

# Course Syllabus

## CED 604: Introduction to School Counseling

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### Course Information

- **Course:** CED 604
- **Title:** Introduction to School Counseling
- **EPN:** [Insert EPN]
- **Format:** Asynchronous 8-week online
- **Meeting location/time:** [Insert meeting link/location and time]

### Instructor Information

- **Instructor:** [Name]
- **Office location:** [Insert or N/A]
- **Office hours:** [Insert days/times or by appointment]
- **CMU Phone or Microsoft Teams:** [Insert]
- **University email:** [Insert cmich.edu email]
- **Preferred form of communication:** Email

### Instructor Qualifications or Brief Biography

[Insert here]

### Bulletin Description

This course provides a history and philosophy of school counseling programs. The role and function of school counselors will be explored.

### Prerequisites and Co-requisites

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* (4<sup>th</sup> ed.). Author.

Dahir, C. A., & Stone, B. S. (2023). *The transformed school counselor*. (4<sup>th</sup> ed.). Cengage.

Holcomb-McCoy, C. (2022). *School counseling to close opportunity gaps: A social justice framework for success*. Corwin Press.

## Recommended Textbook

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.

## Counseling Program Statements and Policies

**Counseling Program DEI Statement:** The full statement is available in the Counseling Program Handbook. You can read our [commitment to DEI on our website](#).

**Artificial Intelligence (AI):** Please review the Counseling Program Student Handbook and the Blackboard Course Overview page. Students are required to abide by [this statement](#).

## Other Requirements and/or Course Materials

Interactions between faculty and students will occur in person or via CMU-affiliated technology: email and Blackboard Ultra. All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. All course materials, notifications, assignments, and grades will be posted and completed through Blackboard. Student tutorials for Blackboard use may be found in [CMU's Knowledge Base](#).

Students taking this course must also have access to a computer with email and internet capabilities. Additionally, programs such as Microsoft Office (or comparable applications) also need to be installed and up to date to access/view/submit required digital, text, and web-based course materials (e.g., videos, PDF, PowerPoint, Excel, and/or Word documents). View this [list of free software available for student use](#) or [Contact the CMU IT HelpDesk](#) for assistance with access.

**Before beginning the course, it is vital that you test any computer intended for use in online coursework for basic compatibility with Central Michigan University systems and tools. To do this, review [the System Requirements](#).**

## **Online Courses – Engagement and 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, specifically 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>

## **Late Work Policy**

[instructor preference or use the policy below created by the course developer]

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 (insert instructor email) 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.

## 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 Objectives

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

Learning Objectives (LO)
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 (2024 Standards)

The following CACREP standards will also be addressed and assessed within this course:

### CACREP (2024) Standards Addressed in This Course

Standard	Description	Learning and Assessment Activities
5.H.1	Models of school counseling programs	Quizzes
5.H.3	Models of school-based collaboration and consultation	Quizzes
5.H.4	Development of school counseling program mission statements and objectives	Comprehensive School Counseling Program

<b>5.H.5</b>	Design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies	Comprehensive School Counseling Program Mindsets & Behaviors Classroom Lesson
<b>5.H.6</b>	School counselor roles as leaders, advocates, and systems change agents in PK-12 schools	Discussions Quizzes School Counselor Interview Paper
<b>5.H.7</b>	Qualities and styles of effective leadership in school	Quizzes
<b>5.H.8</b>	Advocacy for comprehensive school counseling programs and associated school counselor roles	Discussions Quizzes School Counselor Interview Paper
<b>5.H.10</b>	School counselor consultation with families, PK-12 and secondary school personnel, community agencies, and other referral sources	Quizzes School Counselor Interview Paper
<b>5.H.13</b>	Strategies for implementing and coordinating school-based interventions	Quizzes Comprehensive School Counseling Program

## Assignments

*Full assignment details, including the rubric and applicable templates, can be found in the Blackboard Ultra course shell for this course.*

### 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. Discussions (5 @ 3 points each for a total of 15 points)

- Students are required to participate in all Discussion 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 and/or adolescents they serve. **Students MUST choose an interviewee who has training and licensure as a school counselor and is working in the traditional school counselor role.** This does **NOT** include school social workers, school psychologists, administrators doing counseling, or counselors on the 31N grant. **Additionally, the interviewee must have completed at least one full year as a licensed school counselor.** The student may not interview a school counselor who is in their first year of service. 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:
  - What training and education did the school counselor obtain in order to enter the profession of school counseling?
  - What role does the school counselor play in school leadership and as a member of multidisciplinary teams?
  - How does the school counselor enact their role as an 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 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 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 (7<sup>th</sup>) 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 review the suggested timeline for completing all tasks.

- Please note the following:
  - **Week 1:** Sign up for a group and identify a group leader.
  - **Week 2:** 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. The group leader will **submit the view-only link** for your group's OneNote Online, along with all the group members' names, to the instructor by the end of Week 2, via the submission link provided. The instructor will check on your progress in the next few weeks.
  - **Weeks 2-7:** 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)**; full presentation due Week 5), 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 an **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 PowerPoint 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

Assignment	Point Value
Quizzes (5 @ 4 points each)	20
Discussions (5 @ 3 points each)	15
WebEx Live Meeting	2
WebEx Live Supervision Session	3
School Counselor Interview Paper	20
Mindsets & Behaviors Classroom Lesson	20
Comprehensive School Counseling Program	20
<b>TOTAL:</b>	<b>100 points</b>

## Grading Scale

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

Percentage Scale	Grade	Percentage Scale	Grade
100-93%	A	82-80%	B-
92-90%	A-	79-77%	C+
89-87%	B+	76-73%	C
86-83%	B	72%>	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.**

**\*\*The instructor reserves the right to alter the course schedule or syllabus requirements based upon the student's needs.**

## Course Outline

**PLEASE NOTE:** Assignments are due on the Sunday of their assigned week at 11:59 pm EST, with the exception of the final week, where they are due on Friday at 11:59 pm EST.

### Course Outline (Weekly Schedule)

#### Week 0 (M Date- Sun Date)

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<i>Preparing for the Course</i> Getting Started! Working in Today's Schools	5.H.7	Syllabus & Bb Tutorials Dahir & Stone: Ch. 1. Savickas (2011)	<ul style="list-style-type: none"> <li>• <b>Discussion 1</b></li> <li>• <b>Self-Introduction</b></li> </ul>

#### Week 1 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Counseling Theory in Schools & Counseling Practice in Schools		Dahir & Stone: Chs. 2-3 Holcomb-McCoy: Chs. 1-2 ASCA: Section 1	<ul style="list-style-type: none"> <li>• <b>Quiz 1</b></li> <li>• <b>Live Session</b></li> <li>• <b>CSCP: Sign up for a group</b></li> <li>• <b>CSCP: Identify a leader to set up OneNote Online</b></li> </ul>

#### Week 2 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
School Counselors as Leaders and Members of Multidisciplinary Teams & School Counselors as Advocates	5.H.7 5.H.8	Dahir & Stone: Chs. 4-5 Holcomb-McCoy: Chs. 3-4 ASCA: Section 2	<ul style="list-style-type: none"> <li>• <b>Discussion 2</b></li> <li>• <b>Quiz 2</b></li> <li>• <b>CSCP: Leader submits OneNote Link and Names</b></li> <li>• <b>Mindsets &amp; Behaviors Classroom Lesson: Submit Name(s), Domain, and Topic</b></li> </ul>

**Week 3 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Legal and Ethical Issues for School Counselors & Implementing the ASCA National Model	5.H.1 5.H.4 5.H.5	Dahir & Stone: Chs. 6-7 Holcomb-McCoy: Ch. 5 ASCA: Section 3	<ul style="list-style-type: none"> <li>• <b>Discussion 3</b></li> <li>• <b>School Counselor Interview Paper</b></li> </ul>

**Week 4 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Accountability and Data-Driven Decision Making	5.H.5 5.H.13	Dahir & Stone: Ch. 8 Holcomb-McCoy: Ch. 6	<ul style="list-style-type: none"> <li>• <b>Discussion 4</b></li> <li>• <b>Quiz 3</b></li> </ul>

**Week 5 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Diversity Matters & Special Needs Students	5.H.6	Dahir & Stone: Chs. 9-10 Holcomb-McCoy: Chs. 7-9 ASCA: Section 4	<ul style="list-style-type: none"> <li>• <b>Live Supervision Session – Check sign-up schedule on Blackboard</b></li> <li>• <b>Mindsets &amp; Behaviors Classroom Lesson: Final Submission</b></li> </ul>

**Week 6 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Safe, Supportive, Respectful School Environments & School Counselors as Consultants	5.H.6 5.H.10	Dahir & Stone: Chs. 11-12	<ul style="list-style-type: none"> <li>• <b>Discussion 5</b></li> <li>• <b>Quiz 4</b></li> </ul>

### Week 7 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Coordinators, Collaborators, and Managers of Resources	5.H.3 5.H.10	Dahir & Stone: Ch. 13	<b>Comprehensive School Counseling Program: Final Submission</b>

### Week 8 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Career and College Readiness & Transitioning to School Counseling	5.H.6	Dahir & Stone: Chs. 14-15	<ul style="list-style-type: none"><li>• <b>Discussion 6</b></li><li>• <b>Quiz 5</b></li></ul>

\*\*The instructor reserves the right to alter the course schedule or syllabus requirements based upon the student's needs.

## University Policies and Assistance

Please see "CMU Counseling Program Handbook" for Program-Specific Policies/Procedures

### Links to Policies

[Code of Student Rights and Responsibilities](#)

[Academic Integrity](#)

[Sexual and Gender-Based Misconduct](#)

[Accommodations for Religious Observances](#)

## 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, 989-774-3018.

## CMICH Email

All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. When you e-mail me, please use complete sentences. Include a salutation, state your concern, and sign your e-mail with your name. Please treat email as a formal and professional communication mechanism. I will

address you and treat you as adults (both in person and through email), and I expect the same in return. I will not respond to emails that are impolite, disrespectful, or without appropriate grammar.

## **Harassment and Discrimination**

You have a right to feel safe and supported while pursuing your degree at CMU. Central Michigan University, an AA/EO institution, strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, veteran status, or weight. Any student who has concerns about such behavior should contact their instructor or the [Office of Civil Rights and Institutional Equity](#) at Bovee UC 306, 989-774-3253 or [ocrie@cmich.edu](mailto:ocrie@cmich.edu).

## **HelpDesk**

The CMU Help Desk is your primary resource for technological assistance. If you experience technical difficulty, please call 989-774-3662 or [visit the IT HelpDesk website](#).

## **LGBTQ, Chosen Names, and Pronouns**

Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns (e.g., they/them/theirs). Rosters do not list pronouns, so while you are not obligated to do so, you may indicate the pronouns you use so that I do not make assumptions based on your name and/or appearance/self-presentation. Chosen names and pronouns are to be respected at all times in the classroom ([access Central Michigan University's name change policies and forms](#)).

Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not, however, tolerate repeated comments that disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen names and personal pronouns may evolve over time, so if at any point during the semester, you would like to be addressed differently, please let me know.

[See CMU's Gender Recognition and Lived/Chosen Name Policy for further information.](#)

## **Mental Health Matters**

It is important to take care of your emotional well-being. We recognize that students can experience mental health challenges that make learning difficult. If you find that life stresses such as increased anxiety, feeling down, strained relationships, suffering a loss, or dealing with a personal struggle are interfering with your academic or personal success, CMU is here to help. Please consider contacting the CMU Counseling Center in Foust 102 by calling 989-774-3381 for free, confidential counseling services (in-person and telehealth). More information and other resources are available at [the CMU Counseling Center](#).

## **Presentation Skills Center**

The CMU Presentation Skills Center (PSC) is a free online service for all CMU students, providing technological facilities and instructional expertise to students seeking to develop and enhance the presentation skills vital for personal and professional success. With consultations available face-to-face and online, the PSC supports students with public speaking, debate, group presentations, sales pitches, interviews, and more. The PSC provides opportunities for creating and enhancing the content and delivery of speeches, rehearsing presentations, offering detailed feedback on performances, refining persuasive appeals, and managing stage fright/communication apprehension. For additional information, visit <https://scjm.cmich.edu/psc>

## **Document Accessibility**

This syllabus is formatted to support screen readers and other assistive technologies. Headings use Word heading styles, lists use built-in list formatting, and tables are reserved for data with clear headers. If you need this syllabus in another format, please contact the instructor or Student Disability Services.

# Course Syllabus

## CED 610: Career Counseling

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### Course Information

- **Course:** CED 610
- **Title:** Career Counseling
- **EPN:** [Insert EPN]
- **Format:** Asynchronous 8-week online
- **Meeting location/time:** [Insert meeting link/location and time or N/A]

### Instructor Information

- **Instructor:** [Name]
- **Office location:** [Insert or N/A]
- **Office hours:** [Insert days/times or by appointment]
- **CMU Phone or Microsoft Teams:** [Insert]
- **University email:** [Insert cmich.edu email]
- **Preferred form of communication:** Email

### Instructor Qualifications or Brief Biography

[Insert here]

### Bulletin Description

This course provides a critical survey of theories, techniques, and trends in career counseling.

### Prerequisites and Co-requisites

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.

## **Required Textbooks**

Niles, S. G., & Harris-Bowlsbey, J. (2022). *Career development interventions (6<sup>th</sup> ed)*. The Merrill Counseling Series by Pearson.

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

## **Recommended Textbook**

None

## **Counseling Program Statements and Policies**

**Counseling Program DEI Statement:** The full statement is available in the Counseling Program Handbook. You can read our [commitment to DEI on our website](#).

**Artificial Intelligence (AI):** Please review the Counseling Program Student Handbook and the Blackboard Course Overview page. Students are required to abide by [this statement](#).

## **Other Requirements and/or Course Materials**

Interactions between faculty and students will occur in person or via CMU-affiliated technology: email and Blackboard Ultra. All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. All course materials, notifications, assignments, and grades will be posted and completed through Blackboard. Student tutorials for Blackboard use may be found in [CMU's Knowledge Base](#).

Students taking this course must also have access to a computer with email and internet capabilities. Additionally, programs such as Microsoft Office (or comparable applications) also need to be installed and up to date to access/view/submit required digital, text, and web-based course materials (e.g., videos, PDF, PowerPoint, Excel, and/or Word documents). View this [list of free software available for student use](#) or [Contact the CMU IT HelpDesk](#) for assistance with access.

**Before beginning the course, it is vital that you test any computer intended for use in online coursework for basic compatibility with Central Michigan University systems and tools. To do this, review [the System Requirements](#).**

## **Online Courses – Engagement and 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, specifically 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>

## **Late Work Policy**

[instructor preference or use the policy below created by the course developer]

Timely completion of coursework is essential for maintaining the structure and progression of our learning community. I recognize that graduate students often balance multiple personal and professional responsibilities, and I strive to be flexible when life happens. If you anticipate needing additional time on an assignment, you must communicate with me **in advance of the deadline** to discuss your situation and request an extension.

Assignments submitted without prior communication will be considered late and may not be accepted. No assignment will be accepted more than **one week (7 days)** past its original due date, regardless of circumstances. Repeated or excessive late submissions may affect your participation and final grade. Please reach out early—proactive communication allows us to problem-solve together and support your success in 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 Ultra course shell in advance, so that you may work ahead- *which I would highly recommend*. Rubrics and detailed instructions for assignments are included in the modules. 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 @ 11:59 pm EST.

## Student Learning Objectives

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

Learning Objectives (LO)
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 (2024 Standards)

The following CACREP standards will also be addressed and assessed within this course:

### CACREP (2024) Standards Addressed in This Course

Standard	Description	Learning and Assessment Activities
3.D.1.	theories and models of career development, counseling, and decision making	Quiz; Recorded Interview
3.D.2.	approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors	Live Session; Case Study

3.D.3.	processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems	Quiz; Internet Scavenger Hunt
3.D.4.	approaches for assessing the conditions of the work environment on clients' life experiences	Live Session
3.D.5.	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Quiz; Recorded Interview
3.D.6.	career development program planning, organization, implementation, administration, and evaluation	Career Program
3.D.7.	developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities	Quiz; Case Study; Recorded Interview
3.D.8.	strategies for advocating for employment support for individuals facing barriers in the workplace	Advocacy In Action
3.D.9.	strategies for facilitating client skill development for career, educational, and life-work planning and management	Recorded Interview
3.D.10.	career and postsecondary training readiness and educational decision-making	Live Session Career Program;
3.D.11.	strategies for improving access to educational and occupational opportunities for people from marginalized groups	Quiz; Case Study; Advocacy In Action
3.D.12.	ethical and legal issues relevant to career development and career counseling	Quiz; Case Study
5.H.2.	models of PK-12 comprehensive career development	Career Program

## Assignments

Full assignment details, including the rubric and applicable templates, can be found in the Blackboard Ultra course shell for this course.

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

**Description:** 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- 1<sup>st</sup>- 5 points; 2<sup>nd</sup>- 10 points)

**Description:**

- 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. Live Sessions (8 points total; 4 sessions at 2 points each)

**Description:** There will be four (4) one-hour live sessions scheduled during the semester. Times/dates are listed in the course syllabus outline. Live Sessions will be conducted through WebEx. Each session will be archived, so you can listen to a recorded session to get caught up if you have to miss the 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 live 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 live sessions.**
- i. Topics:
1. **Session 1:** Introduction; Review of Expectations
  2. **Session 2:** Mock Interview Example (for Recorded Interview Assignment)
  3. **Session 3:** Approaches to Assess the Conditions of the Work Environment on Clients' Life Experiences
  4. **Session 4:** Career & Post-secondary Planning Readiness
- 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 live session by reviewing the recorded session, under "Live Sessions" à "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 "Live Session Alternative Assignment" Discussion Forum located within the Discussion Board.
- d. Live Session Dates are posted under the weekly assignments and are scheduled at various times/days to accommodate for the most schedules.

#### 4. **Advocacy in Action: *Championing Workplace Equity and Access* (10 points)**

**Description:** As future career counselors, you will not only support individuals in identifying meaningful work but also advocate for systemic change to reduce employment barriers. In this assignment, you will identify a specific population that faces challenges in the workplace (e.g., individuals with disabilities, veterans, LGBTQ+ employees, formerly incarcerated individuals) and develop an evidence-based advocacy campaign that promotes equitable access to employment opportunities. This project blends scholarly research with creative expression to help you gain practical skills in advocating for employment equity and supporting clients who encounter systemic workplace challenges.

You will create an Advocacy Portfolio that includes:

- A research-based profile of the population
- A written campaign strategy targeting a specific audience (e.g., employers, policymakers)
- A creative advocacy deliverable such as a social media campaign, podcast script, workshop outline, brochure, or public service video

#### 5. **Recorded Clinical Sessions (20 points total; 1<sup>st</sup> session- 8 points, 2<sup>nd</sup> session- 12 points)**

**Description:** 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.**

## 6. Career Program (20 points)

**Description:** 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 at least two specific age groups and/or populations. *More information, including further directions and a rubric, for this assignment can be found in the course shell.* **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 PK-12 AND an adult for someone in recovery.

**\*\*\*CLINICAL MENTAL HEALTH COUNSELING STUDENTS:** Please create a career counseling program to facilitate for a PK-12 student AND an adult for someone diagnosed with a mental or emotional disorder.

**\*\*\*SCHOOL COUNSELING STUDENTS:** Please create a career counseling program to facilitate at two different educational levels with one being at the elementary level (PK-6) (e.g., elementary and middle school OR elementary and high school).

## 7. Internet Scavenger Hunt (3 points)

**Description:** 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.

## 8. NCE Test Questions (Points Not Available)

**Description:** 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.

**9. 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 CMU Career Development Center services webpage. Sign up for either a virtual **resume critique or mock interview** 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, submit the letter/email before Friday of Week 8 into Bb.**
  
- 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. Your interview may be conducted via phone, in-person, or via a virtual meeting. Please avoid sending the questions directly to your interviewee. Make sure to follow-up with a note of gratitude. **This assignment is due into Assignments in Bb before Friday of Week 8.**

**Course Evaluation**

Assignment	Point Value
Quizzes	24
Case Studies	15
Live Sessions	8
Advocacy in Action	10
Recorded Clinical Interview	20
Career Program	20
Internet Scavenger Hunt	3
<b>TOTAL:</b>	<b>100</b>

**Grading Scale**

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

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

## Course Outline

**PLEASE NOTE:** In this course, a week starts on Monday at 8:00 am and ends on Sunday at 11:59 pm U.S. Eastern Time. Assignments/tasks are due at 11:59 pm on the Sunday, end of the week, except the last week of the course, when assignments are due on Friday at 11:59 pm. The instructor reserves the right to make changes to the syllabus as needed.

## Course Outline (Weekly Schedule)

### Week 0 (M Date- Sun Date)

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Pre-Course Activities		“Week 0_Introduction Lecture” to become acquainted with Career Counseling.	<ul style="list-style-type: none"> <li>Review course syllabus and familiarize yourself with the course shell.</li> <li>Acquire course text/materials</li> <li>Post your <b>self-introduction</b> to the <b>Discussion Area</b></li> </ul>

### Week 1 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Intro. To Career Development Interventions; Interrelationships between work, family, and other life roles	3.D.2. 3.D.7.	Read Chapters 1 & 8 in NB text	<ul style="list-style-type: none"> <li><b>Live Session #1:</b> <b>DATE TIME</b></li> <li><b>Recording Preparation:</b> Identify mock client and schedule time to meet, prepare questions</li> </ul>

**Week 2 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Designing, Implementing, and Evaluating Career Development Programs	3.D.6. 5.H.2. 3.D.11.	Read Chapter 9 in the NB text	<ul style="list-style-type: none"> <li>• Quiz #1</li> <li>• Recorded Clinical Interview #1</li> </ul>

**Week 3 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Multicultural & Ethical Considerations in Career Counseling; Client Advocacy	3.D.2. 3.D.7. 3.D.8. 3.D.11. 3.D.12.	Read Chapters 4 & 15 in NB text	<ul style="list-style-type: none"> <li>• Case Study #1</li> <li>• Part I: Career Program</li> <li>• Live Session #2:</li> </ul>

**Week 4 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Career Counseling Theories & Models	3.D.1.	Read Chapter 2 in NB text	<ul style="list-style-type: none"> <li>• Quiz #2</li> <li>• Advocacy in Action</li> </ul>

**Week 5 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Career Counseling Theories & Models	3.D.1. 3.D.4. 3.D.9.	Read Chapter 3 in NB text	<ul style="list-style-type: none"> <li>• Recorded Clinical Interview #2</li> <li>• Live Session #3:</li> </ul>

**Week 6 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due

Assessment Tools and Techniques (e.g., abilities, interests, values, personality, work environment, life experience etc.)	3.D.5. 3.D.7. 3.D.12.	Read Chapter 5 in NB text	<ul style="list-style-type: none"> <li>• <b>Quiz #3</b></li> <li>• <b>Case Study #2</b></li> </ul>
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### Week 7 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Career Interventions and Programs for P-12 & Higher Education	3.D.6. 5.H.2. 3.D.10. 3.D.11.	Read/Review Chapters 10, 11, 12, 13, 14 in the NB text	<ul style="list-style-type: none"> <li>• <b>Part II Career Program</b></li> <li>• <b>Live Session #4:</b></li> </ul>

### Week 8 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Resources, Technology, and Information Systems; Skill Development	3.D.2.	Read Chapters 6 & 7 in the NB text	<ul style="list-style-type: none"> <li>• <b>Quiz #4</b></li> <li>• <b>Internet Scavenger Hunt</b></li> <li>• Carefully respond to the <b>Course Evaluation</b> emailed by Global Campus.</li> </ul>

\*\*The instructor reserves the right to alter the course schedule or syllabus requirements based upon the student's needs.

## University Policies and Assistance

Please see "CMU Counseling Program Handbook" for Program-Specific Policies/Procedures

### Links to Policies

[Code of Student Rights and Responsibilities](#)

[Academic Integrity](#)

[Sexual and Gender-Based Misconduct](#)

[Accommodations for Religious Observances](#)

## **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, 989-774-3018.

## **CMICH Email**

All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. When you e-mail me, please use complete sentences. Include a salutation, state your concern, and sign your e-mail with your name. Please treat email as a formal and professional communication mechanism. I will address you and treat you as adults (both in person and through email), and I expect the same in return. I will not respond to emails that are impolite, disrespectful, or without appropriate grammar.

## **Harassment and Discrimination**

You have a right to feel safe and supported while pursuing your degree at CMU. Central Michigan University, an AA/EO institution, strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, veteran status, or weight. Any student who has concerns about such behavior should contact their instructor or the [Office of Civil Rights and Institutional Equity](#) at Bovee UC 306, 989-774-3253 or [ocrie@cmich.edu](mailto:ocrie@cmich.edu).

## **HelpDesk**

The CMU Help Desk is your primary resource for technological assistance. If you experience technical difficulty, please call 989-774-3662 or [visit the IT HelpDesk website](#).

## **LGBTQ, Chosen Names, and Pronouns**

Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns (e.g., they/them/theirs). Rosters do not list pronouns, so while you are not obligated to do so, you may indicate the pronouns you use so that I do not make assumptions based on your name and/or appearance/self-presentation. Chosen names and pronouns are to be respected at all times in the classroom ([access Central Michigan University's name change policies and forms](#)).

Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not, however, tolerate repeated comments that disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen names and personal pronouns may evolve over time, so if at any point during the semester, you would like to be addressed differently, please let me know.

[See CMU's Gender Recognition and Lived/Chosen Name Policy for further information.](#)

## **Mental Health Matters**

It is important to take care of your emotional well-being. We recognize that students can experience mental health challenges that make learning difficult. If you find that life stresses such as increased anxiety, feeling down, strained relationships, suffering a loss, or dealing with a personal struggle are interfering with your academic or personal success, CMU is here to help. Please consider contacting the CMU Counseling Center in Foust 102 by calling 989-774-3381 for free, confidential counseling services (in-person and telehealth). More information and other resources are available at [the CMU Counseling Center](#).

## **Presentation Skills Center**

The CMU Presentation Skills Center (PSC) is a free online service for all CMU students, providing technological facilities and instructional expertise to students seeking to develop and enhance the presentation skills vital for personal and professional success. With consultations available face-to-face and online, the PSC supports students with public speaking, debate, group presentations, sales pitches, interviews, and more. The PSC provides opportunities for creating and enhancing the content and delivery of speeches, rehearsing presentations, offering detailed feedback on performances, refining persuasive appeals, and managing stage fright/communication apprehension. For additional information, visit <https://scjm.cmich.edu/psc>

## **Document Accessibility**

This syllabus is formatted to support screen readers and other assistive technologies. Headings use Word heading styles, lists use built-in list formatting, and tables are reserved for data with clear headers. If you need this syllabus in another format, please contact the instructor or Student Disability Services.

# Course Syllabus

## CED 615: Postsecondary Planning for School Counselors

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### Course Information

- **Course:** CED 615
- **Title:** Postsecondary Planning for School Counselors
- **EPN:** [Insert EPN]
- **Format:** Asynchronous 8-week online
- **Meeting location/time:** [Insert meeting link/location and time or N/A]

### Instructor Information

- **Instructor:** [Name]
- **Office location:** [Insert or N/A]
- **Office hours:** [Insert days/times or by appointment]
- **CMU Phone or Microsoft Teams:** [Insert]
- **University email:** [Insert cmich.edu email]
- **Preferred form of communication:** Email

### Instructor Qualifications or Brief Biography

[Insert here]

### 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 and Co-requisites

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. (2021). *Career and college readiness counseling in P-12 schools* (3<sup>rd</sup> ed.). New York, NY: Springer Publishing Company.

## Recommended Textbooks

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

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

## Counseling Program Statements and Policies

**Counseling Program DEI Statement:** The full statement is available in the Counseling Program Handbook. You can read our [commitment to DEI on our website](#).

**Artificial Intelligence (AI):** Please review the Counseling Program Student Handbook and the Blackboard Course Overview page. Students are required to abide by [this statement](#).

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## **Late Work Policy**

[instructor preference or use the policy below created by the course developer ]

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:

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 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 the instructor know ahead of time so that arrangements can be made.

## 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 Objectives

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

Learning Objectives (LO)
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 (2024 Standards)

The following CACREP standards will also be addressed and assessed within this course:

### CACREP (2024) Standards Addressed in This Course

Standard	Description	Learning and Assessment Activities
<b>School Counseling 5.H.15</b>	Evidence-based and culturally sustaining interventions to promote academic development	Readings Quizzes Final Project
<b>School Counseling 5.H.18</b>	Strategies to facilitate school and postsecondary transitions	Readings Quizzes Final Project

<b>School Counseling 5.H.16</b>	Approaches to increase promotion and graduation rates	Readings Quizzes Final Project
<b>School Counseling 5.H.17</b>	Interventions to promote postsecondary and career readiness	Readings Quizzes Final Project
<b>School Counseling 5.H.19</b>	Strategies to promote equity in student achievement and access to postsecondary education opportunities	Readings Quizzes Final Project

## Assignments

Full assignment details, including the rubric and applicable templates, can be found in the Blackboard Ultra course shell for this course.

### 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 (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 (7<sup>th</sup> 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 opportunity 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 equity-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 equity-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 equity-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 equity-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 opportunity 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 opportunity 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.

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

## Course Evaluation

Assignment	Point Value
Quizzes	20 points; 6 @ 4 points each with lowest score dropped
Discussion	21 points; 7 @ 3 points each
WebEx Live Sessions	9 points; 3 @ 3 points each
Postsecondary Informational Interview Paper	20 points
Final Project	30 points; includes 2 points for topic submission and 3 points for two peer reviews
<b>TOTAL</b>	<b>100 points</b>

## Grading Scale

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

Percentage Scale	Grade	Percentage Scale	Grade
100-93%	A	82-80%	B-

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

## Course Outline

**PLEASE NOTE:** In this course, a week starts on Monday at 8:00 am and ends on Sunday at 11:59 pm U.S. Eastern Time. Assignments/tasks are due at 11:59 pm on the Sunday, end of the week, except the last week of the course, when assignments are due on Friday at 11:59 pm. The instructor reserves the right to make changes to the syllabus as needed.

## Course Outline (Weekly Schedule)

### Week 0 (M Date- Sun Date)

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
*Prepare for the Class *Exosystemic, Developmental Considerations		Curry Ch. 1	<ul style="list-style-type: none"> <li>• <b>Discussion 1</b></li> </ul>

### Week 1 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
*Preparing All Students for a Postsecondary Plan *Professional Preparation		Curry Chs. 2 & 3 Blackboard readings	<ul style="list-style-type: none"> <li>• <b>Quiz 1</b></li> <li>• <b>Discussion 2</b></li> <li>• <b>Submit topic for Final Project</b></li> </ul>

### Week 2 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
*Cultural Considerations *Data and equity in career planning	School Counseling 5.H.16 5.H.19	Curry Ch. 4 Blackboard readings	<ul style="list-style-type: none"> <li>• <b>Quiz 2</b></li> <li>• <b>Discussion 3</b></li> </ul>

**Week 3 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
*Assessment/Evaluation *Curriculum Development	School Counseling 5.H.17	Curry Chs. 5 & 6 Blackboard readings	<ul style="list-style-type: none"> <li>• <b>Quiz 3</b></li> <li>• <b>Discussion 4</b></li> </ul>

**Week 4 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
*CCR for Grades P-5	School Counseling 5.H.17	Curry Chs. 7, 8, & 9 Blackboard readings	<ul style="list-style-type: none"> <li>• <b>Quiz 4</b></li> <li>• <b>Discussion 5</b></li> <li>• <b>Postsecondary Informational Interview Paper</b></li> </ul>

**Week 5 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
*CCR for Grades 6-9	School Counseling 5.H.17 5.H.15	Curry Chs. 10, 11, & 12 Blackboard readings	<ul style="list-style-type: none"> <li>• <b>Quiz 5</b></li> </ul>

**Week 6 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
*CCR for Grades 10-12 *College admissions tests *College applications	School Counseling 5.H.17	Curry Chs. 13, 14, & 15 Blackboard readings	<ul style="list-style-type: none"> <li>• <b>Quiz 6</b></li> </ul>

**Week 7 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
*Understanding and assisting with the financial aid process *Making postsecondary choices	School Counseling 5.H.17	Blackboard readings	<ul style="list-style-type: none"> <li>• <b>Discussion 6</b></li> <li>• <b>Final Project</b></li> </ul>

## Week 8 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
*Transitions	School Counseling 5.H.18	Blackboard readings	<ul style="list-style-type: none"><li>• <b>Discussion 7</b></li><li>• <b>Peer Reviews</b></li></ul>

\*\*The instructor reserves the right to alter the course schedule or syllabus requirements based upon the student's needs.

## University Policies and Assistance

Please see "CMU Counseling Program Handbook" for Program-Specific Policies/Procedures

### Links to Policies

[Code of Student Rights and Responsibilities](#)

[Academic Integrity](#)

[Sexual and Gender-Based Misconduct](#)

[Accommodations for Religious Observances](#)

## 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, 989-774-3018.

## CMICH Email

All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. When you e-mail me, please use complete sentences. Include a salutation, state your concern, and sign your e-mail with your name. Please treat email as a formal and professional communication mechanism. I will address you and treat you as adults (both in person and through email), and I expect the same in return. I will not respond to emails that are impolite, disrespectful, or without appropriate grammar.

## Harassment and Discrimination

You have a right to feel safe and supported while pursuing your degree at CMU. Central Michigan University, an AA/EO institution, strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national

origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, veteran status, or weight. Any student who has concerns about such behavior should contact their instructor or the [Office of Civil Rights and Institutional Equity](#) at Bovee UC 306, 989-774-3253 or [ocrie@cmich.edu](mailto:ocrie@cmich.edu).

## HelpDesk

The CMU Help Desk is your primary resource for technological assistance. If you experience technical difficulty, please call 989-774-3662 or [visit the IT HelpDesk website](#).

## LGBTQ, Chosen Names, and Pronouns

Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns (e.g., they/them/theirs). Rosters do not list pronouns, so while you are not obligated to do so, you may indicate the pronouns you use so that I do not make assumptions based on your name and/or appearance/self-presentation. Chosen names and pronouns are to be respected at all times in the classroom ([access Central Michigan University's name change policies and forms](#)).

Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not, however, tolerate repeated comments that disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen names and personal pronouns may evolve over time, so if at any point during the semester, you would like to be addressed differently, please let me know.

[See CMU's Gender Recognition and Lived/Chosen Name Policy for further information.](#)

## Mental Health Matters

It is important to take care of your emotional well-being. We recognize that students can experience mental health challenges that make learning difficult. If you find that life stresses such as increased anxiety, feeling down, strained relationships, suffering a loss, or dealing with a personal struggle are interfering with your academic or personal success, CMU is here to help. Please consider contacting the CMU Counseling Center in Foust 102 by calling 989-774-3381 for free, confidential counseling services (in-person and telehealth). More information and other resources are available at [the CMU Counseling Center](#).

## Presentation Skills Center

The CMU Presentation Skills Center (PSC) is a free online service for all CMU students, providing technological facilities and instructional expertise to students seeking to develop and enhance the presentation skills vital for personal and professional success. With consultations available face-to-face and online, the PSC supports students with public speaking, debate, group presentations, sales pitches, interviews, and more. The PSC provides opportunities for creating and enhancing the content and delivery of speeches, rehearsing presentations, offering detailed feedback on performances, refining persuasive appeals, and managing stage fright/communication apprehension. For additional information, visit <https://scjm.cmich.edu/psc>

## **Document Accessibility**

This syllabus is formatted to support screen readers and other assistive technologies. Headings use Word heading styles, lists use built-in list formatting, and tables are reserved for data with clear headers. If you need this syllabus in another format, please contact the instructor or Student Disability Services.

# Course Syllabus

## CED 641: Introduction to Counseling for Addictions

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### Course Information

- **Course:** CED 641
- **Title:** Introduction to Counseling for Addictions
- **EPN:** [Insert EPN]
- **Format:** Asynchronous 8-week online
- **Meeting location/time:** [Insert meeting link/location and time or N/A]

### Instructor Information

- **Instructor:** [Name]
- **Office location:** [Insert or N/A]
- **Office hours:** [Insert days/times or by appointment]
- **CMU Phone or Microsoft Teams:** [Insert]
- **University email:** [Insert cmich.edu email]
- **Preferred form of communication:** Email

### Instructor Qualifications or Brief Biography

[Insert here]

### 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 and Co-requisites

None

## 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. (2023). *A contemporary approach to substance use disorders and addiction counseling*. 3<sup>rd</sup> edition. American Counseling Association. ISBN: 978-1-39422-275-9  
Currently **available** [online via the CMU library](#).

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

## Recommended Textbook

None

## Counseling Program Statements and Policies

**Counseling Program DEI Statement:** The full statement is available in the Counseling Program Handbook. You can read our [commitment to DEI on our website](#).

**Artificial Intelligence (AI):** Please review the Counseling Program Student Handbook and the Blackboard Course Overview page. Students are required to abide by [this statement](#).

## Other Requirements and/or Course Materials

Interactions between faculty and students will occur in person or via CMU-affiliated technology: email and Blackboard Ultra. All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. All course materials, notifications, assignments, and grades will be posted and completed through Blackboard. Student tutorials for Blackboard use may be found in [CMU's Knowledge Base](#).

Students taking this course must also have access to a computer with email and internet capabilities. Additionally, programs such as Microsoft Office (or comparable applications) also need to be installed and up to date to access/view/submit required digital, text, and web-based course materials (e.g., videos, PDF, PowerPoint, Excel, and/or Word documents). View this [list of free software available for student use](#) or [Contact the CMU IT HelpDesk](#) for assistance with access.

***Before beginning the course, it is vital that you test any computer intended for use in online coursework for basic compatibility with Central Michigan University systems and tools. To do this, review [the System Requirements](#).***

## **Online Courses – Engagement and 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, specifically 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>

## **Late Work Policy**

[instructor preference]

## **Methods of Instruction**

- Reading
- Video clips
- Group presentation
- Discussion application
- Journaling
- Reaction papers

## **Student Learning Objectives**

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

Learning Objectives (LO)
1. Articulate the fundamental behavioral characteristics of substance-based addictions.
2. Differentiate the generally accepted treatment approaches employed in treating negative addictions.
3. Apply the diagnostic criteria outlined in the DSM-V.
4. Evaluate support systems commonly utilized by the recovering population.
5. Analyze the progressive levels of professional care commonly utilized in the treatment of negative addictions.
6. Critique professional research materials relevant to negative addictions.

## Council for Accreditation of Counseling & Related Educational Programs (2024 Standards)

The following CACREP standards will also be addressed and assessed within this course:

### CACREP (2024) Standards Addressed in This Course

Standard	Description	Learning and Assessment Activities
<b>Foundational Counseling 3.C.5</b>	Theories and neurobiological etiology of addictions	Readings; Discussion; Comprehensive Paper
<b>Foundational Counseling 3.G.12</b>	Procedures to identify substance use, addictions, co-occurring disorders	Readings; Discussion; Comprehensive Paper

## Assignments

*Full assignment details, including the rubric and applicable templates, can be found in the Blackboard Ultra course shell for this course.*

### 1. Discussions (6 entries; 4 points each; 1 article review entry; 6 points = total 30 points)

Discussions have been created throughout this 8-week course to both reflect on the content and 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, you are definitely encouraged to review the responses of others as this is a learning community. **Discussion posts should be posted on or before 11:59 PM 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 meeting (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 (3 entries; 6 points each; total 18 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 reflect on your experience through four journal entries spread across the 8-weeks. See Appendix C for more details.

**4. Group Presentation (10 points)**

Working in assigned groups, students will create a presentation using PowerPoint, Prezi, Google Slides, Canva, etc., on 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, and 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 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 to 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 google docs, 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 points)** *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. **Live Sessions (3 sessions; OPTIONAL)**  
 There will be three (3) OPTIONAL one-hour live sessions scheduled during the semester. Times/dates are listed in the syllabus course outline and will be held as scheduled by your professor. Live Sessions will be conducted through *WebEx*. Please complete the systems check and practice with WebEx before our first live session to increase your competence and confidence with this system. *If multiple people are unable to attend a specific scheduled Webex session, the instructor reserves the right to adjust the date/time to accommodate the most people.* During the one-hour live session, we will 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 other announcements.

## Course Evaluation

Assignment	Point Value
Discussion	30
12-Step Meeting	12
Start/Stop Activity	18
Group Project	10
Comprehensive Paper	30
	<b>TOTAL: 100</b>

## Grading Scale

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

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

## Course Outline

**PLEASE NOTE:** In this course, a week starts on Monday at 8:00 am and ends on Sunday at 11:59 pm U.S. Eastern Time. Assignments/tasks are due at 11:59 pm on the Sunday, end of the week, except the last week of the course, when assignments are due on Friday at 11:59 pm. The instructor reserves the right to make changes to the syllabus as needed.

## Course Outline (Weekly Schedule)

### Week 0 (M Date- Sun Date)

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Getting Ready		Syllabus and Blackboard tutorial	Explore the course

### Week 1 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
History of Addiction		Brooks & Henry: Chapter 1 & Additional materials	<ul style="list-style-type: none"><li>• Discussion #1: <i>Introduction</i></li><li>• Discussion #2</li></ul>

### Week 2 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Diversity Issues in Substance Abuse		Chapter 2	<ul style="list-style-type: none"><li>• Discussion #3</li><li>• Sign up for a group/topic</li></ul>

### Week 3 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Types of Drugs & their effects		Chapter 3	<ul style="list-style-type: none"><li>• Start/Stop Journal #1</li><li>• <i>Webex Session #1- OPTIONAL</i></li></ul>

### Week 4 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Role of Addiction Counselors: Assessment & Treatment	3.G.12	Chapter 4	<ul style="list-style-type: none"><li>• 12-Step Paper Due</li><li>• Start/Stop Journal #2</li></ul>

**Week 5 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Biopsychosocial understanding of Addiction		Chapter 5	<ul style="list-style-type: none"> <li>• Discussion #4</li> <li>• Webex Session #2 - OPTIONAL</li> </ul>

**Week 6 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Treatment & Treatment Settings	3.C.5	Chapter 6	Theories/Neurobiological Etiology Article Review/ Discussion

**Week 7 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Spirituality & Support	3.C.5	Chapter 12	<ul style="list-style-type: none"> <li>• Discussion #6</li> <li>• Discussion #7</li> <li>• Group Project Due</li> <li>• Webex Session #3 - OPTIONAL</li> </ul>

**Week 8 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Training, Certification & Ethics specific to addiction counseling	5.A.1	Chapter 13	<ul style="list-style-type: none"> <li>• Start/Stop Journal #3</li> <li>• Comprehensive Paper Due</li> <li>• Course Evaluation</li> </ul>

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[Academic Integrity](#)

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## **Harassment and Discrimination**

You have a right to feel safe and supported while pursuing your degree at CMU. Central Michigan University, an AA/EO institution, strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, veteran status, or weight. Any student who has concerns about such behavior should contact their instructor or the [Office of Civil Rights and Institutional Equity](#) at Bovee UC 306, 989-774-3253 or [ocrie@cmich.edu](mailto:ocrie@cmich.edu).

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## **Document Accessibility**

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# Course Syllabus

## CED 642: Neuropsychopharmacology

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### Course Information

- **Course:** CED 642
- **Title:** Neuropsychopharmacology
- **EPN:** [Insert EPN]
- **Format:** Asynchronous 8-week online
- **Meeting location/time:** [Insert meeting link/location and time or N/A]

### Instructor Information

- **Instructor:** [Name]
- **Office location:** [Insert or N/A]
- **Office hours:** [Insert days/times or by appointment]
- **CMU Phone or Microsoft Teams:** [Insert]
- **University email:** [Insert cmich.edu email]
- **Preferred form of communication:** Email

### Instructor Qualifications or Brief Biography

[Insert here]

### 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 and Co-requisites

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 at an advanced level.

## **Required Textbooks**

Brick, J. (2024). *Drugs, the brain, and behavior: The pharmacology of therapeutics and drug use disorders* (3rd ed.). Routledge.

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

## **Recommended Textbook**

None

## **Counseling Program Statements and Policies**

**Counseling Program DEI Statement:** The full statement is available in the Counseling Program Handbook. You can read our [commitment to DEI on our website](#).

**Artificial Intelligence (AI):** Please review the Counseling Program Student Handbook and the Blackboard Course Overview page. Students are required to abide by [this statement](#).

## **Other Requirements and/or Course Materials**

Interactions between faculty and students will occur in person or via CMU-affiliated technology: email and Blackboard Ultra. All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. All course materials, notifications, assignments, and grades will be posted and completed through Blackboard. Student tutorials for Blackboard use may be found in [CMU's Knowledge Base](#).

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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>

## Late Work Policy

[instructor preference]

## Methods of Instruction

Asynchronous engagement and dialogue via the discussion board, presentations, research paper, quizzes, and assigned readings.

## Student Learning Objectives

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

Learning Objectives (LO)
1. Describe the major classifications of legal and illegal psychoactive substances.
2. Explain the basic cell structure, major neurotransmitters, and their function, as well as the effect of psychoactive substances upon them.
3. Compare and contrast pharmacological and non-pharmacological treatments for clients suffering from dependence on psychoactive substances
4. Apply the different definitions and philosophies surrounding the concept of “addiction” to treatment

5. Describe the behavioral manifestations of neurotransmitters and the process of neurotransmission.
6. 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 (2024 Standards)

The following CACREP standards will also be addressed and assessed within this course:

### CACREP (2024) Standards Addressed in This Course

Standard	Description	Learning and Assessment Activities
<b>Addictions 5.A.1</b>	Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others	Readings; Discussions; Quizzes; Presentations, Article Reviews, Case Study, Neurological Module
<b>Addictions 5.A.3</b>	Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal	Readings; Discussions; Presentations, Article Reviews, Case Study
<b>Addictions 5.A.7</b>	Pharmacological interventions used to address substance use withdrawal, craving, and relapse prevention	Readings; Videos, Discussions, Article Reviews, Case Study

## Assignments

Full assignment details, including the rubric and applicable templates, can be found in the Blackboard Ultra course shell for this course.

### 1. Group Presentation (15 points)

Class presentations will be completed in groups. Students will ASSIGN THEMSELVES to one of the five groups provided on Blackboard Ultra. The final deliverable presentation will be in a recorded PowerPoint format and address the following:

- Introduction on the topic
- 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 the lead presenter so that the lead presenter can post PPT by Wednesday by 11:59 p.m. of week 5.

By the following Sunday, 11:59 p.m. 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. Robust responses will include at least 100 words consisting of more than “good job” and must include at least one reference (text or otherwise) to further advance understanding of the topic (see instructions on Blackboard Ultra) (5 points).

## 2. Article Review as Presenter (1 time at any point during weeks 3-8, 10 points)

Each student will individually choose an article based on a topic that you sign up for by Wednesday of Week 1. The article must be **peer-reviewed, a full-text journal article**, and from the **past three to five years** on your topic. The link to the CMU library is (<https://www.cmich.edu/library/Pages/default.aspx>). Read, summarize, and critique the article. The review and critique are to be a minimum of 500 words and must include the following:

- How did this information increase our understanding of the neurological, behavioral, psychological, physical, and/or social effects of psychoactive substances and addictive disorders on those we treat and their families?
- What cultural factors do you see relevant to addiction and addictive behaviors?
- How do these results have implications for helping clients identify the effect of addiction on life problems and the effects of continued harmful use or abuse?
- What technique or intervention related to substance abuse or other addictions can be gleaned from this research?
- In what way would a counselor assess understanding of a client who is experiencing psychological or physiological dysregulation from the substance in the article you chose?

### Requirements and Grading Guidelines

During the week that you sign up to present an article, you will complete and post at least a **500-word article summary and critique (10 points) by Monday at 9:00 a.m. of the week you signed up for**, including the following:

- Addresses understanding of addiction (neurological, behavioral, psychological, physical and social) (2 points)
- Addresses cultural implications (2 points)
- Addresses implications for clients (2 points)
- Addresses interventions or techniques (2 points)

- Addresses assessment options (2 points)

You may or may not choose to do a response to a peer this week. If you do, this will be one of your required 4 peer responses during the semester. **You may not complete more than 1 peer response per week.** Responses should be **at least 100 words** and be substantive (more than a good job) and discuss what you learned from their article review (talking point choices are located on Blackboard Ultra).

### **3. Article Review Comments (2 points per 4 peer article responses during weeks 3-8, max total 8 points)**

You will choose 4 weeks during weeks 3-8 to respond to your peers with a response that is a minimum of 100 words about their article. As part of your response, address one of the four talking points:

- How did this information increase our understanding of the neurological, behavioral, psychological, physical, and/or social effects of psychoactive substances and addictive disorders on those we treat and their families?
- What cultural factors do you see relevant to addiction and addictive behaviors?
- How do these results have implications for helping clients identify the effect of addiction on life problems and the effects of continued harmful use or abuse?
- What technique or intervention related to substance abuse or other addictions can be gleaned from this research?
- In what way would a counselor assess understanding of a client who is experiencing psychological or physiological dysregulation from the substance in the article you chose?

### **4. Case Study (15 points, Weeks 6-7)**

Step 1: Read the cases that are attached on Blackboard Ultra. **Sign up for one of the cases** on the groups tab on Blackboard Ultra **by the end of week 2.**

Step 2: After choosing your case study, read it and answer ALL of the questions provided in the case study **(10 points).** **Post your answers to the case in the Case Study Discussion by Sunday at 11:59 p.m. of Week 6.** Please include the case number and your name in the message subject line when posting your answers.

Step 3: Provide at least a minimum of 100-word response to a peer who completed **a different case** by **Sunday at 11:59 p.m. at the end of week 7.** In your response, provide the following:

- Do you agree or disagree with the suggested diagnosis? Why or why not?
- What other possible diagnoses might you suggest?
- Do you agree/disagree that medication should be prescribed for this diagnosis? Why or why not?
- What potential co-occurring medical and/or psychological diagnoses do you see as possible in this case?

## 5. Neuro Module (4 points, Week 3)

This course will use several terms relating to parts of the brain, neurotransmitters, and pharmacokinetics and pharmacodynamic processes of various substances. This module will be completed to enhance understanding of future weeks, where these terms will be utilized.

## 6. Quizzes (4 quizzes at 12 points each=48 points, Weeks 2, 4, 6 and 8)

Four multiple choice quizzes with 20 questions each will be scheduled for weeks 2, 4, 6, and 8. You will only have one attempt, so please begin the exam after you have done the assigned readings/watched the recorded lectures from the identified weeks.

## Course Evaluation

Assignment	Point Value
Group Presentation	15
Article Review as Presenter	10
Article Review Comments (4)	8
Case Study	15
Neuro Module	4
Quizzes (4)	48
<b>Total</b>	<b>100</b>

## Grading Scale

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

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

## Course Outline

**PLEASE NOTE:** In this course, a week starts on Monday at 8:00 am and ends on Sunday at 11:59 pm U.S. Eastern Time. Assignments/tasks are due at 11:59 pm on the Sunday, end of the week, except the last week of the course, when assignments are due on Friday at 11:59 pm. The instructor reserves the right to make changes to the syllabus as needed.

## Course Outline (Weekly Schedule)

### Week 0 (M Date- Sun Date)

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Getting Ready		Syllabus and Blackboard Tutorial	Explore the course

### Week 1 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Overview of the Neurochemistry and Physiology of Addiction	5.A.1	Brick: Chapter 1 & 2 Supporting resources and videos	<ul style="list-style-type: none"><li>• Sign up for a week to present Article Review by Wednesday</li><li>• Sign up for a group/topic by Sunday</li></ul>

### Week 2 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Relationship between Mental Health, Addiction and the Brain	5.A.1	Brick: Chapters 3,4 and 5  Supporting resources and videos	<ul style="list-style-type: none"><li>• Sign up for a case study by Sunday</li><li>• Quiz #1</li></ul>

### Week 3 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Impact of Alcohol on the Brain/Assessment of Symptoms	5.A.1 5.A.3	Brick: Chapter 10  Supporting resources and videos	<ul style="list-style-type: none"><li>• Neuro Module Due</li><li>• Optional Article Review/Response</li></ul>

**Week 4 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Impact of Cannabis on the Brain/Assessment of Symptoms	5.A.1 5.A.3	Brick: Chapter 13  Supporting resources and videos	<ul style="list-style-type: none"> <li>Optional Article Review/Response</li> <li>Quiz #2</li> </ul>

**Week 5 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Impact of Opiates/Opioids on the Brain/Assessment of Symptoms	5.A.1 5.A.3 5.A.7	Brick: Chapter 11  Supporting resources and videos	<ul style="list-style-type: none"> <li>Optional Article Review/Response</li> <li>Group Presentation and Peer Review</li> </ul>

**Week 6 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Impact of Stimulants on the Brain/Assessment of Symptoms	5.A.1 5.A.3	Brick: Chapter 9  Supporting resources and videos	<ul style="list-style-type: none"> <li>Optional Article Review/Response</li> <li>Quiz #3</li> </ul>

**Week 7 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Impact of Hallucinogens or Other Types of Drugs on the Brain/Assessment of Symptoms	5.A.1 5.A.3	Brick: Chapter 14, 12 and 15  Supporting resources and videos	<ul style="list-style-type: none"> <li>Optional Article Review/Response</li> <li>Case Study and Peer Response</li> </ul>

**Week 8 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Medication-Assisted Treatment as a Tool in Relapse Prevention	5.A.1 5.A.3 5.A.7	Article Readings and Videos	<ul style="list-style-type: none"> <li>Optional Article Review/Response</li> <li>Quiz #4</li> </ul>

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# Course Syllabus

## CED 643: Etiology of Addiction

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### Course Information

- **Course:** CED 643
- **Title:** Etiology of Addiction
- **EPN:** [Insert EPN]
- **Format:** Asynchronous 8-week online
- **Meeting location/time:** [Insert meeting link/location and time or N/A]

### Instructor Information

- **Instructor:** [Name]
- **Office location:** [Insert or N/A]
- **Office hours:** [Insert days/times or by appointment]
- **CMU Phone or Microsoft Teams:** [Insert]
- **University email:** [Insert cmich.edu email]
- **Preferred form of communication:** Email

### Instructor Qualifications or Brief Biography

[Insert here]

### 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 and Co-requisites

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.

## **Recommended Textbook**

None

## **Counseling Program Statements and Policies**

**Counseling Program DEI Statement:** The full statement is available in the Counseling Program Handbook. You can read our [commitment to DEI on our website](#).

**Artificial Intelligence (AI):** Please review the Counseling Program Student Handbook and the Blackboard Course Overview page. Students are required to abide by [this statement](#).

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## Late Work Policy

[instructor preference]

## Methods of Instruction

- Recorded Lecture
- Online Discussions
- Quizzes
- Group Presentation
- Papers

## Student Learning Objectives

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

Learning Objectives (LO)
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 (2024 Standards)

The following CACREP standards will also be addressed and assessed within this course:

### CACREP (2024) Standards Addressed in This Course

Standard	Description	Learning and Assessment Activities
<b>Addiction Counseling 5.A.2</b>	Risk and protective factors for substance use disorders	Readings Case Study of Celebrity Client Paper Quiz #1 Discussion #3
<b>Addiction Counseling 5.A.5</b>	Abstinence and harm reduction models of addiction recovery	Readings Discussion Question #3 Theory Group Presentations and Discussion Quiz #2 Quiz #3
<b>Addiction Counseling 5.A.11</b>	Regulatory processes, continuum of care, and service delivery in addiction counseling	Readings Quiz #2 Quiz #3 Regulatory Paper

### Assignments

Full assignment details, including the rubric and applicable templates, can be found in the Blackboard Ultra course shell for this course.

#### 1. Discussion Board Questions (10 pts – 1 Discussion question 2 points; 2 Discussion questions 4 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. Case Study of Celebrity Client (15 pts)

Students will choose a celebrity “client” with a publicly known addiction and complete a case study. The case study will identify, co-occurring mental health and/or addiction disorders, factors influencing risk of addiction (e.g. personality factors, community factors, demographic/multicultural factors, etc.), and protective factors (e.g. background, community factors, multicultural factors, access to resources, etc.). See the grading rubric in Blackboard.

### 4. Theory Group Presentation and Discussion (20 pts for presentation, 10 points for 4 discussions- 2.5 points per discussion)

The instructor will assign students to one of five groups and each group will choose one of five 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 WebEx. Within the presentation, students will identify four (4) interventions or approaches to apply to the treatment of one celebrity “client.” The presentations will be posted in the Discussion Board. Students will provide feedback to the other four groups on their presentations. See the grading rubric in Blackboard.

### 5. Regulatory Paper (15 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.

## Course Evaluation

Assignment	Point Value
Discussion Questions (3)	10
Quizzes (3)	30
Analysis of Celebrity Client Exercise	15
Group Presentation and Discussions	30
Regulatory Paper	15
<b>Total</b>	<b>100</b>

## Grading Scale

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

Percentage Scale	Grade	Percentage Scale	Grade
100-93%	A	82-80%	B-

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

## Course Outline

**PLEASE NOTE:** In this course, a week starts on Monday at 8:00 AM and ends on Sunday at 11:59 PM U.S. Eastern Time. Assignments/tasks are due at 11:59 PM on the Sunday, end of the week, except the last week of the course, when assignments are due on Friday at 11:59 PM. The instructor reserves the right to make changes to the syllabus as needed.

## Course Outline (Weekly Schedule)

### Week 0 (M Date- Sun Date)

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
		Syllabus Read Assignments on Blackboard Group Assignments	Discussion Question #1 Due 3rd Day of Semester

### Week 1 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
History of Addiction Treatment Part I		White: Ch. 10, 11, 21, 23	Discussion Question #2

### Week 2 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
History of Addiction Treatment Part II, Co-Occurring Disorders, Risk and Protective Factors for Individuals, Groups and Communities  <b>*Live Chat Session</b>	AC 5.A.2	White: Ch. 26, 28  Article: Review of Risk and Protective Factors (pdf)	Quiz #1

**Week 3 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
History of AA and Other Recovery Groups, 12 Step Abstinence Model	AC 5.A.5	White: Ch. 15 & 16	Case Study of Celebrity Client

**Week 4 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Rules and Regulations Influencing Addiction Policy	AC 5.A.11	White: pg. 150-152, 162-167, 375-379	

**Week 5 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Biological Theory, Moral Model       <b>*Live Chat Session</b>	AC 5.A.5	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  Regulatory Paper

**Week 6 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Minnesota Model, Harm Reduction Model	AC 5.A.5	Lassiter: Ch. 12  White: Ch. 20 pg. 261-277	Group Presentations: Group 3 & 4  Quiz #2

### Week 7 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Transtheoretical Model, Motivational Interviewing, and CBT: Transition to Treating Clients with Addictions	AC 5.A.5	Lassiter: Ch. 10, 11, 13	Group Presentations: Group 5

### Week 8 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Spirituality and Wellness, Licensure and Certification in Addictions Counseling <b>*Live Chat Session</b>	AC 5.A.11	White: Ch. 26 pg. 389-91; Ch. 28 pg. 426-30  Article: Spirituality and Addiction	Discussion Question #3  Quiz #3

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## University Policies and Assistance

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### Links to Policies

[Code of Student Rights and Responsibilities](#)

[Academic Integrity](#)

[Sexual and Gender-Based Misconduct](#)

[Accommodations for Religious Observances](#)

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## **Document Accessibility**

This syllabus is formatted to support screen readers and other assistive technologies. Headings use Word heading styles, lists use built-in list formatting, and tables are reserved for data with clear headers. If you need this syllabus in another format, please contact the instructor or Student Disability Services.

# Course Syllabus

## CED 644: Addictions Oriented Systems and Methods of Care

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### Course Information

- **Course:** CED 644
- **Title:** Addictions Oriented Systems and Methods of Care
- **EPN:** [Insert EPN]
- **Format:** Asynchronous 8-week online
- **Meeting location/time:** [Insert meeting link/location and time or N/A]

### Instructor Information

- **Instructor:** [Name]
- **Office location:** [Insert or N/A]
- **Office hours:** [Insert days/times or by appointment]
- **CMU Phone or Microsoft Teams:** [Insert]
- **University email:** [Insert cmich.edu email]
- **Preferred form of communication:** Email

### Instructor Qualifications or Brief Biography

[Insert here]

### 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 and Co-requisites

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. (2022). *Chemical dependency counseling: A practical guide*. (6<sup>h</sup> ed.). Los Angeles, CA; Sage

## **Recommended Textbook**

None

## **Counseling Program Statements and Policies**

**Counseling Program DEI Statement:** The full statement is available in the Counseling Program Handbook. You can read our [commitment to DEI on our website](#).

**Artificial Intelligence (AI):** Please review the Counseling Program Student Handbook and the Blackboard Course Overview page. Students are required to abide by [this statement](#).

## **Other Requirements and/or Course Materials**

Interactions between faculty and students will occur in person or via CMU-affiliated technology: email and Blackboard Ultra. All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. All course materials, notifications, assignments, and grades will be posted and completed through Blackboard. Student tutorials for Blackboard use may be found in [CMU's Knowledge Base](#).

Students taking this course must also have access to a computer with email and internet capabilities. Additionally, programs such as Microsoft Office (or comparable applications) also need to be installed and up to date to access/view/submit required digital, text, and web-based course materials (e.g., videos, PDF, PowerPoint, Excel, and/or Word documents). View this [list of free software available for student use](#) or [Contact the CMU IT HelpDesk](#) for assistance with access.

**Before beginning the course, it is vital that you test any computer intended for use in online coursework for basic compatibility with Central Michigan University systems and tools. To do this, review [the System Requirements](#).**

## Online Courses – Engagement and 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, specifically 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>

## Late Work Policy

[instructor preference]

## Methods of Instruction

- Recorded lecture
- Online discussions
- Quizzes
- Case conceptualizations
- Role plays

## Student Learning Objectives

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

Learning Objectives (LO)
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 (2024 Standards)

The following CACREP standards will also be addressed and assessed within this course:

### CACREP (2024) Standards Addressed in This Course

Standard	Description	Learning and Assessment Activities
<b>Foundational Counseling 3.G.12</b>	Procedures to identify substance use, addictions, co-occurring disorders	Readings, Case Conceptualization
<b>Addiction Counseling 5.A.1</b>	Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others	Readings; Essay Questions, Case Conceptualization and quizzes
<b>Addiction Counseling 5.A.3</b>	Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal	Readings; Essay Questions, Case Conceptualization and quizzes
<b>Addiction Counseling 5.A.4</b>	Strategies for enhancing client motivation to change, managing cravings, and preventing relapse	Readings; Role Play transcript and video
<b>Addiction Counseling 5.A.6</b>	Evaluating and identifying individualized strategies and treatment modalities relative to substance use disorder severity, stages of change, or recovery	Readings; Essay Question, Quizzes & Case Conceptualization
<b>Addiction Counseling 5.A.8</b>	Substance use recovery service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare	Readings; Role Play transcript and videos, quizzes
<b>Addiction Counseling 5.A.9</b>	Recovery support tools and systems, to include vocation, family, social networks, and community systems in the addiction treatment and recovery process	Readings; Quiz, Essay Question and Case Conceptualization
<b>Addiction Counseling 5.A.10</b>	Culturally and developmentally relevant education programs that raise awareness and support addiction	Readings; Quizzes & Case Conceptualization

	and substance abuse prevention and the recovery process	
<b>Addiction Counseling 5.A.11</b>	Regulatory processes, continuum of care, and service delivery in addiction counseling	Readings; Quizzes & Case Conceptualization
<b>Addiction Counseling 5.A.12</b>	Strategies for interfacing with the legal system and working with court referred clients	Readings; Essay Question, Quizzes & Case Conceptualization
<b>Addiction Counseling 5.A.13</b>	Third-party reimbursement and other practice and management issues in addictions counseling	Readings; Quizzes and Case Conceptualization

## Assignments

Full assignment details, including the rubric and applicable templates, can be found in the Blackboard Ultra course shell for this course.

**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.

## Course Evaluation

Assignment	Point Value
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 pts)	20
Case Conceptualization	30
<b>TOTAL:</b>	<b>100 points</b>

## Grading Scale

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

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

## Course Outline

**PLEASE NOTE:** In this course, a week starts on Monday at 8:00 am and ends on Sunday at 11:59 pm U.S. Eastern Time. Assignments/tasks are due at 11:59 pm on the Sunday, end of the week, except the last week of the course, when assignments are due on Friday at 11:59 pm. The instructor reserves the right to make changes to the syllabus as needed.

## Course Outline (Weekly Schedule)

### Week 0 (M Date- Sun Date)

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Introduction			Introduction Film Choice

### Week 1 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Introduction to Treating Substance Abuse Disorders: Ethics	AC 5.A.4 AC 5.A.6	Myers & Salt Ch 1 & 2	Discussion 1

### Week 2 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Screening, Assessment, Biopsychosocial Assessment and Diagnoses	AC 5.A.3 AC 5.A.8	Myers & Salt – Ch 8 (to pg 157) Perkinson Ch 3	Quiz 1
<b>*Live Chat Session:</b>			

### Week 3 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Stage of Change Assessment & Motivational Interviewing Counseling skills for substance abuse	AC 5.A.4 AC 5.A.6	Myers & Salt Ch 3 & 4 Perkinson – Ch 1 Miller Video	Section I - CC Transcript 1

### Week 4 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due

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	AC 5.A.4 AC 5.A.8 AC 5.A.6	Myers & Salt Ch 5 Perkinson Ch 5 & 8 Video demonstration of CBT	Transcript 2
<b>*Live Chat Session:</b>			

**Week 5 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Treatment Planning & Record Keeping;	AC 5.A.1 AC 5.A.11 AC 5.A.13	Myers & Salt – Ch 8 (158-165) Perkinson Ch 4	Quiz 2 Section II CC Role Play Video (practice)

**Week 6 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Group and Family Treatment Strategies; Cultural and Developmentally appropriate education Programs to prevent substance abuse and support relapse prevention; Community Support	AC 5.A.9 AC 5.A.10	Myers & Salt Ch 6 & 7	Section III -CC

**Week 7 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Barriers to Treatment; The Legal System; Co-occurring disorders	AC 5.A.12	Myers & Salt Ch 8 (167-168), 9 Perkinson Ch. 11	Discussion Question 2

<b>*Live Chat Session:</b>			
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**Week 8 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Special Populations; Adolescents & Adults	AC 5.A.6	Myers & Salt Ch 10	Quiz 3 Final Role Play Video Section IV - CC

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## Presentation Skills Center

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provides opportunities for creating and enhancing the content and delivery of speeches, rehearsing presentations, offering detailed feedback on performances, refining persuasive appeals, and managing stage fright/communication apprehension. For additional information, visit <https://scjm.cmich.edu/psc>

## **Document Accessibility**

This syllabus is formatted to support screen readers and other assistive technologies. Headings use Word heading styles, lists use built-in list formatting, and tables are reserved for data with clear headers. If you need this syllabus in another format, please contact the instructor or Student Disability Services.

# Course Syllabus

## CED 645: School Counseling Seminar

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### Course Information

- **Course:** CED 645
- **Title:** School Counseling Seminar
- **EPN:** [Insert EPN]
- **Format:** Asynchronous 8-week online
- **Meeting location/time:** [Insert meeting link/location and time or N/A]

### Instructor Information

- **Instructor:** [Name]
- **Office location:** [Insert or N/A]
- **Office hours:** [Insert days/times or by appointment]
- **CMU Phone or Microsoft Teams:** [Insert]
- **University email:** [Insert cmich.edu email]
- **Preferred form of communication:** Email

### Instructor Qualifications or Brief Biography

[Insert here]

### 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.

### Prerequisites and Co-requisites

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. (2024). *Bullying beyond the schoolyard: Preventing and responding to cyberbullying* (3rd ed.). Corwin.

Portman, T. A. A., Wood, C., & Fye, H. J., (2019). *Critical incidents in school counseling* (3<sup>rd</sup> ed.). American Counseling Association.

## Recommended Textbook

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

ISBN 10: 1-4338-0561-8

## Counseling Program Statements and Policies

**Counseling Program DEI Statement:** The full statement is available in the Counseling Program Handbook. You can read our [commitment to DEI on our website](#).

**Artificial Intelligence (AI):** Please review the Counseling Program Student Handbook and the Blackboard Course Overview page. Students are required to abide by [this statement](#).

## Other Requirements and/or Course Materials

Interactions between faculty and students will occur in person or via CMU-affiliated technology: email and Blackboard Ultra. All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. All course materials, notifications, assignments, and grades will be posted and completed through Blackboard. Student tutorials for Blackboard use may be found in [CMU's Knowledge Base](#).

Students taking this course must also have access to a computer with email and internet capabilities. Additionally, programs such as Microsoft Office (or comparable applications) also need to be installed and up to date to access/view/submit required digital, text, and web-based course materials (e.g., videos, PDF, PowerPoint, Excel, and/or Word documents). View this [list of free software available for student use](#) or [Contact the CMU IT HelpDesk](#) for assistance with access.

**Before beginning the course, it is vital that you test any computer intended for use in online coursework for basic compatibility with Central Michigan University systems and tools. To do this, review [the System Requirements](#).**

## Online Courses – Engagement and 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, specifically 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>

## Late Work Policy

[instructor preference or use the policy created by the course developer below]

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 (insert instructor email) 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.

## 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 Objectives

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

Learning Objectives (LO)
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 (2024 Standards)

The following CACREP standards will also be addressed and assessed within this course:

### CACREP (2024) Standards Addressed in This Course

Standard	Description	Learning and Assessment Activities
<b>5.H.9</b>	School counselor roles and responsibilities in relation to the school crisis and management plans	<p><b>Discussion #4</b></p> <p>Using what you have learned about school crisis response and management, outline a plan for your role prior to, in the immediate aftermath, and in follow-up to, a specific crisis event.</p> <p>In your response, address the following:</p> <ul style="list-style-type: none"> <li>- As a consultant, advocate, and collaborator how will you ensure that your school's crisis management plan makes effective use of your skills and knowledge?</li> <li>- Describe specific counseling interventions you would implement to</li> </ul>

		<p>support students, including any considerations for cultural sensitivity and inclusivity.</p> <p>-At each stage of a crisis (pre, immediately following, and post), what are your primary roles and responsibilities and how will you prioritize them?</p>
<b>5.H.11</b>	Skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement	<p>Critical Incident Presentation</p> <p>ASCA Positions Paper</p>

## Assignments

Full assignment details, including the rubric and applicable templates, can be found in the Blackboard Ultra course shell for this course.

### 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 7<sup>th</sup> style)** integrating their knowledge of school counseling and their understanding of each ASCA position. The link to the ASCA positions is posted on Blackboard.
- **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, cultural, familial, emotional, and/or behavioral factors 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 7<sup>th</sup> 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 7<sup>th</sup> 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 7<sup>th</sup> 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 to include in your paper a copy of the thank-you note you wrote 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, cultural, familial, emotional, and behavioral factors 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.

## Course Evaluation

Assignment	Point Value
Discussions	20
WebEx Live Sessions (3 @ 1-2 pts each)	5
ASCA Position Paper	10
Cyberbullying Paper	10
Mock Job Interview & Reflection Paper	15
Critical Incident Presentation	20

<b>Educational Issues Presentation</b>	<b>20</b>
<b>TOTAL:</b>	<b>100 points</b>

## Grading Scale

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

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

## Course Outline

**PLEASE NOTE:** In this course, a week starts on Monday at 8:00 am and ends on Sunday at 11:59 pm U.S. Eastern Time. Assignments/tasks are due at 11:59 pm on the Sunday, end of the week, except the last week of the course, when assignments are due on Friday at 11:59 pm. The instructor reserves the right to make changes to the syllabus as needed.

## Course Outline (Weekly Schedule)

### Week 0 (M Date- Sun Date)

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"> <li>Getting Started</li> <li>Role of a School Counselor</li> <li>Student Religious Beliefs</li> <li>Adverse Childhood Effects</li> </ul>		Syllabus & Blackboard Tutorials Portman, Wood, & Fye: Chs. 3, 5, & 23	<b>Discussion 1: Self Intro</b> <ul style="list-style-type: none"> <li>Sign up for Critical Incident Presentation</li> <li>Sign up for Educational Issues Presentation</li> </ul>

### Week 1 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"> <li>Supervisor Deficits</li> <li>Sexual Abuse</li> <li>When Cultures Collide</li> </ul>		Portman, Wood, & Fye: Chs. 9, 11, & 13 Hinduja & Patchin Chs. 1 & 2	<b>Discussion #2</b>

**Week 2 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"> <li>School Counselor Impairment</li> <li>LGBTQ Students</li> <li>LGBTQ Advocacy</li> </ul>		Portman, Wood, & Fye: Chs. 2, 6, & 12 Hinduja & Patchin: Chs. 3 & 4	<ul style="list-style-type: none"> <li>ASCA Position Paper</li> <li>Live Session #1</li> </ul>

**Week 3 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"> <li>Legislation and Government Policy</li> <li>Suicide Risk</li> <li>Career Development</li> </ul>		Portman, Wood, & Fye: Chs. 8, 18, & 22 Hinduja & Patchin: Ch. 5	Discussion #3

**Week 4 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"> <li>Peer Intervention Programs</li> <li>Cyberbullying</li> <li>Native Cultural Values</li> <li>Bias-Based Bullying</li> </ul>		Portman, Wood, & Fye: Chs. 24, 25, & 27 Hinduja & Patchin: Ch. 6	<ul style="list-style-type: none"> <li>Cyberbullying Paper</li> <li>Live Session #2</li> </ul>

**Week 5 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"> <li>Crisis and Self-Care</li> <li>Community Tragedy</li> <li>School Counseling Programs</li> </ul>	5.H.9	Portman, Wood, & Fye: Chs. 4, 7, & 10	<ul style="list-style-type: none"> <li>Discussion #4</li> <li>Mock Job Interview and Reflection Paper</li> </ul>

### Week 6 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"><li>Limited Resources</li><li>Systemic Barriers</li><li>Residential Treatment Facility</li></ul>	5.H.11	Portman, Wood, & Fye: Chs. 14, 15, & 30	<ul style="list-style-type: none"><li><b>Critical Incident Presentation</b></li><li><b>Live Session #3</b></li></ul>

### Week 7 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"><li>Needs Assessment</li><li>Teacher Competence</li><li>Ninth Grade Gap</li></ul>		Portman, Wood, & Fye: Chs. 16, 19 & 21	<ul style="list-style-type: none"><li><b>Educational Issues Presentation</b></li></ul>

### Week 8 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"><li>School Counselor Boundaries</li><li>Impact of SES</li><li>Parental Rights</li></ul>		Portman, Wood, & Fye: Chs. 17, 26, & 29	<b>Discussion #5</b>

\*\*The instructor reserves the right to alter the course schedule or syllabus requirements based upon the student's needs.

## University Policies and Assistance

Please see "CMU Counseling Program Handbook" for Program-Specific Policies/Procedures

### Links to Policies

[Code of Student Rights and Responsibilities](#)

[Academic Integrity](#)

[Sexual and Gender-Based Misconduct](#)

[Accommodations for Religious Observances](#)

## **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, 989-774-3018.

## **CMICH Email**

All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. When you e-mail me, please use complete sentences. Include a salutation, state your concern, and sign your e-mail with your name. Please treat email as a formal and professional communication mechanism. I will address you and treat you as adults (both in person and through email), and I expect the same in return. I will not respond to emails that are impolite, disrespectful, or without appropriate grammar.

## **Harassment and Discrimination**

You have a right to feel safe and supported while pursuing your degree at CMU. Central Michigan University, an AA/EO institution, strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, veteran status, or weight. Any student who has concerns about such behavior should contact their instructor or the [Office of Civil Rights and Institutional Equity](#) at Bovee UC 306, 989-774-3253 or [ocrie@cmich.edu](mailto:ocrie@cmich.edu).

## **HelpDesk**

The CMU Help Desk is your primary resource for technological assistance. If you experience technical difficulty, please call 989-774-3662 or [visit the IT HelpDesk website](#).

## **LGBTQ, Chosen Names, and Pronouns**

Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns (e.g., they/them/theirs). Rosters do not list pronouns, so while you are not obligated to do so, you may indicate the pronouns you use so that I do not make assumptions based on your name and/or appearance/self-presentation. Chosen names and pronouns are to be respected at all times in the classroom ([access Central Michigan University's name change policies and forms](#)).

Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not, however, tolerate repeated comments that disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen names and personal pronouns may evolve over time, so if at any point during the semester, you would like to be addressed differently, please let me know.

[See CMU's Gender Recognition and Lived/Chosen Name Policy for further information.](#)

## **Mental Health Matters**

It is important to take care of your emotional well-being. We recognize that students can experience mental health challenges that make learning difficult. If you find that life stresses such as increased anxiety, feeling down, strained relationships, suffering a loss, or dealing with a personal struggle are interfering with your academic or personal success, CMU is here to help. Please consider contacting the CMU Counseling Center in Foust 102 by calling 989-774-3381 for free, confidential counseling services (in-person and telehealth). More information and other resources are available at [the CMU Counseling Center](#).

## **Presentation Skills Center**

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# Course Syllabus

## CED 651: Counseling Children and Adolescents

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### Course Information

- **Course:** CED 651
- **Title:** Counseling Children and Adolescents
- **EPN:** [Insert EPN]
- **Format:** Asynchronous 8-week online
- **Meeting location/time:** [Insert meeting link/location and time or N/A]

### Instructor Information

- **Instructor:** [Name]
- **Office location:** [Insert or N/A]
- **Office hours:** [Insert days/times or by appointment]
- **CMU Phone or Microsoft Teams:** [Insert]
- **University email:** [Insert cmich.edu email]
- **Preferred form of communication:** Email

### Instructor Qualifications or Brief Biography

[Insert here]

### 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 and Co-requisites

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

The required textbooks used in CED 651 are available to students through Inclusive Access, which provides students with access to the eText on the first day of class. Charges for this textbook are offered at a significant discount and are automatically placed onto students' CMU account by the CMU Bookstore. All students are automatically enrolled into the Inclusive Access purchase option; however, **if you wish to opt out, you have until Monday of Week 3 to do so**. To opt out, follow the instructions provided in the email sent from the CMU Bookstore.

Vernon, A., & Schimmel, C. J. (2024). *Counseling children and adolescents* (6<sup>th</sup> ed.). USA: Cognella Academic Publishing.

Kearney, C. A. (2017). *Casebook in child behavior disorders* (6<sup>th</sup> ed.). Boston, MA: Cengage.

## Recommended Textbook

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association. ISBN13: 978-1433832154.

## Counseling Program Statements and Policies

**Counseling Program DEI Statement:** The full statement is available in the Counseling Program Handbook. You can read our [commitment to DEI on our website](#).

**Artificial Intelligence (AI):** Please review the Counseling Program Student Handbook and the Blackboard Course Overview page. Students are required to abide by [this statement](#).

## Other Requirements and/or Course Materials

Interactions between faculty and students will occur in person or via CMU-affiliated technology: email and Blackboard Ultra. All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. All course materials, notifications, assignments, and grades will be

posted and completed through Blackboard. Student tutorials for Blackboard use may be found in [CMU's Knowledge Base](#).

Students taking this course must also have access to a computer with email and internet capabilities. Additionally, programs such as Microsoft Office (or comparable applications) also need to be installed and up to date to access/view/submit required digital, text, and web-based course materials (e.g., videos, PDF, PowerPoint, Excel, and/or Word documents). View this [list of free software available for student use](#) or [Contact the CMU IT HelpDesk](#) for assistance with access.

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## **Online Courses – Engagement and 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, specifically 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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## **Late Work Policy**

**[instructor preference or use the policy created by the course developer below]**

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:

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 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 the instructor know ahead of time so that arrangements can be made.

## 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 Objectives

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

Learning Objectives (LO)
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 appropriate state documentation to practice reporting 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 (2024 Standards)

The following CACREP standards will also be addressed and assessed within this course:

## CACREP (2024) Standards Addressed in This Course

Standard	Description	Learning and Assessment Activities
School Counseling 5.H.12	Skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders	Discussion Board Child/Adolescent Concern - Power Point Presentation Quizzes

### Assignments

Full assignment details, including the rubric and applicable templates, can be found in the Blackboard Ultra course shell for this course.

#### 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 Discussions 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. Discussions (7 @ 2 points each for a total of 14 points)

- Students are required to participate in all Discussions 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 Discussions forum 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' Discussions forum 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. Live Virtual Meetings (3 @ 2 point each for a total of 6 points)

- Students are expected to attend all three Live Virtual Meetings 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 in Blackboard within the Virtual Meetings Module.

## 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 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 include all necessary parts of the assignment.**

#### 7. Child/Adolescent Issue - PowerPoint Presentation (20 points):

- Students will work in **groups of three (3)** to prepare a **12-16 slide PowerPoint 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 PowerPoint 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 PowerPoint (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 PowerPoint to Blackboard via the submission link by the **end of Week 7**.
  - Upload the PowerPoint to the Discussions #7 forum by the **end of Week 7**.
- During Week 8, all students must review and post comments on at least two other PowerPoint Presentations that have been uploaded to the Discussions #7 forum.
  - **Please review the rubric in advance, to make sure you are including all necessary parts of the assignments.**

***\*\*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.***

## Course Evaluation

Assignment	Point Value
Quizzes	20 points; 5 @ 4 points each
Discussions	14 points; 7 @ 2 points each
Live Virtual Meetings	6 points; 3 @ 2 points each
Child/Adolescent Counselor Interview Paper	20 points
Child/Adolescent Counseling Demonstration	20 points
Child/Adolescent Issue PowerPoint Presentation	20 points
<b>TOTAL</b>	<b>100 points</b>

## Grading Scale

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

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

## Course Outline

**PLEASE NOTE:** In this course, a week starts on Monday at 8:00 am and ends on Sunday at 11:59 pm U.S. Eastern Time. Assignments/tasks are due at 11:59 pm on the Sunday, end of the week, except the last week of the course, when assignments are due on Friday at 11:59 pm. The instructor reserves the right to make changes to the syllabus as needed.

## Course Outline (Weekly Schedule)

### Week 0 (M Date- Sun Date)

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Getting Started!		Syllabus & Bb Tutorials.	<ul style="list-style-type: none"> <li>• Discussion #1: Self Intro</li> <li>• Sign up for Counseling Demonstration Dyads</li> <li>• Sign up for PPT Groups</li> </ul>

### Week 1 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"> <li>• Practical Applications of Developmental Theory</li> <li>• The Individual Counseling Process (including closure)</li> <li>• Ethics and Mandated Reporting</li> <li>• Sexual Maltreatment</li> </ul>	5.H.12	Vernon & Schimmel: Chs. 1-2 Kearney: Ch. 13	<ul style="list-style-type: none"> <li>• Discussion #2</li> <li>• Quiz #1</li> <li>• <b>Live Virtual Meeting #1</b></li> <li>• Submit PPT Topics</li> </ul>

### Week 2 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"> <li>• Creative Arts Interventions</li> <li>• Play Therapy</li> <li>• Social Anxiety/Pediatric Condition</li> </ul>	5.H.12	Vernon & Schimmel: Chs. 3-4 Kearney: Chs. 2 & 12	<ul style="list-style-type: none"> <li>• Discussion #3</li> <li>• Quiz #2</li> </ul>

### Week 3 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"> <li>• Solution-Focused Brief Counseling</li> <li>• Reality Therapy</li> <li>• Eating Disorders/Substance Use Disorder</li> </ul>	5.H.12	Vernon & Schimmel: Chs. 5-6 Kearney: Ch. 5 & 9	<ul style="list-style-type: none"> <li>• Discussion #4</li> <li>• <b>Live Virtual Meeting #2</b></li> <li>• Child/Adolescent Counselor Interview Paper</li> </ul>

**Week 4 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"> <li>Rational-Emotive Behavior Therapy</li> <li>Medication Use in Children and Adolescents</li> <li>Depression/Bipolar Disorder</li> </ul>	5.H.12	Vernon & Schimmel: Ch. 7 Kearney: Chs. 3-4	<ul style="list-style-type: none"> <li>Discussion #5</li> <li>Quiz #3</li> </ul>

**Week 5 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"> <li>Counseling Children and Adolescents with Exceptionalities</li> <li>Counseling Children and Adolescents from Diverse Backgrounds</li> <li>Trauma Counseling with Children and Adolescents</li> <li>Autism</li> </ul>	5.H.12	Vernon & Schimmel: Chs. 8, 9 & 10 Kearney: Ch.11	<ul style="list-style-type: none"> <li><b>Live Virtual Meeting #3</b></li> <li>Child/Adolescent Counseling Demonstration</li> </ul>

**Week 6 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"> <li>Counseling from a Growth Mind-Set Perspective</li> <li>Counseling At-Risk Children and Adolescents</li> <li>ADHD/Learning Disorder</li> </ul>	5.H.12	Vernon & Schimmel: Chs. 11 & 12 Kearney: Chs. 6 & 7	<ul style="list-style-type: none"> <li>Discussion #6</li> <li>Quiz #4</li> </ul>

### Week 7 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"><li>• Small Group Counseling</li><li>• Working with Parents</li></ul>		Vernon & Schimmel: Chs. 13 & 14	<ul style="list-style-type: none"><li>• Child/ Adolescent Issue - PPT Presentation</li></ul>

### Week 8 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<ul style="list-style-type: none"><li>• Working with Families</li><li>• Conduct Disorder/Family Conflict and ODD</li></ul>	5.H.12	Vernon & Schimmel: Ch. 15 Kearney: Chs. 8 & 10	<ul style="list-style-type: none"><li>• Discussion #7</li><li>• Quiz #5</li></ul>

\*\*The instructor reserves the right to alter the course schedule or syllabus requirements based upon the student's needs.

## University Policies and Assistance

Please see "CMU Counseling Program Handbook" for Program-Specific Policies/Procedures

### Links to Policies

[Code of Student Rights and Responsibilities](#)

[Academic Integrity](#)

[Sexual and Gender-Based Misconduct](#)

[Accommodations for Religious Observances](#)

## 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, 989-774-3018.

## CMICH Email

All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. When you e-mail me, please use complete sentences. Include a salutation, state your concern, and sign

your e-mail with your name. Please treat email as a formal and professional communication mechanism. I will address you and treat you as adults (both in person and through email), and I expect the same in return. I will not respond to emails that are impolite, disrespectful, or without appropriate grammar.

## **Harassment and Discrimination**

You have a right to feel safe and supported while pursuing your degree at CMU. Central Michigan University, an AA/EO institution, strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, veteran status, or weight. Any student who has concerns about such behavior should contact their instructor or the [Office of Civil Rights and Institutional Equity](#) at Bovee UC 306, 989-774-3253 or [ocrie@cmich.edu](mailto:ocrie@cmich.edu).

## **HelpDesk**

The CMU Help Desk is your primary resource for technological assistance. If you experience technical difficulty, please call 989-774-3662 or [visit the IT HelpDesk website](#).

## **LGBTQ, Chosen Names, and Pronouns**

Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns (e.g., they/them/theirs). Rosters do not list pronouns, so while you are not obligated to do so, you may indicate the pronouns you use so that I do not make assumptions based on your name and/or appearance/self-presentation. Chosen names and pronouns are to be respected at all times in the classroom ([access Central Michigan University's name change policies and forms](#)).

Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not, however, tolerate repeated comments that disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen names and personal pronouns may evolve over time, so if at any point during the semester, you would like to be addressed differently, please let me know.

[See CMU's Gender Recognition and Lived/Chosen Name Policy for further information.](#)

## **Mental Health Matters**

It is important to take care of your emotional well-being. We recognize that students can experience mental health challenges that make learning difficult. If you find that life stresses such as increased anxiety, feeling down, strained relationships, suffering a loss, or dealing with a personal struggle are interfering with your academic or personal success, CMU is here to help. Please consider contacting the CMU Counseling Center in Foust 102 by calling 989-774-3381 for free, confidential counseling services (in-person and telehealth). More information and other resources are available at [the CMU Counseling Center](#).

## **Presentation Skills Center**

The CMU Presentation Skills Center (PSC) is a free online service for all CMU students, providing technological facilities and instructional expertise to students seeking to develop and enhance the presentation skills vital for personal and professional success. With consultations available face-to-face and online, the PSC supports students with public speaking, debate, group presentations, sales pitches, interviews, and more. The PSC provides opportunities for creating and enhancing the content and delivery of speeches, rehearsing presentations, offering detailed feedback on performances, refining persuasive appeals, and managing stage fright/communication apprehension. For additional information, visit <https://scjm.cmich.edu/psc>

## **Document Accessibility**

This syllabus is formatted to support screen readers and other assistive technologies. Headings use Word heading styles, lists use built-in list formatting, and tables are reserved for data with clear headers. If you need this syllabus in another format, please contact the instructor or Student Disability Services.

# Course Syllabus

## CED 668: Family Counseling & Therapy

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### Course Information

- **Course:** CED 668
- **Title:** Family Counseling & Therapy
- **EPN:** [Insert EPN]
- **Format:** Asynchronous 8-week online
- **Meeting location/time:** [Insert meeting link/location and time or N/A]

### Instructor Information

- **Instructor:** [Name]
- **Office location:** [Insert or N/A]
- **Office hours:** [Insert days/times or by appointment]
- **CMU Phone or Microsoft Teams:** [Insert]
- **University email:** [Insert cmich.edu email]
- **Preferred form of communication:** Email

### Instructor Qualifications or Brief Biography

[Insert here]

### 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 and Co-requisites

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.

## **Recommended Textbook**

None

## **Counseling Program Statements and Policies**

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## Late Work Policy

[instructor preference]

## Methods of Instruction

- Lecture
- Seminar-style, round table discussion
- Online discussions
- Small group assignments
- Role play
- Small group activities

## Student Learning Objectives

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

### Learning Objectives (LO)

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 (2024 Standards)

The following CACREP standards will also be addressed and assessed within this course:

### CACREP (2024) Standards Addressed in This Course

Standard	Description	Learning and Assessment Activities
5.F.1	Sociology of the family, family phenomenology, and family of origin theories	Readings, research paper, Group assignments.
5.F.7	theories and models of marriage, couple and family counseling	Readings, Research Paper, Group Assignments
5.F.9	Family assessments, including genograms and family mapping.	Readings, weekly reflections, Research Paper, Group Assignments
5.F.10	techniques and interventions of marriage, couple, and family counseling	Readings, Research Paper, Group Assignment
5.F.11	Conceptualizing and implementing treatment, planning and intervention strategies in marriage, couple and family counseling.	Readings, therapy analysis paper

## Assignments

Full assignment details, including the rubric and applicable templates, can be found in the Blackboard Ultra course shell for this course.

**1. Discussion Boards (20 points):** Students will post on a bi-weekly discussion board with reflections about that week's course material AND will post two comments to peer blogs for a total of three (3) posts per board. Students will also respond to other discussion board prompts throughout the course.

## **2. Group Assignment: Create a family/genogram (10 points)**

Students will work in small groups of four or five students and create a three generational family that must include young children, parents and grandparents. 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 and a genogram.

## **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 must provide the powerpoint and genogram to their counselor(s).***

First Recording (5-7 minutes) -Intervention 1 - Structural Intervention (Enactment) -Family therapy

- Each group will role play an intervention based on Structural family therapy and the needs of the family. Role plays may demonstrate co-counseling (two counselors in the session).
- At the start of the video, before the session begins, the counselor(s) should identify the theory and intervention they will demonstrate. The counselor should speak to the camera, not the family and then begin the role play.
- Each intervention role play must be 5-7 minutes, shorter videos will not be graded.
- The first role play should demonstrate an enactment (the family role plays a typical argument and the counselors ask members to change one aspect of the argument to shift the system) in Structural therapy.
- Groups with more than four members should ensure that all members demonstrate at least one part of an intervention. Please see the module on how to conduct family therapy.

Second Recording (5-7) minutes -Intervention 2 -Solution Focused – Miracle Question – Couple or Family.

- Each group will role play an intervention based on the needs of the family. Role plays may demonstrate co-counseling (two counselors in the session).
- At the start of the video, before the session begins, the counselor(s) should identify the theory and intervention they will demonstrate. The counselor should speak to the camera, not the family and then begin the role play
- Each intervention role play must be 5-7 minutes, shorter videos will not be graded.
- The second role should demonstrate utilizing the miracle question (Last night while you were sleeping a miracle happened and when you woke up, the problem was gone – then ask family members to describe how they would know the problem is gone from each member i.e. Dad, how did mom change so that you knew the problem was gone?) to help the couple or family imagine a world without the problem.

- Groups with more than four members are not required to have all members demonstrate an intervention. Please see the module on how to conduct family therapy.

#### 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.

#### 5. Family/Couple Case Conceptualization Research Paper (20 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, Encanto (or other movie approved by the instructor) or the book, The Family Crucible. (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 7 references, including your textbook and the ACA/ and or AAMFT code of ethics.

### Course Evaluation

Assignment	Point Value
Discussion Boards	20
Family/Couple Case Conceptualization Research Paper	20
Video Reflections (2 @ 10 Points Each)	20
Group Assignment: Create a Family	15
Group Assignment: Family/Couple Therapy	25
<b>Total</b>	<b>100</b>
Extra Credit: Turn in video reflection and Research paper one week early. One point for each early assignment. Four points for all three assignments turned in one week early.	5

### Grading Scale

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

Percentage Scale	Grade	Percentage Scale	Grade
100-93%	A	82-80%	B-

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

## Course Outline

**PLEASE NOTE:** In this course, a week starts on Monday at 8:00 am and ends on Sunday at 11:59 pm U.S. Eastern Time. Assignments/tasks are due at 11:59 pm on the Sunday, end of the week, except the last week of the course, when assignments are due on Friday at 11:59 pm. The instructor reserves the right to make changes to the syllabus as needed.

## Course Outline (Weekly Schedule)

### Week 1 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
The history & development of family, couple and marriage therapy <b>Live Synchronous Online Class</b> (please put date – should be one hour and just be a course overview – recorded and posted if you like)	5.F.1	Nichols: Chapter 1 TFC: Chapter 1-6	Bi-Weekly reflection

### Week 2 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Fundamental Concepts	5.F.1	Nichols: Chapter 2 TFC: Chapter 7-11	DB #1

### Week 3 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Legal & Ethical Issues; Roles & Settings		BB readings TFC: Chapter 12-16	DB#2 Bi-Weekly reflection

**Week 4 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Basic Techniques; Assessment & Conceptualizations	5.F.9; 5.F.10, 5.F.11	Nichols: Chapter 3	Create A family

**Week 5 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Bowen Systems Theory; Strategic Therapy, Structural Therapy	5.F.7; 5.F.10; 5.F.11	Nichols: Chapter 4-6	Video reflection #1 Bi-Weekly reflection

**Week 6 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Existential Family Therapy; Psychoanalytic Family/couple Therapy; CBT Couple/family therapy <b>Optional Group Supervision</b>	5.F.7; 5.F.10; 5.F.11	Nichols: Chapter 7-9	Research Paper

**Week 7 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Solution Focused, Narrative	5.F.7; 5.F.10; 5.F.11	Nichols: Chapter 12 & 13 TFC: Chapter 17-21	Video reflection #2 Bi-Weekly reflection

**Week 8 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Research on Family Interventions; Professional organizations & Credentialing	5.F.7; 5.F.10; 5.F.11	BB readings; Nichols: Chapter 15	Group Role Play; DB #3

\*\*The instructor reserves the right to alter the course schedule or syllabus requirements based upon the student's needs.

## **University Policies and Assistance**

Please see "CMU Counseling Program Handbook" for Program-Specific Policies/Procedures

### **Links to Policies**

[Code of Student Rights and Responsibilities](#)

[Academic Integrity](#)

[Sexual and Gender-Based Misconduct](#)

[Accommodations for Religious Observances](#)

### **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, 989-774-3018.

### **CMICH Email**

All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. When you e-mail me, please use complete sentences. Include a salutation, state your concern, and sign your e-mail with your name. Please treat email as a formal and professional communication mechanism. I will address you and treat you as adults (both in person and through email), and I expect the same in return. I will not respond to emails that are impolite, disrespectful, or without appropriate grammar.

### **Harassment and Discrimination**

You have a right to feel safe and supported while pursuing your degree at CMU. Central Michigan University, an AA/EO institution, strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, veteran status, or weight. Any student who has concerns about such behavior should contact their instructor or the [Office of Civil Rights and Institutional Equity](#) at Bovee UC 306, 989-774-3253 or [ocrie@cmich.edu](mailto:ocrie@cmich.edu).

## HelpDesk

The CMU Help Desk is your primary resource for technological assistance. If you experience technical difficulty, please call 989-774-3662 or [visit the IT HelpDesk website](#).

## LGBTQ, Chosen Names, and Pronouns

Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns (e.g., they/them/theirs). Rosters do not list pronouns, so while you are not obligated to do so, you may indicate the pronouns you use so that I do not make assumptions based on your name and/or appearance/self-presentation. Chosen names and pronouns are to be respected at all times in the classroom ([access Central Michigan University's name change policies and forms](#)).

Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not, however, tolerate repeated comments that disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen names and personal pronouns may evolve over time, so if at any point during the semester, you would like to be addressed differently, please let me know.

[See CMU's Gender Recognition and Lived/Chosen Name Policy for further information.](#)

## Mental Health Matters

It is important to take care of your emotional well-being. We recognize that students can experience mental health challenges that make learning difficult. If you find that life stresses such as increased anxiety, feeling down, strained relationships, suffering a loss, or dealing with a personal struggle are interfering with your academic or personal success, CMU is here to help. Please consider contacting the CMU Counseling Center in Foust 102 by calling 989-774-3381 for free, confidential counseling services (in-person and telehealth). More information and other resources are available at [the CMU Counseling Center](#).

## Presentation Skills Center

The CMU Presentation Skills Center (PSC) is a free online service for all CMU students, providing technological facilities and instructional expertise to students seeking to develop and enhance the presentation skills vital for personal and professional success. With consultations available face-to-face and online, the PSC supports students with public speaking, debate, group presentations, sales pitches, interviews, and more. The PSC provides opportunities for creating and enhancing the content and delivery of speeches, rehearsing presentations, offering detailed feedback on performances, refining persuasive appeals, and managing stage fright/communication apprehension. For additional information, visit <https://scjm.cmich.edu/psc>

## Document Accessibility

This syllabus is formatted to support screen readers and other assistive technologies. Headings use Word heading styles, lists use built-in list formatting, and tables are reserved for data with clear headers. If you need this syllabus in another format, please contact the instructor or Student Disability Services.

# Course Syllabus

## CED 679: Crisis and Trauma Counseling

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### Course Information

- **Course:** CED 679
- **Title:** Crisis and Trauma Counseling
- **EPN:** [Insert EPN]
- **Format:** Asynchronous 8-week online
- **Meeting location/time:** [Insert meeting link/location and time or N/A]

### Instructor Information

- **Instructor:** [Name]
- **Office location:** [Insert or N/A]
- **Office hours:** [Insert days/times or by appointment]
- **CMU Phone or Microsoft Teams:** [Insert]
- **University email:** [Insert cmich.edu email]
- **Preferred form of communication:** Email

### Instructor Qualifications or Brief Biography

[Insert here]

### Bulletin Description

Provides the foundation for best practice in crisis counseling by facilitating critical analysis of issues and applying intervention techniques.

### Prerequisites and Co-requisites

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., Whisenhut, J., & Myer, R.A. (2025). *Crisis Intervention Strategies* (9th 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.

## Recommended Textbook

None

## Counseling Program Statements and Policies

**Counseling Program DEI Statement:** The full statement is available in the Counseling Program Handbook. You can read our [commitment to DEI on our website](#).

**Artificial Intelligence (AI):** Please review the Counseling Program Student Handbook and the Blackboard Course Overview page. Students are required to abide by [this statement](#).

## Other Requirements and/or Course Materials

Interactions between faculty and students will occur in person or via CMU-affiliated technology: email and Blackboard Ultra. All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. All course materials, notifications, assignments, and grades will be posted and completed through Blackboard. Student tutorials for Blackboard use may be found in [CMU's Knowledge Base](#).

Students taking this course must also have access to a computer with email and internet capabilities. Additionally, programs such as Microsoft Office (or comparable applications) also need to be installed and up to date to access/view/submit required digital, text, and web-based course materials (e.g., videos, PDF, PowerPoint, Excel, and/or Word documents). View this [list of free software available for student use](#) or [Contact the CMU IT HelpDesk](#) for assistance with access.

**Before beginning the course, it is vital that you test any computer intended for use in online coursework for basic compatibility with Central Michigan University systems and tools. To do this, review [the System Requirements](#).**

## Online Courses – Engagement and 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, specifically 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>

## Late Work Policy

[instructor preference]

## Methods of Instruction

- Lecture
- Online discussions
- Role play
- Seminar-style, round table discussion
- Small group assignments
- Small group activities

## Student Learning Objectives

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

### Learning Objectives (LO)

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 applies to an at-risk population.
6. 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 (2024 Standards)

The following CACREP standards will also be addressed and assessed within this course:

### CACREP (2024) Standards Addressed in This Course

Standard	Description	Learning and Assessment Activities
<b>3.A.3</b>	counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	Readings; Comprehensive Paper
<b>3.C.13</b>	effects of crises, disasters, stress, grief, and trauma across the lifespan	Readings; Comprehensive Paper
<b>3.E.20</b>	crisis intervention, trauma-informed, community-based, and disaster mental health strategies	Readings, Comprehensive Paper, Role Plays
<b>3.G.15</b>	procedures for identifying and reporting signs of abuse and neglect	Discussion on Mandated Reporting; BB presentation on mandating reporting; Film "Removed".
<b>5.C.7</b>	Strategies for interfacing with integrating behavioral health care professionals	Readings; Discussion Board on collaboration & Advocacy; Comprehensive Paper
<b>5.C.8</b>	strategies for interfacing with integrated behavioral health care professionals	Readings, Discussion Board on Collaboration and Advocacy, Comprehensive Paper
<b>5.H.14</b>	techniques of social-emotional and trauma-informed counseling in school settings	Role Play; Comprehensive Paper

<b>5.H.9</b>	school counselor roles and responsibilities in relation to the school crisis and management plans	Comprehensive Paper.
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## Assignments

Full assignment details, including the rubric and applicable templates, can be found in the Blackboard Ultra course shell for this course.

**1. Discussion and Bi-Weekly Reflections (25 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 work individually or in dyads (two students)** and will draft a comprehensive paper using a minimum of **10 recent (2010 or later)** peer reviewed scholarly references (the use of textbooks or websites is not allowed unless explicitly stated in the template 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.

**Choosing a Topic:** Students must sign up for a topic in the first week of class. Only four (4) students may choose the same topic.

**Please note:** This paper must be in APA 7th Edition Format: Double spaced with accurate references and a Running Head, but an abstract is not required. This assignment is a RESEARCH paper, it must be written in 3rd person and include no more than 2 quotes for the entire project (Parts 1-4). Opinion or statements not supported by research will not receive credit.

**Dyad instructions:** Students who write the paper in a dyad must each complete 50% of each section (not 50% of the entire project). Both students should turn in the paper. The cover page must include an accounting who of drafted which section of paper. Please see the assignment upload for examples. Both students must provide an individual reflection in part IV. Dyads who turn in the paper without this information will not receive credit.

This paper has page length/ line requirements for each section. One page of double-spaced text is 28 lines.

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 <b>Please note:</b> School Counseling students will research social-emotional and trauma informed strategies that can be implemented in a school setting.
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. Only four students per topic is allowed. 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 7<sup>th</sup> 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)**

Students in the same topic group will interview (in person, by phone or via WEBEX/ZOOM etc; email interviews will not receive any credit) a Master's Level mental health professional who specializes in crisis counseling specific to your comprehensive paper topic. If you wrote the paper as a dyad, only one interview is required but both partners should conduct the interview. When submitting the interview, both students in the dyad should submit the interview and submit a statement stating that the interview was conducted as a dyad.

Students may contact the Veterans Administration, the Red Cross, the Salvation Army, 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 in CMU or another 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 must include the interviewee's contact information, including phone number and email so the instructor can verify that the interview occurred.

**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 an 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 shared via WEBEX (preferred method) 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 an actual crisis, not after the crisis has passed.

The second role play will include both a crisis intervention (5 to 7 minutes long) and a 2-minute demonstration of treating some form of trauma symptom with a body-based intervention. **School counseling students** must demonstrate how to work with a child who is disclosing some type of abuse and must demonstrate how to conduct a breach to report. The trauma informed grounding technique must be appropriate for a child in a K-12 setting.

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 shared via WEBEX ( Preferred method) 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 Optional supervision session.** Students are required to attend one live class session via Webex in Week 3 and may optionally attend a live individual/group 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/group supervision session will occur in Week 6 and provide specific behavioral steps to improve your skills. Students are strongly encouraged to attend a group supervision. Students who miss the mandatory live class session may submit a two page summary of the recorded class, emailed to the instructor within 72 hours of the class to avoid losing any points.

***Failure to attend the mandatory live class session or submit the summary will result in a five-point loss of total grade.*** Students who cannot attend the live session must inform the instructor immediately.

## Course Evaluation

Assignment	Point Value
Crisis Role Play 1 (Pass/Fail)	10
Crisis Role Play 2	15
Discussion Board & Reflection Assignments (6)	25
Comprehensive Research Paper, Collaboration and Advocacy – Part I	10

<b>Comprehensive Research Paper, Collaboration and Advocacy – Part II</b>	<b>10</b>
<b>Comprehensive Research Paper, Collaboration and Advocacy – Part III</b>	<b>6</b>
<b>Comprehensive Research Paper, Collaboration and Advocacy – Part IV</b>	<b>14</b>
<b>Crisis Counselor Interview – Group Assignment</b>	<b>10</b>
<b>Total</b>	<b>100</b>

## Grading Scale

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

<b>Percentage Scale</b>	<b>Grade</b>	<b>Percentage Scale</b>	<b>Grade</b>
<b>100-93%</b>	<b>A</b>	<b>82-80%</b>	<b>B-</b>
<b>92-90%</b>	<b>A-</b>	<b>79-77%</b>	<b>C+</b>
<b>89-87%</b>	<b>B+</b>	<b>76-73%</b>	<b>C</b>
<b>86-83%</b>	<b>B</b>	<b>72%&gt;</b>	<b>E</b>

## Course Outline

**PLEASE NOTE:** In this course, a week starts on Monday at 8:00 am and ends on Sunday at 11:59 pm U.S. Eastern Time. Assignments/tasks are due at 11:59 pm on the Sunday, end of the week, except the last week of the course, when assignments are due on Friday at 11:59 pm. The instructor reserves the right to make changes to the syllabus as needed.

## Course Outline (Weekly Schedule)

### Week 1 (M Date- Sun Date) Live Session: enter day or delete

<b>Topic</b>	<b>CACREP Standard Number</b>	<b>Reading Assignment</b>	<b>Assignment Due</b>
Historical overview of Crisis Intervention & Crisis Theory Legal & Ethical Considerations in Crisis Counseling <b>Webex Session:</b>	3.A.3	Van Der Kolk Ch. 1-3 James: Ch. 1 & 3 (pages 65 – end)	DB #1

**Week 2 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Biological/Neurological Basis of Trauma; PTSD Impact of trauma across lifespan; special populations	3.C.13; 3.E.20; 5.H.14	Van Der Kolk Ch 4-6 James: Ch 2 James: Ch 7	Paper – Part I

**Week 3 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Mental Health Collaboration & Advocacy Crisis Intervention Skills/ Psychological first Aid <b>Mandatory Live Class</b> <b>Webex Session:</b>	3.E.20; 3.A.3; 5.C.7; 5.C.8	Blackboard reading James: Ch. 3-4	DB #2 Paper – Part II

**Week 4 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Safety & Self Care in Crisis Situations. Crisis plan Development Natural Disaster/Trauma	3.A.3; 3. E.20	James Ch 13-14 James: Ch.17	Midterm Reflection

**Week 5 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Risk Assessment & Intervention; Suicide & Homicide Substance Abuse; Process Addictions	3.E.20	James: Ch. 8 James; Ch. 14	Role Play 1

**Week 6 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
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Child Physical Abuse, Sexual Abuse & Neglect Intimate Partner Violence & Sexual Assault <b>Optional Live group supervision session</b>	5.H.14; 3.G.15; 3.C.13	Van Der Kolk Ch. 7-10 James: Ch. 10 James: Ch. 11	Paper – Part III DB #3 Live Supervision
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**Week 7 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Grief & Loss; Chronic & Terminal Illness Veteran’s Deployment & Re-integration Issues <b>Webex Session:</b>	3.C.13;	James: Ch. 7 James: Ch 12	Paper – Part IV Counselor Interview

**Week 8 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Emergency Preparedness & Response in the Community & School Vicarious Trauma; Clinical Supervision	5.H.14; 5.H.9; 3.A.3	James: Ch 13 Van Der Kolk Ch. 13-20	Role Play 2 DB #4 Final Reflection Friday due date

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**University Policies and Assistance**

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**Links to Policies**

[Code of Student Rights and Responsibilities](#)

[Academic Integrity](#)

[Sexual and Gender-Based Misconduct](#)

[Accommodations for Religious Observances](#)

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## **CMICH Email**

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## **Harassment and Discrimination**

You have a right to feel safe and supported while pursuing your degree at CMU. Central Michigan University, an AA/EO institution, strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, veteran status, or weight. Any student who has concerns about such behavior should contact their instructor or the [Office of Civil Rights and Institutional Equity](#) at Bovee UC 306, 989-774-3253 or [ocrie@cmich.edu](mailto:ocrie@cmich.edu).

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# Course Syllabus

## CED 682: Human Sexuality

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### Course Information

- **Course:** CED 682
- **Title:** Human Sexuality
- **EPN:** [Insert EPN]
- **Format:** Asynchronous 8-week online
- **Meeting location/time:** [Insert meeting link/location and time]

### Instructor Information

- **Instructor:** [Name]
- **Office location:** [Insert or N/A]
- **Office hours:** [Insert days/times or by appointment]
- **CMU Phone or Microsoft Teams:** [Insert]
- **University email:** [Insert cmich.edu email]
- **Preferred form of communication:** Email

### Instructor Qualifications or Brief Biography

[Insert here]

### Bulletin Description

Examines essential history, research, and treatment modalities regarding human sexuality from an inclusive framework as it applies to humans across the lifespan. Prerequisites: CED 665; admission into the MA in Counseling Program.

### Prerequisites and Co-requisites

Prerequisite: Admission to the M.A. (Master of Arts). in Counseling Program

## Rationale for Course Level

This course requires graduate students to analyze, compare, and contrast multiple theories and then synthesize the information into comprehensive treatment plans and interventions.

## Required Textbooks

Schubert, A. M., & Pope, M. (Eds.). (2023). Handbook for human sexuality counseling: A sex positive approach. American Counseling Association.

## Recommended Textbook

It is not expected that you will purchase all these texts. However, it is good practice for all graduate students to start building a professional library of their own. I consider these texts essential to a personal/professional library on Human Sexuality. During the course, you will be exposed to more essential and seminal works. Also, you may find some of these texts at reduced prices or free online.

Binik, Y. M., & Hall, K. S. K. (Eds.). (2020). Principles and practice of sex therapy (6th ed.). The Guilford Press.

Evosevich, J. M., & Avriette, M. (2000). *The gay and lesbian psychotherapy treatment planner*. Wiley. (I know this is an old text and to my knowledge, has not been revised... perhaps one of you will do this?)

Nichols, M. (2021). *The modern clinician's guide to working with LGBTQ+ clients: The inclusive psychotherapist*. Routledge/Taylor & Francis Group.

Pope, M., & Dworkin, S. (2012). *Case studies in lesbian, gay, bisexual and transgender counseling*. American Counseling Association. (Again, I know this is an old text and to my knowledge, has not been revised... perhaps one of you will do this?)

Publication Manual of the American Psychological Association. 7th Edition

Author(s) American Psychological Association

Publisher Published by American Psychological Association Copyright © 2020

Print ISBN: 9781433832154 OR eText ISBN:9781433832185

## Counseling Program Statements and Policies

**Counseling Program DEI Statement:** The full statement is available in the Counseling Program Handbook. You can read our [commitment to DEI on our website](#).

**Artificial Intelligence (AI):** Please review the Counseling Program Student Handbook and the Blackboard Course Overview page. Students are required to abide by [this statement](#).

## Other Requirements and/or Course Materials

Interactions between faculty and students will occur in person or via CMU-affiliated technology: email and Blackboard Ultra. All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. All course materials, notifications, assignments, and grades will be posted and completed through Blackboard. Student tutorials for Blackboard use may be found in [CMU's Knowledge Base](#).

Students taking this course must also have access to a computer with email and internet capabilities. Additionally, programs such as Microsoft Office (or comparable applications) also need to be installed and up to date to access/view/submit required digital, text, and web-based course materials (e.g., videos, PDF, PowerPoint, Excel, and/or Word documents). View this [list of free software available for student use](#) or [Contact the CMU IT HelpDesk](#) for assistance with access.

***Before beginning the course, it is vital that you test any computer intended for use in online coursework for basic compatibility with Central Michigan University systems and tools. To do this, review [the System Requirements](#).***

## Online Courses – Engagement and 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, specifically 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>

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 (APA) Publication Manual – 7<sup>th</sup> edition. Even when the standards of APA 7<sup>th</sup> ed. are not expressly included in rubrics or other materials, it is an expectation in this graduate program that all students will know and adhere to all standards addressed in the APA Publication Manual – 7<sup>th</sup> edition. Failure to comply will result in loss of points on written work.

## Late Work Policy

[instructor preference]

## Methods of Instruction

This course is taught through a mix of discussion, reading, short quizzes, lectures, 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 8 am - Sunday at midnight).

## Student Learning Objectives

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

Learning Objectives (LO)
1. Examine the history, terminology, and range of human sexuality.
2. Compare and analyze multiple theories related to human sexuality development.
3. Apply and demonstrate ethical behavior, diversity, equity, inclusion, and critical thinking connected to conceptualizing human sexuality.
4. Synthesize knowledge of theories, advocacy, multicultural counseling, identity development, and social justice to develop treatment plans with all populations, including LGBTGEQIAP+ populations.
5. Critique and evaluate case conceptualizations related to providing sexual and gender identity counseling.

## Council for Accreditation of Counseling & Related Educational Programs (2024 Standards)

The following CACREP standards will also be addressed and assessed within this course:

### CACREP (2024) Standards Addressed in This Course

Standard	Description	Learning and Assessment Activities
3.C.9	the role of sexual development and sexuality related to overall wellness	Discussion, Reading, Quizzes, case presentation, self-reflection
5.D.3	impact of disability on sexuality	Discussion, Reading, Quizzes, case presentation, self-reflection

#### Glossary:

**Cultural identity** A person's intersectional identities that may be defined by but are not limited to the following: age and generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin, language, migration status, and veteran status.

**Diversity** All aspects of intersectional and cultural group identity, including age and generational status, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status, among others.

**Marginalized populations** Individuals or groups who were historically and/or are currently underserved or experiencing discrimination. Identification may be based on, but is not limited to, any of the following: age, generational status, body size, disability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status.

The Council for Accreditation of Counseling and Related Educational Programs has not mandated that a class in Human Sexuality is required in accredited programs as a core class. Therefore, this course is not a CACREP core course; however, both standards and the glossary terms will be addressed during the course.

**Read this statement as an informed consent** - this course will require you to practice providing mock counseling to pretend clients through role-play and also to be a mock client. The role-play will be based on a real-world sexual dysfunction, and you will be exposed to other information, readings, and recordings of a sexual and gender-based nature. The course material may cause discomfort, emotional turmoil, or exacerbate any history of current or past trauma or anything related to sex, sexuality, gender, sexual orientation, sexual/gender identity, or gender roles. If, for any reason, you believe that you are in a space where this material would cause harm, please consider waiting until a later date to take this course. Please feel free to email the instructor first with any concerns, and know you are not required nor will be asked to disclose any information, but if you have concerns, please do not wait until class begins to discuss them. Of course, secondarily, you are always free to contact your advisor as well about any of this.

## Assignments

*Full assignment details, including the rubric and applicable templates, can be found in the Blackboard Ultra course shell for this course.*

1. **Discussion Board Posts** (3 posts; x 4 points, 1 post x 8points = 20 points total)  
Discussion board forums will require individual projects designed to demonstrate knowledge of theory and practice in counseling related to Human Sexuality. See details of the Discussion Boards in the Blackboard Ultra shell.

2. **Quizzes** (4 @ 5 points each= 20 points total)  
Four 10-item multiple-choice, true/false or fill in the blank 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 the remaining three 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 @ 6 am-Sunday @ 11:59 pm 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 30 minutes to complete online quizzes. Once the 30-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 11:59 p.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. **Self-Reflection Part 1 & Part 2 Journal entry** (5 points x 2 = 10 points total)

This assignment has two parts.

Part 1 of this Self-Reflection journal entry is for you to accomplish **using a provided template**, due by the end of the first week of class, sort of like a pre-test about your personal thoughts on sexuality as they apply to you and your worldview. Then, in the last week of class, once you have digested all the information from the class, you will do part 2.

Part 2 of this Self-Reflection journal entry, you will revisit the same template, sort of like a post-test, and answer all the questions again and note any changes or growing moments.

If you only give your personal opinions in this assignment, you do not need to do in-text citations or a reference. However, if you say something like... “Well, Sigmund Freud said we are all bisexual creatures...” Then you are going to have to cite this with an in-text citation and a reference entry. See additional details for this Self-Reflection, including the template in the Blackboard Ultra shell.

4. **Group Presentation** (15+5 = 20 points total) – This assignment will have 3 graded parts. In week zero, or at least by the end of week 1, you will need to sign up for a group. You must sign up for a group; individuals will not be able to do this assignment by themselves. So, groups will have a few as three people and as many as four people.

**Part 1 Graded** (Up to 15 points) – **Case Study, Roleplaying, Recording, & Presentation** All students will rotate through the roles until each student has been a client/patient, counselor, and observer. As a group, you will turn in a recording with all students in each of the roles, and the recording will also include your brief group presentation.

Each student doing a Sexual History should take no less than 5 minutes each and no more than 10 minutes each, and the brief presentation with accompanying PowerPoint should be no less than 5 minutes and no more than 10 minutes.

So, the total minimum time for a group of 3 will be 20 minutes, and the maximum will be 40 minutes.

The group will decide on one of the disorders that one of the group members has chosen for a roleplay, and as a group, they will review that disorder and give a brief educational PowerPoint presentation on it. This will be a psycho-educational presentation as if presenting to a group of patients in an inpatient facility. Again, this is brief - 5 to 10 minutes. As a group, you can divide the work of this up as you see fit; however, you must address all of these parts of the presentation.

1. A person reviews the DSM about the criteria, etc., and it is included in the presentation and recording.
2. A second person looks into treatment planning recommendations for the disorder from a psychological viewpoint and it is included in the presentation and recording.

3. The group then makes a presentation as a PowerPoint and a recording. This can be one person or everyone in the group can be in the presentation recording. Unless I am notified otherwise, I will presume that all group members participated equally. If all group members do not participate, then a point reduction will be considered for this section as per the rubric. Use the Group Participation form in the Blackboard Shell to state group member participation only if needed. If everyone participated evenly and there are no problems, then you do not need to send in this form.

As a group, you will create a PowerPoint (Prezi, Canva, etc. as you like) presentation, and then you will narrate and record the presentation and post it to the discussion board, and all group members must participate. (This will be graded with the rubric provided in Blackboard). **Part 1 is worth up to 15 points.** You must ensure the presentation, narration, and recording are all working, or you will lose some points for all of them. You will select a diagnosis from the DSM-5-TR from the list provided in the Blackboard Shell **and your presentation will address all instructions also covered in the Blackboard Shell.**

Part 2 Graded (Up to 5 points) – As a group, provide meaningful feedback and critique of one of the other group's presentations, and this will be posted by your identified group leader. You can accomplish this by using the rubric I will be using to grade Part 1, as posted in the Blackboard Shell. **Part 2 is worth up to 5 points.**

**Part 3 Graded (Only if group members do not participate)** – A group leader will be selected, and they will submit a group participation statement using the template provided in the Blackboard shell. If a person did not participate in Part 1, then they receive no points for this assignment. If they participate, they receive the points they earned, and the same is true of Part 2.

See additional details for this Group Presentation, including the list and template in the Blackboard Ultra shell.

5. **Case Study Analysis – Treatment Intervention** (30 points total)  
**You will “Select one of nine case studies”.** You will then use the template as directed in the Blackboard Shell, and you will create a treatment plan. You will also address all the sections and answer all the questions in the provided instructions, including the template you will complete a minimum of 5 pages for this assignment. **For a full explanation of the components of this assignment, see the instructions and templates in the Blackboard Shell.**

## Course Evaluation

Assignment	Point Value
Discussion Board	20 points
Quizzes	20 points
Self-Reflections	10 points
Group Presentation (All Parts of the Group Presentation = 15 points, The, Group Peer Critique = 5 points)	20 points
Case Study Analysis – Treatment Intervention	30 points
<b>TOTAL:</b>	<b>100 points</b>

## Grading Scale

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

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

## Course Outline

**PLEASE NOTE:** In this course, a week starts on Monday at 8:00 am and ends on Sunday at 11:59 pm U.S. Eastern Time. Assignments/tasks are due at 11:59 pm on the Sunday, end of the week, except the last week of the course, when assignments are due on Friday at 11:59 pm. The instructor reserves the right to make changes to the syllabus as needed.

## Course Outline (Weekly Schedule)

### Week 0 (M Date- Sun Date)

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<i>Pre-Course: Introductions &amp; Getting Acclimated to the Course and Blackboard Shell</i>	N/A	N/A	Check System Requirements Read the course syllabus/get organized Read the Student Informed Consent

			DB# 0 Post Introduction in Bb
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**Week 1 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Foundations – Chapters 1, 2 & 3	3.C.9; 5.D.3	Chapters 1, 2 & 3 Read all ancillary materials, watch/listen to all ancillary materials for the week.	Read the Student Informed Consent at the latest. Self-Reflection Part 1 DB #1

**Week 2 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Physiological and Psychological – Chapters 4,5,6 & 7	3.C.9; 5.D.3	Chapters 4,5,6 & 7. Read all ancillary materials, watch/listen to all ancillary materials for the week.	DB #2

**Week 3 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Attraction, Orientation, and Gender – Chapters 8,9 &10	3.C.9; 5.D.3	Chapters 8,9 &10. Read all ancillary materials, watch/listen to all ancillary materials for the week.	Online Chat Time: This is 1 hour via Webex see Blackboard for Schedule. Remember, Chat times are voluntary – completely optional. DB #3

**Week 4 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Sexual Wellness – Chapters 11,12,13 &14	3.C.9; 5.D.3	Chapters 11,12,13& 14. Read all ancillary materials, watch/listen to all ancillary materials for the week.	DB #4

**Week 5 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Sexual Agency – Chapters 15, 16, 17 &18	3.C.9; 5.D.3	Chapters 15,16,17 & 18 . Read all ancillary materials, watch/listen to all ancillary materials for the week.	Quiz #1

**Week 6 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Approaches to Sexual Divergence – Chapters 19, 20 & 21	3.C.9; 5.D.3	Chapters 19, 20 & 21. Read all ancillary materials, watch/listen to all ancillary materials for the week.	Online Chat Time: This is 1 hour via Webex see Blackboard for Schedule. Remember, Chat times are voluntary – completely optional. Group Presentation Quiz #2

**Week 7 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Relationships – Chapters 22 & 23	3.C.9; 5.D.3	Chapters 22 & 23. Read all ancillary materials, watch/listen to all ancillary materials for the week.	Case Study Analysis- Select Case Study and complete Template and all sections: Treatment Intervention

			Quiz #3
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**Week 8 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Education – Chapters 24 and 25	3.C.9; 5.D.3	Chapters 24 & 25. Read all ancillary materials, watch/listen to all ancillary materials for the week.	Self-Reflection Part 2 Quiz #4

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## Harassment and Discrimination

You have a right to feel safe and supported while pursuing your degree at CMU. Central Michigan University, an AA/EO institution, strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, veteran status, or weight. Any student who has concerns about such behavior should contact their instructor or the [Office of Civil Rights and Institutional Equity](#) at Bovee UC 306, 989-774-3253 or [ocrie@cmich.edu](mailto:ocrie@cmich.edu).

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provides opportunities for creating and enhancing the content and delivery of speeches, rehearsing presentations, offering detailed feedback on performances, refining persuasive appeals, and managing stage fright/communication apprehension. For additional information, visit <https://scjm.cmich.edu/psc>

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# Course Syllabus

## CED 686: Psychopathology in Counseling

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### Course Information

- **Course:** CED 686
- **Title:** Psychopathology in Counseling
- **EPN:** [Insert EPN]
- **Format:** Asynchronous 8-week online
- **Meeting location/time:** [Insert meeting link/location and time or N/A]

### Instructor Information

- **Instructor:** [Name]
- **Office location:** [Insert or N/A]
- **Office hours:** [Insert days/times or by appointment]
- **CMU Phone or Microsoft Teams:** [Insert]
- **University email:** [Insert cmich.edu email]
- **Preferred form of communication:** Email

### Instructor Qualifications or Brief Biography

[Insert here]

### Bulletin Description

This course covers the etiology of mental health disorders and explores current theoretical and evidence-based treatment methods and modalities.

### Prerequisites and Co-requisites

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. (2022). *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

## Counseling Program Statements and Policies

**Counseling Program DEI Statement:** The full statement is available in the Counseling Program Handbook. You can read our [commitment to DEI on our website](#).

**Artificial Intelligence (AI):** Please review the Counseling Program Student Handbook and the Blackboard Course Overview page. Students are required to abide by [this statement](#).

## Other Requirements and/or Course Materials

Interactions between faculty and students will occur in person or via CMU-affiliated technology: email and Blackboard Ultra. All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. All course materials, notifications, assignments, and grades will be posted and completed through Blackboard. Student tutorials for Blackboard use may be found in [CMU's Knowledge Base](#).

Students taking this course must also have access to a computer with email and internet capabilities. Additionally, programs such as Microsoft Office (or comparable applications) also need to be installed and up to date to access/view/submit required digital, text, and web-based course materials (e.g., videos, PDF, PowerPoint, Excel, and/or Word documents). View this [list of free software available for student use](#) or [Contact the CMU IT HelpDesk](#) for assistance with access.

***Before beginning the course, it is vital that you test any computer intended for use in online coursework for basic compatibility with Central Michigan University systems and tools. To do this, review [the System Requirements](#).***

## **Online Courses – Engagement and 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, specifically 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>

## **Late Work Policy**

[instructor preference]

## **Methods of Instruction**

- Lecture
- Online discussions
- Role play
- Small group assignments
- Small group activities
- Interactive modules

## **Student Learning Objectives**

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

<b>Learning Objectives (LO)</b>	
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 (2024 Standards)**

The following CACREP standards will also be addressed and assessed within this course:

### **CACREP (2024) Standards Addressed in This Course**

<b>Standard</b>	<b>Description</b>	<b>Learning and Assessment Activities</b>
<b>3.C.4</b>	Theories of personality and psychological development	Readings
<b>3.C.10</b>	Biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.	Readings; Dual Diagnosis Case Conceptualization, Discussion Board
<b>3.E.3</b>	Case Conceptualization skills using a variety of models and approaches	Readings, Dual Diagnosis Case Conceptualization, Discussion Board
<b>3.E.10</b>	Counseling strategies and techniques used to facilitate the client change process.	Group Role Play, Readings, Dual Diagnosis Case Conceptualization, therapy analysis paper
<b>3.E.12</b>	Goal consensus and collaborative decision making in the counseling process	Discussion Board, Group Role Play; Readings
<b>3.E.18</b>	Classification, effects, and indications of commonly prescribed psychopharmacological medications	Readings; Dual Diagnosis Case Conceptualization
<b>3.G.16</b>	Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	Readings, Discussion Board, Dual Diagnosis Case Conceptualization

<b>5.C.1</b>	Etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral and neurodevelopmental disorders	Readings, Discussion Board, Dual Diagnosis Case Conceptualization, Group Role Play
<b>5.C.5</b>	Techniques and interventions for prevention and treatment of a broad range of mental health issues.	Readings, Discussion Board, Dual Diagnosis Case Conceptualization, Group Role Play; Therapy Analysis paper.
<b>5.C.6</b>	Strategies for interacting with the legal system regarding court-referred clients.	Readings; Dual Diagnosis Case Conceptualization; Therapy analysis paper.

## Assignments

Full assignment details, including the rubric and applicable templates, can be found in the Blackboard Ultra course shell for this course.

**1. Bi-weekly Reflections (10 pts):** Students will respond to 4 Bi-weekly reflection questions and post two responses to peers.

**2. Small Group Discussion (10 points) :** Students will be randomly assigned to a small group and will engage in a discussion around a case conceptualization. This assignment does not require a finished project, but does require a minimum of 6 posts, posted throughout the week that demonstrates thoughtful discussion.

### 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 from a list on BB and develop a case conceptualization and treatment plan using text and outside peer reviewed research. **This paper is an individual assignment.** Students sign up for a paper topic but complete the paper on an individual basis. This paper will include a discussion of the etiology of both disorders that include biological and neurological factors, cultural and ethical factors, types of standardized assessments, types of mental health treatment and interventions including pharmacological approaches, prevention, resilience and a discussion of appropriate referral sources. The paper will address how to engage the client in the treatment process through person centered planning. This assignment requires the integration of both diagnoses into a cohesive treatment plan. This paper will also require students to postulate on how to intervene if the client is mandated to treatment by court. 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 choose 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 (any cognitive) based intervention, the second intervention can demonstrate any other counseling theory, but not a cognitive or behavioral theory. Groups may meet with the instructor prior to the due date for an optional 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.

## Course Evaluation

Assignment	Point Value
Dual Diagnosis Case Conceptualization	30
Discussion Boards / Bi-weekly reflections / small group interaction	30
Therapy Analysis Papers	20
Group Role Play / presentation	20
<b>Total</b>	<b>100</b>
Online Quizzes – 5 points for extra credit	5

## Grading Scale

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

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

## Course Outline

**PLEASE NOTE:** In this course, a week starts on Monday at 8:00 am and ends on Sunday at 11:59 pm U.S. Eastern Time. Assignments/tasks are due at 11:59 pm on the Sunday, end of the week, except the last week of the course, when assignments are due on Friday at 11:59 pm. The instructor reserves the right to make changes to the syllabus as needed.

## Course Outline (Weekly Schedule)

### Week 1 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Syllabus - Historical perspectives and theories of the development of mental illness: Treatment Models	3.C.4; 3.E.3	Sue Ch 1, 2 Articles in BB	Reflection 1

Models of Case conceptualization; Person Centered Planning <b>WEBEX Live session course review:</b>			
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**Week 2 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
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	3.C.10; 3.E.10; 3.E.18; 3.G.16; 5.C.1; 5.C.5	Sue Ch 3, 16, 17 LeCroy: 431- 440 <i>(recommended Sinacola: Ch. 9)</i>	

**Week 3 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment interventions of Anxiety, OCD, Trauma & Stress Related Disorders; Somatic Symptoms & Dissociative Disorders.	3.C.10; 3.E.10; 3.E.18; 3.G.16; 5.C.1; 5.C.5; 3.E.12	Sue Ch 5,6,7 LeCroy –108-114; 153-160; 341-345	Reflection 2  Small Group case study

**Week 4 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment interventions of Depressive & Bi-Polar Disorders & Suicide	3.C.10; 3.E.10; 3.E.18; 3.G.16; 5.C.1; 5.C.5	Sue Ch 8, 9 LeCroy. 61-66; 91-97; <i>(Recommended Sinacola: Ch 5 &amp; 6)</i>	Dual Diagnosis Part I

**Week 5 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment interventions of Eating Disorders & Substance Related and other addictive Disorders	3.C.10; 3.E.10; 3.E.18; 3.G.16; 5.C.1; 5.C.5	Sue Ch 10, 11; LeCroy 237-263; 215-228	Therapy Paper 1 Reflection 3

**Week 6 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment interventions of Schizophrenia	3.C.10; 3.E.10; 3.E.18; 3.G.16; 5.C.1; 5.C.5	Sue Ch 12, 13 LeCroy 19-25; 303-310 <i>(Recommended Sinacola: Ch 8 &amp; 10)</i>	Dual Diagnosis Part II

Spectrum Disorders & Neurocognitive Disorders. <b>Optional Group Supervision Sessions (Sign up on BB)</b>			
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**Week 7 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment interventions of Sexual Dysfunction, paraphilia & gender dysphoria disorders & Personality Psychopathology.	3.C.10; 3.E.10; 3.E.18; 3.G.16; 5.C.1; 5.C.5	Sue Ch 14, 15 LeCroy; 374-377; 207-215	Therapy Paper #2 Group Role Play Reflection 4

**Week 8 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Prevention Strategies & Resources; working with court referred clients	5.C.6	BB readings	DB #1 Extra Credit Quizzes

\*\*The instructor reserves the right to alter the course schedule or syllabus requirements based upon the student's needs.

**University Policies and Assistance**

Please see "CMU Counseling Program Handbook" for Program-Specific Policies/Procedures

**Links to Policies**

[Code of Student Rights and Responsibilities](#)

[Academic Integrity](#)

[Sexual and Gender-Based Misconduct](#)

[Accommodations for Religious Observances](#)

## **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, 989-774-3018.

## **CMICH Email**

All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. When you e-mail me, please use complete sentences. Include a salutation, state your concern, and sign your e-mail with your name. Please treat email as a formal and professional communication mechanism. I will address you and treat you as adults (both in person and through email), and I expect the same in return. I will not respond to emails that are impolite, disrespectful, or without appropriate grammar.

## **Harassment and Discrimination**

You have a right to feel safe and supported while pursuing your degree at CMU. Central Michigan University, an AA/EO institution, strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, veteran status, or weight. Any student who has concerns about such behavior should contact their instructor or the [Office of Civil Rights and Institutional Equity](#) at Bovee UC 306, 989-774-3253 or [ocrie@cmich.edu](mailto:ocrie@cmich.edu).

## **HelpDesk**

The CMU Help Desk is your primary resource for technological assistance. If you experience technical difficulty, please call 989-774-3662 or [visit the IT HelpDesk website](#).

## **LGBTQ, Chosen Names, and Pronouns**

Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns (e.g., they/them/theirs). Rosters do not list pronouns, so while you are not obligated to do so, you may indicate the pronouns you use so that I do not make assumptions based on your name and/or appearance/self-presentation. Chosen names and pronouns are to be respected at all times in the classroom ([access Central Michigan University's name change policies and forms](#)).

Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not, however, tolerate repeated comments that disrespect or antagonize students who have

indicated pronouns or a chosen name. Chosen names and personal pronouns may evolve over time, so if at any point during the semester, you would like to be addressed differently, please let me know.

[See CMU's Gender Recognition and Lived/Chosen Name Policy for further information.](#)

## **Mental Health Matters**

It is important to take care of your emotional well-being. We recognize that students can experience mental health challenges that make learning difficult. If you find that life stresses such as increased anxiety, feeling down, strained relationships, suffering a loss, or dealing with a personal struggle are interfering with your academic or personal success, CMU is here to help. Please consider contacting the CMU Counseling Center in Foust 102 by calling 989-774-3381 for free, confidential counseling services (in-person and telehealth). More information and other resources are available at [the CMU Counseling Center](#).

## **Presentation Skills Center**

The CMU Presentation Skills Center (PSC) is a free online service for all CMU students, providing technological facilities and instructional expertise to students seeking to develop and enhance the presentation skills vital for personal and professional success. With consultations available face-to-face and online, the PSC supports students with public speaking, debate, group presentations, sales pitches, interviews, and more. The PSC provides opportunities for creating and enhancing the content and delivery of speeches, rehearsing presentations, offering detailed feedback on performances, refining persuasive appeals, and managing stage fright/communication apprehension. For additional information, visit <https://scjm.cmich.edu/psc>

## **Document Accessibility**

This syllabus is formatted to support screen readers and other assistive technologies. Headings use Word heading styles, lists use built-in list formatting, and tables are reserved for data with clear headers. If you need this syllabus in another format, please contact the instructor or Student Disability Services.

# Course Syllabus

## CED 695: Research in Counseling

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### Course Information

- **Course:** CED 695
- **Title:** Research in Counseling
- **EPN:** [Insert EPN]
- **Format:** Asynchronous 8-week online
- **Meeting location/time:** [Insert meeting link/location and time or N/A]

### Instructor Information

- **Instructor:** [Name]
- **Office location:** [Insert or N/A]
- **Office hours:** [Insert days/times or by appointment]
- **CMU Phone or Microsoft Teams:** [Insert]
- **University email:** [Insert cmich.edu email]
- **Preferred form of communication:** Email

### Instructor Qualifications or Brief Biography

[Insert here]

### 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 published in counseling journals and develop knowledge of the research process by completing a mini-research proposal.

## **Prerequisites and Co-requisites**

Prerequisite: Admission to the M.A (Master of Arts). in Counseling

## **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. (2022). *Research design*. Sage.

## **Recommended Textbook**

None

## **Counseling Program Statements and Policies**

**Counseling Program DEI Statement:** The full statement is available in the Counseling Program Handbook. You can read our [commitment to DEI on our website](#).

**Artificial Intelligence (AI):** Please review the Counseling Program Student Handbook and the Blackboard Course Overview page. Students are required to abide by [this statement](#).

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All syllabi have policies regarding maintaining confidentiality of classroom information. Students, specifically 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>

## Late Work Policy

[instructor preference]

## Methods of Instruction

This course is taught through a mix of discussion, reading, short quizzes, lectures, 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 8 am - Sunday at midnight).

## Student Learning Objectives

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

Learning Objectives (LO)	
1.	Demonstrate an understanding of the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
2.	Demonstrate an understanding of the identification and evaluation of the evidence base for counseling theories, interventions, and practices
3.	Demonstrate an understanding of qualitative, quantitative, and mixed-methods research designs
4.	Demonstrate an understanding of practice-based and action research methods
5.	Demonstrate an understanding of statistical tests used in conducting research and program evaluation
6.	Demonstrate an understanding of analysis and use of data in research
7.	Demonstrate an understanding of the use of research methods and procedures to evaluate counseling interventions
8.	Demonstrate an understanding of program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy
9.	Demonstrate an understanding of culturally sustaining and developmentally relevant outcome measures for counseling services
10.	Demonstrate an understanding of ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation
11.	Demonstrate an understanding of culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

## Council for Accreditation of Counseling & Related Educational Programs (2024 Standards)

The following CACREP standards will also be addressed and assessed within this course:

### CACREP (2024) Standards Addressed in This Course

Standard	Description	Learning and Assessment Activities
<b>Research and Program Evaluation 3.H.1</b>	the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	Readings; DB #1

<b>Research and Program Evaluation 3.H.2</b>	identification and evaluation of the evidence base for counseling theories, interventions, and practices	Readings; DB #1 Lit Review Part I Quiz #3
<b>Research and Program Evaluation 3.H.3</b>	qualitative, quantitative, and mixed methods research designs	Readings; DB #2 Quiz #1 Quiz #3 Discussion #4 Article Critique #1 Article Critique #2 Lit Review Part I Lit Review Part II
<b>Research and Program Evaluation 3.H.4</b>	practice-based and action research methods	Readings; DB#2 Quiz #1 Discussion #4
<b>Research and Program Evaluation 3.H.5</b>	statistical tests used in conducting research and program evaluation	Readings; Discussion #5 Lit Review Part I Lit Review Part II
<b>Research and Program Evaluation 3.H.6</b>	analysis and use of data in research	Readings; Discussion #4 Lit Review Part I Quiz #3
<b>Research and Program Evaluation 3.H.7</b>	use of research methods and procedures to evaluate counseling interventions	Readings; Article Critique #1 Article Critique #2 Lit Review Part I Lit Review Part II
<b>Research and Program Evaluation 3.H.8</b>	program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy	Readings; Article Critique #1 Article Critique #2 Quiz #3
<b>Research and Program Evaluation 3.H.9</b>	culturally sustaining and developmentally relevant outcome measures for counseling services	Readings; Lit Review Part I Lit Review Part II
<b>Research and Program</b>	ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation	Readings; Discussion #3 Quiz #2

<b>Evaluation 3.H.10</b>		Lit Review Part I Lit Review Part II
<b>Research and Program Evaluation 3.H.11</b>	culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation	Readings; DB#2 Lit Review Part 1 Lit Review Part II

## Assignments

Full assignment details, including the rubric and applicable templates, can be found in the Blackboard Ultra course shell for this course.

### 1. Discussion Board Posts (5 posts; = 32 points total)

Discussion board forums will require individual projects designed to test quantitative and qualitative reasoning skills. See details of the Discussion Boards in the Blackboard Ultra shell.

### 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 the 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 10 years or less 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 the 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. Additionally, students will address the following: How did the author(s) address program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy? If all of these things were not addressed in the article, then theorize how they could have been included in the article. 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 a 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. See additional details for this critique in the Blackboard Ultra shell.

#### 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 evidence-based approaches for suicide prevention in high school. The literature review must be in APA 7<sup>th</sup> edition and include 10 or more scholarly peer-reviewed research articles (quantitative or qualitative) that are (within the last 10 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. Special note about this section: Multicultural, Ethical, and Legal-Specific Issues. This section requires students to locate information specific to individuals from historically marginalized ethnic populations, including African Americans, Latinx, and Native Americans, and one other marginalized group such as LGBTQ individuals, individuals with disabilities, or individuals from communities lacking financial resources. Discuss the specific needs of these populations related to the treatment issue and any ethical considerations from the American Counseling Association Code of Ethics (latest edition). Also, consider and report on any legal issues (for example the legality of conversion therapy). Discuss if the treatment methods identified in the earlier section are relevant to these populations. Also “address culturally sustaining and developmentally relevant outcome measures for counseling services, relevant to these populations.” Cover all areas for full credit. (1 page minimum). If the articles do not have any ethical or legal concerns or applications then theorize or use a “what if they did contain ethical or legal issues, what would they be and how could you resolve them”. Saying there are no Ethical or Legal issues is not an option. Equally, if the articles do not address culturally sustaining and developmentally relevant outcome measures for counseling services, then again, use the “What if” method previously described to complete the writing of this section.

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

Assignment	Point Value
Discussion Boards	32
Quizzes	18
Article Critiques	20
Treatment Literature Review	30
<b>Total</b>	<b>100</b>

## Grading Scale

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

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

## Course Outline

**PLEASE NOTE:** In this course, a week starts on Monday at 8:00 am and ends on Sunday at 11:59 pm U.S. Eastern Time. Assignments/tasks are due at 11:59 pm on the Sunday, end of the week, except the last week of the course, when assignments are due on Friday at 11:59 pm. The instructor reserves the right to make changes to the syllabus as needed.

## Course Outline (Weekly Schedule)

### Week 0 (M Date- Sun Date)

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Introductions & Getting Acclimated to the Course and Shell			Check System Requirements Read the course syllabus/get organized  Post Introduction in Bb

**Week 1 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
The Selection of a Research Approach; Review/Critique of Literature	3.H.1 3.H.2	Chapters 1 & 2	DB #1 CPCE/NCE Practice Questions

**Week 2 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Theory & Ethical Considerations	3.H.3 3.H.4 3.H.11	Chapters 3 & 4	DB #2 Quiz #1 CPCE/NCE Practice Questions

**Week 3 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Designing Research; the Introduction, Purpose, Needs Assessment	3.H.3 3.H.7 3.H.8 3.H.10	Chapters 5 & 6	Online Chat Time and Date to be determined DB #3 Article Critique 1 CPCE/NCE Practice Questions

**Week 4 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Research Questions & Hypothesis	3.H.3 3.H.4 3.H.6	Chapter 7	DB #4

**Week 5 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Quantitative Methods	3.H.2 3.H.3 3.H.5 3.H.6 3.H.7 3.H.9	Chapter 8	DB #5 Quiz #2 Literature Review Part I

	3.H.10 3.H.11		
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**Week 6 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Qualitative Methods	3.H.3 3.H.7 3.H.8	Chapter 9	Online Chat Time and Date to be determined Article Critique #2 CPCE/NCE Practice Questions

**Week 7 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Mixed Methods/Program Evaluation	3.H.3 3.H.5 3.H.7 3.H.9 3.H.10 3.H.11	Chapter 10	Lit Review Due Part II CPCE/NCE Practice Questions

**Week 8 (M Date- Sun Date) Live Session: enter day or delete**

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Final Review	3.H.2 3.H.3 3.H.6 3.H.8		Quiz #3 CPCE/NCE Practice Questions

\*\*The instructor reserves the right to alter the course schedule or syllabus requirements based upon the student's needs.

**University Policies and Assistance**

Please see "CMU Counseling Program Handbook" for Program-Specific Policies/Procedures

## **Links to Policies**

[Code of Student Rights and Responsibilities](#)

[Academic Integrity](#)

[Sexual and Gender-Based Misconduct](#)

[Accommodations for Religious Observances](#)

## **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, 989-774-3018.

## **CMICH Email**

All email communication for this course will be through cmich.edu. It is vital that you check your CMU email daily. When you e-mail me, please use complete sentences. Include a salutation, state your concern, and sign your e-mail with your name. Please treat email as a formal and professional communication mechanism. I will address you and treat you as adults (both in person and through email), and I expect the same in return. I will not respond to emails that are impolite, disrespectful, or without appropriate grammar.

## **Harassment and Discrimination**

You have a right to feel safe and supported while pursuing your degree at CMU. Central Michigan University, an AA/EO institution, strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, veteran status, or weight. Any student who has concerns about such behavior should contact their instructor or the [Office of Civil Rights and Institutional Equity](#) at Bovee UC 306, 989-774-3253 or [ocrie@cmich.edu](mailto:ocrie@cmich.edu).

## **HelpDesk**

The CMU Help Desk is your primary resource for technological assistance. If you experience technical difficulty, please call 989-774-3662 or [visit the IT HelpDesk website](#).

## **LGBTQ, Chosen Names, and Pronouns**

Everyone has the right to be addressed by the name and pronouns that correspond to their gender identity, including non-binary pronouns (e.g., they/them/theirs). Rosters do not list pronouns, so while you are not obligated to do so, you may indicate the pronouns you use so that I do not make assumptions based on your

name and/or appearance/self-presentation. Chosen names and pronouns are to be respected at all times in the classroom ([access Central Michigan University's name change policies and forms](#)).

Mistakes in addressing one another may happen, so I encourage an environment of openness to correction and learning. I will not, however, tolerate repeated comments that disrespect or antagonize students who have indicated pronouns or a chosen name. Chosen names and personal pronouns may evolve over time, so if at any point during the semester, you would like to be addressed differently, please let me know.

[See CMU's Gender Recognition and Lived/Chosen Name Policy for further information.](#)

## **Mental Health Matters**

It is important to take care of your emotional well-being. We recognize that students can experience mental health challenges that make learning difficult. If you find that life stresses such as increased anxiety, feeling down, strained relationships, suffering a loss, or dealing with a personal struggle are interfering with your academic or personal success, CMU is here to help. Please consider contacting the CMU Counseling Center in Foust 102 by calling 989-774-3381 for free, confidential counseling services (in-person and telehealth). More information and other resources are available at [the CMU Counseling Center](#).

## **Presentation Skills Center**

The CMU Presentation Skills Center (PSC) is a free online service for all CMU students, providing technological facilities and instructional expertise to students seeking to develop and enhance the presentation skills vital for personal and professional success. With consultations available face-to-face and online, the PSC supports students with public speaking, debate, group presentations, sales pitches, interviews, and more. The PSC provides opportunities for creating and enhancing the content and delivery of speeches, rehearsing presentations, offering detailed feedback on performances, refining persuasive appeals, and managing stage fright/communication apprehension. For additional information, visit <https://scjm.cmich.edu/psc>

## **Document Accessibility**

This syllabus is formatted to support screen readers and other assistive technologies. Headings use Word heading styles, lists use built-in list formatting, and tables are reserved for data with clear headers. If you need this syllabus in another format, please contact the instructor or Student Disability Services.