grades will be posted on Bb through the *My Grades* function. Finally, should a student have specific questions about his/her grade or performance on an assignment, the student should email the instructor to set-up a time to discuss issues.

GRADING SCALE:

It is possible to earn a total of **100** points in the course. The course grade will be determined as:

100-93%	A		82-80%	B-
92-90%	A-		79-77%	C+
89-87%	B+		76-73%	C
86-83%	B		72%>	E

COURSE TIMELINE: All assignments are due on Sunday at 11:59pm except the last week of class when assignments are due on Friday at 11:59pm.

DATE	TOPIC	CACREP STANDARD	READING	ASSIGNMENT DUE
Week 1 5/2 - 5/8/2022	Historical overview of Crisis Intervention & Crisis Theory Legal & Ethical Considerations in Crisis Counseling Webex session -5/3/2022 6:00pm (will be recorded) OR 5/4/2022 @ 6:00pm	5.C.2.f; 5.G.2.e	Van Der Kolk Ch. 1-3 James: Ch. 1 James: Ch. 15	Discussion 1
Week 2 5/9- 5/15/2022	Biological/Neurological Basis of Trauma; PTSD Impact of trauma across lifespan; special populations	5.C.2.g 5.C.2.f 5.G.2.e2. 2.F.3.g	Van Der Kolk Ch 4-6 James: Ch 2 James: Ch 7	Paper – Part I
Week 3 5/16- 5/22/2022	Mental Health Collaboration & Advocacy Crisis Intervention Skills/ Psychological first Aid Mandatory Live Class Webex Session – May 17, 2022 at 6:00pm OR May 19 @6:00pm (will be recorded)	5.C.3.d; 5.C.3.e 5.G.2.e 2.F.5.m	Blackboard reading James: Ch. 3-4	Discussion 2 Paper – Part II
Week 4 5/23- 5/29/2022	Safety & Self Care in Crisis Situations; Crisis plan Development Natural Disaster/Trauma	5.G.2.e 5.C.3.d 5.C.2.f 2.F.5.m	James Ch 13-14 James: Ch.17	Discussion 3
Week 5 5/30- 6/5/2022	Risk Assessment & Intervention; Suicide & Homicide Substance Abuse; Process Addictions	5.C.2.f	James: Ch. 8 James; Ch. 14	Role Play 1
Week 6 6/6- 6/12/2022	Child Physical Abuse, Sexual Abuse & Neglect Intimate Partner Violence & Sexual Assault Mandatory Live group supervision session	5.C.2.f	Van Der Kolk Ch. 7-10 James: Ch. 10 James: Ch. 11	Paper – Part III Discussion 4 Live Supervision
Week 7 6/13- 6/19/2022	Grief & Loss; Chronic & Terminal Illness Veteran’s Deployment & Re-integration Issues Webex Session – June 16, 2022 at 6:00pm	5.C.2.f	James: Ch. 7 James: Ch 12	Paper – Part IV Counselor Interview
Week 8 6/20- 6/24/2022	Emergency Preparedness & Response in the Community & School Vicarious Trauma; Clinical Supervision	5.G.2.e	James: Ch 13 Van Der Kolk Ch. 13-20	Role Play 2 Discussion 5 Friday due date

****Instructor reserves the right to make changes to this syllabus as she sees fit, to support and enhance student learning. All assignments must be in APA 7th edition format.***

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
CMHC 5.C. 2.f	Impact of crisis on individuals with mental health diagnosis	Lecture, assigned readings, class and online discussions, research paper; counselor interview; role plays
CMHC 5.C.2.g	Impact of biological/neurological mechanisms on mental health	Lecture, assigned readings, class and online discussions, research

		paper, counselor interview; role plays
CMHC 5.C.3.d	Strategies for interfacing with integrating behavioral health care professionals	Lecture, assigned readings, collaboration & advocacy assignment
CMHC 5.C.3.e	Strategies to advocate for persons with mental health issues	Lecture, assigned readings, collaboration & advocacy assignment
Core 2.F.M.5	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	Lecture, assigned readings, research paper, role plays.
School Counseling 5.G.2.e	School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	Lecture, assigned readings, class and online discussions, and research paper.
Core 2.F.1.c.	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Lecture, assigned readings, collaboration, and advocacy assignment.
Professional Counseling Identity 2.F.3.g	Students will describe the effects of crisis, disasters, and trauma on diverse individuals across the lifespan and then apply these effects to their own lives and the lives of their potential clients.	Research paper, lecture, readings.

Course Policies

Attitude & Our Learning Environment: Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all part of the higher education tradition, as they provoke us to re-examine our own thinking. That being said, this WILL be a safe and welcoming learning environment for students of all races, ethnicities, sexual orientations, gender identities, ages, religions, economic classes and ability statuses. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive and culturally appropriate manner and to maintain confidentiality when students share personal information.

Attendance & Class Participation: Students are expected to engage in the online environment daily, attend the mandatory live sessions, and respond to peer or faculty communication within 24 hours. Reviewing materials is required; statistical tracking will be used to ensure students engage in the course.

Media/Film: In an effort to engage students' learning processes from a variety of different mediums, this course may utilize videos clips, documentaries, music and contemporary film as a

way to create dialogue and display the issues and principles being expounded upon in class. While significant effort is made to avoid gratuitous violence, nudity, profanity and drug use, the films utilized for my courses *may contain* some of these elements but are not *focused* on these elements. It is understood that this class will possess a variety of different standards and values instilled by each individual's cultural, spiritual and ethnic experiences. Every student in this course will be respected and each of you can be assured that the media shown (as well as all forms of instruction and discourse) are offered for their relevance to the course topics. Having said this, if you hold a particular belief or value system or have had personal experiences that might make the viewing of this type of media/film a particularly negative or traumatizing experience, it is expected that you will contact me so that appropriate alternative arrangements might be made.

Assignment Due Dates: All assignments are expected to be complete and submitted on time in accordance with the due dates listed on the Course Schedule. No make-up exams, nor incomplete ("I" grades) will be given, except in cases that involve specific, emergency-documented circumstances. "I" grades will not be given in lieu of a failing or poor grade.

All papers must comply with the American Psychological Association's Publication Manual – 6th edition. Failure to comply will result in loss of points on written work.

Late Assignments/Comprehensive Paper and Counselor Interview:

Written assignments are due on the due date/time. Late papers will lose 5% of the total grade for each day late. For example, a paper worth 10 points would lose 2.5 points if a week late, meaning the highest grade possible is 7.5/10. Papers are not accepted beyond one week without documented medical and/or family emergency.

Late Discussion Boards/Quizzes/Tests and Role Plays: All quizzes/tests are due on the due date listed and are not eligible to be completed late without documented medical/family emergency. Students who do not complete a Discussion Post, quiz or test by the due date will receive a 0.

Rewrites: All students are eligible to resubmit the writing assignments if turned in on time. All rewrites must indicate what was changed through ***comments in the document and highlighted changes***. Students must submit the original document and make changes based on ALL of the feedback/comments. Papers that only address one or two items will not be regraded. Papers without comments or highlights will not be regraded. Rewrites are due two weeks after the assignment due date at the start of class.

Students are expected to abide by the American Counseling Association's Code of Ethics and all University policies.

Technology Assistance

This course is dependent on the successful use of technology – use of media, monitoring CMU email and knowledgeable use of our course's Blackboard page. If you are uncertain about your

abilities to utilize any of these mediums, please contact the CMU Technology Helpdesk immediately. They can be found on the ground floor of the Park Library and their phone number is (989) 774-3662. As your instructor, I am not the person to seek assistance from regarding these issues and “technology problems” will not be considered a legitimate excuse for missing or late assignments.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU’s Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy: (https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual

misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements:

(https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see:

https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

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COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS**

CED 686 Psychopathology in Counseling

ASYNCHRONOUS ONLINE

Instructor: Sheri Pickover, PhD, LPC

Office Hours: Tuesday 1-6pm, via webex

Office Location: EHS 354

Email: picko1s@cmich.edu

Phone: 989 774-3709

BULLETIN DESCRIPTION:

The history, theoretical approaches, and current concepts in the study of psychopathology will be addressed. This course may be offered in an online format.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisites: CED 677, CED 699

RATIONALE FOR COURSE LEVEL:

The course builds on complex knowledge and skills acquired in introductory courses within the Counseling Graduate program. This course requires advanced skills in clinical mental health diagnosis and treatment, research analysis, research application and research and diagnostic integration.

REQUIRED TEXTBOOKS:

Sue, D., Sue, D. W., Sue, D. M., & Sue, S. (2017). *Essentials of understanding abnormal behavior*. New York, NY: Cengage Learning

LeCroy, C. W., & Holschuh, J. (Eds.). (2012). *First person accounts of mental illness and recovery*. New York, NY: John Wiley & Sons.

RECOMMENDED TEXTBOOK:

Sinacola, R., Peters-Strickland, T., & Wyner, J. (2020). *Basic psychopharmacology for mental health professionals*. Hoboken, NJ: Pearson

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools
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Online Courses – Engagement/Confidentiality Requirements

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All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

Lecture	Small group assignments
Online discussions	Small group activities
Role Play	Interactive Modules

STUDENT LEARNING COURSE OBJECTIVES:

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

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After completing this course, the student will be able to:

1. Conceptualize the progression of thought as it relates to human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.
2. Apply multicultural competencies to clinical mental health counseling involving case

conceptualization, diagnosis, treatment, and prevention of mental and emotional disorders.

3. Analyze relevant etiological factors for disorders as well as principles of diagnosis, treatment, and referral.
4. Articulate the salient differences between theoretical perspectives in the general field of psychopathology as well as the empirical support for these theories.
5. Develop a substantial foundation of knowledge about psychopathology to apply in formulating appropriate and effective intervention strategies to treat a broad spectrum of psychopathological conditions.
6. Promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity 2.F.3.c.	Theories of normal and abnormal personality development
Professional Counseling Identity 2.F.3.e.	Biological, neurological, and physiological factors that affect human development, functioning, and behavior
CMHC 5.C.1.e	Psychological tests and assessments specific to clinical mental health counseling
CMHC 5.C.2.b	Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
CMHC 5.C.2.g	Impact of biological and neurological mechanisms on mental health
CMHC 5.C.3.b	Techniques & interventions for prevention and treatment of a broad range of mental health issues

ASSIGNMENTS & COURSE EVALUATION:

1. Discussion Board (30 pts): Students will respond to 4 discussion questions on the book “First Person Accounts” and other topics relevant to class material. Discussion boards may have two- or three-part questions and may occur in small groups.

2. Online Quizzes (5 quizzes – 1 point each – 5 points extra credit only)

Students will complete online quizzes if desired for extra credit on Blackboard. Each quiz will cover one or more book chapters. The quizzes are not timed, are multiple choice and can be taken two times. The highest earned grade will be recorded. All quizzes will open at the beginning of the course and will be available until midnight on the last day of class.

3. Dual Diagnosis Case Conceptualization & Treatment Plan (30 pts).

Students will choose two diagnoses and develop a case conceptualization and treatment plan using the text and outside peer reviewed research. This paper will include a discussion of the etiology of both disorders that includes biological and neurological factors, cultural and ethical factors, types of standardized assessments, types of mental health treatment and interventions, prevention and a discussion of appropriate referral sources. This assignment requires the integration of both diagnoses into a cohesive treatment plan. It will be due in two parts, with opportunities for re-write. Please refer to the Case Conceptualization Paper Guide, follow the template on Blackboard and see the grading rubric on Blackboard.

4. Therapy Analysis papers (20 pts). Students will watch one video that demonstrates Motivational Interviewing and one video that demonstrates Dialectical Behavior Therapy. Using the template posted on Blackboard as a guide, students will identify specific interventions being used in both videos. This paper requires the student to identify the counselor's therapeutic intention, the client reaction, and the success of the intervention and should be no more than 1-2 pages long and may be written in bullet format.

Please refer to the "Motivational Interviewing" interactive module that demonstrates how to complete the assignment.

5. Group Assessment and Role Play (20 pts.) Students will form groups and be assigned a case study from the book "First Person Accounts of Mental Illness". The group will create a powerpoint presentation that includes a mock biopsychosocial assessment (from outline on blackboard) and a research based (textbook allowed) justification for choosing two (or more depending on group size) different theoretical orientations to treat the client.

The group will record a role play of both (or more) interventions using WebEx, Zoom, or other recording software and post the recording for the class. Members may decide who will play counselor and who will play client. Each intervention should be 3-5 minutes long and should demonstrate a specific intervention as if the client has been in treatment for some time. Students will provide feedback to each other on the role play on the discussion board. Only one intervention may be either a CBT or DBT based intervention, the second intervention can demonstrate any other counseling theory, but not a cognitive or behavioral theory. Groups will meet with the instructor prior to the due date for a mandatory WebEx session for support on how to implement varied theories for the "client".

The role play should include all members and will be graded on level of preparedness and participation. Please see further instruction and the rubric on Blackboard. One member of the group will be assigned as "Group Leader" and will be responsible for submitting a document that outlines each member's contribution to the project. Members who do not participate or contribute equally will not receive credit.

Submit the following presentation to Blackboard and the Discussion Board

Slide 1: Introduction, Name of Client, Diagnosis and list of group members

Slide 2: Mock Developmental Background
 Slide 3: Mock Trauma and Substance Abuse History
 Slide 4: Mock Mental Status Exam & Risk Assessment
 Slide 5: Strengths & Sociocultural Factors
 Slide 6: Chosen Theory 1 and choice of intervention
 Slide 7: Chosen Theory 2 and choice of intervention
 Slide 8: References
 Role Play

Turn in the list of Group member contributions to the instructor.

Assignment	Points
Dual Diagnosis Case Conceptualization	30
Discussion Boards	30
Therapy Analysis Papers	20
Group Role Play/presentation	20
Total	100
Online Quizzes – 5 points for extra credit.	5

COURSE EVALUATION:

Students will receive feedback in several ways. First, students will receive performance feedback about each assignment based on the assigned rubric through the *Assignments* function in Bb or comments written in submitted work. All grades will be posted on Bb through the *My Grades* function. Finally, should a student have specific questions about his/her grade or performance on an assignment, the student should email the instructor to set-up a time to discuss issues.

GRADING SCALE:

It is possible to earn a total of **100** points in the course. The course grade will be determined as:

100-93%	A		82-80%	B-
92-90%	A-		79-77%	C+
89-87%	B+		76-73%	C
86-83%	B		72%>	E

COURSE TIMELINE:

DATE	TOPIC	CACREP STANDARD	READING	ASSIGN DUE
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<i>Week 1</i> 8/30- 9/5/2021	Syllabus - Historical perspectives and theories of the development of mental illness: Treatment Models WEBEX Chat Session 9/2/2021 @ 6:00pm	2.F.3.c; 5.C.3.b	Sue Ch 1, 2	DB #1
<i>Week 2</i> 9/6- 9/12/2021	Law & Ethics in Abnormal Mental Health: Assessment & Classification of Mental Disorders; Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment interventions of Disorders of Childhood & Adolescence	5.C.1.e; 2.F.3.e; 5.C.1.e; 5.C.2.b; 5.C.3.b	Sue Ch 3, 15, 16 LeCroy: 431- 440 (<i>recommended Sinacola: Ch. 9</i>)	
<i>Week 3</i> 9/13- 9/19/2021	Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment interventions of Anxiety, OCD, Trauma & Stress Related Disorders; Somatic Symptoms & Dissociative Disorders.	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Sue Ch 4, 5, 6 LeCroy –108-114; 153-160; 341-345	DB #2
<i>Week 4</i> 9/20- 9/26/2021	Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment interventions of Depressive & Bi-Polar Disorders & Suicide WEBEX Chat Session 9/24/2021 @ 4:00pm	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Sue Ch 7, 8 LeCroy. 61-66; 91-97; (<i>Recommended Sinacola: Ch 5 & 6</i>)	Dual Diagnosis Part I
<i>Week 5</i> 9/27- 10/3/2021	Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment interventions of Eating Disorders & Substance Related and other addictive Disorders	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Sue Ch 9,10; LeCroy 237-263; 215-228	Therapy Paper 1 DB #3
<i>Week 6</i> 10/4- 10/10/2021	Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment interventions of Schizophrenia Spectrum Disorders & Neurocognitive Disorders. Mandatory Group Sessions (Sign up on BB)	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Sue Ch 11, 12 LeCroy19-25; 303-310 (<i>Recommended Sinacola: Ch 8 & 10</i>)	Dual Diagnosis Part II
<i>Week 7</i> 10/11- 10/17/2021	Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment interventions of Sexual Dysfunction, paraphilia & gender dysphoria disorders & Personality Psychopathology.	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Sue Ch 13, 14 LeCroy; 374-377; 207-215	Therapy Paper #2 Group Role Play
<i>Week 8</i> 10/18- 10/22/2021	Prevention Strategies & Resources	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b		DB #4 Extra Credit Quizzes

****Instructor reserves the right to make changes to this syllabus as she sees fit, to support and enhance student learning. All assignments must be in APA 7th edition format.***

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity 2.F.3.c.	Theories of normal and abnormal personality development	Assigned readings, online discussions, quizzes, group role play, case conceptualization paper
Professional Counseling Identity 2.F.3.e.	Biological, neurological, and physiological factors that affect human development, functioning, and behavior	Lecture, assigned readings, online discussions, quizzes, group role play, case conceptualization paper
CMHC 5.C.1.e	Psychological tests and assessments specific to clinical mental health counseling	Assigned readings, online discussions, quizzes, group role play, case conceptualization paper
CMHC 5.C.2.b	Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Lecture, Assigned readings, online discussions, quizzes, group role play, case conceptualization paper
CMHC 5.C.2.g	Impact of biological and neurological mechanisms on mental health	Assigned readings, online discussions, quizzes, group role play, case conceptualization paper
CMHC 5.C.3.b	Techniques & interventions for prevention and treatment of a broad range of mental health issues	Assigned readings, online discussions, quizzes, group role play, case conceptualization paper, therapy analysis paper.

Course Policies

Attitude & Our Learning Environment: Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all part of the higher education tradition, as they provoke us to re-examine our own thinking. That being said, this WILL be a safe and welcoming learning environment for students of all races, ethnicities, sexual orientations, gender identities, ages, religions, economic classes and ability statuses. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive and culturally appropriate manner and to maintain confidentiality when students share personal information.

Class Participation: Students are expected to log into the Blackboard site two or more times per week and review all required material. Students are expected to attend the mandatory webex and/or live supervision session for the group role play.

Media/Film: In an effort to engage students' learning processes from a variety of different mediums, this course may utilize videos clips, documentaries, music and contemporary film as a way to create dialogue and display the issues and principles being expounded upon in class. While significant effort is made to avoid gratuitous violence, nudity, profanity and drug use, the

films utilized for my courses *may contain* some of these elements but are not *focused* on these elements. It is understood that this class will possess a variety of different standards and values instilled by each individual's cultural, spiritual and ethnic experiences. Every student in this course will be respected and each of you can be assured that the media shown (as well as all forms of instruction and discourse) are offered for their relevance to the course topics. Having said this, if you hold a particular belief or value system or have had personal experiences that might make the viewing of this type of media/film a particularly negative or traumatizing experience, it is expected that you will contact me so that appropriate alternative arrangements might be made.

Assignment Due Dates: All assignments are expected to be complete and submitted on time in accordance with the due dates listed on the Course Schedule. No make-up exams, nor incomplete ("I" grades) will be given, except in cases that involve specific, emergency-documented circumstances. "I" grades will not be given in lieu of a failing or poor grade.

All papers must comply with the American Psychological Association's Publication Manual – 7th edition. Failure to comply will result in loss of points on written work.

Late Written assignments: Written assignments are due at the start of the class on the due date. Late papers will lose 1 point for each day late. Papers two weeks late will only be able to earn up to an 80%. No papers will be accepted after two weeks and/or the last day of class. Late papers with a documented medical excuse may have this penalty waived.

Late Quizzes/Tests: All quizzes/tests are due on the due date listed and are not eligible to be completed late without documented medical/family emergency. Students who do not complete a quiz or test by the due date will receive a 0 on the quiz/test.

Rewrites: All students are eligible to resubmit the writing assignments if turned in one week early or on time if the achieved grade is a B or lower. The writing assignment must be completed (all required areas completed) with demonstrated effort. All rewrites must indicate what was changed through *comments in the document and/or highlighted changes*. Students must submit the original document and make changes based on ALL of the feedback/comments. Papers that only address one or two items will not be regraded. Papers without comments or highlights will not be regraded. Rewrites are due two weeks after the assignment due date at the start of class. Rewrites are not available for papers due on the last day of class, but that paper may be turned in early for feedback.

Students are expected to abide by the American Counseling Association's Code of Ethics and all University policies.

Technology Assistance

This course is dependent on the successful use of technology – use of media, monitoring CMU email and knowledgeable use of our course's Blackboard page. If you are uncertain about your abilities to utilize any of these mediums, please contact the CMU Technology Helpdesk immediately. They can be found on the ground floor of the Park Library and their phone number is (989) 774-3662. As your instructor, I am not the person to seek assistance from regarding

these issues and “technology problems” will not be considered a legitimate excuse for missing or late assignments. All students must check the cmich.edu email daily and check Blackboard for announcements.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU’s Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy: (https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please

familiarize yourself with the reporting requirements:

(https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see:

https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at <https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at: http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.



**CENTRAL MICHIGAN UNIVERSITY COLLEGE OF
EDUCATION & HUMAN SERVICES DEPT. OF COUNSELING,
EDUCATIONAL LEADERSHIP & HIGHER EDUCATION
COURSE SYLLABUS**

CED 690: Counseling Practicum

Face to Face

Semester Year

EPN:

Instructor:

Office Hours:

Office Location: CCCD Office

Email:

Phone:

Class Day/Time: CCCD group Room/

Flexibility Clause: The instructor reserves the right to modify the course requirements and other related policies as circumstances may dictate, and with limited notification to all students. Even the professor can have an unanticipated emergency, and the university—or the community at large—may experience an emergency that requires changing the class schedule or requirements. I do not expect to invoke this clause, but if I do, you will be notified as soon as possible. Any change will also be posted to the online learning system.

BULLETIN DESCRIPTION:

Supervised counseling of individuals, families, couples, and children. Observation and critique of peer counseling sessions. CR/NC only.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisites: CED 660 with grade of B or better; Regular Admission to the M.A. in Counseling program.

RATIONALE FOR COURSE LEVEL:

This course is designed only for graduate students because the expected level of class participation, academic rigor and emphasis on professional and vocational specifics are all at an advanced level (600 level).

REQUIRED TEXTBOOKS:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders: DSM- 5*. Arlington, VA: American Psychiatric Association. ISBN-13: 978-0890425558

Erford, B. T. (2014). *45 Techniques every counselor should know*. (3rd ed). Pearson/Merrill Counseling Series. ISBN-13: 978-0134694894

Baldwin, P.C. (2016) *Note designer: A simple step-by-step guide to writing your psychotherapy progress notes*. Montreal, Canada: Mind habits. ISBN-13: 9780995063402

REQUIRED JOURNAL READINGS:

Cameron, S., Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling & Development*, 80(3), 286-292. doi.org/10.1002/j.1556-6678.2002.tb00193.x

Hanna, F.J. (2011). Freedom: Toward and integration of the counseling profession. *Counselor Education and Supervision*, 50(6), 362-385. doi:10.1002/j.1556-6978.2011.tb01921.x

RECOMMENDED TEXTBOOKS:

Jongsma, Arthur E., Jr., Peterson, L. M., & Bruce, Timothy J. (2014). *The complete adult psychotherapy treatment planner: Includes DSM-5 updates*. Hoboken, NJ: Wiley. ISBN: 978-111806786

Teyber, E. & McClure, F. H. (2017). *Interpersonal process in therapy: An integrative model* (7th ed.). Belmont, CA: Brooks Cole.

Zhang, N. & Parsons, R. D. (2016). *Field experience: Transitioning from student to professional*. Thousand Oaks, CA: Sage. ISBN-10: 1483344533; ISBN-13: 978-1483344539

ADDITIONAL RECOMMENDATIONS:

Frankl, V.E. (2006). *Man's search for meaning*. Boston, MA: Washington Square Press.

Frankl, V.E. (2014) *The will to meaning: Foundations and applications of logotherapy*. New York, NY: Penguin Group.

Rogers, C. (1967). *On becoming a person: A therapist's view of psychotherapy*. New York, NY: Houghton Mifflin Company

Yalom, I. (2002). *The Gift of Therapy*. New York: Harper Collins.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

- As a student enrolled in CED 690: *Practicum*, you will now be referred to as a Counselor-In-Training (CIT).
- Students will secure and maintain professional (student) liability insurance **before** they are eligible to begin seeing clients. This proof of insurance should also be provided in your Practicum Application AND uploaded into Tevera. Make sure it stays current and provide proof of renewal as needed. See the *Practicum Manual* for more information.
- CED 690: *Practicum* is scheduled as a 6-credit hour course in the curriculum. If you do not finish your hours in one semester, you will be **required to enroll in an additional 1-credit hour and meet all the requirements** for a second semester (e.g., hours, class participation, paperwork etc.). This requirement will be based on the number of outstanding hours. Please review with your instructor and faculty advisor as you near the end of your practicum.
- Although this class meets from _____ on _____, the CIT (Counseling in Training) will spend 5-10 additional hours per week on tasks required by this course and your placement site. These tasks include seeing clients, completing administrative activities, engaging in supervision, reviewing client sessions, and completing clinical paperwork.
- As a part of the practicum course, the CIT must complete a minimum of **100 clock hours** over a full academic term that is a minimum of 10 weeks. Practicum students must complete at least 40

hours of direct hours seeing clients in the form of face-to-face individual, couples, family, or group counseling sessions that contributes to the development of counseling skills. The other 60-hours includes class time, supervision, preparation, documentation etc.

- As part of your clinical experiences in the CMU Counseling Program, the student is *required to lead or co-lead a counseling or psychoeducational group*. You will be eligible to lead a group in practicum as long as you have completed CED 650: *Theories and Techniques of Group Counseling* BEFORE you enroll in practicum. Otherwise, you must meet this group requirement in CED 691: *Internship*.
- Students enrolled in CED 690: *Practicum* have **individual or triadic supervision** with their counselor education program faculty member or off-campus site supervisor who is working in consultation on a regular basis with a counselor education program faculty member in accordance with the supervision agreement that averages **one (1) hour per week** throughout the practicum. Please come prepared to engage in supervision each week.
- Students enrolled in CED 690: *Practicum* have group supervision with their counselor education program faculty member that averages **one and a half hours (1.5) per week** on a regular schedule throughout the practicum. Please come prepared to engage in supervision each week.

- ***Class Schedule – Weeks 1-3***

- ***Class Schedule – Weeks 4-16***

- Live supervision and/or audio or visual recordings of sessions are required in practicum. Any client paperwork, recordings, or documentation are not to leave the CCCD clinic (or an off-site location) for any reason.
- **Throughout the course we will be discussing highly confidential information about the clients. You will be expected to maintain the highest legal, ethical, and professional standards of conduct always.**

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools <https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or ‘real-time’ session through CMU’s authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their

camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

Class Lectures/Discussions, Modeling/Roleplay, Group/Class Supervision, Review of client sessions, Readings, Presentations, Individual/Triadic Supervision, and occasional discussion boards.

STUDENT LEARNING COURSE OBJECTIVES:

Clinical instruction is provided in a coordinated counseling laboratory setting, which is conducive to modeling and demonstrating therapeutic skills. Individual and group supervision, didactic components, along with case study presentations are specific methods employed.

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

1. Perform, on a limited basis and under clinical supervision of qualified faculty members, counseling activities that a regularly employed staff member in the setting would be expected to perform (defined as a person occupying the professional role to which the student is aspiring).
2. Apply basic and advanced counseling skills working with diverse individuals, families, couples, and children.
3. Record intake information (including threat & suicide risk assessment), session case notes, treatment plans, and other forms of clinical records.
4. Apply techniques of affective, cognitive, behavioral, systemic, and cultural theories in their work with clients.
5. Engage in a variety of professional activities such as case presentation, consultation, trauma/abuse assessment & referral in addition to direct services work.
6. Utilize clinical-specific technology and apply feedback offered by qualified faculty members.
7. Apply the DSM-5 clinical assessment of clients' emotional and behavioral problems.
8. Utilize professional resources such as appraisal instruments, print media, and professional literature in the counseling process.
9. Apply standards of conduct and ethical behaviors consistent with the role of a professional counselor in the student's work with clients.

Council for Accreditation of Counseling & Related Educational Programs (2016 Standards)

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity 2.F.5.e.	The impact of technology on the counseling process
Professional Counseling Identity 2.F.5.g	Essential interviewing, counseling, and case conceptualization skills
Professional Counseling Identity 2.F.5.1	Suicide prevention models and strategies
Professional Counseling Identity 2.F.5.m	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
Professional Counseling Identity 2.F.7.c	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
Professional Counseling Identity 2.F.7.d	Procedures for identifying trauma and abuse and for reporting abuse

ASSIGNMENTS:

1. Professional Liability Insurance

Students are only eligible to see clients after their have provided proof of liability insurance to the instructor (upload to Tevera) on or before the first night of class. If you need to renew your liability insurance during the semester, please provide the updated copy immediately.

2. Class Attendance/Participation

Attend and participate in class discussions, case reviews, and role plays.

3. Client Contact and Documentation

This is completed weekly in Titanium. Student notes will be reviewed and either signed as completed or they may require a revision. Documentation should follow the

following timeline:

- Up to 48-hours after session for progress notes, and
- Up to 72-hours (or before first session) after session for clinical intake paperwork.

Documentation includes initial intake, progress notes for subsequent sessions, as well as diagnosis and treatment planning. *The student clinician is responsible for making sure all client documentation is timely, updated, and complete.*

4. Supervision- Individual or Triadic

The student will have weekly supervision with a counselor education faculty member/site supervisor individually or one other student that averages **one (1) hour per week**.

5. Supervision- Group

The student will participate in an average of **1.5 hours per week** of group supervision on a regular schedule throughout the practicum. Supervision is provided by a counselor education faculty member. Students will come to group supervision prepared to show two clips and by completing a “Counselor Reflection Form” for at least one session that occurred in the week prior to class. CIT will be prepared to discuss all active cases, ethical issues, theory integration and questions/concerns. **Observation of your peers is also required** throughout the semester. CITs will provide both positive and critical feedback to other CITs.

6. Technology in Counseling Presentation (10 points)

Working in small groups, students will prepare one presentation on best practices and current research regarding the use of technology on the counseling process (2.F.5.e). Upon completion, students will present their findings to the instructor and their peers during class time on an assigned date. The presentation should be between 9-12 slides (including a title slide, agenda slide, and reference slide) and last approximately 20 minutes. Groups will choose their presentation topics during the second course meeting. The following outline should be used:

Slide 1: Title Slide

Slide 2: Agenda/Table of Contents

Slide 3-4: Review of ACA Ethical Code(s) standards and any national or state of Michigan rules/laws applicable to using technology in counseling.

Slides 5-9: Topics to choose from (each group select one topic regarding the impact of technology on the counseling process)

- Use and impact of social media in counseling
- Use and impact of electronic health records
- Use and impact of telemental health counseling
- Use and impact of the implementation of HIPAA and HiTech.
- Use and impact of technology-assisted counseling (e.g., hearing impaired, visually impaired, physical impairment).

Slide 9-12: Summary and references (**2-3 peer reviewed academic journal articles/books required**)

7. Midterm Student Evaluation & Hour Logs (20 points)

Supervisor Evaluation, Student self- evaluation, signed midterm evaluation and hours logs are completed in Tevera. Evaluations need to be completed by the student and the on-site supervisor and turned into the instructor on the specified date. Any missing evaluations will result in an incomplete / fail for the course. For a copy of the evaluation forms see the Practicum Manual. **NOTE: the student MUST have a satisfactory evaluation by the faculty or site supervisor to pass the class. An unsatisfactory final evaluation will result in NC (no credit) for the course.**

8. Final Student Evaluation & Hour Logs (70 points)

Supervisor evaluation, Student-self-evaluation, signed final evaluation and hour logs are completed in Tevera.

9. Tevera Practicum Portfolio.

Students will upload all documentation, papers, and hours logs into an electronic portfolio system called Tevera. Tevera is data management system that provides support for practicum and internship; including hour tracking, locating sites, and submitting evaluations; and assessment tracking for student academic performance. Students have lifetime access to Tevera to maintain practicum and internship records, and to track hours toward professional licensure or CAADC certification.

Program faculty have identified specific assignments to use as a gauge of student learning. Data are reviewed regularly to determine the effectiveness of programs in meeting required standards and to make adjustments in programs when gaps are identified. (CACREP), Michigan Department of Education (MDE), and CMU Program Assessment.

ASSIGNMENTS & COURSE EVALUATION:

Assignment	Points
Technology in Counseling	10 points
Midterm Evaluation	20 points
Final Evaluation	70 points
Total	100 points

GRADING SCALE: Courses in which graduate student performance is evaluated CR/NC, rather than by a letter grade on the A through E scale carry the designation “CR/NC only” in the departmental course descriptions. CR indicates that the student has performed at a level equivalent to or above the grade point average for graduation (B grade) and shall receive credit in the course. NC indicates that the student has performed at a level lower than a B and shall not receive credit. In either case, the title and other course identification and the symbol CR or NC shall be entered on the student's transcript (CMU Graduate Bulletin).

93-100 points	CR
90-92 points	CR
87-89 points	CR
83-86 points	CR
80-82 points	CR
77-79 points	NC

73-76 points	NC
72 & below: failing.	NC

COURSE TIMELINE:

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
Week 1: DATE	Introductions (15 min) Syllabus & Prac. Manual Review Assign Technology Presentations and Supervision. Telemental Health: Best Practices	Professional Counseling Identity 2.F.5.g 2.F.7.c 2.F.7.d 2.F.5.e.	Read Syllabus and Prac. Handbook. Erford Text: Read chapter with your theoretical orientation Introduction: What is your theoretical orientation? Goals for Practicum?	-HIPAA Cert.? EMR at your site? -Tevera?
Week 2: DATE	Check-In: Documentation Procedures/SOAP Notes Process: How does your site assign Clients? Session #1 Prep: - Informed Consent, - Emergencies	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1		Contacting a client via phone, email, and text will be discussed. Please have a prewritten script for each.
Week 3: DATE	Check In: Counseling Techniques Group Supervision #1	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Cameron (2002) Case-Notes article. S.O.A.P. Notes Erford text: What techniques do you identify with the most? The least? Why?	Review Recordings Technology Presentation #1 Technology Presentation #2
Week 4:	Check-In	Professional Counseling Identity 2.F.5.g	Erford Chapters: 1-4 (on your own)	Technology Presentation #3

Date:	Group Supervision #2	2.F.5.1 2.F.7.c		Technology Presentation #4 Review Recordings
Week 5: DATE:	Check-In Group Supervision #3	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 5-8 (on your own) Hanna (2011). Freedom Toward an Integration.	Technology Presentation #5 Technology Presentation #6 Review of Video Recordings
Week 6: DATE:	Check-In Group Supervision #4	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d	Erford Chapters: 9-12 (on your ow	Review Recordings
Week 7: DATE:	Check-In Group Supervision #5	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 13-16 (on your own)	*Recordings for Mid-Term Evaluations and Mid-Term Self-Evals Due on
Week 8: DATE:	Group Supervision #6	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 17-20 (on your own)	Review Recordings
Week 9: DATE:	Check-In Group Supervision #7	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 21-25 (on your own)	Review Recordings

Week 10: DATE	Check-In Group Supervision #8	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 26-30 (on your own)	Review Recordings
Week 11: DATE:				
Week 12: DATE	Check-In Group Supervision #9	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 31-35	Review Recordings
Week 13 DATE:	Check-In Client Termination and discharge. Group Supervision #10	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Review of Book Chapter on Termination and Reflection Activity	Review Recordings
Week 14 DATE:	Check-In Group Supervision #11	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	TBD	Review Recordings
Week 15 DATE:	Check-In Group Supervision #12	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	TBD	Review Recordings Final Evaluation Recording, Final Self-Evals, and Instructor Evals Due on _____

Week 16	Finals Week:	Professional Counseling Identity 2.F.5.g		All Summary Hour Logs and Tevera assignments must be completed before grades are submitted.
DATE:	All Paperwork is Due. No Group Supervision			

*****The instructor reserves the right to make changes to this syllabus to support and enhance student learning.*****

CACREP Standard #	CACREP Standard	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity & 2.F.5.e.	The impact of technology on the counseling process	Clinical Software Overview; Technology Presentation; Client Sessions
Professional Counseling Identity 2.F.5.g	Essential interviewing, counseling, and case conceptualization skills	Client Sessions; Midterm and Final Evaluation; On-going and formal Case Conceptualizations/ Presentations; Supervision; Formative and summative evaluations; Peer and Self evaluations.
Professional Counseling Identity 2.F.5.1	Suicide prevention models and strategies	Class Lecture/Discussion; Assessments and Practice in class and in-session; On-going client assessment; Role Plays; Case conceptualizations
Professional Counseling Identity 2.F.5.m	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	Class Lecture/Discussion Intervention and Skill Practice; Role Plays
Professional Counseling Identity 2.F.7.c	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Class Lecture/Discussion; Class Practice; Role Plays; Supervision; Case Conceptualization; Client Sessions
Professional Counseling Identity 2.F.7.d	Procedures for identifying trauma and abuse and for reporting abuse	Class Lecture/Discussion; Class Practice; Role Plays; Supervision; Client Sessions

Course Policies, Conduct & Expectations

- This course is heavily dependent on the feedback you will receive both from your supervisor as well as your peers. It is expected as part of the course and it is essential to your professional growth and development that you maintain an open and welcoming

attitude to such feedback and respond in a professional and non-defensive manner.
Evidence that you are unable or unwilling to comply with this expectation may necessitate remedial action.

- The instructor aims to construct a safe and welcoming learning environment for students. Throughout the course, you will also be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion during the group supervision. Disagreeing with ideas, holding alternative views, and challenging the status quo are all a part of the higher education tradition, as they provoke us to re-examine our own thinking. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive, and culturally appropriate manner and to maintain confidentiality when students share personal information.
- Every effort will be made by the instructor to respect your time and schedule by ending class/supervision on time. However, it is expected that you will display maturity and flexibility, realizing that there may be instances where class runs a few minutes late. In these instances, “packing up” and causing a distraction is NOT considered mature or professional behavior.”

Attendance Policy: To get the most out of this class, it is essential that you attend every session during the semester. Students must be in class, and prepared, to receive participation points. Please inform instructor in advance of university-excused absences so that arrangements can be made. Prompt attendance and preparedness for triadic supervision, is also expected.

Late Work Policy: It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

- For each 24-hour period after date specified, the final achievable grade will be reduced by 5%.
- No assignments may be turned in any later than 3 days after the scheduled due date.
- Late assignments must be approved and uploaded to BB. *Please do not email them to me.*
- If you feel you have extenuating circumstances, please discuss this with the instructor.

Netiquette: All students are expected to follow rules of common courtesy in email messages, threaded discussions, and chat sessions. Respect each other’s time and comments and remain professional while in the context of any course communication. Please type your name at the end of discussion postings, during chats, and/or in email messages so it is clear who has contributed to the learning process. Penalties for violating this netiquette policy range from a discussion with the instructor, to losing participation/attendance points for the week.

- When sending an email to the instructor, please use a common greeting (e.g., “Dr. _____” or “Good morning, Professor”)
- Please sign your emails.
- Make sure to identify actual questions or concern within your email, rather than merely complaining or using threats.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at

http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting:

https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202021%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy:

(https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf)

You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements:

(https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: _

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt, or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see:

https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at <https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at: http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.

Additional Resources

American Counseling Association (ACA) competencies:

<http://www.counseling.org/knowledge-center/competencies>

American Counseling Association (ACA) *Code of Ethics*:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Michigan Department of Health and Human Services (general):

<https://www.michigan.gov/mdhhs/>

Michigan Department of Health and Human Services (online reporting):

https://www.michigan.gov/mdhhs/0,5885,7-339-73971_7119_50648_44443_91424---,00.html

Michigan/National Suicide and Crisis Hotline:

<http://www.suicidehotlines.com/michigan.html>



**CENTRAL MICHIGAN UNIVERSITY COLLEGE OF
EDUCATION & HUMAN SERVICES
DEPT. OF COUNSELING, EDUCATIONAL LEADERSHIP &
HIGHER EDUCATION
COURSE SYLLABUS**

CED 690: Counseling Practicum

SYNCHRONOUS ONLINE

Semester Year

EPN:

Instructor:

Office Hours:

Office Location: WebEx Room:

Email:

Phone:

Class Day/Time: Synchronous Online

Flexibility Clause: The instructor reserves the right to modify the course requirements and other related policies as circumstances may dictate, and with limited notification to all students. Even the professor can have an unanticipated emergency, and the university—or the community at large—may experience an emergency that requires changing the class schedule or requirements. I do not expect to invoke this clause, but if I do, you will be notified as soon as possible. Any change will also be posted to the online learning system.

BULLETIN DESCRIPTION:

Supervised counseling of individuals, families, couples, and children. Observation and critique of peer counseling sessions. CR/NC only.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisites: CED 660 with grade of B or better; Regular Admission to the M.A. in Counseling program.

RATIONALE FOR COURSE LEVEL:

This course is designed only for graduate students because the expected level of class participation, academic rigor and emphasis on professional and vocational specifics are all at an advanced level (600 level).

REQUIRED TEXTBOOKS:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders: DSM- 5*. Arlington, VA: American Psychiatric Association. ISBN-13: 978-0890425558

Erford, B. T. (2014). *45 Techniques every counselor should know*. (3rd ed). Pearson/Merrill Counseling Series. ISBN-13: 978-0134694894

Baldwin, P.C. (2016) *Note designer: A simple step-by-step guide to writing your psychotherapy progress notes*. Montreal, Canada: Mind habits. ISBN-13: 9780995063402

REQUIRED JOURNAL READINGS:

Cameron, S., Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling & Development*, 80(3), 286-292. doi.org/10.1002/j.1556-6678.2002.tb00193.x

Hanna, F.J. (2011). Freedom: Toward and integration of the counseling profession. *Counselor Education and Supervision*, 50(6), 362-385. doi:10.1002/j.1556-6978.2011.tb01921.x

RECOMMENDED TEXTBOOKS:

Jongsma, Arthur E., Jr., Peterson, L. M., & Bruce, Timothy J. (2014). *The complete adult psychotherapy treatment planner: Includes DSM-5 updates*. Hoboken, NJ: Wiley. ISBN: 978-111806786

Teyber, E. & McClure, F. H. (2017). *Interpersonal process in therapy: An integrative model* (7th ed.). Belmont, CA: Brooks Cole.

Zhang, N. & Parsons, R. D. (2016). *Field experience: Transitioning from student to professional*. Thousand Oaks, CA: Sage. ISBN-10: 1483344533; ISBN-13: 978-1483344539

ADDITIONAL RECOMMENDATIONS:

Frankl, V.E. (2006). *Man's search for meaning*. Boston, MA: Washington Square Press.

Frankl, V.E. (2014) *The will to meaning: Foundations and applications of logotherapy*. New York, NY: Penguin Group.

Rogers, C. (1967). *On becoming a person: A therapist's view of psychotherapy*. New York, NY: Houghton Mifflin Company

Yalom, I. (2002). *The Gift of Therapy*. New York: Harper Collins.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

- As a student enrolled in CED 690: *Practicum*, you will now be referred to as a Counselor-In-Training (CIT).
- Students will secure and maintain professional (student) liability insurance **before** they are eligible to begin seeing clients. This proof of insurance should also be provided in your Practicum Application AND uploaded into Tevera. Make sure it stays current and provide proof of renewal as needed. See the *Practicum Manual* for more information.
- CED 690: *Practicum* is scheduled as a 6-credit hour course in the curriculum. If you do not finish your hours in one semester, you will be **required to enroll in an additional 1-credit hour and meet all the requirements** for a second semester (e.g., hours, class participation, paperwork etc.). This requirement will be based on the number of outstanding hours. Please review with your instructor and faculty advisor as you near the end of your practicum.
- Although this class meets from _____ on _____, the CIT (Counseling in Training) will spend 5-10 additional hours per week on tasks required by this course and your placement site. These tasks include seeing clients, completing administrative activities, engaging in supervision, reviewing client sessions, and completing clinical paperwork.
- As a part of the practicum course, the CIT must complete a minimum of **100 clock hours** over a full academic term that is a minimum of 10 weeks. Practicum students must complete at least 40

hours of direct hours seeing clients in the form of face-to-face individual, couples, family, or group counseling sessions that contributes to the development of counseling skills. The other 60-hours includes class time, supervision, preparation, documentation etc.

- As part of your clinical experiences in the CMU Counseling Program, the student is *required to lead or co-lead a counseling or psychoeducational group*. You will be eligible to lead a group in practicum as long as you have completed CED 650: *Theories and Techniques of Group Counseling* BEFORE you enroll in practicum. Otherwise, you must meet this group requirement in CED 691: *Internship*.
- Students enrolled in CED 690: *Practicum* have **individual or triadic supervision** with their counselor education program faculty member or off-campus site supervisor who is working in consultation on a regular basis with a counselor education program faculty member in accordance with the supervision agreement that averages **one (1) hour per week** throughout the practicum. Please come prepared to engage in supervision each week.
- Students enrolled in CED 690: *Practicum* have group supervision with their counselor education program faculty member that averages **one and a half hours (1.5) per week** on a regular schedule throughout the practicum. Please come prepared to engage in supervision each week.

- ***Class Schedule – Weeks 1-3***

- ***Class Schedule – Weeks 4-16***

- Live supervision and/or audio or visual recordings of sessions are required in practicum. Any client paperwork, recordings, or documentation are not to leave the CCCD clinic (or an off-site location) for any reason.
- **Throughout the course we will be discussing highly confidential information about the clients. You will be expected to maintain the highest legal, ethical, and professional standards of conduct always.**

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools <https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or ‘real-time’ session through CMU’s authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their

camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

Class Lectures/Discussions, Modeling/Roleplay, Group/Class Supervision, Review of client sessions, Readings, Presentations, Individual/Triadic Supervision, and occasional discussion boards.

STUDENT LEARNING COURSE OBJECTIVES:

Clinical instruction is provided in a coordinated counseling laboratory setting, which is conducive to modeling and demonstrating therapeutic skills. Individual and group supervision, didactic components, along with case study presentations are specific methods employed.

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

1. Perform, on a limited basis and under clinical supervision of qualified faculty members, counseling activities that a regularly employed staff member in the setting would be expected to perform (defined as a person occupying the professional role to which the student is aspiring).
2. Apply basic and advanced counseling skills working with diverse individuals, families, couples, and children.
3. Record intake information (including threat & suicide risk assessment), session case notes, treatment plans, and other forms of clinical records.
4. Apply techniques of affective, cognitive, behavioral, systemic, and cultural theories in their work with clients.
5. Engage in a variety of professional activities such as case presentation, consultation, trauma/abuse assessment & referral in addition to direct services work.
6. Utilize clinical-specific technology and apply feedback offered by qualified faculty members.
7. Apply the DSM-5 clinical assessment of clients' emotional and behavioral problems.
8. Utilize professional resources such as appraisal instruments, print media, and professional literature in the counseling process.
9. Apply standards of conduct and ethical behaviors consistent with the role of a professional counselor in the student's work with clients.

Council for Accreditation of Counseling & Related Educational Programs (2016 Standards)

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity 2.F.5.e.	The impact of technology on the counseling process
Professional Counseling Identity 2.F.5.g	Essential interviewing, counseling, and case conceptualization skills
Professional Counseling Identity 2.F.5.1	Suicide prevention models and strategies
Professional Counseling Identity 2.F.5.m	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
Professional Counseling Identity 2.F.7.c	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
Professional Counseling Identity 2.F.7.d	Procedures for identifying trauma and abuse and for reporting abuse

ASSIGNMENTS:

1. Professional Liability Insurance

Students are only eligible to see clients after their have provided proof of liability insurance to the instructor (upload to Tevera) on or before the first night of class. If you need to renew your liability insurance during the semester, please provide the updated copy immediately.

2. Class Attendance/Participation

Attend and participate in class discussions, case reviews, and role plays.

3. Client Contact and Documentation

This is completed weekly in Titanium. Student notes will be reviewed and either signed as completed or they may require a revision. Documentation should follow the

following timeline:

- Up to 48-hours after session for progress notes, and
- Up to 72-hours (or before first session) after session for clinical intake paperwork.

Documentation includes initial intake, progress notes for subsequent sessions, as well as diagnosis and treatment planning. *The student clinician is responsible for making sure all client documentation is timely, updated, and complete.*

4. Supervision- Individual or Triadic

The student will have weekly supervision with a counselor education faculty member/site supervisor individually or one other student that averages **one (1) hour per week**.

5. Supervision- Group

The student will participate in an average of **1.5 hours per week** of group supervision on a regular schedule throughout the practicum. Supervision is provided by a counselor education faculty member. Students will come to group supervision prepared to show two clips and by completing a “Counselor Reflection Form” for at least one session that occurred in the week prior to class. CIT will be prepared to discuss all active cases, ethical issues, theory integration and questions/concerns. **Observation of your peers is also required** throughout the semester. CITs will provide both positive and critical feedback to other CITs.

6. Technology in Counseling Presentation (10 points)

Working in small groups, students will prepare one presentation on best practices and current research regarding the use of technology on the counseling process (2.F.5.e). Upon completion, students will present their findings to the instructor and their peers during class time on an assigned date. The presentation should be between 9-12 slides (including a title slide, agenda slide, and reference slide) and last approximately 20 minutes. Groups will choose their presentation topics during the second course meeting. The following outline should be used:

Slide 1: Title Slide

Slide 2: Agenda/Table of Contents

Slide 3-4: Review of ACA Ethical Code(s) standards and any national or state of Michigan rules/laws applicable to using technology in counseling.

Slides 5-9: Topics to choose from (each group select one topic regarding the impact of technology on the counseling process)

- Use and impact of social media in counseling
- Use and impact of electronic health records
- Use and impact of telemental health counseling
- Use and impact of the implementation of HIPAA and HiTech.
- Use and impact of technology-assisted counseling (e.g., hearing impaired, visually impaired, physical impairment).

Slide 9-12: Summary and references (**2-3 peer reviewed academic journal articles/books required**)

7. Midterm Student Evaluation & Hour Logs (20 points)

Supervisor Evaluation, Student self- evaluation, signed midterm evaluation and hours logs are completed in Tevera. Evaluations need to be completed by the student and the on-site supervisor and turned into the instructor on the specified date. Any missing evaluations will result in an incomplete / fail for the course. For a copy of the evaluation forms see the Practicum Manual. **NOTE: the student MUST have a satisfactory evaluation by the faculty or site supervisor to pass the class. An unsatisfactory final evaluation will result in NC (no credit) for the course.**

8. Final Student Evaluation & Hour Logs (70 points)

Supervisor evaluation, Student-self-evaluation, signed final evaluation and hour logs are completed in Tevera.

9. Tevera Practicum Portfolio.

Students will upload all documentation, papers, and hours logs into an electronic portfolio system called Tevera. Tevera is data management system that provides support for practicum and internship; including hour tracking, locating sites, and submitting evaluations; and assessment tracking for student academic performance. Students have lifetime access to Tevera to maintain practicum and internship records, and to track hours toward professional licensure or CAADC certification.

Program faculty have identified specific assignments to use as a gauge of student learning. Data are reviewed regularly to determine the effectiveness of programs in meeting required standards and to make adjustments in programs when gaps are identified. (CACREP), Michigan Department of Education (MDE), and CMU Program Assessment.

ASSIGNMENTS & COURSE EVALUATION:

Assignment	Points
Technology in Counseling	10 points
Midterm Evaluation	20 points
Final Evaluation	70 points
Total	100 points

GRADING SCALE: Courses in which graduate student performance is evaluated CR/NC, rather than by a letter grade on the A through E scale carry the designation “CR/NC only” in the departmental course descriptions. CR indicates that the student has performed at a level equivalent to or above the grade point average for graduation (B grade) and shall receive credit in the course. NC indicates that the student has performed at a level lower than a B and shall not receive credit. In either case, the title and other course identification and the symbol CR or NC shall be entered on the student's transcript (CMU Graduate Bulletin).

93-100 points	CR
90-92 points	CR
87-89 points	CR
83-86 points	CR
80-82 points	CR
77-79 points	NC

73-76 points	NC
72 & below: failing.	NC

COURSE TIMELINE:

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
Week 1: DATE	Introductions (15 min) Syllabus & Prac. Manual Review Assign Technology Presentations and Supervision. Telemental Health: Best Practices	Professional Counseling Identity 2.F.5.g 2.F.7.c 2.F.7.d 2.F.5.e.	Read Syllabus and Prac. Handbook. Erford Text: Read chapter with your theoretical orientation Introduction: What is your theoretical orientation? Goals for Practicum?	-HIPAA Cert.? EMR at your site? -Tevera?
Week 2: DATE	Check-In: Documentation Procedures/SOAP Notes Process: How does your site assign Clients? Session #1 Prep: - Informed Consent, - Emergencies	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1		Contacting a client via phone, email, and text will be discussed. Please have a prewritten script for each.
Week 3: DATE	Check In: Counseling Techniques Group Supervision #1	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Cameron (2002) Case-Notes article. S.O.A.P. Notes Erford text: What techniques do you identify with the most? The least? Why?	Review Recordings Technology Presentation #1 Technology Presentation #2
Week 4:	Check-In	Professional Counseling Identity 2.F.5.g	Erford Chapters: 1-4 (on your own)	Technology Presentation #3

Date:	Group Supervision #2	2.F.5.1 2.F.7.c		Technology Presentation #4 Review Recordings
Week 5: DATE:	Check-In Group Supervision #3	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 5-8 (on your own) Hanna (2011). Freedom Toward an Integration.	Technology Presentation #5 Technology Presentation #6 Review of Video Recordings
Week 6: DATE:	Check-In Group Supervision #4	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d	Erford Chapters: 9-12 (on your ow	Review Recordings
Week 7: DATE:	Check-In Group Supervision #5	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 13-16 (on your own)	*Recordings for Mid-Term Evaluations and Mid-Term Self-Evals Due on
Week 8: DATE:	Group Supervision #6	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 17-20 (on your own)	Review Recordings
Week 9: DATE:	Check-In Group Supervision #7	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 21-25 (on your own)	Review Recordings

Week 10: DATE	Check-In Group Supervision #8	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 26-30 (on your own)	Review Recordings
Week 11: DATE:				
Week 12: DATE	Check-In Group Supervision #9	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 31-35	Review Recordings
Week 13 DATE:	Check-In Client Termination and discharge. Group Supervision #10	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Review of Book Chapter on Termination and Reflection Activity	Review Recordings
Week 14 DATE:	Check-In Group Supervision #11	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	TBD	Review Recordings
Week 15 DATE:	Check-In Group Supervision #12	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	TBD	Review Recordings Final Evaluation Recording, Final Self-Evals, and Instructor Evals Due on _____

Week 16	Finals Week:	Professional Counseling Identity 2.F.5.g		All Summary Hour Logs and Tevera assignments must be completed before grades are submitted.
DATE:	All Paperwork is Due. No Group Supervision			

*****The instructor reserves the right to make changes to this syllabus to support and enhance student learning.*****

CACREP Standard #	CACREP Standard	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity & 2.F.5.e.	The impact of technology on the counseling process	Clinical Software Overview; Technology Presentation; Client Sessions
Professional Counseling Identity 2.F.5.g	Essential interviewing, counseling, and case conceptualization skills	Client Sessions; Midterm and Final Evaluation; On-going and formal Case Conceptualizations/ Presentations; Supervision; Formative and summative evaluations; Peer and Self evaluations.
Professional Counseling Identity 2.F.5.1	Suicide prevention models and strategies	Class Lecture/Discussion; Assessments and Practice in class and in-session; On-going client assessment; Role Plays; Case conceptualizations
Professional Counseling Identity 2.F.5.m	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	Class Lecture/Discussion Intervention and Skill Practice; Role Plays
Professional Counseling Identity 2.F.7.c	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Class Lecture/Discussion; Class Practice; Role Plays; Supervision; Case Conceptualization; Client Sessions
Professional Counseling Identity 2.F.7.d	Procedures for identifying trauma and abuse and for reporting abuse	Class Lecture/Discussion; Class Practice; Role Plays; Supervision; Client Sessions

Course Policies, Conduct & Expectations

- This course is heavily dependent on the feedback you will receive both from your supervisor as well as your peers. It is expected as part of the course and it is essential to your professional growth and development that you maintain an open and welcoming

attitude to such feedback and respond in a professional and non-defensive manner.
Evidence that you are unable or unwilling to comply with this expectation may necessitate remedial action.

- The instructor aims to construct a safe and welcoming learning environment for students. Throughout the course, you will also be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion during the group supervision. Disagreeing with ideas, holding alternative views, and challenging the status quo are all a part of the higher education tradition, as they provoke us to re-examine our own thinking. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive, and culturally appropriate manner and to maintain confidentiality when students share personal information.
- Every effort will be made by the instructor to respect your time and schedule by ending class/supervision on time. However, it is expected that you will display maturity and flexibility, realizing that there may be instances where class runs a few minutes late. In these instances, “packing up” and causing a distraction is NOT considered mature or professional behavior.”

Attendance Policy: To get the most out of this class, it is essential that you attend every session during the semester. Students must be in class, and prepared, to receive participation points. Please inform instructor in advance of university-excused absences so that arrangements can be made. Prompt attendance and preparedness for triadic supervision, is also expected.

Late Work Policy: It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

- For each 24-hour period after date specified, the final achievable grade will be reduced by 5%.
- No assignments may be turned in any later than 3 days after the scheduled due date.
- Late assignments must be approved and uploaded to BB. *Please do not email them to me.*
- If you feel you have extenuating circumstances, please discuss this with the instructor.

Netiquette: All students are expected to follow rules of common courtesy in email messages, threaded discussions, and chat sessions. Respect each other’s time and comments and remain professional while in the context of any course communication. Please type your name at the end of discussion postings, during chats, and/or in email messages so it is clear who has contributed to the learning process. Penalties for violating this netiquette policy range from a discussion with the instructor, to losing participation/attendance points for the week.

- When sending an email to the instructor, please use a common greeting (e.g., “Dr. _____” or “Good morning, Professor”)
- Please sign your emails.
- Make sure to identify actual questions or concern within your email, rather than merely complaining or using threats.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at

http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting:

https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202021%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy:

(https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf)

You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements:

(https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt, or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see:

https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at <https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at: http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.

Additional Resources

American Counseling Association (ACA) competencies:

<http://www.counseling.org/knowledge-center/competencies>

American Counseling Association (ACA) *Code of Ethics*:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Michigan Department of Health and Human Services (general):

<https://www.michigan.gov/mdhhs/>

Michigan Department of Health and Human Services (online reporting):

https://www.michigan.gov/mdhhs/0,5885,7-339-73971_7119_50648_44443_91424---,00.html

Michigan/National Suicide and Crisis Hotline:

<http://www.suicidehotlines.com/michigan.html>



**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS**

CED 691: Internship in Counseling

Spring 2022 CRN: 22400084

Time/Date: Tuesday 7:00-9:50pm; **Location:** SYNCHRONOUS ONLINE

Instructor: Allison Arnekrans

Office Hours: Monday 9-12pm; Wednesday 12-2pm; or please email to schedule an appointment via WebEx (<https://cmich.webex.com/join/arneklak>)

Office Location: Education and Human Services Building #355

Email: arneklak@cmich.edu

Phone: (989) 774-6439

BULLETIN DESCRIPTION:

Clinical experience in selected settings managing a client caseload under qualified supervision. CR/NC only.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: The completion CED 690: *Practicum*.

RATIONALE FOR COURSE LEVEL:

This course is designed for graduate students because the expectations of class participation and academic rigor; emphasis on professional and vocational specifics are all at an advanced level.

RECOMMENDED TEXTBOOKS/RESOURCES:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders—DSM-5* (5th ed.). Washington, DC: Author.

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). *Multicultural and social justice counseling competencies*. (Available for free on the Bb class site, or by retrieving from http://www.multiculturalcounseling.org/index.php?option=com_content&view=article&id=205:amcd-endorses-multicultural-and-social-justice-counseling-competencies&catid=1:latest&Itemid=123)

Sweitzer, H. F. & King, M. A. (2019). *The successful internship: Transformation and empowerment in experiential learning* (5th ed.). Belmont, CA: Brooks/Cole.

CMU Counseling Program Internship Manual available on-line through Counseling and Special Education website: <https://www.cmich.edu/colleges/ehs/program/counsel/Pages/Practicum-and-Internship.aspx>

**Additional reading assignments will be included within the Bb shell.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools

<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

Additional Notes:

- Students will secure and maintain *professional (student) liability insurance* **before** they are eligible to begin seeing clients. Make sure it stays current and provide proof of renewal as needed. See the *Internship Manual* for more information.
- As part of your clinical experiences in the CMU Counseling Program, you are *required to lead or co-lead a counseling or psychoeducational group*. **You will need A MINIMUM of 10 hours of group counseling on your final hours log.** If you did not lead a group during practicum, you are required to lead a group during internship.
- *Live supervision and/or audio or visual recordings* of sessions **are required in internship**. Any client paperwork, recordings, or documentation are not to leave your site for any reason.
- Students will complete 600 clock hours through the internship in a school, agency, or organization. The intern cannot accrue no more than 40 hours each week at the site.

- The interns may *only* accumulate hours beginning on the first day of the semester and only after your internship site has been approved by the CMU Counseling Program, and must *stop* accumulating hours on the Wednesday of exam week. **Final hours logs are due on the Wednesday of exam week each semester.**
- Students are expected to attend class each scheduled class session. More than one absence will require that the student make up class time during subsequent session/semester. Students are encouraged to attend as many supervision sessions as they need or want, even if it is not their scheduled night.
- Students will complete **600 clock hours** of supervised counseling internship in roles and settings relevant to their specialty area (Addiction, CMH, School). Of the 600 hours, **240 clock hours** must be in direct service with clients (individual, couples, family, or group counseling sessions).
- Students enrolled in CED 691: *Internship* are required to have weekly interaction through **individual or triadic supervision** with their site supervisor(s) in accordance with the supervision agreement that averages **one (1) hour per week** throughout the internship. Please come prepared to engage in supervision each week.
- Students enrolled in CED 691: *Internship* have group supervision with their counselor education program faculty member that averages **one and a half hours (1.5) per week** on a regular schedule throughout the internship. Please come prepared to engage in supervision each week.
- If the student has registered for at least **one** credit of internship, the student **MUST** attend class and continue at their site until the end of the semester, regardless of whether they have completed their hours.
- Students are not allowed to accrue hours over Christmas or Semester breaks (or when there is no instructor assigned to the course). *No exceptions will be granted.*
- **You must notify your site supervisor AND faculty instructor if you have a suicidal or homicidal student/client.** This is to be done **immediately** following the situation resolution with you, your site supervisor, and the student(s)/client(s).

METHODS OF INSTRUCTION:

Clinical instruction is provided through various approaches involving case study, conceptualization, and supervision. Methods of instruction including textbooks, articles, handouts, lectures, self-assessments, guest speakers, and written assignments will also be utilized in order to enhance clinical skills.

LEARNING ENVIRONMENT:

Confidentiality is a core ethical principal in the counseling profession. Trust and openness are a crucial part of the experiential nature of the class activities essential to integrate the concepts in this course. With regards to yourself, you have the right and responsibility to share only as deeply as you feel comfortable. With regard to your volunteer and any students/clients in the field you wish to discuss or use as examples in class discussions, you should protect their privacy and confidentiality by using aliases and avoiding identifying characteristics. **Group supervision (i.e., class) must be a safe environment for discussions, with no fear of reprisal, criticism, or breach of confidentiality.** Revealing anything about a fellow student, case studies, or any other personal or private information with anyone outside of the class is a breach of confidentiality. Anything you share in this class that is subsequently shared with the instructor will in no way affect your grade and will be kept confidential unless it falls under one of the exceptions of confidentiality, which

include, but are not limited to: disclosures of serious and foreseeable harm to self or others, or abuse of a child, elderly person, or disabled person.

Please keep in mind that, just as a counseling group facilitator is unable to guarantee confidentiality for all group members, so too is this class instructor's control over confidentiality limited. **If a classmate discloses any of the above, please see the instructor immediately.** If at any time you experience discomfort or if this class brings up any difficult issues for you please speak with the instructor for a referral, or contact the CMU Counseling Center which provides counseling services free to students. **Breach of confidentiality is very serious and will result in consequences such as affecting your grade or even up to failure of the course. Students must abide by all American Counseling Association (ACA) ethical guidelines, including those guidelines specific to informed consent, confidentiality, and duty to warn.**

STUDENT LEARNING COURSE OBJECTIVES:

Each professional education course is aligned with the CLEAR Conceptual Framework. The CLEAR Conceptual Framework includes general practices and principles intended to facilitate learning experiences for candidates to help them mature as professionals whose practice is:

C- Concept- and knowledge driven: A professional educational practice that is concept and knowledge- driven has, as its foundation, content knowledge.

LEA- LEArner-centered: A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner.

R- Reflective: A reflective professional practice is guided by research and knowledge of the diverse educational environments prevalent in our society.

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

1. Counsel clients with the skill expected of an entry-level professional. **(R)**
2. Evaluate own performance as a counselor and the performance of others. **(C, LEA, R)**
3. Complete all paperwork associated with being a professional counselor in a particular setting. **(C, R)**
4. Obtain practical experience in a counseling setting. **(LEA, R)**
5. Formulate a professional identity consistent with the requirements of the counseling discipline. **(LEA, R)**
6. Apply enhanced technical skill development. **(C, LEA, R)**
7. Apply ethical standards to the practice of counseling. **(C, LEA, R)**
8. Self-analyze competence in counseling skills & procedures. **(C,LEA, R)**

Council for Accreditation of Counseling & Related Educational Programs (CACREP) 2016 Standards

In addition to the CLEAR objectives, the following CACREP standards will be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity 2.F.5.h	Developmentally relevant counseling treatment or intervention plans
Professional Counseling Identity 2.F.5.i	Development of measurable outcomes for clients
Professional Counseling Identity 2.F.5.k	Strategies to promote client understanding of and access a variety of community-based resources

ASSIGNMENTS:

- 1) **Pre-Class Assignments** (found in *Pre-Class Materials* in Bb)
 - a. Obtain a copy and read the Syllabus and Internship Manual in full.
 - b. Print off or save an electronic version of the *ACA Code of Ethics* (2014) and any other relevant ethical codes available (e.g., ASCA or MCBAP) to your site.
 - c. Print off or save an electronic version of the *Multicultural & Social Justice Competencies*.

- 2) **Hours Logs**

Students are required to complete daily time logs of their direct, indirect, and supervision hours through Tevera. Logs should be updated on a daily/weekly basis and signed by your supervisor biweekly (for your own records). The responsibility to keep track of your hours in internship is purely on the internship student. Ethical and honest reporting are critical, and a student can be removed from the course/site if issues arise. Progress towards the required hours will be discussed between the student and instruction every 8-weeks.

- 3) **Attendance & Participation**

Students are expected to attend and participate in class during each scheduled session. ***If you do not meet the required hours of group supervision – you fall outside of accreditation standards, you do not demonstrate your readiness for the role of professional counselor, and you do not pass the course.*** Learning and integrating the material in this course, coupled with development as a counselor in training, requires attendance, preparedness, and participation with course material. Students are expected to (1) arrive on or before class start time; (2) be prepared for class by completion of assigned reading(s) and/or assignments; (3) actively engage in class; and (4) remain

present until end of class meeting time or instructor has ended class (whichever comes first). If a student misses more than one class, they will be expected to make up this time in another session or during a following semester.

4) **Professionalism & Competence**

Please remember that when serving at a site or school, the student is an ambassador of Central Michigan University and the Counseling Program. The counseling program expects students to adhere to the highest standards for professional comportment at all times throughout their enrollment in this program. To that end, those associated with the counseling program must display professional maturity, competence in their scope of practice, and personal and ethical integrity in every facet of the clinical and educational setting. Additionally, students are expected to be on-time, timely in completing paperwork and other duties, honest, open, ethical, receptive of feedback, and growth-oriented.

5) **Case Conceptualization Paper & Presentation**

Each week one student is to submit a written case conceptualization paper and facilitate a case review for a current client based on their concentration area of addiction or clinical mental health. School Counseling students will complete an alternative assignment (see below). Presentation dates will be decided on the first night of class. *Each student will complete a case conceptualization each semester they are enrolled in internship. A concentration-specific case conceptualization format is provided in the Bb shell to utilize as a template for the paper. More information can be found within the “Case Conceptualization” tab in Bb. **The written paper is due into Bb before 7pm on the night of your oral presentation into Tevera.***

Case presentations must:

- a. Pertain to your personal on-site experience (i.e., not about someone or something you heard about from some at your site).
- b. Protect student/client confidentiality and privacy (e.g., using an alias, changing minor demographic information).
- c. Contain all information on the “Case Presentation Template”, multicultural considerations, treatment (evidenced-based), and any information you are required to include as part of your site work.
- d. Be of a student/client different than the ethical dilemma.
- e. Be brought to group supervision for the purposes of asking the group a question related to the student/client (e.g., goal setting, diagnosis, treatment, ways to interact, etc.).
- f. Be done the day agreed upon by the sign-up sheet (the only accepted exception is if you have switched days with another student – and previously notified the instructor of the change).

School Counseling Students: In lieu of a case conceptualization, you will complete an ASCA lesson plan based on the students and needs of your internship site. See *Appendix A* for more information.

6) **Ethical Dilemma OR Current Issues Discussion**

Each week one student will provide a minimum of one ethical dilemma or one current event discussion to the class and facilitate a verbal group discussion surrounding it. For either assignment, in addition to the discussion, the student will also submit a written document of the case or event (you should use it as a guide for yourself to include all appropriate information). *Each student will complete an ethical dilemma OR current issues discussion presentation each semester they are enrolled in internship.* A format is provided in the Bb shell to utilize as a template for the paper. More information can be found within the “Ethical Dilemma/Discussion” tab in Bb. The instructor will provide a demonstration during the second week of class. **The written paper is due into Bb before 7pm on the night of your oral presentation.**

Ethical dilemmas must:

- a. Protect student/client confidentiality and privacy (e.g., using an alias, changing minor demographic information).
 - b. Contain all information relevant to how/why it is/was an ethical dilemma for you, how you approached it, any ethical decision-making model (EDMM) you used, what ethical codes you used in guiding your decision.
 - c. Be of a student/client different than the case presentation.
 - d. Be brought to group supervision for the purposes of asking the group a question related to the student/client or the situation (e.g., other ethical considerations, ways to interact, etc.), and if the situation has been resolved what you and your supervisor did.
 - e. Be done the day agreed upon by the sign-up sheet (the only accepted exception is if you have switched days with another student – and previously notified the instructor of the change).
- 7) **Mid-Term & Final Evaluations**
Prior to midterm and the final class session, the site supervisor is asked to complete an evaluation of the student’s progress and time at the site within Tevera. Upon completion, the intern is to meet with the site supervisor in order to complete the evaluation process and sign-off that they have received it. **Each student must have both the mid-term AND the final evaluations completed each semester they are enrolled in internship and for each site they are accruing hours at. Evaluations are due around Weeks 9 and 16, though specific due dates will be provided.**

8) **Supervision Reflection**

- a. **Initial Reflection Paper (First Semester of Internship)**
- b. Supervision is an essential function of the profession. After the mid-term evaluation within their first semester of internship, students will read one article about supervision and then reflect on their own supervisory process through a 2-page, APA formatted paper. A template with questions to address can be found in the Bb shell. **This assignment is due into the titlelink in Bb in Week 13 folder.**
Reflection paper (Final Semester of Internship)
 - i. After the mid-term of your final semester in internship, students will complete a 2-page, APA-formatted paper to provide their final thoughts about the supervision they have received, both from their peers/instructor and from their site supervisor. A template with questions to address can be

found in the Bb shell. **This assignment is due into the titlelink in Bb in Week 13.**

- ii. *****If you are only completing one semester of internship, please only complete the final reflection paper/prompts.***

9) **Tevera**

Students will use Tevera to track their hours, receive evaluations, and upload assignments. Students are encouraged to log into Tevera at least every other day to update their hours, as opposed to waiting until the end of a week. Training and guidance for this system will be provided in class, and tutorials are available within the system.

10) **CED Exit Survey & Site Supervisor Survey**

All students must complete the CED exit survey and Site Supervisor Survey in the **FINAL semester** of their internship (unless your supervisor changes between semesters). Each site supervisor you have interactions with will need to be evaluated. The exit survey will be completed one time. Please provide the results of the electronic survey as proof of completion within your portfolio. These will be completed using Tevera.

COURSE EVALUATION:

CED 691 requires student participation and group discussions in class. The student will be evaluated on their final portfolio, which demonstrates their participation, conceptualization and skill development, evaluations, and all written assignments. Internship in counseling is a **Credit/No Credit** graded class. *If you meet all of the course requirements you will earn your satisfactory grade.* However, you will earn an unsatisfactory grade if, for any of the following, you fail to:

- Complete the minimum number of required hours (including group supervision);
- Complete – accurately and fully – the required internship documentation (incl. documents for session recording);
- Keep, and be on time for, appointments with students/clients;
- Only see students/clients at your designated site(s);
- Only see students/clients approved by your site supervisor;
- Honor confidentiality and privacy of students/clients;
- Adhere to ACA ethical standards;
- Adhere to ASCA ethical standards;
- Adhere to MCBAP OR NAADAC ethical standards;
- Adhere to HIPAA laws;
- Maintain competency level of Multicultural & Social Justice Counseling Competencies;
- Keep, and be on time for, appointments with site supervisor;
- Keep, and be on time for, appointments with developmental supervisor (aka internship instructor);
- Review any readings, assignments, etc. assigned by developmental supervisor (aka internship instructor);
- Meet minimum requirements of site supervisor's evaluation;

- Meet minimum requirements of developmental supervisor's evaluation (including the EDHD Professional Disposition);
- Demonstrate effective counseling skills;
- Demonstrate developmental growth;
- Adhere to the requirements outlined in this syllabus;
- Participate in group supervision (aka class);
- Keep, and be on time for, appointments for group supervision (this class).

COURSE TIMELINE:

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
Week 1 1/11/2022 7:00-9:30pm EST (always in EST)	Introductions Orientation, Expectations, and Tevera Sign-Up for Case Conceptualization & Ethical Dilemma dates		Review Bb, Course Materials, Syllabus, manual	Complete pre-class assignments
Week 2 1/18/2022 8:00-9:30pm	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k	Review Bb Review Ethical Codes and DSM	Case Presentation Ethical Dilemma Presentation
Week 3 1/25/2022 7:00-9:00pm	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation
Week 4 2/1/2022 7:00-9:00pm	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation
Week 5 2/8/2022 7:00-9:00pm	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation

Week 6 2/15/2022 8:00- 9:30pm	Group Supervision Issues in the Field Discussion	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation
Week 7 2/22/2022 7:00- 9:00pm	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation
Week 8 3/1/2022 7:00- 9:00pm	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation MID-TERM EVALS DUE!
Week 9 3/8/2022 7:00- 9:00pm	NO CLASS	SPRING	BREAK	
Week 10 3/15/2022 8:00- 9:30pm	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation
Week 11 3/22/2022 7:00- 9:00pm	NO CLASS	INDIVIDUAL	MEETINGS	
Week 12 3/29/2022 7:00- 9:00pm	Group Supervision: Licensing & Certification Discussion	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation
Week 13 4/5/2022 7:00- 9:00pm	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation Supervision Paper Due
Week 14 4/12/2022	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation

7:00-9:00pm	Resource Sharing Night			
Week 15 4/19/2022 8:00-9:30pm	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation
Week 16 4/26/2022 7:00-9:00pm	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation
Week 17 5/3/2022 7:00-9:00pm	Last Class: Finals Week			FINAL EVALS DUE FINAL HOURS LOG DUE MAKE SURE TEVERA IS UPDATED Complete Exit Interview and Site Supervisor Survey (if applicable)

Please note: The instructor reserves the right to make changes to this syllabus in order to support and enhance student learning.

CACREP Standard #	CACREP Standard	Assessment of the Standard
Professional Counseling Identity 2.F.5.h	Developmentally relevant counseling treatment or intervention plans	Case Conceptualization; Class Discussion; Mid-term/Final Evaluations; Supervision
Professional Counseling Identity 2.F.5.i	Development of measurable outcomes for clients	Case Conceptualization; Class Discussion; Mid-term/Final Evaluations; Supervision
Professional Counseling Identity 2.F.5.k	Strategies to promote client understanding of and access a variety of community-based resources	Case Conceptualization; Supervision

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy:

(https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements: (https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights,

Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Deferred Grades: The Z (deferred grade) may be recorded for students registered for independent study, for thesis, International Program Studies courses, or for other courses specifically approved for Z grades in the Bulletin, if the instructor believes that the quality and quantity of work completed by the end of the semester justifies an extension of time. An instructor who assigns a grade of Z shall submit, on the proper form, a statement to the department chairperson of remaining requirements for removal of the deferred grade. A copy of the statement of requirements, including deadlines for their completion, shall be made available to the student. For more information see:

https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at

<https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at:

http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.



**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS**

CED 695: Research in Counseling

ASYNCHRONOUS ONLINE

Dates:

Instructor:

Office Hours: Please email the instructor to set up a time to meet via WEBEX

Office Location: remote

Email:

Phone:

BULLETIN DESCRIPTION:

Presentation and application of designs and procedures pertinent to conducting research in the field of counseling. This course may be offered in an online format.

This is a survey course in which you will learn about common methods used by researchers to answer questions pertaining to counseling-related phenomena including quantitative and qualitative methods, action research, single-subject research, and program evaluation. Consideration will be given to ethical and cultural factors that impact the research process. Finally, you will learn how to critically evaluate research that is published in counseling journals and develop knowledge of the research process by completing a mini research proposal.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: Admission to the M.A (Master of Arts). in Counseling Program

RATIONALE FOR COURSE LEVEL:

This course is designed for graduate students with a background in the counseling profession.

REQUIRED TEXTBOOKS:

Creswell, J.W. & Creswell, J.D. (2017). *Research design*. Sage.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

This course is taught in an online format using Blackboard (Bb). Bb is a web-based learning management system licensed by CMU (Central Michigan University). Within Bb, a course website, also known as a course shell, is automatically created for every CMU course. To access Bb, open a web browser and enter <http://blackboard.cmich.edu/webapps/login/>. After the site loads, enter your Global ID and password in the respective spaces provided. Click the “login” button to enter Bb and then the link to the appropriate course to enter the course’s secured Bb

shell. If you need assistance, contact the IT Helpdesk at 989-774-3662. Self-guided student tutorial resources are also available under “Tools” in the CED 695 Bb course shell.

ONLINE REQUIREMENTS:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools
<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or ‘real-time’ session through CMU’s authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

METHODS OF INSTRUCTION:

This course is taught through a mix of discussion, reading, short quizzes, lecture, written assignments, and other assigned tasks. All materials are available in the Bb course shell in advance, so that you may work ahead- *which I would highly recommend*. Rubrics and detailed instructions for assignments are under the Assignments button. **All tasks are due by Sunday of the week at midnight, unless otherwise specified.** The course outline follows Weeks 1-8 (weeks are Monday 8am - Sunday at midnight).

STUDENT LEARNING COURSE OBJECTIVES:

Each professional education course is aligned with the CLEAR Conceptual Framework. The CLEAR Conceptual Framework includes common practices and principles intended to facilitate learning experiences for candidates to help them mature as teachers whose practice is:

The purpose of this course is to give students skills in analysis and design of research in the field of counseling. Upon successful completion of this course, students will be able to:

1. Evaluate the importance and value of research to the advancement of the counseling profession.
2. Differentiate various quantitative, qualitative, mixed-methods, and single-case research designs conducted in the field of counseling.
3. Examine basic concepts and terminology pertinent to research design and describe the basic components involved in the research process.
4. Describe the concept of validity and threats to study validity.
5. Evaluate, utilize, and implement peer-refereed published research reports to inform evidence-based counseling practice.
6. Investigate the value of a literature review, articulate steps of conducting a literature review, and conduct a summary of literature review assignment.
7. Identify and describe the philosophical assumptions, purpose, characteristics, and steps in conducting quantitative, qualitative, and mixed-methods research.
8. Propose and design the steps in conducting research and complete Literature Review project.
9. Implement APA 7th edition format in writing professional proposals, papers, and articles.
10. Investigate the important ethical principles in conducting research and apply ethically and culturally relevant strategies to interpret and report research results.

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity 2.F.8.a	The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
Professional Counseling Identity 2.F.8.b	Identification of evidence-based counseling practices
Professional Counseling Identity 2.F.8c	Needs assessments
Professional Counseling Identity F8d	Development of outcome measures for counseling programs

Professional Counseling Identity F8e	Evaluation of counseling interventions and programs
Professional Counseling Identity F8f	Qualitative, quantitative, and mixed research methods
Professional Counseling Identity F8g	Designs used in research and program evaluation
Professional Counseling Identity F8h	Statistical methods used in conducting research and program evaluation
Professional Counseling Identity F8i	Analysis and use of data in counseling
Professional Counseling Identity F8j	Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

ASSIGNMENTS:

1. Discussion Board Posts (5 posts; = 32 points total)

Discussion board forums will require individual projects designed to test quantitative and qualitative reasoning skills.

2. Quizzes (3 @ 6 points each= 18 points total)

Three 20-item multiple-choice quizzes will be administered throughout the course of the 8-week semester. The items on each quiz may encompass any course material covered and any assigned readings prior to the time that the respective quiz is administered (i.e., first quiz is non-cumulative and remaining two quizzes may be quasi-cumulative).

Quizzes are posted on the course website and can be accessed at the time they are made available by the instructor. They will be open for one week in duration (Monday @ 6am-Sunday @ 11:59pm on the assigned week). You should write down your answers to questions on a piece of paper as you take quizzes so in the event of a “technical glitch” you can simply retake the quiz and use your answers. You will have **60** minutes to complete online quizzes. Once the 60-minute period has elapsed, you are no longer able to submit answers, thus it is important that you keep track of how much time you have left as you take quizzes. In addition, you must submit all your answers to quiz questions prior to the deadline set forth by the instructor on the website (i.e., if the instructor indicates that you have until 11:59p.m. on a particular day to finish your quiz, then you should submit all your answers by 11:59 p.m. or else Bb will not accept the answers and you will be out of luck). You will be given immediate feedback regarding your score on the quiz by Bb once you submit it. Quiz dates are listed in the course outline. ***Students are expected to complete the quizzes independently and not share or receive any information from other people during quiz weeks.***

3. Critique of Counseling Research to Inform Counseling Practice (20 pts; 2 @ 10 pts)

Students will be provided with both quantitative and qualitative peer reviewed counseling journal articles published within the last 8 years that describe a specific counseling treatment and/or intervention. Students will critique two articles. These review assignments are intended to familiarize you with the current literature in your area while increasing your critical perspective of research. The focus here is on examination of research methods used and a critical evaluation of the conclusions drawn by the author(s) as well as a discussion of how the article would advance your counseling practice. Students will be assigned articles based on counseling concentration; school counseling students will critique research focused on school counseling treatment/intervention; Addiction counseling students will critique research focused on addiction counseling treatment/interventions and clinical mental health counseling students will critique research focused on clinical mental health treatment/interventions. **Article examination guidelines, an example, and rubric can be found under *Assignments in Bb*.** Article examinations will be turned in on Bb under the link in *Assignments* on/before the due date.

4. Treatment Literature Review (30 points)

As a comprehensive experience in the research course, you will write a literature review. The literature review will require each student to choose a mental health topic relevant to their concentration from the list provided on Bb. Students will then draft an 8-page (minimum) double spaced (not including title, abstract and references) paper that describes three or more different research approaches to treating the issue. For example, a school concentration student might write a literature review on different evidenced based approaches for suicide prevention in high school. The literature review must be in APA 7th edition and include 10 or more scholarly peer reviewed research articles (quantitative or qualitative) that are current (within the last 5 years) and provide evidence for the treatment approach. Students must discuss the type of research conducted and the results and demonstrate the ability to critique the results. Please follow the template on Bb.

This paper will be divided in two sections (15 points each) throughout the course to allow time for feedback. This paper should be completed using APA formatting style (7th edition; see the Purdue Online Writing Lab website for APA formatting guidelines: <https://owl.english.purdue.edu/owl/resource/560/01/>). There is a total of 30 points that can be earned for this project. More information regarding this proposal can be found in the Bb shell.

COURSE EVALUATION:

Discussion Boards	32 points
Quizzes	18 points
Article Critiques	20 points
Treatment Literature Review	<u>30 points</u>
	100 points

STUDENT FEEDBACK:

Students will receive feedback in several ways. First, students will receive performance feedback about each assignment based on the assigned rubric through the *Assignments* function in Bb or comments written in submitted work. All grades will be posted on Bb through the *My Grades* function. Finally, should individuals have specific questions about their grades or performance on an assignment, the student should email the instructor to set up a time to discuss issues.

GRADING SCALE:

It is possible to earn a total of **100** points in the course. The course grade will be determined as:

100-93%	A		82-80%	B-
92-90%	A-		79-77%	C+
89-87%	B+		76-73%	C
86-83%	B		72%>	E

COURSE TIMELINE:

The instructor reserves the right to modify and/or change the course outline as needed during the course. Below is the **Tentative Schedule** for the semester. Students will be notified of any changes via announcements through Bb.

DATE	TOPIC	CACREP STANDARD	READING ASSIGNMENT	ASSIGNMENTS DUE
Week 0: Pre-Course	Introductions & Getting Acclimated to the Course and shell			Check System Requirements Read the course syllabus/get organized Post Introduction in Bb
Week 1:	The Selection of a Research Approach; Review/Critique of Literature	2.F.8.a 2.F.8.b	Chapter 1 & 2	DB #1 & #2
Week 2:	Theory & Ethical Considerations	2.F.8.j 2.F.8.f	Chapter 3 & 4	DB #3 Quiz #1
Week 3:	Designing Research; the Introduction, Purpose, Needs Assessment	2.F.8.c 2.F.8.d 2.F.8.e	Chapter 5 & 6	Online Chat 11/8 @1:00 p.m. Article Critique 1
Week 4:	Research Questions & Hypothesis	2.F.8.h 2.F.8.i	Chapter 7	DB #4
Week 5:	Quantitative Methods	2.F.8.f 2.F.8.i	Chapter 8	DB #5 Quiz #2 Literature Review Part I
Week 6:	Qualitative Methods	2.F.8.f	Chapter 9	Online Chat 11/30 @ 6:00 p.m.

				Quiz #2 Article Critique #2
Week 7:	Mixed Methods/Program Evaluation	2.F.8.g 2.F.8.h	Chapter 10	Quiz #3 Lit Review Due Part II
Week 8:	Final Review			Quiz #3

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity 2.F.8.a	The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Readings Quiz Article Examination Assignment
Professional Counseling Identity 2.F.8.b	Identification of evidence-based counseling practices	Readings Critique of Counseling Articles Literature Review
Professional Counseling Identity 2.F.8c	Needs assessments	Reading Quiz
Professional Counseling Identity F8d	Development of outcome measures for counseling programs	Reading Quiz Discussion Board
Professional Counseling Identity F8e	Evaluation of counseling interventions and programs	Reading Quiz Critique of Counseling Articles Literature Review
Professional Counseling Identity F8f	Qualitative, quantitative, and mixed research methods	Reading Discussion Board Quiz Critique of Articles Literature Review
Professional Counseling Identity F8g	Designs used in research and program evaluation	Readings Discussion board Quiz Critique of article assignments Literature Review
Professional Counseling Identity F8h	Statistical methods used in conducting research and program evaluation	Readings Discussion board Quiz
Professional Counseling Identity F8i	Analysis and use of data in counseling	Readings Discussion board

Professional Counseling Identity F&j	Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	Readings Discussion board Quiz
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Course Policies

Attitude & Our Learning Environment: Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views, and challenging the status quo are all part of the higher education tradition, as they provoke us to re-examine our own thinking. This WILL be a safe and welcoming learning environment for students of all races, ethnicities, sexual orientations, gender identities, ages, religions, economic classes, and ability statuses. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive, and culturally appropriate manner and to maintain confidentiality when students share personal information.

Attendance & Class Participation: Students are expected to engage in the online environment daily, attend live sessions and respond to peer or faculty communication within 24 hours. Reviewing materials is required; statistical tracking will be used to ensure students engage in the course.

Media/Film: To engage students' learning processes from a variety of different mediums, this course may utilize videos clips, documentaries, music, and contemporary film to create dialogue and display the issues and principles being expounded upon in class. While significant effort is made to avoid gratuitous violence, nudity, profanity and drug use, the films utilized for my courses *may contain* some of these elements but are not *focused* on these elements. It is understood that this class will possess a variety of different standards and values instilled by everyone's cultural, spiritual, and ethnic experiences. Every student in this course will be respected and each of you can be assured that the media shown (as well as all forms of instruction and discourse) are offered for their relevance to the course topics. Having said this, if you hold a particular belief or value system or have had individual experiences that might make the viewing of this type of media/film a particularly negative or traumatizing experience, it is expected that you will contact me so that appropriate alternative arrangements might be made.

Assignment Due Dates: All assignments are expected to be complete and submitted on time in accordance with the due dates listed on the Course Schedule. No make-up exams, nor incomplete ("I" grades) will be given, except in cases that involve specific, emergency-documented circumstances. "I" grades will not be given in lieu of a failing or poor grade.

All papers must comply with the American Psychological Association's Publication Manual – 7th edition. Failure to comply will result in loss of points on written work.

Late Written assignments: Assignments are due on the date specified in the syllabus and should be turned in via Bb. Timeliness is an important part of the role of a professional counselor. It is

expected that you will turn in all work on time. However, late work will be accepted with the following provisions:

- For each 24-hour period after the date specified, the final achievable grade will be reduced 5%.
- No assignments may be turned in any later than seven (7) days after the scheduled due date.
- If you believe you have extenuating circumstances, please contact the instructor before the assignment is due.
- If you are going to miss a test due to a university-excused absence, please let the instructor know ahead of time so that arrangements can be made.

Late Quizzes/Tests: All quizzes/tests are due on the due date listed and are not eligible to be completed late without documented medical/family emergency. Students who do not complete a quiz or test by the due date will receive a 0 on the quiz/test.

Rewrites: All students are eligible to resubmit the writing assignments if turned in one week early, on time or one week late (grade penalty still applies). All rewrites must indicate what was changed through *comments in the document and highlighted changes*. Students must submit the original document and make changes based on ALL the feedback/comments. Papers that only address one or two items will not be regraded. Papers without comments or highlights will not be regraded. Rewrites are due two weeks after the assignment due date at the start of class. No rewrites are available for assignments due on the last day of class.

Students are expected to abide by the American Counseling Association's Code of Ethics and all University policies.

Technology Assistance

This course is dependent on the successful use of technology – use of media, monitoring CMU email and knowledgeable use of our course's Bb page. If you are uncertain about your abilities to utilize any of these mediums, please contact the CMU Technology Helpdesk immediately. They can be found on the ground floor of the Park Library and their phone number is (989) 774-3662. As your instructor, I am not the person to seek assistance from regarding these issues and "technology problems" will not be considered a legitimate excuse for missing or late assignments.

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

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You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements:

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3.2.3 Disruption of Learning:

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**CENTRAL MICHIGAN UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES DEPT. OF
COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS**

CED 699: Diagnosis & Treatment Planning

FACE TO FACE

Spring 2022: January 11, 2022 – May 3, 2022

Format: In-Person

Section #: 22400086

Tuesdays 4:00-6:50pm in EHS 215

Instructor: Allison Arnekrans, PhD, LPC, NCC, ACS, BC-TMH

Office Hours: Mondays 9:00-12:00pm & Wednesdays 12-2:00pm, or please contact me to schedule a virtual meeting.

Office Location: EHS #355 or <https://cmich.webex.com/meet/arneklak>

Email: arneklak@cmich.edu

Phone: (989) 774-6439

BULLETIN DESCRIPTION:

This course provides an overview of the diagnosable mental and emotional disorders and appropriate intervention methods. This course may be offered in an online format.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisites: CED 677

RATIONALE FOR COURSE LEVEL:

This course builds upon the knowledge and application of skills acquired in introductory courses within the counseling graduate program. The amount and complexity of the work required make this course appropriate only for graduate students.

REQUIRED TEXTBOOKS:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders—DSM-5* (5th ed.). Washington, DC: Author.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical Interviewing*. Hoboken, NJ: Wiley. ISBN-13: 978-1119215585; ISBN-10: 1119215587

**Additional reading assignments will be included within the Bb shell.

HIGHLY RECOMMENDED TEXTBOOKS:

Gehart, D. (2016). *Theory and Treatment Planning in Counseling and Psychotherapy* (2nd ed.). Boston, MA: Cengage.

First, M. B. (2014). *DSM-5 handbook of differential diagnosis*. Arlington, VA: American Psychiatric Association. ISBN: 9781585624621

Jongsma, Arthur E., Jr., Peterson, L. M., & Bruce, Timothy J. (2014). *The complete adult psychotherapy treatment planner: Includes DSM-5 updates*. Hoboken, NJ: Wiley. ISBN: 978-111806786

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

This course will be supplemented with the use of Blackboard. The instructor relies heavily on Blackboard to communicate information through emails/announcements and to provide all relevant content. Students must have ready access to an up-to-date computer with high speed Internet connectivity. Students must be able or arrange for the installation of specific browser plugins (such as Flash Player) and/or client side software (such as a PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools at <http://global.cmich.edu/system-check>.

It is expected that students will turn on their cameras and participate in each live class session.

METHODS OF INSTRUCTION:

This course will include a mix of reflection, discussion, written assignments, group activities, quizzes, and guest speakers. The instructor prefers to vary each in-person meeting to best facilitate interaction and knowledge retention.

STUDENT LEARNING COURSE OBJECTIVES:

Each professional education course is aligned with the CLEAR Conceptual Framework. The **CLEAR Conceptual Framework** includes general practices and principles intended to facilitate learning experiences for candidates to help them mature as professionals whose practice is:

C- Concept- and knowledge driven: A professional educational practice that is concept and knowledge- driven has, as its foundation, content knowledge.

LEA- LEArner-centered: A professional educational practice that is learner-centered focuses on the cognitive, affective and physical needs, and characteristics of each learner.

R- Reflective: A reflective professional practice is guided by research and knowledge of the diverse educational environments prevalent in our society.

After successful completion of this course, the student will be able to:

1. Explain the role of the Professional Counselor in a variety of settings. (C, LEA, R)
2. Apply professional use of the most current version of the DSM for performing diagnoses in counseling settings. (C, LEA, R)
3. Articulate the salient differences between the intended uses and benefits of diagnosis and treatment planning. (C, LEA)
4. Differentiate between the assumptions of the medical model, psychosocial models, and the developmental models of human behavior. (C, LEA)

5. Conduct case conceptualizations of the stages of clinical process which include: diagnosis, assessment, treatment planning and implementation, and retrospective review and evaluation. (C, LEA, R)
6. Describe, explain, and demonstrate ethically sound uses and limitation of diagnostic judgments, including cultural and gender biases of the diagnostic system. (C, R)
7. Analyze diagnostic categories in the most current version of ICD that correspond to selected categories in the most recent version of the DSM. (C, LEA, R)

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Clinical Mental Health Counseling 5.C.1.c	Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
Clinical Mental Health Counseling 5.C.2.b	Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
Clinical Mental Health Counseling 5.C.2.d	Diagnostic process, including differential diagnosis and the use of the current Diagnostic and Statistical Manual of Mental Disorders (DSM) or International Classification of Diseases (ICD)
Clinical Mental Health Counseling 5.C.3.a	Intake interview, mental health status exam, biopsychosocial history, mental health history, and psych assessment for treatment planning and caseload management
Addiction 5.A.2.1	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i>

ASSIGNMENTS:

1) Quizzes (8 quizzes; 4 points each= 32 points)

The purpose of the open-book quizzes in this course is to complement the reading assignments based on the DSM chapters. The quizzes will serve as your self-assessment method to understand if you learned the main points from each section of the DSM. Each 10-question quiz will cover content from the reading and include T/F, fill-in, and multiple choice questions. You will receive immediate feedback upon completion of the quiz. You will have 30-minutes to complete the quiz and only one attempt. Quizzes will have randomized questions and you will only see one question at a time. Quizzes will be completed in the Bb Quiz function. *Students are expected to work alone and not share answers or quiz content.* **Each scheduled quiz will be open on Wednesday morning @ 8am and close on the next Tuesday @ 4:00pm.**

2) Biopsychosocial Interview (10 points)

This assignment has three purposes: 1) gain practice asking helpful interview questions that will yield a comprehensive snapshot of the client's presenting situation, 2) practice your case conceptualization skills, and 3) help you to articulate your clinical thoughts through professional writing. For this assignment, you will interview a "client" of your choosing utilizing a biopsychosocial assessment document provided for you. Your "client" must be 18 or older and must be able to and be willing to sign an informed consent document stating that their information will be kept confidential and only used for educational purposes. For the purposes of this assignment, please ensure your "client" that any of their identifying information will be blinded. Using the skills and knowledge learned in class, you will complete the biopsychosocial assessment form, including the treatment planning portion, with as much detail as possible. Within the "Clinical Interview" tab in Bb, you will find the interview template, informed consent document, and a scoring rubric. This is an educational assignment only and the final outcome summary will not be shared with the "client." **This assignment is due on Tuesday @ 11:59pm EST of Week 6.**

3) Diagnosis & Treatment Planning Exercises (4 Exercises at 5 pts. each= 20 points)

One of the best ways of honing your diagnostic skills is to read through a series of cases and determine what the most likely diagnoses are based on background information, symptoms, and behaviors. As such, you will read four cases throughout the semester and determine the tentative diagnosis and treatment plan for each case based on the information provided by the instructor. In addition, given that many symptoms and behaviors overlap across various mental disorders, you will also be required to list any diagnoses which should be ruled out if you had the opportunity to continue working with the individuals in the case scenarios. The following format should be used when completing these assignments:

- Case # - Name of case:
- Relevant symptoms:
- Tentative diagnosis:
- Page # in DSM-5:
- Diagnostic rule outs/differential diagnosis:
- Tentative treatment plan (using client stated goals and measurable objectives)

Each assignment will be completed electronically and submitted within the "Dx & Tx Planning" tab within Bb. Upon completion, the instructor will either post to the discussion board or discuss in class the most likely diagnoses and optimal treatment plans for each case after you and your classmates have submitted your responses. A maximum of five (5) points can be earned for each assignment. Assignments will be evaluated

based on thoroughness, accuracy of diagnosis, and appropriateness and quality of treatment plan. **Assignments are due into Bb on or before 4pm on the assigned night.**

4) Journal Entries (3 entries at 4 points each= 12 points)

To ensure that there is an intentional moment to pause and reflect in this course, you will complete three journal entries. Specific prompts will be provided and will ask you to think about your position, thoughts, and opinions on the various topics. Full points will be provided to responses that demonstrate thoughtfulness, appropriate grammar and punctuation, and completion of each part of the prompt. Quality means more to me than quantity; however, a few sentences will not suffice. **Journals are due on the assigned date before 4:00pm and will be submitted through the “Journal Entries” tab in Bb.**

5) Integrative Case Summary (26 points)

This assignment will assist you preparing a complete case conceptualization of a client from beginning to end. Working in small groups during class time, you will interview a mock client (clients played by actual counselors working in the field) in a simulated experience of a full clinical interview. Upon completion of the interview, you will consult with your group regarding the diagnose(s) and treatment plan. Each student will write up their own narrative of the clinical interview and submit this for a grade. A template will be provided for your use. **Please note:** School counseling concentration students will conduct a mock interview of a child or adolescent client; Addiction counseling concentration students will conduct a mock interview with a client with an individual and/or co-occurring substance abuse concern; and Clinical Mental Health concentration students will conduct a mock interview with a client with a specific mental health concern. More information about this assignment, rubric, and the template can be found under “Integrative Case Summary” in Bb. **Integrative Case Summary Due by Tuesday May 3 before 11:59pm into Bb.**

COURSE EVALUATION:

Quizzes	32 points
Biopsychosocial Interview	10 points
Diagnosis & Treatment Planning Exercises	20 points
Journal Entries	12 points
Integrative Case Summary	<u>26 points</u>
	100 points

GRADING SCALE:

It is possible to earn a total of **100** points in the course. The course grade will be determined as:

100-93%	A		82-80%	B-
92-90%	A-		79-77%	C+
89-87%	B+		76-73%	C
86-83%	B		72%>	E

COURSE TIMELINE:

DATE	TOPIC	CACREP STANDARD	READING ASSIGNMENT	ASSIGNMENT DUE
Before our first meeting	Read the syllabus Purchase course textbooks			
Week 1: 1/11/22	What will be talking about in this class? Introductions Syllabus Review	5.C.2.b	Read Chapter 1 in SF/SF text Review slides on <ul style="list-style-type: none"> History of Diagnosis Intro to the Clinical Interview 	
Week 2: 1/18/22	How do I get the client's Information? Overview of the Interview Process (formats & models) Ethical & Multicultural Considerations	5.C.1.c	Review Chapter 2 and focus on Chapter 3 in SF/SF text	Journal Entry #1 due before 4pm
Week 3: 1/25/2022	How do I write a quality intake report? Intake Interviewing & Report Writing Interdisciplinary Approach	5.C.1.b 5.C.2.c	Read Chapter 8 in SF/SF text	Dx & Tx Activity #1 due before 4pm
Week 4: 2/1/22	How do I make sense of the client's situation? Case Conceptualization Mental Health Status Exam	5.C.1.a 5.C.3.c	Read Chapter 16: Integrative Case Conceptualization (PDF in Bb) Read Chapter 9 in SF text	-Journal Entry #2 before 4pm
Week 5: 2/8/22 ONLINE CLASS	How do I apply what I learned from the client into a diagnosis?	5.C.1.c 5.C.2.d	Read Chapter 11 in SF text	-Dx & Tx Activity #2 due by 4pm

	Diagnosis & Treatment Planning Intro to DSM/ICD Multiaxial System Putting it all together		Read Chapter 2: Treatment Planning (PDF in Bb)	- Conduct Interview on your own
Week 6: 2/15/22	Putting it All Together/Practice	5.c.3.a	Review reading/notes to date **Bring DSM to class every day going forward	
Week 7: 2/22/22	Neurodevelopmental Disorders and Neurocognitive Disorders Sleep-Wake Disorders;	5.c.3.a	Read associated chapters in DSM-5	-Quiz #1 -Biopsychosocial Assignment/Interview Due into Bb by 11:59pm
Week 8: 3/1/22	Depressive Disorders; Anxiety Disorders;	5.C.3.a	Read associated chapters in DSM-5	Quiz #2
Week 9: 3/8/22	NO CLASS <i>Online Content:</i> Sexual Dysfunctions; Gender Dysphoria;	SPRING 5.C.3.a	BREAK Read associated chapters in DSM-5	
Week 10: 3/15/22	Bipolar & Related Disorders; Disruptive, Impulse-Control, & Conduct Disorders	5.C.3.a	Read associated chapters in DSM-5	Quiz #3 Dx & Tx Activity #3 due by 4pm
Week 11: 3/22/22	Substance-Related & Addictive Disorders Feeding and Eating Disorders;	5.C.3.a 5.A.2.1	Read associated chapters in DSM-5	Quiz #4
Week 12: 3/29/22	Trauma- and Stressor-Related Disorders; Obsessive-Compulsive and Related Disorders;	5.C.3.a	Read associated chapters in DSM-5	Quiz #5 Journal Entry #3 before 4pm
Week 13: 4/5/22 ONLINE CLASS	Somatic Symptom and Related Disorders; Elimination Disorders; Paraphilic Disorders	5.C.3.a	Read associated chapters in DSM-5	Quiz #6

Week 14: 4/12/22	Schizophrenia & Other Psychotic Disorders; Dissociative Disorders	5.C.3.a	Read associated chapters in DSM-5	Quiz #7 Dx & Tx Activity #4 due by 4pm
Week 15: 4/19/22	Personality Disorders	5.C.3.a	Read associated chapter in DSM-5	Quiz #8
Week 16: 4/26/22	Clinical Interviews			Prepare for Interview
Week 17: 5/3/22	EXAM WEEK			Integrative Case Summary Due by Tuesday May 3, 2022 @11:59pm

CACREP #	CACREP STANDARD	ASSIGNMENT/ ASSESSMENT
Clinical Mental Health Counseling 5.C.1.c	Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Course Materials; Journal Entries; Diagnosis & Treatment Planning Activity
Clinical Mental Health Counseling 5.C.2.b	Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Course Materials; Quiz; Diagnosis & Treatment Planning Activity
Clinical Mental Health Counseling 5.C.2.d	Diagnostic process, including differential diagnosis and the use of the current Diagnostic and Statistical Manual of Mental Disorders (DSM) or International Classification of Diseases (ICD)	Course Materials; Journal Entries; Quiz; Diagnosis & Treatment Planning Activity
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Addiction 5.A.2.1	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders</i> (DSM) and the <i>International Classification of Diseases</i> (ICD)	Course Materials; Quiz; Diagnosis & Treatment Planning Activity

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Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a graduate level course; therefore, the expectation is present that the student will know and effectively utilize APA formatting and citation guidelines and is able to articulate their thoughts with clarity. For additional information and to submit work, please visit

<https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at:

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Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.

SPECIFIC COURSE POLICIES

Attendance: Central Michigan University does not have a university-wide attendance requirement, especially for online learning. To benefit most from this course, however, you are expected to actively participate and take responsibility in every course module. All assignments are *due* on Blackboard before midnight on Sundays of each week. Sickness, death, and other emergencies are an unfortunate part of life. If possible, you should inform me of any event that might prevent you from completing work as soon as possible to ensure an opportunity for an extension on any due assignments.

Learning Environment: This course is designed to provide all students with a safe, respectful learning environment in which everyone is comfortable to express their thoughts, beliefs, values, and opinions. Therefore, you are expected to contribute to the learning environment by remaining open-minded of other's values/beliefs, thoughtful of other's feelings and cultures, flexible with the learning process, and professional by maintaining other's confidentiality. Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all a part of the learning process. This course will be a safe and welcoming learning environment for everyone regardless

of ethnicities, sexual orientations, gender identities, ages, religions, economic classes, and ability statuses. To ensure a safe learning environment, I will monitor your contributions to the learning environment and appropriate actions will be taken for individuals who do not contribute to a safe, respectful learning environment.

Expectations for the Instructor: I will ensure communication flows efficiently during this course by a.) checking my email daily, b.) responding to class-related questions within 24 hours, and c.) providing feedback on completed assignments within one week's time. I will also request feedback for this course regularly in order to update and provide relevant information for you.

Expectations for the Student: The instructor of this course will communicate with students through the **CMU-issued email only**, as well as through Blackboard announcements, and discussion board posts. Students are encouraged to check their email and to review the course Blackboard site on a daily basis. Be mindful of set deadlines and ask questions when necessary. Email me if you will not be in class on a certain date. You must be self-motivated and self-disciplined to keep yourself on schedule with readings, activities, and assignments, etc. Additionally, it is your responsibility to discuss issues related to the course or instruction with the instructor as soon as possible.

Late Work Policy: It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

1. For each 24-hour period after the date specified, the final achievable grade will be reduced by 5%.
2. **No assignments may be turned in any later than 3 days after the scheduled due date.**
3. Late assignments may be emailed to arneklak@cmich.edu to assure a time and date stamp.
4. If you feel you have extenuating circumstances, please discuss with the instructor.

Grades: It is the expectation of the student to discuss grade discrepancies as soon as possible. Grade issues will only be discussed **in person or virtually by appointment only**. If a student is unable to complete course requirements because of an illness or other justifiable circumstances, said student might be able to obtain a temporary grade of "I" (incomplete).



**CENTRAL MICHIGAN UNIVERSITY
DEPT. OF COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER
EDUCATION
COURSE SYLLABUS**

CED 699: Diagnosis & Treatment Planning

SYNCHRONOUS ONLINE

Location:

Instructor: Nicholaus Erber-LaPierre, PhD, LPC, CAADC, CCMHC, ACS, BC-TMH

Office Hours: by appt via WEBEX

Office Location: EHS 353

Email: erber1n@cmich.edu

Phone: 989-774-6527

BULLETIN DESCRIPTION:

This course provides an overview of the diagnosable mental and emotional disorders and appropriate intervention methods. This course may be offered in an online format.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisites: CED 677

RATIONALE FOR COURSE LEVEL:

This course builds upon the knowledge and application of skills acquired in introductory courses within the counseling graduate program. The amount and complexity of the work required make this course appropriate only for graduate students.

REQUIRED TEXTBOOKS:

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders—DSM-5 TR* (5th ed.). Washington, DC: Author.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical Interviewing*. Hoboken, NJ: Wiley. ISBN-13: 978-1119215585; ISBN-10: 1119215587

**Additional reading assignments will be included within the Bb shell.

RECOMMENDED TEXTBOOK:

Gehart, D. (2016). *Theory and Treatment Planning in Counseling and Psychotherapy* (2nd ed.). Boston, MA: Cengage.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:**ONLINE REQUIREMENTS:**

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools
<https://www.cmich.edu/offices-departments/office-information-technology/help-desk>

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

All syllabi have policies regarding maintaining confidentiality of classroom information. Students in practicum and internship courses must ensure client confidentiality by attending the course in a private location, out of earshot of others and ensure client privacy is always protected. Students who fail to abide by the ACA code of ethics for client confidentiality during live online class will be removed from the course.

This course will be supplemented with the use of Blackboard. The instructor relies heavily on Blackboard to communicate information through emails/announcements and to provide all relevant content. Students must have ready access to an up-to-date computer with high speed Internet connectivity. Students must be able or arrange for the installation of specific browser plugins (such as Flash Player) and/or client side software (such as a PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools at <http://global.cmich.edu/system-check>.

METHODS OF INSTRUCTION:

This course will include a mix of reflection, discussion, written assignments, group activities, quizzes, and guest speakers. The instructor prefers to vary each in-person meeting to best facilitate interaction and knowledge retention.

STUDENT LEARNING COURSE OBJECTIVES:

After successful completion of this course, the student will be able to:

1. Explain the role of the Professional Counselor in a variety of settings.
2. Apply professional use of the most current version of the DSM for performing diagnoses in counseling settings.
3. Articulate the salient differences between the intended uses and benefits of diagnosis and treatment planning.
4. Differentiate between the assumptions of the medical model, psychosocial models, and the developmental models of human behavior.
5. Conduct case conceptualizations of the stages of clinical process which include: diagnosis, assessment, treatment planning and implementation, and retrospective review and evaluation.
6. Describe, explain, and demonstrate ethically sound uses and limitation of diagnostic judgments, including cultural and gender biases of the diagnostic system.
7. Analyze diagnostic categories in the most current version of ICD that correspond to selected categories in the most recent version of the DSM.

Council for Accreditation of Counseling & Related Educational Programs: 2016 Standards

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Clinical Mental Health Counseling 5.C.1.c	Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
Clinical Mental Health Counseling 5.C.2.b	Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
Clinical Mental Health Counseling 5.C.2.d	Diagnostic process, including differential diagnosis and the use of the current Diagnostic and Statistical Manual of Mental Disorders (DSM) or International Classification of Diseases (ICD)
Clinical Mental Health Counseling 5.C.3.a	Intake interview, mental health status exam, biopsychosocial history, mental health history, and psych assessment for treatment planning and caseload management
Addiction 5.A.2.1	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i>

ASSIGNMENTS:**1) Quizzes (10 quizzes; 3 points each= 30 points)**

The purpose of the open-book quizzes in this course is to complement the reading assignments based on the DSM chapters. The quizzes will serve as your self-assessment method to understand if you learned the main points from each section of the DSM. Each 10-point quiz will cover content from the reading and include T/F, fill-in, and multiple choice questions. You will receive immediate feedback upon completion of the quiz. You will have 30-minutes to complete the quiz and only one attempt. Quizzes will have randomized questions and you will only see one question at a time. Quizzes will be completed in the Bb Quiz function. Students are expected to work alone and not share answers or quiz content.

2) Biopsychosocial Interview (10 points)

This assignment has three purposes: 1) gain practice asking helpful interview questions that will yield a comprehensive snapshot of the client's presenting situation, 2) practice your case conceptualization skills, and 3) help you to articulate your clinical thoughts through professional writing. For this assignment, you will interview a "client" of your choosing utilizing a biopsychosocial assessment document provided for you. Your "client" must be 18 or older and must be able to and be willing to sign an informed consent document stating that their information will be kept confidential and only used for educational purposes. For the purposes of this assignment, please ensure your "client" that any of their identifying information will be blinded. Using the skills and knowledge learned in class, you will complete the biopsychosocial assessment form, including the treatment planning portion, with as much detail as possible. Within the "Biopsychosocial Interview" tab in Bb, you will find the interview template, informed consent document, and a scoring rubric. This is an educational assignment only and the final outcome summary will not be shared with the "client."

3) Diagnosis & Treatment Planning Exercises (4 Exercises at 5 pts. each= 20 points)

One of the best ways of honing your diagnostic skills is to read through a series of cases and determine what the most likely diagnoses are based on background information, symptoms, and behaviors. As such, you will read four cases throughout the semester and determine the tentative diagnosis and treatment plan for each case based on the information provided by the instructor. In addition, given that many symptoms and behaviors overlap across various mental disorders, you will also be required to list any diagnoses which should be ruled out if you had the opportunity to continue working with the individuals in the case scenarios. The following format should be used when completing these assignments:

- Case # - Name of case:
- Relevant symptoms:

- Tentative diagnosis:
- Page # in DSM-5:
- Diagnostic rule outs/differential diagnosis:
- Tentative treatment plan (using client stated goals and measureable objectives)

Each assignment will be completed electronically and submitted within the “Dx & Tx Planning” tab within Bb. Upon completion, the instructor will either post to the discussion board or discuss in class the most likely diagnoses and optimal treatment plans for each case after you and your classmates have submitted your responses. A maximum of five (5) points can be earned for each assignment. Assignments will be evaluated based on thoroughness, accuracy of diagnosis, and appropriateness and quality of treatment plan. The diagnostic categories covered over the four assignments include:

- Anxiety Disorders
- Bipolar and Related Disorders
- Substance-Related and Addictive Disorders
- Trauma- and Stressor-Related Disorders

4) Journal Entries (3 entries at 5 points each= 15 points)

To ensure that there is an intentional moment to pause and reflect in this course, you will complete three journal entries. Specific prompts will be provided and will ask you to think about your position, thoughts, and opinions on the various topics. Full points will be provided to responses that demonstrate thoughtfulness, appropriate grammar and punctuation, and completion of each part of the prompt. Quality means more to me than quantity; however, a few sentences will not suffice. **Journals are due on the assigned date before midnight and will be submitted through the “Journal Entries” tab in Bb.**

5) Integrative Case Summary (25 points)

This assignment will assist you preparing a complete case conceptualization of a client from beginning to end. Working in small groups during class time, you will interview a mock client (clients played by actual counselors working in the field) in a simulated experience of a full clinical interview. Upon completion of the interview, you will consult with your group regarding the diagnose(s) and treatment plan. Each student will write up their own narrative of the clinical interview and submit this for a grade. A template will be provided for your use. **Please note:** School counseling concentration students will conduct a mock interview of a child or adolescent client; Addiction counseling concentration students will conduct a mock interview with a client with an individual and/or co-occurring substance abuse concern; and Clinical Mental Health concentration students will conduct a mock interview with a client with a specific mental health concern. More information about this assignment, rubric, and the template can be found under “Integrative Case Summary” in Bb.

COURSE EVALUATION:

Quizzes	30 points
Biopsychosocial Interview	10 points
Diagnosis & Treatment Planning Exercises	20 points
Journal Entries	15 points
Integrative Case Summary	<u>25 points</u>
	100 points

GRADING SCALE:

It is possible to earn a total of **100** points in the course. The course grade will be determined as:

100-93%	A		82-80%	B-
92-90%	A-		79-77%	C+
89-87%	B+		76-73%	C
86-83%	B		72%>	E

COURSE TIMELINE:

The instructor reserves the right to alter the course schedule or syllabus requirements based upon the student's needs.

DATE	TOPIC	CACREP STANDARD	READING ASSIGNMENT	ASSIGNMENT DUE
Before our first meeting	Read the syllabus Purchase course textbooks		SF/SF: Chapters 1-3	
Week 1 6/21/22	History of Diagnosis, Clinical Interviewing, Ethics, and Multicultural Considerations	5.C.1.c 5.C.3.a 5.C.2.d 5.C.2.b	SF/SF: Chapters 1-3 and additional materials in Bb	Journal Entry #1 Clinical Interview Demo
Week 2 6/28/22	DSM Introduction, Clinical Interviewing and Treatment Planning, Cultural Formulation	5.C.1.c 5.C.3.a 5.C.2.d 5.C.2.b	SF/SF: Read Chapters 8 & 11 and additional materials in Bb	Journal Entry #2
Week 3 7/5/22	Neurodevelopmental Disorders, Disruptive, Impulse-Control, and Conduct Disorders	5.C.2.d 5.C.2.b	Read Associated DSM Chapters & additional materials in Bb	Quiz 1 Diagnosis & Tx Planning Activity #1 (complete as a class)
Week 4 7/12/22	Schizophrenia and Psychosis	5.C.2.d 5.C.2.b	Read Associated DSM Chapters & additional materials in Bb	Biopsychosocial Interview Journal Entry #3
Week 5 7/19/22	Mood and Anxiety Disorders	5.C.2.d 5.C.2.b	Read Associated DSM Chapters & additional materials in Bb	Quiz 2 Quiz 3 Diagnosis & Tx Planning Activity #2
Week 6 7/26/22	Trauma, Dissociative, Somatic, Feeding and Eating Disorders, Elimination Disorders	5.C.2.d 5.C.2.b	Read Associated DSM Chapters & additional materials in Bb	Quiz 4 Quiz 5 Quiz 6

				Integrated Case Study Interviews and Group Work
Week 7 8/2/22	Sleep-Wake Disorders, Sexual Dysfunctions, Gender Dysphoria, Paraphilic Disorders	5.C.2.d 5.C.2.b	Read Associated DSM Chapters & additional materials in Bb	Quiz 7 Quiz 8 Diagnosis & Treatment Planning Activity #3
Week 8 8/9/22	Personality Disorders, Substance Use Disorders and Process Addiction Disorders	5.C.2.d 5.C.2.b	Read Associated DSM Chapters & additional materials in Bb	Quiz 9 Quiz 10 Diagnosis & Treatment Planning Activity #4 Final Integrated Case Summary Write-Up

CACREP #	CACREP STANDARD	ASSIGNMENT/ ASSESSMENT
Clinical Mental Health Counseling 5.C.1.c	Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Course Materials; Journal Entries; Diagnosis & Treatment Planning Activity
Clinical Mental Health Counseling 5.C.2.b	Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Course Materials; Quiz; Diagnosis & Treatment Planning Activity
Clinical Mental Health Counseling 5.C.2.d	Diagnostic process, including differential diagnosis and the use of the current Diagnostic and Statistical Manual of Mental Disorders (DSM) or International Classification of Diseases (ICD)	Course Materials; Journal Entries; Quiz; Diagnosis & Treatment Planning Activity
Clinical Mental Health Counseling 5.C.3.a	Intake interview, mental health status exam, biopsychosocial history, mental health history, and psych assessment for treatment planning and caseload management	Course Materials; Journal; Quiz; Biopsychosocial Interview; Integrated Summary
Addiction 5.A.2.1	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders</i> (DSM) and the <i>International Classification of Diseases</i> (ICD)	Course Materials; Quiz; Diagnosis & Treatment Planning Activity

University Policies and Assistance

Late Work Policy: It is expected that you turn in all work on time. However, late work will be accepted with the following provisions:

1. No assignments may be turned in any later than 3 days after the scheduled due date.
2. If you feel you have extenuating circumstances, please discuss with the instructor.

Netiquette: All students are expected to follow rules of common courtesy in email messages, threaded discussions, and chat sessions. Respect each other's time and comments, and remain professional while in the context of any course communication. Please write your name at the end of discussion postings, during chats, and/or in email messages so it is clear who has contributed to the learning process. Penalties for violating this netiquette policy range from a discussion with the instruction to losing participation/attendance points for the week.

- When sending an email to the instructor, please use a common greeting (e.g., "Dr. _____" or "Good morning, Professor")

- Please sign your emails.
- Make sure to identify actual questions or concern within your email, rather than merely complaining or using threats.

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy: (https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements: (https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I have to report to the Title IX

Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see:

https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at <https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at: http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.



**CENTRAL MICHIGAN UNIVERSITY
DEPT. OF COUNSELING, EDUCATIONAL LEADERSHIP &
HIGHER EDUCATION
COURSE SYLLABUS**

CED 677 Theories of Counseling

Face to Face

Instructor:

Office Hours: face to face and via WEBEX

Office Location:

Email:

Phone:

Class Location: EHS Classroom

Class Dates:

Class Times:

SERVICE DELIVERY:

Online using Blackboard for posting content, discussion boards, and quizzes, and Webex for weekly synchronous meetings.

BULLETIN DESCRIPTION:

Examination of psychological foundations of counseling theories. The course facilitates students' development of a personal counseling theory. This course may be offered in an online format.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: Conditional admission to the counseling program.

RATIONALE FOR COURSE LEVEL:

This course provides foundational knowledge for a graduate level counseling degree.

REQUIRED TEXTBOOKS:

Corey, G. (2021). *Theory and practice of counseling and psychotherapy, enhanced* (10th ed.). CENGAGE Learning Custom Publishing.

Note: The course textbook is provided in eBook format along with access to MindTap. It is provided to students via the Inclusive Access purchase model which provides access to the digital course materials through the Bb course shell at a discounted rate. Students are automatically billed for the materials by the Bookstore to their student accounts and can opt out if desired. See email from the bookstore for details.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

Students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to arrange for the installation of specific browser plugins (such as Flash Player) and/or client-side software (such as a PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools at <http://global.cmich.edu/system-check>.

Additional readings, articles and handouts may be provided for you on Blackboard. It is your responsibility to print them out and bring them to class for discussion.

METHODS OF INSTRUCTION:

Lecture	Small group assignments
Online discussions	Small group activities
Role Play	Interactive Modules

STUDENT LEARNING COURSE OBJECTIVES:

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

CLEAR Conceptual Framework

Each professional education course is aligned with the CLEAR Conceptual Framework. The CLEAR Conceptual Framework includes common practices and principles intended to facilitate learning experiences for candidates to help them mature as professionals whose practice is:

C - Concept- and knowledge-driven: A professional educational practice that is concept and knowledge- driven has, as its foundation, content knowledge.

LEA - LEArner-centered: A professional educational practice that is learner-centered focuses on the cognitive, affective, and physical needs, and characteristics of each learner.

R - Reflective: A reflective professional practice is guided by research and knowledge of the diverse educational environments prevalent in our society.

After completing this course, the student will be able to:

1. Describe distinct characteristics found in major theories of counseling. **C**
2. Explain how therapeutic change occurs in relation to each of the techniques and treatment strategies of each theory. **C, LEA, R**
3. Differentiate among the various life stages of growth. **C, R**
4. Develop a personal theory of counseling. **C, LEA, R**
5. Evaluate approaches to counseling services and make recommendations. **C, LEA, R**
6. Apply appropriate learned theories to match client needs and characteristics. **C, R**

Council for Accreditation of Counseling & Related Educational Programs (CACREP):

The following 2016 CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.5.a	Theories and models of counseling
Professional Counseling Identity F.5.b	A systems approach to conceptualizing clients
Professional Counseling Identity F.5.j	Evidence-based counseling strategies and techniques for prevention and intervention
Professional Counseling Identity F.5.n	Processes for aiding students in developing a personal model of counseling

ASSIGNMENTS & COURSE EVALUATION:

Students will receive feedback in several ways. First, students will receive performance feedback about each assignment based on the assigned rubric through the *Assignments* function in Bb or comments written in submitted work. All grades will be posted on Bb through the *My Grades* function. Finally, should a student have specific questions about his/her grade or performance on an assignment, the student should email the instructor to set up a time to discuss issues.

ASSIGNMENTS:

1. **Discussion Boards (10 pts):** Students will respond to two Discussion Board assignments focused on case conceptualization.
2. **Online Quizzes (30 pts):** Students will complete online quizzes as assigned on Blackboard. Each quiz will cover one or more book chapters. The quizzes are timed, include multiple choice and true/false questions and are available up until the due date. Quizzes will not be re-opened for any reason including technological difficulties as students will have ample time to complete the quizzes.
3. **Comprehensive Theory Paper (35 pts.):** The goal of this assignment is to assist you on your journey to identify the foundational theories and/or schools of thought that will inform your future practice. In this assignment, you will describe your own personal theory of counseling and the therapeutic approaches that you believe most reflect your current thoughts, attitudes, and assumptions regarding counseling. **See assignment description below for additional instructions.**
4. **Attendance, Professionalism, and Participation (5pts):** Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, you are expected to conduct yourself with the same level of professionalism that will be expected of you in a work setting. For this course you are expected to demonstrate the following:
 - Respect for colleagues, hypothetical clients, faculty and others in your conversation and behaviors, attentiveness.
 - Timeliness with communications, and responsibility for your own personal wellness. Please also see the counseling competency statement at the end of the syllabus.
 - Because course participation is online, and, because many of your communications as a professional counselor will occur electronically, it is important to demonstrate professionalism through appropriate use of 'netiquette' (e.g., students should communicate in a professional tone and include respectful salutations in postings.
 - Course content is only useful when it is put into practice, so students are expected to participate fully in assigned discussions, activities, and tasks outlined in the schedule.
5. **Case Conceptualization/Role Play Presentation (20 pts).** Students will work in groups (6 groups of 4) assigned by the instructor and choose a film that depicts an individual's life.
 - a. Films must be approved by the instructor and should not include a depiction of a therapist. Students will work together to conceptualize the individual from three

- different counseling theories and then role play those conceptualizations in three 5-minute presentations via webex. The presentations can be pre-recorded.
- This conceptualization will include how the theory explains the individual's behavior and how the theory recommends change.
 - The group will submit an APA (American Psychological Association) 7th edition paper that clearly conceptualizes the individual and will then create a role play that demonstrates one intervention from each of the chosen theories. Theories must be fundamentally different from each other.
 - Then each individual group member will write a final one-page reflection of which theory (you can include all the covered theories in the course) most resonate with you. Remember to identify yourself and turn in the entire project as a group.
 - This is a group grade. Members will have time to work and practice in class and receive feedback from the instructor.
 - Then each individual group member will write a final one-page reflection of which theory (you can include all the covered theories in the course) most resonate with you. Remember to identify yourself and turn in the entire project as a group.
 - Please see the template and rubric on Blackboard. Students will be graded on level of professionalism, preparedness, and accuracy to the theory.

Malcom X	What's Love Got to Do with It	Freda
Wild	Into the Wild	Coal Miner's Daughter
Walk the Line	Lady Sings the Blues	Catch Me If You Can
Girl Interrupted	Life Itself	The Joker

COMPREHENSIVE THEORY PAPER (CTP):

Though your focus will be either one approach or integrating two theoretical approaches that best fit you as a counselor-in-training, as a summative evaluation it is important to include references to other approaches. Including how your approach compares to other approaches will be one indication of how well you have integrated knowledge of the theories throughout the course. For example, if your personal theory of counseling is Cognitive Behavioral Theory (CBT), you might compare your therapeutic goals with a Person-Centered approach and contrast your role as a counselor with these approaches. The CTP is divided into two parts outlined below:

Part I: 3.5 – 5 pages (15pts)

- Title Page (not included in page count)
- Introduction
- Approaches you are drawn to and why (how your personal life—past, present, or future influences your choice of theories).
- Key Theoretical Concepts including an overview/description of the theory or theories in your approach. Include research/citations to support these theories.

Part II: 3.5 - 5 pages (20pts)

- Your role as a counselor and the counselor/client relationship.

- b) Central techniques and methods and how you might use this theory with your population of interest.
- c) Summary including:
- conclusion as to why this approach best personally fits with you currently.
 - limitations or contraindications of its use (in general and specifically for you).
 - gaps in your understanding and skills which you may want to fill in the future.
- d) References

SUMMARY OF GRADED ASSIGNMENTS:

Assignment	Points
Discussion Boards	10
Online Quizzes	30
Comprehensive Theory Paper (CTP)	35
Case conceptualization/Role Play presentation	20
Attendance and Participation	5
Total	100

GRADING SCALE:

It is possible to earn a total of **100** points in the course and the course grade is determined as follows:

93-100%	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
Below 73	E

COURSE TIMELINE:

DATE	TOPIC	CACREP STANDARD	READING	ASSIGN DUE
<i>Week 1</i>	Introduction to CED 677: Syllabus Review of Case Study and Intake The Counselor, Person and Professional Ethical Issues in Counseling *Set up groups for film presentation assignment The case of "Stan"	2.F.3.c; 5.C.3.b	Corey Ch 1,2,3	-Theoretical Orientation Questionnaire -MindTap Activities
<i>Week 2</i>	Psychoanalytic/Psychodynamic Theories: Freud & Jung	5.C.1.e; 2.F.3.e; 5.C.1.e; 5.C.2.b; 5.C.3.b	Corey Ch 4	-MindTap Activities -Alexander St. Videos
<i>Week 3</i>	Psychodynamic Theories: Adler	5.C.1.e; 2.F.3.e; 5.C.1.e; 5.C.2.b; 5.C.3.b	Corey Ch 5	-Quiz #1 -MindTap Activities -Alexander St. Videos
<i>Week 4</i>	Humanistic Theories: Existential Theory Intro to Person-Centered Theory	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 6, 7	-DB #1 -Group #1 -MindTap Activities
<i>Week 5</i>	Humanistic Theories (cont'd): Person-Centered Theory (cont'd) Motivational Interviewing	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 7	-CTP Part I Due -Quiz #2 -MindTap Activities
<i>Week 6</i>	Humanistic Theories (cont'd): Person-Centered Theory (cont'd) Motivational Interviewing Gestalt	5.C.1.e; 2.F.3.e; 5.C.1.e; 5.C.2.b; 5.C.3.b	Corey Ch 8	-Group #3 -Alexander St. Videos
<i>Week 7</i>	Humanistic Theories (cont'd): Gestalt	5.C.1.e; 2.F.3.e; 5.C.1.e; 5.C.2.b; 5.C.3.b	Corey Ch 8	-Group #4 -Alexander St. Videos
<i>Week 8</i>	Group Role Play Presentations Group #s 2, 3, 4, 5, 6 Review First Half of Semester	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b		-Group #5 -Alexander St. Videos
<i>Week 9</i>	Modern/Behavioral Theories (cont'd): Behavior Therapy Background Application and Techniques	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 9	-Quiz #3 -DB #3 --MindTap Activities

<i>Week 10</i>	Modern/Behavioral Theories (cont'd): Cognitive Behavioral Therapy (CBT)	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 10	-Alexander St. Videos -MindTap Activities
<i>Week 11</i>	Modern/Behavioral Theories (cont'd): CBT (cont'd) Reality Therapy – Choice Theory	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 10, 11	-Quiz #4 -DB #2 -MindTap Activities
<i>Week 12</i>	Post-Modern/Constructivist Theories: Feminist Solution Focused	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 12, 13	-CTP Part II Due -MindTap Activities -Alexander St. Videos
<i>Week 13</i>	Post-Modern/Constructivist Theories (cont'd): Solution-Focused Narrative	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 13, 14	--Group Papers Due _____ -Quiz #5 -MindTap Activities -Alexander St. Videos
<i>Week 14</i>	Post-Modern/Constructivist Theories (cont'd): Family Systems	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Ch 14	-Alexander St. Videos -MindTap Activities
<i>Week 15</i>	Integrative/Transactional Analysis Integrative Techniques	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 15, 16	-MindTap Activities
<i>Week 16</i>	Application Closing the Case of “Stan”	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 15, 16, 17	-MindTap Activities -Closing Activities

**Instructors reserve the right to make changes to this syllabus as they see fit, to support and enhance student learning. All assignments must be in APA 7th edition format.*

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity F.5.a	Theories and models of counseling	Lecture, assigned readings, class discussions, quizzes, video demonstrations, theory paper, Group case conceptualization
Professional Counseling Identity F.5.b	A systems approach to conceptualizing clients	Lecture, assigned readings, class discussions, quizzes, video demonstrations, theory paper, Group case conceptualization
Professional Counseling Identity F.5.j	Evidence-based counseling strategies and techniques for prevention and intervention	Lecture, assigned readings, class discussions, quizzes, video demonstrations, theory paper, Group case conceptualization
Professional Counseling Identity F.5.n	Processes for aiding students in developing a personal model of counseling	Comprehensive Theory Paper

COURSE POLICIES

Attitude & Our Learning Environment: Throughout the course, you will be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views, and challenging the status quo are all part of the higher education tradition, as they provoke us to re-examine our own thinking. This WILL be a safe and welcoming learning environment for students of all races, ethnicities, sexual orientations, gender identities, ages, religions, economic classes, and ability statuses. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive, and culturally appropriate manner and to maintain confidentiality when students share personal information.

Attendance & Class Participation: Students are expected to attend each class on time, participate in each class and contribute positively to the group learning experience. Graduate work involves learning through group involvement and attendance is required. In the case of an emergency, students are expected to telephone the instructor immediately. Due to the nature of this course material and its necessity to ethical counseling practice, missing one class will result in a point deduction (without documented medical/family emergency) and missing more than two classes will result in failure of the course.

Technology in the Classroom: Cell phones are to be silenced and there is to be absolutely no phone activity whatsoever while class is in session; electronic devices are prohibited unless they are a campus-approved ADA accommodation, and the instructor is provided with appropriate documentation. E-readers, tablets and Kindles are allowed to view course materials only.

Visitors & Food: Visitors or observers are not allowed unless approved beforehand by the instructor. You are welcome to snack during class if it does not become a distraction to the learning environment.

Media/Film: To engage students' learning processes from a variety of different mediums, this course may utilize videos clips, documentaries, music, and contemporary film to create dialogue and display the issues and principles being expounded upon in class. While significant effort is

made to avoid gratuitous violence, nudity, profanity and drug use, the films utilized for my courses *may contain* some of these elements but are not *focused* on these elements. It is understood that this class will possess a variety of different standards and values instilled by everyone's cultural, spiritual, and ethnic experiences. Every student in this course will be respected and each of you can be assured that the media shown (as well as all forms of instruction and discourse) are offered for their relevance to the course topics. Having said this, if you hold a particular belief or value system or have had individual experiences that might make the viewing of this type of media/film a particularly negative or traumatizing experience, it is expected that you will contact me so that appropriate alternative arrangements might be made.

All assignments are expected to be completed and submitted on time in accordance with the due dates listed on the Course Schedule. No make-up exams, nor incomplete ("I" grades) will be given, except in cases that involve specific, emergency-documented circumstances. "I" grades will not be given in lieu of a failing or poor grade.

All papers must comply with the American Psychological Association's Publication Manual – 7th edition. Failure to comply will result in loss of points on written work.

Late Quizzes/Tests: All quizzes/tests are due on the due date listed and are not eligible to be completed late without documented medical/family emergency. Students who do not complete a quiz or test by the due date will receive a 0 on the quiz/test.

Late Work Policy: Assignments are due on the date specified in the syllabus and should be turned in via Blackboard. It is expected that you will turn in all work on time. However, late work will be accepted with the following provisions:

- For each 24-hour period after the date specified, the final achievable grade will be reduced 5%.
- No assignments may be turned in any later than 7 days after the scheduled due date.
- If you believe you have extenuating circumstances, please see the instructor.
- If you are going to miss a test due to a university-excused absence, please let the instructor know ahead of time so that arrangements can be made.

Rewrites: The Instructor for this course retains the right to permit rewrites for certain assignments. In these occasions, all students who earn a B or lower are eligible to resubmit writing assignments if turned in early or on time. Rewrites are accepted with the following provisions:

- Papers must demonstrate effort and be completed in their entirety to be eligible for a rewrite. Late papers are not eligible for rewrites.
- All rewrites must indicate what was changed by **highlighting all changes and by adding comments that document the change.**
- Students must submit the original document and make changes based on ALL feedback/comments. Papers that only address one or two items will not be regraded.
- Papers without comments or highlights will not be regraded.
- Rewrites are due within one week after the assignment due date.
- Rewrites are not available for papers due on the last day of class, but that paper may be turned in early for feedback.
- Please email rewrites directly to the instructor.

Students are expected to abide by the American Counseling Association's Code of Ethics and all University policies.

Technology Assistance

This course is dependent on the successful use of technology – use of media, monitoring CMU email and knowledgeable use of our course's Blackboard page. If you are uncertain about your abilities to utilize any of these mediums, please contact the CMU Technology Helpdesk immediately. They can be found on the ground floor of the Park Library and their phone number is (989) 774-3662. As your instructor, I am not the person to seek assistance from regarding these issues and “technology problems” will not be considered a legitimate excuse for missing or late assignments.

Weather & Inclement Conditions

Although the class is online, there may be instances when the instructor must start class late, end early, or in rare circumstances, even cancel class due to inclement weather. It is critical that during weather events that you monitor your cmich.edu email for updates from me.

UNIVERSITY POLICIES AND ASSISTANCE:

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at http://ethics.cmich.edu/ACADEMIC_INTEGRITY_POLICY.pdf

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodation is appropriate and will send letters to the students and their instructors so they know of the accommodation that will be provided. More information can be found at www.cmich.edu/ess/studentaffairs/SDS/. Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting:

https://www.cmich.edu/office_president/general_counsel/Documents/p03016.pdf

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy:

(https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements:

(https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx)

Because I am a faculty member, I am a "Responsible Employee" – I must report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: To protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Disruptive Behavior During Class: A student shall not obstruct, disrupt, or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information:

<https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see:

https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Incomplete_and_Deferred_Grades.aspx

Writing Assistance: Students in need of writing assistance may contact the Writing Center at <https://www.cmich.edu/global/writingcenter/Pages/submission.aspx> .

Blackboard Tutorial: Students who are not familiar with Blackboard may access a tutorial at: http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx .

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662.