

Course Syllabus

CED 620: Introduction to Multicultural Issues in Counseling

Course Information

- **Course:** CED 620
- **Title:** Introduction to Multicultural Issues in Counseling
- **EPN:** [Insert EPN]
- **Format:** Synchronous 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 an examination of research and practice issues relating to counseling culturally specific groups with special emphasis on the client/counselor relationship.

Prerequisites and Co-requisites

None

Rationale for Course Level

CED 620 is a foundational course for graduate students. The course requires students to evaluate, analyze and perform self-reflection around complex sociocultural issues. The content of this course requires students to demonstrate abstract thought, to contextualize complex social and cultural issues and to apply these skills through community engagement.

Required Textbooks

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

Hays, D. G., & Erford, B. T. (2023). *Developing multicultural counseling competence* (4th ed.). Pearson.*

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

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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American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. <https://doi.org/10.1037/0000165-000>

Multicultural Counseling Resources

- Association for Adult Development and Aging ([AADA](#))
- American Rehabilitation Counseling Association ([ARCA](#))
- Association for Multicultural Counseling and Development ([AMCD](#))
- **Association for Spiritual, Ethical, and Religious Values in Counseling ([ASERVIC](#)) Competencies**
- Counselors for Social Justice ([CSJ](#))
- **Society for Sexual, Affectional, Intersex, and Gender Expansive Identities [formerly ALGBTIC] Competencies. LGBTQIA Competencies [Counseling Competences for LGBTQIA People in pdf](#) and Transgender Competencies [Counseling Competencies for Transgender Clients in pdf](#) found at the SAIGE website <https://saigecounseling.org/competencies-2/>**

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Late Work Policy

[instructor preference]

Methods of Instruction

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

Student Learning Objectives

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

Learning Objectives (LO)
1. Formulate a “view of the world” that inculcates theories and models of multicultural counseling, social justice, and advocacy.
2. Demonstrate an understanding of the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews and on help-seeking and coping behaviors
3. Demonstrate an understanding of the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
4. Demonstrate an understanding of the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients.
5. Demonstrate an understanding of the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness and disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities.
6. Demonstrate an understanding of the principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship
7. Demonstrate an understanding of the strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression, discrimination, and guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities

8. Demonstrate an understanding of the role of religion and spirituality in clients' and counselors' psychological functioning

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
Social and Cultural Identities and Experiences 3.B.1	theories and models of multicultural counseling, social justice, and advocacy	Readings; Reflection Papers; Case Study Analyses; Discussion board; and Community Case Study
Social and Cultural Identities and Experiences 3.B.2	the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	Readings; Reflection Papers; Case Study Analyses; Cultural Self Study; Community Case Study; and Discussion Board
Social and Cultural Identities and Experiences 3.B.3	the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	Readings; Reflection Papers; Case Study Analyses; Cultural Self Study; Community Case Study; and Discussion Board
Social and Cultural Identities and Experiences 3.B.4	the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally	Readings; Reflection Papers; Case Study Analyses; Community Case Study; and Discussion Board
Social and Cultural Identities and Experiences 3.B.5	the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients	Readings; Reflection Papers; Case Study Analyses; Cultural Self Study; Community Case Study; and Discussion Board

Social and Cultural Identities and Experiences 3.B.6	the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness	Readings; Reflection Papers; Case Study Analyses; Cultural Self Study; Community Case Study; and Discussion Board
Social and Cultural Identities and Experiences 3.B.7	disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities	Readings; Reflection Papers; Case Study Analyses; Community Case Study; and Discussion Board
Social and Cultural Identities and Experiences 3.B.8	principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship	Reflection Papers; Case Study Analyses; Cultural Self Study; Community Case Study; and Discussion Board
Social and Cultural Identities and Experiences 3.B.9	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Readings; Reflection Papers; Case Study Analyses; Community Case Study; and Discussion Board
Social and Cultural Identities and Experiences 3.B.10	guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities	Readings; Reflection Papers; Case Study Analyses; Community Case Study; and Discussion Board
Social and Cultural Identities and Experiences 3.B.11	the role of religion and spirituality in clients' and counselors' psychological functioning	Readings; Reflection Papers; Case Study Analyses; Cultural Self Study; Community Case Study; and Discussion Board

Assignments

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

1. Cultural Self-Study (15 pts): Consistent with the Multicultural and Social Justice Counseling Competencies that guide our profession, *Counselor Self-Awareness* is a critical early step in

expanding our understanding and appreciation for the diversity and unique backgrounds, traditions, and lived experiences of our future clients. To this end, each student will write a Cultural Self-Study paper focusing on their own upbringing, culture, beliefs, values, and possible resistances/blind spots. Students will use the Multicultural and Social Justice Counseling Competencies, and the LGBQQIA and Transgender Competencies, as appropriate to identify the various identities they carry that determine their social location. Students will then reflect on their social position in terms of working with a client whose social location is different from their own.

2. Reflection Papers (6 @ 5 pts each): In addition to our weekly discussions on the texts, we will take an in-depth look at the needs and barriers impacting six specific groups:

- a. Race/Racism.
- b. Gender and Gender Identity/Sexual Orientation
- c. Age, Ageism, Ability, and Veteran Status
- d. Religion, Spirituality, and Faith
- e. Socio-economic Status, Poverty and Classism
- f. The effects of historical events, multigenerational trauma (i.e. as in the effects of colonization), and current issues on diverse cultural groups in the U.S. and globally)

These reflection papers will occur after in-class focus group discussions on various topics. Additional information and readings on these groups that have traditionally been met with misunderstanding, discrimination, disenfranchisement, and oppression along with the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness, will be provided. Students will write a brief 500-word reflection paper designed to encourage further thought and promote empathy and understanding.

3. Case Study Analysis (3 @ 5 pts each): Throughout the semester, students will complete three multicultural counseling case study analyses on assigned case studies. Students will read the case study in the assigned week and provide a written analysis to be turned in prior to the meeting time for the class for that week. Students will also prepare talking points for the discussions that will occur in class. The actual Case Studies will be:

Case 1.1 in the Hays and Erford etextbook

Save your work as a Microsoft Word document. Upload and submit it via the title submission link **by the end of Week 2.**

Case 3.2 for Clinical Mental Health and Addiction counseling students and Case 3.3 for School Counseling students in the Hays and Erford etextbook

Save your work as a Microsoft Word document. Upload and submit it via the title submission link **by the end of Week 5.**

Case 6.2 in the Hays and Erford etextbook

Save your work as a Microsoft Word document. Upload and submit it via the title submission link **by the end of Week 7.**

4. Discussion Board (Presenter = 1x @ 4pts; Participant = 3x @ 4 pts each): See Discussion Board Instructions and Grading on the Blackboard tab for details. Students will sign up to make a short 3-minute video covering the topics in specific chapters for one of the weeks of class. If you are signed up to do the discussion board video post, that is the only task for you to do that week. The other weeks you will respond to at least two (2) peers who posted their discussion board videos.

5. Community Case Study (24 pts): It is critical that counselors-in-training develop the ability to translate the theories, principles, and readings acquired in the classroom and apply them to the real-world situations of their future clients. In so doing, the mental health and well-being of the entire community is advanced.

The *Community Case Study* will comprise several components:

- a. Student work groups will research and review historical information, articles, and publications focused on the community being examined, identifying effects of historical events, multigenerational trauma, and current issues relative to cultural groups or a group within the community as it relates to the rest of the world.
- b. Students will personally perform a minimum of three (3) hours of volunteer service in a community service area that is focused on serving individuals/groups gaining some sense of some of the same issues of the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients they are studying in class.
- c. Taking into consideration all the aforementioned information and experiences, students will then write a paper designed to encourage the practical application of multicultural counseling theories and competencies as well as advocacy competencies. Additionally, addressing the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness and the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success

Course Evaluation

Assignment	Point Value
Reflection Paper (6 at 5 points per paper)	30
Case Study Analysis (3 at 5 points per case study)	15
Cultural Self Study	15
Community Case Study	24
Discussion Board (Presenter Role: One forum at 4 points. Participant Role: 3 forums at 4 points each)	16
TOTAL:	100 points

Grading Scale

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

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: 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 1 (M Date- Sun Date)

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Culturally Competent & Counseling & Cultural Identity Development APA citation review	3.b.1; 3.b.2; 3.b.3; 3.b.5; 3.b.6; 3.b.9; 3.b.10; and 3.b.11	Hays & Erford Ch 1 & 2	Sign up for Chapter for DB Group Time as time allows.

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Social Advocacy & Racism and White Supremacy	3.b.1; 3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; 3.b.9; and 3.b.10	Hays & Erford Ch 3 & 4 DiAngelo 1-3	Reflection Paper 1 (Race/Racism) Case Study 1 (1.1) Cultural Self-Study

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Gender and Sexism & Sexual and Affectional Orientation and Heterosexism	3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; 3.b.9; 3.b.10; and 3.b.11	Hays & Erford Ch 5 & 6 DiAngelo 4-6	Reflection Paper 2 (Gender and Gender Identity) Discussion Board 1

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Social Class and Classism & Disability, Ableism, and Ageism	3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; and 3.b.9	Hays & Erford Ch 7 & 8 DiAngelo 7-9	Reflection Paper 3 (Sexual Orientation) Discussion Board 2

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Individuals and Families of African Descent & Individuals and Families of Arab Descent	3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; 3.b.9; 3.b.10; and 3.b.11	Hays & Erford Ch 9 & 10 DiAngelo 10-12	Reflection Paper 4 (Age, Ageism, Ability, and Veteran Status) Case Study 2 (3.2/3.3) Discussion Board 3

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Individuals and Families of Asian Descent & Individuals and Families of Latin-American and Latin Descent	3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; 3.b.9; and 3.b.10	Hays & Erford Ch 11 & 12	Reflection Paper 5 (Religion, Spirituality, and Faith) Discussion Board 4

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Individuals and Families of Native American Descent & Individuals and Families of European Descent	3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; 3.b.9; and 3.b.11	Hays & Erford Ch 13 & 14	Reflection Paper 6 (Socio-economic Status, Poverty and Classism) Case Study 3 (6.2)

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Individuals and Families of Multiracial Descent & Spiritual Diversity & Course Wrap Up	3.b.1; 3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; 3.b.9; 3.b.10; and 3.b.11	Hays & Erford Ch 15 & 16 (NOTE: Students will be responsible for covering Chapters 17 and 18)	Community Case Study

**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.

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.

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CED 620: Introduction to Multicultural Issues in Counseling

Course Information

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- **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]
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Social and Cultural Identities and Experiences 3.B.1	theories and models of multicultural counseling, social justice, and advocacy	Readings; Reflection Papers; Case Study Analyses; Discussion board; and Community Case Study
Social and Cultural Identities and Experiences 3.B.2	the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	Readings; Reflection Papers; Case Study Analyses; Cultural Self Study; Community Case Study; and Discussion Board
Social and Cultural Identities and Experiences 3.B.3	the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	Readings; Reflection Papers; Case Study Analyses; Cultural Self Study; Community Case Study; and Discussion Board
Social and Cultural Identities and Experiences 3.B.4	the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally	Readings; Reflection Papers; Case Study Analyses; Community Case Study; and Discussion Board
Social and Cultural	the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege,	Readings; Reflection Papers; Case Study

Identities and Experiences 3.B.5	marginalization, microaggressions, and violence on counselors and clients	Analyses; Cultural Self Study; Community Case Study; and Discussion Board
Social and Cultural Identities and Experiences 3.B.6	the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness	Readings; Reflection Papers; Case Study Analyses; Cultural Self Study; Community Case Study; and Discussion Board
Social and Cultural Identities and Experiences 3.B.7	disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities	Readings; Reflection Papers; Case Study Analyses; Community Case Study; and Discussion Board
Social and Cultural Identities and Experiences 3.B.8	principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship	Reflection Papers; Case Study Analyses; Cultural Self Study; Community Case Study; and Discussion Board
Social and Cultural Identities and Experiences 3.B.9	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Readings; Reflection Papers; Case Study Analyses; Community Case Study; and Discussion Board
Social and Cultural Identities and Experiences 3.B.10	guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities	Readings; Reflection Papers; Case Study Analyses; Community Case Study; and Discussion Board
Social and Cultural Identities and Experiences 3.B.11	the role of religion and spirituality in clients' and counselors' psychological functioning	Readings; Reflection Papers; Case Study Analyses; Cultural Self Study; Community Case Study; and Discussion Board

Assignments

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

1. Cultural Self-Study (15 pts): Consistent with the Multicultural and Social Justice Counseling Competencies that guide our profession, *Counselor Self-Awareness* is a critical early step in expanding our understanding and appreciation for the diversity and unique backgrounds, traditions, and lived experiences of our future clients. To this end, each student will write a Cultural Self-Study paper focusing on their own upbringing, culture, beliefs, values, and possible resistances/blind spots. Students will use the Multicultural and Social Justice Counseling Competencies, and the LGBQQIA and Transgender Competencies, as appropriate to identify the various identities they carry that determine their social location. Students will then reflect on their social position in terms of working with a client whose social location is different from their own.

2. Reflection Papers (6 @ 5 pts each): In addition to our weekly discussions on the texts, we will take an in-depth look at the needs and barriers impacting six specific groups:

- a. Race/Racism.
- b. Gender and Gender Identity/Sexual Orientation
- c. Age, Ageism, Ability, and Veteran Status
- d. Religion, Spirituality, and Faith
- e. Socio-economic Status, Poverty and Classism
- f. The effects of historical events, multigenerational trauma (i.e. as in the effects of colonization), and current issues on diverse cultural groups in the U.S. and globally)

These reflection papers will occur after in-class focus group discussions on various topics. Additional information and readings on these groups that have traditionally been met with misunderstanding, discrimination, disenfranchisement, and oppression along with the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness, will be provided. Students will write a brief 500-word reflection paper designed to encourage further thought and promote empathy and understanding.

3. Case Study Analysis (3 @ 5 pts each): Throughout the semester, students will complete three multicultural counseling case study analyses on assigned case studies. Students will read the case study in the assigned week and provide a written analysis to be turned in prior to the meeting time for the class for that week. Students will also prepare talking points for the discussions that will occur in class. The actual Case Studies will be:

Case 1.1 in the Hays and Erford etextbook (no page # available).

Save your work as a Microsoft Word document. Upload and submit it via the title submission link **by the end of Week 2.**

Case 3.2 for Clinical Mental Health and Addiction counseling students and Case 3.3 for School Counseling students in the Hays and Erford etextbook (no page # available). Save your work as a Microsoft Word document. Upload and submit it via the title submission link **by the end of Week 5.**

Case 6.2 in the Hays and Erford etextbook (no page # available). Save your work as a Microsoft Word document. Upload and submit it via the title submission link **by the end of Week 7.**

4. Discussion Board Presenter (1x @ 4pts; Participant = 3x @ 4 pts each): See Discussion Board Instructions and Grading on the Blackboard tab for details. Students will sign up to make a short 3-minute video covering the topics in specific chapters for one of the weeks of class. If you are signed up to do the discussion board video post, that is the only task for you to do that week. The other weeks you will respond to at least two (2) peers who posted their discussion board videos.

5. Community Case Study (24 pts): It is critical that counselors-in-training develop the ability to translate the theories, principles, and readings acquired in the classroom and apply them to the real-world situations of their future clients. In so doing, the mental health and well-being of the entire community is advanced.

The *Community Case Study* will comprise several components:

- a. Student work groups will research and review historical information, articles, and publications focused on the community being examined, identifying effects of historical events, multigenerational trauma, and current issues relative to cultural groups or a group within the community as it relates to the rest of the world.
- b. Students will personally perform a minimum of three (3) hours of volunteer service in a community service area that is focused on serving individuals/groups gaining some sense of some of the same issues of the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients they are studying in class.
- c. Taking into consideration all the aforementioned information and experiences, students will then write a paper designed to encourage the practical application of multicultural counseling theories and competencies as well as advocacy competencies. Additionally, addressing the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness and the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success

Course Evaluation

Assignment	Point Value
Reflection Paper (6 at 5 points per paper)	30

Case Study Analysis (3 at 5 points per case study)	15
Cultural Self Study	15
Community Case Study	24
Discussion Board (Presenter Role: One forum at 4 points. Participant Role: 3 forums at 4 points each)	16
TOTAL:	100 points

Grading Scale

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

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: 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 1 (M Date- Sun Date)

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Culturally Competent Counseling APA citation review	3.b.1; 3.b.5; 3.b.9; 3.b.10	Hays & Erford Ch 1 DiAngelo 1-3	Live Class Meeting Groups assigned Sign up for a chapter presentation*

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Cultural Identity Development	3.b.1; 3.b.2; 3.b.3; 3.b.5; 3.b.6; and 3.b.11	Hays & Erford Ch 2 DiAngelo 4-6	Live Class Meeting – Cultural Self-Study DUE

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Social Advocacy	3.b.1; 3.b.4; 3.b.5; 3.b.6; 3.b.8; 3.b.9; and 3.b.10	Hays & Erford Ch 3 DiAngelo 7-9	Live Class Meeting – Reflection Paper 1 DUE

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Racism and White Supremacy	3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; and 3.b.9	Hays & Erford Ch 4 DiAngelo 10-12	Live Class Meeting – Reflection Paper 2 DUE

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Gender and Sexism & Sexual and Affectional Orientation and Heterosexism	3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; 3.b.9; 3.b.10; and 3.b.11	Hays & Erford Ch 5 & 6	Live Class Meeting Reflection Paper 3 DUE Case Study 1 DUE

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Social Class and Classism & Disability, Ableism, and Ageism	3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; and 3.b.9	Hays & Erford Ch 7 & Ch 8	Live Class Meeting Reflection Paper 4 DUE

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Individuals and Families of African Descent	3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; 3.b.9; and 3.b.11	Hays & Erford Ch 9	Live Class Meeting 2/22 DB #1*

			Reflection Paper 5 DUE
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Week 8 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Individuals and Families of Arab Descent	3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; 3.b.9; 3.b.10; and 3.b.11	Hays & Erford Ch 10	Live Class Meeting DB #2* Reflection Paper 6

Week 9 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Spring Break			None

Week 10 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Individuals and Families of Asian Descent	3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; 3.b.9; and 3.b.10	Hays & Erford Ch 11	Live Class Meeting DB #3*

Week 11 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Individuals and Families of Latin-American and Latin Descent	3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; 3.b.9; and 3.b.10	Hays & Erford Ch 12	Live Class Meeting DB #4* Case Study 2 DUE

Week 12 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Individuals and Families of Native American Descent	3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; 3.b.9; and 3.b.11	Hays & Erford Ch 13	Live Class Meeting DB #5*

Week 13 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Individuals and Families of European Descent	3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; and 3.b.9;	Hays & Erford Ch 14	Live Class Meeting DB #6*

Week 14 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Individuals and Families of Multiracial Descent	3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.7; 3.b.8; and 3.b.9	Hays & Erford Ch 15	Live Class Meeting DB #7*

Week 15 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Spiritual Diversity	3.b.1; 3.b.2; 3.b.3; 3.b.4; 3.b.5; 3.b.6; 3.b.8; 3.b.9; 3.b.10; and 3.b.11	Hays & Erford Ch 16	Live Class Meeting DB #8* Case Study 3 DUE

Week 16 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Course Wrap Up	3.b.1; 3.b.2; 3.b.3; 3.b.8; 3.b.9; and 3.b.10	(NOTE: Students will be responsible for covering Chapters 17 and 18)	Live Class Meeting Community Case Study DUE

**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.

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 630: Professional Orientation & Ethics

Course Information

- **Course:** CED 630
- **Title:** Professional Orientation & Ethics
- **EPN:** [Insert EPN]
- **Format:** Synchronous 16-week face-to-face
- **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 counseling profession and reviews the legal, ethical, and consultation issues that affect the profession. This course may be offered in an online format.

Prerequisites and Co-requisites

None

Rationale for Course Level

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

Required Textbooks

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

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

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

Additional articles and supplemental materials will also be provided.

Recommended Textbook

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

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 policy created by the course developer below]

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

Student Learning Objectives

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

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

Council for Accreditation of Counseling & Related Educational Programs (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.A.1.	history and philosophy of the counseling profession and its specialty areas	Lecture; Quiz

3.A.2.	the multiple professional roles and functions of counselor across specialized practice areas	Discussion Board
3.A.4.	the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	Advocacy In Action; Discussion Board
3.A.5.	the role and process of the professional counselor advocating on behalf of the profession	Advocacy in Action; Discussion Board
3.A.6.	professional counseling organizations, including membership benefits, activities, services to members, and current issues	Quiz; Professional Development Plan Paper
3.A.7.	professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	Lecture; Quiz; Professional Development Plan Paper
3.A.8.	legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	Policy in Practice
3.A.9.	current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	Lecture; Professional Development Plan Paper
3.A.10	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	Quiz; Counselor Interview; Discussion Board; Group Presentation
3.A.11.	self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	Self-Care Reflection; Counselor Interview
3.A.12.	the purpose of and roles within counseling supervision in the profession	Counselor Interview
3.E.4.	consultation models and strategies	Reading; Discussion Board
5.H.3.	models of school-based collaboration and consultation	Reading; Discussion Board

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 (4 posts x 5 points each= 20 points):

Description:

Part I: As a professional foundations course, this class involves extensive discussion and in-depth feedback regarding the various issues/topics important to our profession. The purpose of the discussion board will serve as our way of connecting, sharing ideas, and processing the

content. During the designated weeks, there will be a Discussion Board prompt provided based on the content covered. There are four prompts throughout the course with the following topics:

Discussion Board 1: *Interdisciplinary Competence*

Discussion Board 2: *Values & Advocacy*

Discussion Board 3: *Competence*

Discussion Board 4: *Consultation*

The student will respond to each component of the prompt in complete sentences/thoughts with appropriate grammar (4 points). ***Students are highly encouraged to support their thoughts/positions with APA citations*** (include references at the end if so). While I will not conduct a word count on your post, I will be looking for honest reflection and evidence that you understand the literature and concepts.

Part II: After posting their initial response, the student will also respond to TWO of their peers' posts during the designated week. This feedback component counts for an additional one (1) point each week, for a total of 5 points per post. Responses should be more than "good answer" or "well written," rather the student should challenge/support/amend/agree with the writer, citing evidence and thoughtfulness. While not required, the student is also encouraged to engage in discussion with others based on their response and based on the feedback they provide to a peer throughout the week. ******NOTE: Original posts should be completed by Sunday of each week and feedback to peers by Wednesday.***

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

Description: Students will complete four online quizzes worth 5 points each. The purpose of the quizzes in this course is to complement the reading assignments and demonstrate their understanding of the content. The quizzes will serve as a self-assessment method to understand if they have learned the main points from each section. Each 20-question quiz (.25 per question) will cover content from the readings and include T/F and multiple-choice questions. The student will receive immediate feedback upon completion of the exam. You will have 45-minutes to complete the exam and only one attempt. Exams will have randomized questions and you will only see one question at a time. Quizzes will open on Thursday at 8am EST and close on Wednesday at 3:59pm EST...quizzes should be completed before class on the scheduled week. *Students are expected to work alone and not share answers or quiz content.*

3. Professional Development Plan Paper (10 Points)

Description: Using the Neukrug text as a guide, the student will create a professional development plan for the first five years of their counseling career. Students will write a 6-8 page paper (APA 7th style), detailing how they envision their career path, including goals and expectations (page number includes title and reference pages). It will also highlight current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession. A title page is required, though an abstract is not. If you include additional resources, please include a References Page. The questions, rubric, and template are provided in the Bb course shell.

4. **Advocacy-In-Action (10 points)**

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

- **Advocacy Project 1:** *Counselor Advocacy through Legislative Influence:* Write a letter or email related to legislative action. You will need to explore the American Counseling Association (ACA) and/or your state's professional association website to become aware of the need for various legislative actions. Examples (not exhaustive) include legislative actions that provide reimbursement for counselors' services, Medicaid reimbursement, promote counselors' rights to practice within the limits of their training (e.g., counselors' rights to use assessment instruments), or advocate for services for students in schools. To create a thoughtful and well-informed letter/email, you will need to engage in research on the subject and include information in your letter/email with correct referencing of resources (you must cite at least three professional references of research in the body of your letter). You may not use a standard letter that an organization has prepared (this is plagiarism). This letter/email must be in your own words although you can use template letters to inform your letter. Finally, a copy of the letter AND an email or other documentation is to be provided to the instructor with some evidence that your letter or email was sent.
- **Advocacy Project 2:** *Counselor Advocacy through Experiential Activity:* Participate in an organized mental health community event that focuses on helping an underrepresented population or raises awareness to an issue in our community. You will be responsible for contacting the person/agency and will be required to actively participate in the activity and/or aid in the facilitation of the activity (volunteer minimum of 3 hours). Upon completion of the activity, submit a one-page reflection paper on your experience. *A description and template are provided within the Bb shell.*

5. **Self-Care Reflection (5 points)**

Description: Burnout and impairment are two major issues in the profession that often lead bright, ambitious new counselors (and graduate students) down a dark and isolating path. To mitigate against burnout, the student will reflect on their current state of burnout/wellness, and then develop a self-care plan to utilize throughout their time in the program. Please utilize either the PDF fillable format or the .docx provided in the Bb course shell.

6. **Policy in Practice: Counseling Across Systems (7 points)**

Description: This assignment provides students with the opportunity to critically examine how legislation, regulatory processes, and government/public policy influence the delivery of professional counseling services across various practice settings. Students will first select a relevant policy issue (e.g., licensure portability, school counselor ratios, Medicaid reimbursement, mandated reporting) and analyze its impact on counseling roles, ethical responsibilities, and client access. Students will then explore the systemic implications of policy and develop a culturally responsive plan for advocacy through the dissemination of a deliverable (e.g., infographic, video, or advocacy brief). More information, including the assignment description and rubric, can be found in the course shell.

7. **Ethics & Professional Self-Evaluation/Self-Care Interview (10 points)**

Description: Students will conduct an interview with a counseling professional who has earned a master's degree in Counseling (LPC or school counselor; the counselor should have an LSC,

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

Ethics Research & Case Group Presentation (18 points)

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

Course Evaluation

Assignment	Point Value
Discussion Board	20 points
Quizzes	20 points
Professional Development Paper	10 points
Advocacy in Action	10 points
Self-care Reflection	5 points
Policy in Practice	7 points
Counselor Interview	10 points
Group Presentation	18 points
TOTAL:	100 points

Grading Scale

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

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: 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
Pre-Course Activities	Obtain course text(s) Review Syllabi & Course Shell	Get started on the readings: Neukrug Ch. 1	DB: <i>Post Your Introduction</i>

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Introductions & Getting Started Syllabus & Bb Shell History & Philosophy of the Counseling Profession	3.A.1.		

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
The Roles of the Counselor Multiple Professional Roles; Members of interdisciplinary teams	3.A.2.	Neukrug Chapter 1	DB #1: Interdisciplinary Approach <i>Group Assignments Provided</i>

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
The Counselor's Identity & Involvement Professional Identity & Professional Association Involvement	3.A.6.	Neukrug Chapter 3 Supplemental Articles in the course shell	Quiz #1

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<i>The Counselor's License & Professional Outlook</i> Licensure and Credentialing; Labor Market Information	3.A.7. 3.A.9.	Supplemental Articles in the course shell	Professional Development Plan Paper

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<i>The Counselor as an Advocate</i> Roles and Process of Advocacy, Social Justice, & Public Policy	3.A.4. 3.A.5. 3.A.8.	Corey Chapter 13	Advocacy in Action Assignment

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<i>The Well Counselor</i> Strategies for personal and professional self-evaluation; Implications for practice of self-care	3.A.11.	Corey Chapter 2	Self-Care Reflection

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<i>The Ethical Counselor</i> Introduction to Professional Ethics; Ethical Decision Making Model	3.A.8. 3.A.10.	Corey Chapter 1 <i>ACA Code of Ethics</i> Preamble & Purpose; Section i	Quiz #2 Policy in Practice

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
NO CLASS			BREAK

Week 9 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<i>The Aware & Reflective Counselor</i> Values in the Helping Relationship; Multicultural Perspectives and Diversity	3.A.10.	Corey Chapters 3 & 4 Section A	Discussion 2: Values & Advocacy Group Presentation # 1

Week 10 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<i>The Responsible Counselor</i> Client rights and Counselor Responsibilities	3.A.10.	Corey Chapters 5 Section C	Counselor Interview Due Group Presentation #2

Week 11 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<i>The Responsible Counselor Ctd.</i> Confidentiality & Privacy	3.A.10.	Corey Chapter 6 Section B	Quiz 3 Group Presentation #3

Week 12 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<i>The Competent Counselor</i> Managing Boundaries; Professional Competence and training	3.A.10.	Corey Chapters 7 & 8 Section D	Discussion #3: Competence Group Presentation #4

Week 13 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<i>The Counselor as a Supervisor and/or Consultant</i> Issues in Supervision and Clinical Consultation	3.A.10. 3.A.12. 3.E.4. 5.H.3.	Corey Chapter 9 & Article(s) on Consultation <i>specific to Concentrations</i> Section F	Discussion #4: Consultation (specific to Schools, CMH, and Addiction counselors) Group Presentation #5

Week 14 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<i>The Counselor's Role in Couples & Family Counseling</i> Issues in Couples and Family Therapy	3.A.10.	Corey Chapter 11 Section H	Group Presentation #6

Week 15 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<i>The Counselor's Role in Group Work</i> Issues in Group Work	3.A.10.	Corey Chapter 12	Quiz #4 Group Presentation #7

Week 16 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<i>Last night of class</i> Wrap Up & Processing			

**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.

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 CED 640: Assessment in Counseling

Course Information

- **Course:** CED 640
- **Title:** Assessment in Counseling
- **EPN:** [Insert EPN]
- **Format:** Synchronous 16-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 prepares trainees to assist in selection, evaluation and interpretation of various counseling assessments with emphasis on assessments appropriate to trainees' future work settings.

Prerequisites and Co-requisites

Admission to M.A. in Counseling program.

Rationale for Course Level

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

Required Textbooks

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

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

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

Student Learning Objectives

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

Learning Objectives (LO)
1. Summarize the factors that constitute a standardized test.
2. Compare and contrast the various types of standardized tests including those relevant to P-12 education.
3. Interpret the different types of reliability and validity that pertain to testing.
4. Critique standardized tests including those relevant to P-12 education.
5. Categorize sources of information regarding: (a) information about tests, training, administration, scoring and interpretation of tests, and actual testing materials.

6. Assess appropriate tests for use in various settings with specific and diverse populations including those relevant to P-12 education.
7. Design a comprehensive testing program for a particular setting.

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.F.10	direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	Group project and reflection papers
3.G.1	historical perspectives concerning the nature and meaning of assessment and testing in counseling	Readings and discussions
3.G.2	basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Readings; Group test review; individual test review
3.G.3	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Readings, Homework, Group Test Review; Individual Test Review
3.G.4	reliability and validity in the use of assessments	Readings, Homework, Group Test Review; Individual Test Review
3.G.5	culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	Readings, Group Discussion 2, and 5; Psychological Report A and B
3.G.6	ethical and legal considerations for selecting, administering, and interpreting assessments	Readings, Discussion, Group Project, Psychological Report A and B
3.G.7	use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	Group Project; Psychological Report A & B; Readings

3.G.8	use of assessments in academic/educational, career, personal, and social development	Psychological Report A & B; Readings, Group Project
3.G.9	use of environmental assessments and systematic behavioral observations	Readings, Group Projects; Psychological Report A and B
3.G.10	use of structured interviewing, symptom checklists, and personality and psychological testing	Readings; Group Project; Psychological Report A & B; Readings
3.G.13	procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	Reading; Group Project; Psychological Report A & B; Readings
3.G.14	procedures for assessing clients' experience of trauma	Reading; Group Project; Psychological Report A & B; Readings
3.G.17	procedures for using assessment results for referral and consultation	Reading; Group Project; Psychological Report A & B; Readings

Assignments

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

This course will be taught in an online synchronous and asynchronous 15 module format, meaning some content will be presented online and other content will be presented live online. Students are responsible for appropriate use of testing materials. Materials may not be shared with anyone, given to individuals without signed informed consent, or used in any way that violates ACA Code of Ethics requirements.

1. Homework (10pts. 2 @ 5 points each)

Students will complete 2 homework quizzes on Blackboard. Students are allowed to work with each other to complete the homework.

2. Test Review (15 pts)

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

3. Small Task Group Projects (35 points)

Students will be assigned into small task groups at the start of the semester; each group will receive a case study and will complete **five (5)** group project assignments throughout the course of the semester – points will vary on each assignment. Two projects require students to engage in a discussion with each other via the discussion board over the course of a week and three projects require submitting a finished project. Please see the BB shell for specific details. This assignment meets the CACREP (Standard 2.F.10) criteria for a small group experience and is required for graduation. Students who do not participate in each aspect of the assignment will have to attend a small group experience, approved by the Program Director before being allowed to graduate. Students will log group hours in Tevera.

- Group Project 1 (1hour logged time; 5 points): Group Discussion Board engagement. Five or more posts are required throughout the week. Graded on quality of discussion. Reflection Paper required.
- Group Project 2 (2 hours logged time; 5 points): Group Discussion board engagement. Five or more posts required throughout the week and one hour discussion during class. Graded on quality of Discussion.
- Group Project 3 (2 hours logged time; 8 points). Group Test Review. Use the same template as the individual test review assignment. Graded on accuracy and quality of test review. Reflection Paper required.
- Group Project 4 (2 hours logged time; 8 points): Group Role play of test administration. Rehearsal is required. Graded on the accuracy of the test administration.
- Group Project 5 (3 hours logged time; 9 points): Group will be provided with test data and will respond to questions about the data. Group will record a 10-minute video demonstrating providing results to the mock client in the case study. Graded on accuracy of answers to questions and accuracy of role play. Reflection paper required.

4. Small Task Group Reflections (Required: pass/fail)

Three times during the semester students will individually submit task group reflections using the template on BB. Students who do not complete the reflection will not get credit for the entire group project.

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

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

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

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

Report A: Each student will pair with a classmate and complete a mock assessment and report for Report A. Please note, school counseling students should complete a mock assessment with a pretend “high school age client”. The first psychological report will be graded pass/fail with effort receiving full credit. The instructor of the course reserves the right to take points off the Report A for lack of effort. Effort is defined as the entire report is completed and all required paperwork turned in and scored. Scoring errors will not be penalized but if the paperwork demonstrates carelessness, then points may be lost or the entire assignment will fail. This is not a group assignment. Each student must act as counselor and administer all required tests to their partner “client”. Students are not to complete the tests on their own and switch with their partners. Students who engage in that practice will not receive credit for the assignment.

Students who are “client” may fill out the assessments as themselves or as a “mock” persona. The “counselor” completing the report should use the “client’s” real name on all paperwork. Students are required to submit fifteen (15) documents for Report A. All paperwork must be completed and turned in one week before the paper is due. Students who turn in the paperwork on the same day as the report will receive an automatic 5-point grade penalty. Please see instructions on Blackboard.

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

The report will require students to accurately administer, score and interpret the battery, and create a treatment plan and DSM-5 diagnoses based on the collected data. The report is graded on accuracy and attention to detail and ability to follow the template. Students are required to submit **thirteen (13)** documents for Report B. The paperwork for report B is due one week before the report. Students who do not turn in the paperwork one week before the due date for Paper B will receive a 5-point penalty. For report B, students may choose between completing the WRAT-5 or the TSCS.

Course Evaluation

Assignment	Point Value
Homework	10
Test Review Parts I and II	15
Group Project	35
Reflection Papers	Pass/Fail Required
Psychological Report A	15 (Pass/Fail)
Psychological Report B	25
Total	100

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
Introduction to Assessment – historical overview Online Class	3.G.1	Chapter 1	

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Ethical & Legal Issues Online Class	3.G.6	Chapter 5	

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Assessment with Diverse Populations Online Class or Asynchronous Class – instructor discretion	3.G.5	Chapter 6	Group Project 1 & reflection paper Due Sunday

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Basic Assessment Principles Online Class	3.G.2; 3.G.3	Chapter 2	

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
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Reliability Online class	3.G.4	Chapter 3	Homework 1 Due Sunday
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Week 6 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Validity Online Class	3.G.4	Chapter 4	Homework 2 Due Sunday

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Practice Reading test reviews and manuals Online Class	3.G.2; 3.G.3; 3.G.4	On BB	Group Project 2 Due Sunday

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Culturally sustaining and developmental considerations for Selecting, administrating & Scoring: Report Writing Online Class	3.G.5; 3.G.6	Chapter 7	Test Review Part I due Sunday

Week 9 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
BREAK			BREAK

Week 10 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Initial Assessment in Counseling; Conducting a	3.G.10; 3.G.13; 3.G.14	Chapter 8	Group Project 3 & Reflection Paper Due Sunday

biopsychosocial and screeners; BAI, BDI, AUDIT, PSS Online Class			
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Week 11 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Learn to administer STAXI & TSCS Online Class putting together data.	3.G.5; 3.G.6		Test Review Part I due Sunday

Week 12 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
IQ and ability tests Learn to administer KBIT, WRAT Online Class	3.G.8	Chapter 9	Psychological Report A

Week 13 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Achievement, Aptitude & Career Counseling; Online Class	3.G.8	Chapter 10,11	Group Project 4 Due Sunday

Week 14 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Behavioral & environmental Assessment Personality Assessment Live Class at instructor discretion	3.G.9	Chapter 12, 13	Paperwork for Report B Due Sunday

Week 15 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Assessment in Marriage & Family Counseling – Live class at instructor discretion.	3.G.8	Chapter 14	Psychological Report B due

Week 16 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Diagnosis, referral; consultation, monitoring and evaluating.	3.G.7; 3.G.17	Chapter 15, 16	Group Project 5 & Reflection Paper Due Friday.

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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.

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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 650: Theories and Techniques of Group Counseling

Course Information

- **Course:** CED 650
- **Title:** Theories and Techniques of Group Counseling
- **EPN:** [Insert EPN]
- **Format:** Synchronous 16-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 emphasizes the application of group theories and techniques, interpersonal communication skills, and the assessment of group counseling interventions.

Prerequisites and Co-requisites

Prerequisite: Regular admission to M.A. in Counseling. Pre/Co-requisite: CED 660.

Rationale for Course Level

This is an advanced graduate course that builds upon previous coursework required for the Master of Arts in Counseling Program. It provides specialized content in the field of group counseling and is designed only for graduate students, due to the expected level of class participation and rigorous academic performance.

Required Textbooks

The required textbooks used in CED 650 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.

Corey, G. (2022). *Theory and practice of group counseling* (10th ed.). Boston, MA: Cengage Learning.

Recommended Textbook

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN-10: 1433832151

Capuzzi, D. (2003). *Approaches to group work: A handbook for practitioners*. Upper Saddle River, NJ: Merrill Prentice Hall.

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](#).

Confidentiality

The CED Policy Regarding Confidentiality in Experiential Courses entails the ethical and legal responsibility of mental health professionals to safeguard clients from unauthorized disclosures of information given in the therapeutic relationship. There are four general exceptions to the legal and ethical requirement that counselors keep client confidentiality:

- (1) cases in which clients pose a clear and imminent danger to themselves or others;
- (2) cases in which clients request that their records be released to themselves or a third party;
- (3) cases in which a court orders a counselor to make records available; and
- (4) cases in which the client was/is a victim or perpetrator of abuse or neglect of a child, older adult, or any individual who is unable to speak for themself.

Several courses in the CED program have experiential components during which graduate students may hear the personal/private issues of other students and/or clients (CED 650, 660, 690, 691, etc.). It is important for those who reveal private information in classes to understand the concept of confidentiality, its limits and the risk of possible discomfort which may result from group self-disclosure. It is also imperative that all CED students practice strict professional ethics in maintaining the confidentiality and privacy of fellow students and clients. Issues may be discussed in the classroom (for educational purposes) but may not be discussed beyond the supervised classroom experience. Any student who breaks confidentiality is subject to failure of the course in which it occurs and/or dismissal from the program (subject to due process and review by regular CED faculty).

All CED 650 class members are asked to maintain the same level of confidentiality— issues discussed in the classroom for educational purposes may not be discussed elsewhere. Do not talk about group events outside of group meetings, not even with other group members. Bring concerns or questions to the group.

In this class, you will be asked to co-facilitate a group and to participate as a group member, **using role play only**. Should you choose to share on a more personal level during the class or during the role-play group, we ask that you reflect carefully on this beforehand and that you **do not reveal** deeply personal information or make disclosures that might compromise your standing in the Counseling program. Self-disclosure in counseling groups may be highly beneficial, especially for future counselors. However, please consider the impact of any self-disclosures you choose to make. If joining a counseling group is of interest, you may want to find one that suits your needs at the CMU Counseling Center or in your community.

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 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. Evaluate approaches to group counseling.
2. Demonstrate group counseling leadership skills.
3. Conduct co-facilitation of role-play counseling groups under supervision.
4. Distinguish intervention strategies unique to group counseling theory.
5. Analyze developmental group stages.
6. Compare and contrast the different roles group members may play.
7. Formulate their own fundamental beliefs relevant to a group counseling theory.
8. Employ basic strategies for countering resistance to group counseling.
9. Compare diversity issues as they apply to group counseling.

Council for Accreditation of Counseling & Related Educational Programs (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
Foundational Counseling Curriculum 3.F.1	Theoretical foundations of group counseling and group work	Facilitation of Groups Group Counseling Proposal Quizzes and Exams
Foundational Counseling Curriculum 3.F.2	Dynamics associated with group process and development	Facilitation of Groups Group Counseling Proposal Quizzes and Exams
Foundational Counseling Curriculum	Therapeutic factors of group work and how they contribute to group effectiveness	Facilitation of Groups Group Counseling Proposal

3.F.3		Quizzes and Exams
Foundational Counseling Curriculum 3.F.4	Characteristics and functions of effective group leaders	Group Counseling Proposal Quizzes and Exams
Foundational Counseling Curriculum 3.F.5	Approaches to group formation, including recruiting, screening, and selecting members	Group Counseling Proposal Quizzes and Exams
Foundational Counseling Curriculum 3.F.6	Application of technology related to group counseling and group work	Group Counseling Proposal
Foundational Counseling Curriculum 3.F.7	Types of groups, settings, and other considerations that affect conducting groups	Group Counseling Proposal Quizzes and Exams
Foundational Counseling Curriculum 3.F.8	Culturally sustaining and developmentally responsive strategies for designing and facilitating groups	Group Counseling Proposal Quizzes and Exams
Foundational Counseling Curriculum 3.F.9	Ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities	Group Counseling Proposal
Foundational Counseling Curriculum 3.E.9	Interviewing, attending, and listening skills in the counseling process	Facilitation of Groups

Assignments

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

1. Reading and Class Preparatory Assignments:

- Students must read the assigned chapters from the required textbooks and complete the knowledge checks to prepare for engagement in discussions and activities.
- Instructor may assign additional readings and/or preparatory activities.

2. Participation (10 points):

- Students are expected to attend all class meetings and to participate fully through attentive listening, thoughtful questions and respectful responses during discussions,

and involvement in all experiential and role play activities. Please see the instructor if you believe you have extenuating circumstances or in the case of a university-excused absence, so that arrangements can be made.

3. **Group Leadership Project (30 total points):**

- **Facilitation of Two Groups (15 points total)**

Students will work in pairs to facilitate two hypothetical counseling groups. The first student dyad will facilitate a group during the second class session, the second student dyad will facilitate a group during the third class session, and so on until the end of the semester. Students should sign up for their preferred dates/theories for the group facilitations prior to the first day of class.

The counseling groups will be “hypothetical”, and each group will have four members plus the facilitators. The facilitators will decide upon the topic and population for the group and will create “case study personas” for each of the four group members (one for each member of the hypothetical group). These should be written out and provided to the instructor for approval in advance of the class. After approval has been obtained, the personas should be posted on Blackboard under Group Leadership Project/Persona Sharing Discussion Forum. (The facilitators will not need to create case study personas for themselves.)

The members of the hypothetical groups will role play group membership in agreement with the case study personas created by the facilitators. **The hypothetical group should be run according to the theory being discussed in class that day.**

Please note: Clinical Mental Health Counseling students must choose a topic and population relevant to the Clinical Mental Health Counseling setting; **School Counseling students** must choose a topic and population relevant to the School Counseling setting and **Addiction Counseling students** must choose a topic and population relevant to the Addiction Counseling setting.

All students in the class will have the opportunity to facilitate two hypothetical groups, in addition to participating as role-playing group members. When not engaged in this way, students will observe and assess their classmates’ work as facilitators and group members. An assessment form/questionnaire will be provided for this purpose and constructive feedback is expected.

- **Group Treatment Plans (15 points total)**

Each student facilitator dyad will create a written treatment plan for each of the hypothetical groups they lead. The treatment plan must be turned in on the day of the group facilitation and should have a cover page and a reference page, created according to APA style requirements. In addition, **you must use a separate heading for each component of the treatment plan.** All the following components/headings must be included:

- Goals
- Activities
- Materials needed
- Process
- Closing
- Case study personas

4. **Group Counseling Proposal (25 points):**

- Students will work in dyads to write a Group Counseling Proposal. **An outline for the proposal is posted on Blackboard and all components of the outline should be included in the Group Counseling Proposal.** This assignment must be completed according to APA style requirements. You are required to **use headings in your paper** so that the instructor will know you have completed each section of the proposal. A cover page and reference list are mandatory. Student dyads may choose the topic and population for their group proposals.

Please note: Clinical Mental Health Counseling students must choose a group and population relevant to the Clinical Mental Health Counseling setting; **School Counseling students** must choose a group and population relevant to the School Counseling setting and **Addiction Counseling students** must choose a group and population relevant to the Addiction Counseling setting. The Capuzzi textbook recommendation is included in the course as a reference for this project and for students' future work as a group counselor.

Please make special note of the requirement to include Ethical and Multicultural Considerations in your Group Counseling Proposal, according to the following instructions, which **can also be found in the Group Counseling Proposal Outline:**

Ethical and Multicultural Considerations (1: Discuss the ethical considerations for your topic and population and identify specific codes. 2: Discuss two or more multicultural considerations for your topic and population, including at least one marginalized racial or ethnic group. 3: Discuss the implications of technology applications: how might the ethical and multicultural considerations change if you were to run this group online? Remember to consider access to resources, wifi, camera, etc.)

5. Quizzes (15 points)

- Students will complete 15 online quizzes worth one point each.

6. Midterm Exam (10 points)

7. Final Exam (10 points)

*****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
Participation	10 points
Facilitation of Groups	15 points
Group Treatment Plans	15 points
Group Counseling Proposal	25 points
Quizzes	15 points
Midterm Exam	10 points
Final Exam	10 points
TOTAL	100 points

Grading Scale

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

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
Introduction to Group Work Group Leadership	Professional Counseling Identity 3.F.4, 3.F.6, 3.F.7 3.E.9	Corey, Chapter 1 Corey, Chapter 2 Online Group Counseling Articles	Quiz Chapter 1 Quiz Chapter 2

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Ethical and Professional Issues	Professional Counseling Identity 3.F.2, 3.F.3, 3.F.8, 3.E.9	Corey, Chapter 3 MC & SJ Competence Principles posted on Blackboard	Quiz Chapter 3 GL Project #1

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Early and Later Stages of Group Development	Professional Counseling Identity 3.F.2, 3.F.3, 3.F.5, 3.E.9	Corey, Chapter 4 Corey, Chapter 5	Quiz Chapters 4 & 5 GL Project #2

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Psychoanalytic Approach to Groups Multicultural Considerations	Professional Counseling Identity 3.F.1, 3.F.2, 3.F.3, 3.F.8, 3.E.9	Corey, Chapter 6	Quiz Chapter 6 GL Project #3

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Adlerian Group Counseling Multicultural Considerations	Professional Counseling Identity 3.F.1, 3.F.2, 3.F.3, 3.F.8, 3.E.9	Corey, Chapter 7	Quiz Chapter 7 GL Project #4

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Psychodrama in Groups Multicultural Considerations	Professional Counseling Identity 3.F.1, 3.F.2, 3.F.3, 3.F.8, 3.E.9	Corey, Chapter 8	Quiz Chapter 8 GL Project #5

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Existential Approach to Groups Multicultural Considerations	Professional Counseling Identity 3.F.1, 3.F.2, 3.F.3, 3.F.8, 3.E.9	Corey, Chapter 9	Quiz Chapter 9 GL Project #6

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
MIDTERM EXAM			NO CLASS MIDTERM EXAM OPEN DURING CLASS TIME

Week 9 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Person-Centered Approach to Groups Multicultural Considerations	Professional Counseling Identity 3.F.1, 3.F.2, 3.F.3, 3.F.8, 3.E.9	Corey, Chapter 10	Quiz Chapter 10 GL Project #7

Week 10 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Gestalt Therapy in Groups Multicultural Considerations	Professional Counseling Identity 3.F.1, 3.F.2, 3.F.3, 3.F.6, 3.F.8, 3.E.9	Corey, Chapter 11 Online Group Counseling Articles	Quiz Chapter 11 GL Project #8

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Week 11 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Cognitive Behavioral Approaches to Groups Multicultural Considerations	Professional Counseling Identity 3.F.1, 3.F.2, 3.F.3, 3.F.8, 3.E.9	Corey, Chapter 12	Group Counseling Proposal Quiz Chapter 12 GL Project #9

Week 12 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Rational Emotive Behavior Therapy in Groups Multicultural Considerations	Professional Counseling Identity 3.F.1, 3.F.2, 3.F.3, 3.F.8, 3.E.9	Corey, Chapter 13	Quiz Chapter 13 GL Project #10

Week 13 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Reality Therapy in Groups Multicultural Considerations	Professional Counseling Identity 3.F.1, 3.F.2, 3.F.3, 3.F.8, 3.E.9	Corey, Chapter 14	Quiz Chapter 14 GL Project #11

Week 14 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Solution-Focused Brief Therapy in Groups Multicultural Considerations	Professional Counseling Identity 3.F.1, 3.F.2, 3.F.3, 3.F.8, 3.E.9	Corey, Chapter 15	Quiz Chapter 15 GL Project #12

Week 15 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due

Comparisons, Contrasts, and Integration	Professional Counseling Identity 3.F.1, 3.F.2, 3.F.3, 3.F.8, 3.E.9	Corey, Chapter 16	Quiz Chapter 16 (extra credit)
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Week 16 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
FINALS WEEK			NO CLASS FINAL EXAM OPEN DURING CLASS TIME

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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.

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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 660: Counseling Techniques

Course Information

- **Course:** CED 660
- **Title:** Counseling Techniques
- **EPN:** [Insert EPN]
- **Format:** Synchronous 16-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 a systematic study of the counseling process: stages, intervention strategies, and related issues. Both cognitive and experiential approaches will be used.

Prerequisites and Co-requisites, Recommended

CED 677, Regular Admission into the M.A. in CED Program.

Rationale for Course Level

This course is designed for graduate students only because the expected level of class participation, academic rigor & emphasis on professional & vocational specifics are all at an advanced level. (600 level)

Required Textbook

Neukrug, E. (2019). Counseling & Helping Skills. Cognella. ISBN 2370009437625

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.

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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

Lecture, role play.

Student Learning Objectives

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

Learning Objectives (LO)
1. Explain relationships among the various theories of counseling and their practical applications.
2. Develop a personal, working theory of counseling that will be applied in professional practice.
3. Apply established counseling skills and learned stages of therapeutic change.
4. Integrate the learned characteristics of an effective therapeutic relationship.
5. Assess and evaluate client problems.
6. Develop counseling goals consistent with models of treatment planning.
7. Apply counseling strategies and interventions.
8. Explore termination as a process stage of counseling.
9. Analyze special topics in counseling including client resistance, counselor stress, multicultural issues, and ethical/cultural strategies for maintaining therapeutic relationship.

Council for Accreditation of Counseling & Related Educational Programs (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.E.8	counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	Know yourself assignment: readings, video self evaluations
3.E.9	interviewing, attending, and listening skills in the counseling process	Video role plays, readings
3.E.11	strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	Video role plays, transcript assignment, readings

Assignments

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

ATTENDANCE and PARTICIPATION

You are now beginning a new journey of learning how to engage with clients in a meaningful way. As you prepare to learn how to apply theory into practice, it will be necessary for you to take some time to reflect on some common factors and foundational skills that will prepare you to become an effective counselor.

CED 660 is a gatekeeping course, attendance at every session is required. Missing more than two class sessions will result in failure of the course unless you have prior instructor permission.

Please see the instructor if you plan to miss two or more classes. Students are expected to actively participate in each class through discussion, role play activities and reading of the assignments. Class preparation, timely submission of assignments, active participation in course activities including providing feedback to fellow students, and demonstration of a professional decorum and support of peers are integral to your professional development and are course requirements.

ASSIGNMENTS DESCRIPTION & COURSE EVALUATION

All assignments must be submitted through Blackboard Shell Contact IT Help desk if you need assistance. All assignments are due before the start of class the following week.

1. Know Yourself (5 points)

Each student will complete the “know yourself” form on blackboard and bring to class to turn in and discuss on the second day of class.

2. AI generated counseling session (5 Points)

Each student will engage in a mock counseling session with an AI generated BB Ultra for 15 minutes and then reflect on the experience.

3. Video # 1: Active Listening Role Play (Pass/Fail)

Each student will submit a 5-minute video recorded with a fellow student as “client”. Each student must complete a self-evaluation (on Blackboard) and an evaluation of your “counselor”. Please upload your video The client will be given a scenario to follow during the session. Shorter videos will not receive any credit. During the video, the student must demonstrate the skills listed on the rubric in Blackboard. This assignment is pass/fail. Students are not allowed to ask any questions and must achieve 24 points or higher (on the evaluation) to pass this video and will be required to resubmit the video until the student achieves a passing score. Students who are unable to pass the video may be asked to seek outside assistance.

4. Video # 2 – Body Language/Silence Role Play (10 points)

Each student will submit a 10-minute video recorded with a fellow student as “client”. Shorter videos will not receive any credit. Each “client” will be given a scenario to follow. The focus of this session will be reading body language and tolerating silence. The client should “act” feelings, not speak them and the counselor should only reflect content and/or feeling. Counselors may not ask any questions during this video. During this video, the student must demonstrate the skills listed on the counselor rating form for video #2.

5. Video #3: Diversity Role Play video (20 points).

Each student will submit a 30-minute video (longer videos are allowed) recorded with a fellow student as “client” who will be role playing a client who is diverse from the counselor. The instructor will assign the “diversity” issue to be role played. Shorter videos will not receive any credit. During this video, the student must use the RESPECTFUL Model in Chapter 9 (page 190) to learn about the client. This part of the video must be 10 minutes or less. Then the student must demonstrate the skills listed on rubric. A DIVERSITY ROLE PLAY DEMONSTRATION VIDEO is available on blackboard that shows how to broach issues of diversity that may arise in a counseling relationship.

6. Transcript #1 of video 3. (10 points)

Each student will complete a 10-minute (continuous) transcript of Video #3. Students will transcribe a 10-minute continuous section of their tape, documenting everything the student said and did and everything the client said and did. Students must follow the outline on blackboard. The transcript must be typed and filled in completely using the template on BB.

The transcript requires an analysis of the client's culture, context, abilities and preferences. This transcript is graded on accuracy.

7. First 50-minute telemental health video (15 points).

Fifty-minute videos Counseling Sessions with CMU Intern/Alumni or peer. A registration form to link with the intern will be provided through Blackboard. Again, please ask questions based on the RESPECTFUL Model for the first 10 minutes of the session. Please see blackboard for the rubric. After the completion of this video, each student will schedule to meet with the instructor for supervision to provide space for problem solving, review progress, and receive feedback regarding areas of growth and improvement. The registration form is provided on Blackboard. Students will learn how to administer an informed consent and SOAP note for this assignment. Please see further instructions on Blackboard.

8. Second 50-minute Telemental Health video clip (15 points).

The second video will be graded based on a clip that you be required to demonstrate and present specific skills outlined and addressed during the supervision after the first 50-minute session. Specific skills to be worked or improved on will be brought to your attention after the first video to allow for demonstration in the second video.

9. Video Transcript 2 (10 points).

Each student will complete a 10-minute (continuous) transcript of the first video with the intern/ alumni or peer. Students will transcribe a 10-minute continuous section of their tape, using the template on BB. The transcript must be typed and filled in completely. This transcript is graded on accuracy. The transcript requires an analysis of the client's culture, context, abilities and preferences.

10. Case Presentation/Discussion Board (10 points).

Each student will present five minutes of one of the final sessions to the class. Students will complete the case presentation form available on blackboard and post to the discussion board. The students will identify areas of strength and areas for growth. All students must participate and provide constructive feedback on the discussion board and different approaches they may have used in the cases they watch from their peers. After everyone has provided both positive and critical feedback, the student will provide a response to the feedback.

Course Evaluation

Assignment	Point Value
Know Yourself	5
AI Generated Session	5
Video #1 Active Listening	Pass/Fail
Video #2 Body Language	10
Video #3 Diversity Role Play	20
Transcript #1	10
50-minute Video #1	30

Video Transcript #2	10
Case Presentation Feedback	10
Total	100

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

Successful completion of this course and eligibility to register for CED 690 will require the accumulation of sufficient points to earn a final grade of “B” or better for the course.

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
Welcome & Syllabus Characteristics of the Effective Counselor	3.E.8	Chapter 1	Know Yourself

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Foundational Skills	3.E.9	Chapter 2	AI Generated session

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Essential Skills Part I	3.E.9	Chapter 3	

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Essential Skills Part II	3.E.9	Chapter 3	

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Commonly used skills Part I	3.E.9	Chapter 4	Video # 1 Active Listening

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Commonly used skills Part II	3.E.9	Chapter 4	

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Culturally Competent Counseling; adapting to client culture, context, abilities and preferences	3.E.11	Chapter 9	Video # 2 Body Language

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Information gathering and solution focused questions Part I	3.E.8; 3.E.9; 3.E.11	Chapter 5	

Week 9 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
BREAK			BREAK

Week 10 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Information gathering and solution focused questions Part II	3.E.8; 3.E.9; 3.E.11	Chapter 5	Video # 3 Diversity Role Play

Week 11 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Specialized Skills Part I	3.E.8; 3.E.9; 3.E.11	Chapter 6	Transcript # 1

Week 12 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Specialized Skills Part II	3.E.8; 3.E.9; 3.E.11	Chapter 6	50-minute Video # 1

Week 13 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Treatment Issues	3.E.8; 3.E.9; 3.E.11	Chapter 7	Supervision

Week 14 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Ethics	3.E.8; 3.E.9; 3.E.11	Chapter 10	50-minute video # 2 Skills demonstration

Week 15 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Telemental Health	3.E.8	BB readings	Video Transcript # 2

			10 minutes of any section and demonstrate skills
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Week 16 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
EXAM WEEK Practice/Review		EXAM WEEK	Case presentation feedback

**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.

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

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Course Syllabus

CED 665: Personal & Professional Development Across the Lifespan

Course Information

- **Course:** CED 665
- **Title:** Personal & Professional Development Across the Lifespan
- **EPN:** [Insert EPN]
- **Format:** Synchronous 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 addresses the influence of developmental and environmental factors on human behavior, including physical, social, and psychological aspects, and implications for counselors.

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.

Required Textbooks

Broderick, P.C. & Blewitt, P. (2025) *The life span: Human development for helping professionals*. 6th ed. Pearson.

REQUIRED READINGS:

Week 1:

Masten, A. S. (2024). Emergence and evolution of developmental resilience science over half a century. *Development and Psychopathology*, 1-9. doi:10.1017/S0954579424000154

Week 5:

Schubert, A. M. (2023). Ain't no shame in this game: The foundation of a radically informed sex positive approach. In A.M. Schubert & M. Pope (Eds.), *Handbook for human sexuality counseling: A sex positive approach* (pp. 3-21). American Counseling Association.

Week 6:

Hall, S. A. (2017). Community Involvement of Young Adults with Intellectual Disabilities: Their Experiences and Perspectives on Inclusion. *Journal of Applied Research in Intellectual Disabilities*, 30(5), 859–871.

Landon, T., Connor, A., McKnight-Lizotte, M., & Pena, J. (2019). Rehabilitation Counseling in Rural Settings: A Phenomenological Study on Barriers and Supports. *The Journal of Rehabilitation*, 85(2), 47–57.

Moro, T. T., Savage, T. A., & Gehlert, S. (2017). Agency, social and healthcare supports for adults with intellectual disability at the end of life in out-of-home, non-institutional community residences in Western nations: A literature review. *Journal of Applied Research in Intellectual Disabilities*, 30(6), 1045–1056.

Week 7:

Chan, Frank, C. D., Demeyer, M., Joshi, A., Vargas, E. A., & Silverio, N. (2021). Counseling older LGBTQ+ adults of color: Relational-Cultural Theory in practice. *The Professional Counselor*, 11(3), 370–382

Additional journal articles as assigned by week, if applicable.

Recommended Textbook

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Other recommended readings as suggested in the syllabus.

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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

- Lecture, online – asynchronous and synchronous methods
- Small group activities
- Online quizzes, discussion boards, projects, and activities

Student Learning Objectives

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

Learning Objectives (LO)
1. Review, compare and contrast the basic concepts and principles of human growth and apply them to the clinical setting.
2. Analyze the psychological and emotional impact that an individual's familial, social and physical environments have on their health and well-being and discuss the implications for clinical treatment.
3. Identify the major theories of human growth and development, adapt and apply them to the clinical setting.
4. Examine the research techniques used to study human development through professional counseling's multicultural and social justice lenses.
5. Identify the key developmental models that best support the work of the individual counselor in a clinical context.
6. Formulate a personal philosophy or point of view with respect to the origin and evolution of human behavior and how to adapt and apply it to the clinical setting.
7. Distinguish how developmental factors and cultural influences potentially impact the counseling process and discuss strategies to offset.

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.1	theories of individual and family development across the lifespan	Developmental Self-Case Study Quizzes, Readings
3.C.2	theories of cultural identity development	Discussion #3 –Hays’ ADDRESSING Model Quizzes, Readings
3.C.3	theories of learning	Developmental Self-Case Study Quizzes, Readings
3.C.4	theories of personality and psychological development	Developmental Self-Case Study Quizzes, Readings
3.C.6	structures for affective relationships, bonds, couples, marriages, and families	Developmental Self-Case Study Readings
3.C.7	models of resilience, optimal development, and wellness in individuals and families across the lifespan	Developmental Self-Case Study Comparing Stages Readings, Quizzes
3.C.8	models of psychosocial adjustment and adaptation to illness and disability	Comparing Stages Project Readings, Quizzes
3.C.9	the role of sexual development and sexuality related to overall wellness	Readings, Quizzes
3.C.10	biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	Developmental Self-Case Study Comparing Stages Quizzes, Readings
3.C.11	systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	Developmental Self-Case Study; Group Project 1 Quizzes, Readings
3.C.12	the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan	Group Project 1; Comparing Stages Quizzes, Readings

Assignments

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

All assignments should be submitted in APA 7th Ed unless otherwise noted.

All assignments are due by the end of the assigned week unless it is specified in the task instructions.

1. Live Session Participation (8 points, one point each)

There is a virtual live session every week. You are required to participate in all the sessions. Go to Bb to check the schedule and test your computer and audio.

If you cannot meet the real-time participation requirement, please let your instructor know prior to class so you can use the alternative option. You must request and receive approval from your instructor *prior* to class.

2. Discussions (22 points, one or 7 points each)

There will be a total of 3 discussions and one student self-introduction in the course. The discussions are intended to facilitate online, asynchronous discussion about the readings we will be engaging with each week.

Please see instructions in BB Ultra for how to respond to each Discussion board.

3. Quizzes (10 points, 5 points each)

There will be two quizzes that you can access via Blackboard. These quizzes will be open book and require students to apply and analyze developmental concepts to an individual and family lifespan. There is no time limit to complete the quiz.

4. Developmental Self Case Study Assignment – Due in three parts (#1-7 pts, #2 – 7 pts, #3 – 6 pts; 20 points)

- Using the theories, ideas, discussions, and research from class and the readings, complete a Developmental Self-Case Study.
- Each student will discuss their own life beginning in pregnancy and including family of origin and current family development. Entries should follow the instructions on Blackboard. This assignment is graded based on how well the student applies developmental theory to their life and must include references from the textbook in correct APA format that illustrate the narrative.
- This assignment is divided into three parts throughout the term, and the assignment is also graded on grammar and appropriate APA references.
- Students are encouraged to seek instructor feedback before submission.

5. Group Project Part I: Presentation of Treatment Methods: (20 points):

Students will work together in groups by lifespan stage and summarize four (4) or more peer reviewed scholarly articles (no websites, no textbooks, no dissertations) from the last 10 years that describe an evidenced treatment protocol or manualized therapy intervention for individuals in that age group. All group members will create a 15–20-minute presentation using PowerPoint, Canva, or other

presentation software and summarize findings to the class. APA format and style should be followed for the presentation. Please review the template and rubric on BB before beginning this project.

6. Group Project Part II: Comparing Stages Project (20 points)

Each group (from Group Project 1) will choose three (3) developmental stages, one (1) multicultural population, one (1) treatment issue and one (1) issue related to giftedness or disability the lists below; and develop a PowerPoint presentation that compares/contrasts these three stages. School counseling concentration students must focus on childhood stages up to late adolescence only. The group must submit all their topics for approval before starting the project. Please see detailed instructions and a template in BB Ultra. Please review the rubric and template before beginning the project.

Development Stages (choose 3)	Multicultural Population (choose 1)	Crisis/Treatment (choose 1)	Giftedness/Disability Topic (choose 1)
The Early Years	African Americans	Suicidal Ideation	Giftedness
Middle Childhood	Latinx Americans	Substance Use Disorder	Attention deficit disorder
Adolescence	Indigenous Populations	Anxiety	Autism
Young Adulthood	Individuals Living in Poverty	Post Traumatic Stress Disorder	Hearing Loss
Middle Adulthood	Asian Americans	Severe Mental Illness	Physical Disability
Later Adulthood	Non-Christian populations (Hindu, Muslim etc)	Conduct Disorder/Anti-Social Personality Disorder	Visual Impairment

Course Evaluation

Assignment	Point Value
Live Session Participation x 8	8
Discussion Boards x3 + 1	22
Quizzes x 2	10
Developmental Self Case Study Journal Entries x3	20
Group Project 1: Presentation	20
Group Project 2: Comparing Stages Final Project	20
Total	100

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
Course introduction and overview			
Review syllabus and assignments			

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Organizing themes in Development	3.C.1 3.C.7 3.C.10	Chapter 1 -2 Masten (2024)	Self-Introduction Sign up for a group
Genetics, Epigenetics and the Brain	3.C.4		Live Session

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Early Years: Cognitive & Emotional, and social	3.C.1 3.C.3	Chapter 3-4, Video	Live Session

development; emerging self and socialization	3.C.4 3.C.10		
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Week 3 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Middle Childhood through adolescence: Cognition, self and moral development	3.C.1 3.C.2 3.C.3 3.C.4 3.C.10 3.C.11 3.C.12	Chapter 5-6, Video	Discussion #1 Live Session

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Middle Childhood through adolescence: Sex, gender and peer relationships	3.C.1 3.C.2 3.C.3 3.C.4 3.C.9 3.C.10 3.C.11 3.C.12	Chapter 7-8 Video	Group 1 Project Presentation Live Session Developmental Self Case Study 1 Quiz 1

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Adolescence: physical, cognitive, and social development.	3.C.1 3.C.2 3.C.3 3.C.4 3.C.8 3.C.9 3.C.10 3.C.11 3.C.12	Chapter 9-10, Schubert (2023)	Discussion #2 Group 2 Project Presentation Live Session

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Young Adulthood: Physical, cognitive development, socioemotional and vocational development; Family development	3.C.1 3.C.2 3.C.4 3.C.6 3.C.7 3.C.8 3.C.9 3.C.10 3.C.11	Chapter 11-12 Hall (2017) Landon et al (2019) Moro et al (2017)	Group 3 Project Presentation Live Session Developmental Self Case Study 2

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Middle Adulthood: Cognitive, personality and social development; Wellness: Stress, coping and life satisfaction	3.C.1 3.C.2 3.C.4 3.C.6 3.C.9 3.C.10 3.C.11	Chapter 13-14 Podcasts Chan et al. (2021)	Discussion #3 Developmental Self Case Study 3 Group 4 Project Presentation Live Session

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Gains and losses in late adulthood	3.C.1 3.C.4 3.C.7 3.C.8 3.C.9 3.C.10 3.C.11 3.C.12	Chapter 15 Podcasts	Quiz 2 Comparing Stages Project Group 5 and 6 (if needed) Project Presentation Live Session

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University Policies and Assistance

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Links to Policies

[Code of Student Rights and Responsibilities](#)

[Academic Integrity](#)

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[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.

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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 677: Counseling Theories

Course Information

- **Course:** CED 677
- **Title:** Counseling Theories
- **EPN:** [Insert EPN]
- **Format:** Synchronous 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

Examination of psychological foundations of counseling theories. The course facilitates students' development of a personal counseling theory. This course may be offered in an online format.

Prerequisites and Co-requisites

Prerequisite: Admission to the counseling program.

Rationale for Course Level

This course provides foundational knowledge for a graduate level counseling degree.

Required Textbooks

Corey, G. (2024). *Theory and practice of counseling and psychotherapy, enhanced*. CENGAGE Learning Custom Publishing.

This textbook provides Inclusive Access (IA) to CMU students. IA provides students with access to digital course materials through the Blackboard course shell at a discounted rate. Students are automatically billed for the materials by the CMU Bookstore to their student accounts and can opt out if desired. See email from the bookstore.

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
- Small group assignments
- Small group activities
- Role play
- Interactive modules

Student Learning Objectives

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

Learning Objectives (LO)

1. Describe distinct characteristics found in major theories and models of counseling, including the relevance of multicultural, diverse backgrounds

2. Explain how therapeutic change occurs in relation to each of the techniques and treatment strategies of each theory.
3. Develop a personal theory of counseling, which includes an understanding of Evidence-based counseling strategies, techniques, prevention, and interventions.
4. Additionally, developing a personal model of counseling grounded in theory and research.

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
Counseling Practice and Relationships, 3.E.1	Theories and models of counseling, including relevance to clients from diverse cultural backgrounds	Lecture, assigned readings, class discussions, quizzes, video demonstrations, theory paper, Group case conceptualization.
Counseling Practice and Relationships, 3.E.15	Evidence-based counseling strategies and techniques for prevention and intervention	Lecture, assigned readings, class discussions, quizzes, video demonstrations, theory paper, Group case conceptualization
Counseling Practice and Relationships, 3.E.21	Processes for developing a personal model of counseling grounded in theory and research	Comprehensive Theory Paper, lecture, assigned readings

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 Assignments (20 points): Students will participate in two Discussion Board assignments.

a. **Individual** Discussion Board Assignment #1 (10 points): Person Centered and Existential Theory (Week #6)

i. Students will **pick one question from each Group (A, B, and C)** for your initial post. Use a minimum of **250 words** (approx. 1/2 page single spaced) to answer each prompt. Be sure to clearly identify the Group and the

question # being answered in your response. You will create a new thread with **an initial response** answering the Discussion prompt by 11:59PM on **Wednesday**. *Note: You will not be able to view your classmates' initial posts until after you have posted yours.* Read your classmate's posts and make **two replies** to classmates by the end of the week, 11:59 PM on **Sunday**. Use a minimum of **150 words** for each response.

b. Group Discussion Board Assignment #2 (10 points): Case Scenario (Week #13)

i. Each team of students is to address the prompts within BB based on their group's assigned theoretical perspective using the case study attached in BB. Prompts include presentation, predisposition, stressors and protective factors, conceptualization, and supervision.

2. Online Quizzes (Extra Credit): Students will complete online quizzes on Blackboard. Each quiz will cover one or more book chapters. The quizzes are timed, include multiple choice and true/false questions, and are available up until the due date. Quizzes will not be re-opened for any reason, including technological difficulties as students will have ample time to complete the quizzes.

3. Comprehensive Theory Paper Part I & II (45 points): The goal of this assignment is to assist you on your journey to identify the foundational theories and/or schools of thought that will inform your future practice. The assignment is broken up into two parts. Please see the instructions and templates in the Blackboard course shell for detailed instructions. This paper must be written in APA 7th edition and only use peer-reviewed, scholarly resources retrieved from PsycINFO through the CMU library or books written by the author of the theories. Students will be required to submit links to the actual articles. Students who use websites or non-peer reviewed resources will not receive credit for this assignment.

4. Attendance, Professionalism, and Participation (5 points): Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, you are expected to conduct yourself with the same level of professionalism that will be expected of you in a work setting. For this course you are expected to demonstrate the following:

- Respect for colleagues, hypothetical clients, faculty and others in your conversation, behaviors, and attentiveness.
- Please keep cameras on unless you have discussed an alternative with the instructor.
- Timeliness with communications, and responsibility for your own personal wellness. Please also see the counseling competency statement at the end of the syllabus.
- Because course participation is online, and, because many of your communications as a professional counselor will occur electronically, it is important to demonstrate professionalism through appropriate use of 'netiquette' (e.g., students

should communicate in a professional tone and include respectful salutations in postings.

- Since the course content is only useful when it is put into practice, students are expected to participate fully in assigned discussions, activities, and other tasks outlined in the weekly schedule.

5. Case Conceptualization/Role Play Presentation (30 points): **Note: This is the larger group assignment.** Students will work in groups assigned by the instructor and choose a film that depicts an individual's life.

- Films must be approved by the instructor and should not include a depiction of a therapist.
- Students will work together to conceptualize the individual from two different counseling theories using the PowerPoint templates on Blackboard.
- This conceptualization will include how the theory explains the individual's behavior and how the theory is implemented to encourage change.
- This is a group grade:
 - Members will have time to work and practice in class and receive feedback from the instructor.
 - Please see the template and rubric on Blackboard.
 - Students will be graded on level of professionalism, preparedness, and accuracy to the theory.

Malcom X	What's Love Got to Do with It	Freda	Walk the Line
Wild	Into the Wild	Coal Miner's Daughter	Life Itself
Girl Interrupted	Lady Sings the Blues	Catch Me If You Can	The Joker

Course Evaluation

Assignment	Point Value
Discussion Board Assignments (2)	20
Online Quizzes	Extra Credit
Comprehensive Theory Paper	45
Case Conceptualization/ Role Play Presentation	30
Attendance and Participation / Group Member Evaluation	5
Total	100

Grading Scale

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

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
Introduction to CED 677: Syllabus <ul style="list-style-type: none"> Review of Case Study and Intake The Counselor, Person and Professional Set up groups for film presentation assignment Philosophical Underpinnings of Theory Applications of MSJCC to Theory Ethical Issues in Counseling Practices 	3.e.21	Corey Chapters #1, #2 and #3 Multicultural and Social Justice Counseling Competencies (MSJCC) Hansen Article	Theoretical Orientation Questionnaire

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<p>Psychodynamic Theories</p> <p>Sigmund Freud (Psychoanalytic) and Carl Jung (Analytic Psychology)</p> <p>Psychodynamic Theories</p> <p>Carl Jung Continued (if necessary) and Eric Berne (Transactional Analysis)</p>	<p>3.e.1 3.e.15</p>	<p>Corey Chapter #4</p> <p>Corey Chapter #17</p> <p>See BB for Additional Sources</p>	

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<p>Psychodynamic Theories</p> <p>Alfred Adler (Individual Psychology)</p> <p>Humanistic/Existential Theories</p> <p>Victor Frankl, Irvin Yalom, Rollo May (Existential Theory)</p>	<p>3.e.1 3.e.15</p>	<p>Corey Chapters #5 and #6</p> <p>See BB for Additional Sources</p>	<p>Quiz #1 Due</p>

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
<p>Humanistic/Existential Theories</p> <p>Carl and Natalie Rogers, Abraham</p>	<p>3.e.1 3.e.15</p>	<p>Corey Chapter #7 and #8</p> <p>See BB for Additional Sources</p>	<ul style="list-style-type: none"> • Discussion Assignment #1 Due • Quiz #2 Due

Maslow (Person-Centered Theory)			
Fritz and Laura Perls (Gestalt Therapy)			

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Modern/Behavioral Theories B.F. Skinner, Albert Bandura, Joseph Wolpe (Behavior Therapy) Albert Ellis, Aaron and Judith Beck, and Christine Padesky (Cognitive Behavior Therapy)	3.e.1 3.e.15 3.e.21	Corey Chapter #9 and #10 See BB for Additional Sources	<ul style="list-style-type: none"> Comprehensive Theory Paper Part I Due Case Conceptualization/Role Play Presentation Group Presentation #1

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Modern/Behavioral Theories William Glasser and Robery Wubbolding (Reality Therapy/Choice Theory) Carol Gilligan, Carolyn Enns, and Jean Baker Miller (Feminist Therapy)	3.e.1 3.e.15	Corey Chapter #11 and #12 See BB for Additional Sources	<ul style="list-style-type: none"> Quiz #3 Due Case Conceptualization/Role Play Presentation Group Presentation #2 Case Conceptualization/Role Play Presentation Group Presentation #3

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Post-Modern/Constructivist Theories Steve De Shazer and Insoo Kim Berg (Solution Focused) William Miller and Stephen Rollnick (Motivational Interviewing) Michael White and David Epston (Narrative Therapy)	3.e.1 3.e.15	Corey Chapter #13 See BB for Additional Sources	<ul style="list-style-type: none"> • Discussion Board Assignment #2 Due • Case Conceptualization/Role Play Presentation Group Presentation #4 • Quiz #4 Due • Case Conceptualization/Role Play Presentation Group Presentation #5

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
System Theories Murray Bowen, Virginia Satir (Family Systems Therapy) Integrative Perspective of Theories Theories Overview	3.e.1 3.e.15 3.e.21	Corey Chapter #14 and #15 See BB for Additional Sources	<ul style="list-style-type: none"> • Quiz #5 Due • Comprehensive Theory Paper Part II Due

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Course Syllabus

CED 690: Counseling Practicum

Course Information

- **Course:** CED 690
- **Title:** Counseling Practicum
- **EPN:** [Insert EPN]
- **Format:** Synchronous 16-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

Supervised counseling of individuals, families, couples, and children. Observation and critique of peer counseling sessions. CR/NC only.

Prerequisites and Co-requisites

Prerequisites: CED 660 with grade of B or better; Regular Admission to the M.A. in Counseling program.

Rationale for Course Level

This course is designed only for graduate students because the expected level of class participation, academic rigor and emphasis on professional and vocational specifics are all at an advanced level (600 level).

Required Textbooks

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

Note, this text is available free through the CMU library

Erford, B. T. (2014). *45 Techniques every counselor should know*. (3rd ed). Pearson/Merrill Counseling Series. ISBN-13: 978-0134694894

Baldwin, P.C. (2016) *Note designer: A simple step-by-step guide to writing your psychotherapy progress notes*. Montreal, Canada: Mind habits. ISBN-13: 9780995063402

REQUIRED JOURNAL READINGS:

Cameron, S., Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling & Development*, 80(3), 286-292. doi.org/10.1002/j.1556-6678.2002.tb00193.x

Hanna, F.J. (2011). Freedom: Toward and integration of the counseling profession. *Counselor Education and Supervision*, 50(6), 362-385. doi:10.1002/j.1556-6978.2011.tb01921.x

Recommended Textbook

Jongsma, Arthur E., Jr., Peterson, L. M., & Bruce, Timothy J. (2014). *The complete adult psychotherapy treatment planner: Includes DSM-5 updates*. Hoboken, NJ: Wiley. ISBN: 978-111806786

Teyber, E. & McClure, F. H. (2017). *Interpersonal process in therapy: An integrative model* (7th ed.). Belmont, CA: Brooks Cole.

Zhang, N. & Parsons, R. D. (2016). *Field experience: Transitioning from student to professional*. Thousand Oaks, CA: Sage. ISBN-10: 1483344533; ISBN-13: 978-1483344539

ADDITIONAL RECOMMENDATIONS:

Frankl, V.E. (2006). *Man's search for meaning*. Boston, MA: Washington Square Press.

Frankl, V.E. (2014) *The will to meaning: Foundations and applications of logotherapy*. New York, NY: Penguin Group.

Rogers, C. (1967). *On becoming a person: A therapist's view of psychotherapy*. New York, NY: Houghton Mifflin Company

Yalom, I. (2002). *The Gift of Therapy*. New York: Harper Collins.

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

- As a student enrolled in CED 690, you will now be referred to as a Counselors-In-Training (CIT).
- CITs will secure and maintain professional (student) liability insurance **before** they are eligible to begin seeing clients. This proof of insurance should also be provided in your Practicum Application AND uploaded into Experiential Learning Cloud. Make sure it stays current and provide proof of renewal as needed. See the *Practicum Manual* for more information.
- CED 690: *Practicum* is scheduled as a 3-credit hour course in the curriculum. If you do not finish your hours in one semester, you will be **required to enroll in an additional 1-credit hour and meet all the requirements** for a second semester (e.g., hours, class participation, paperwork etc.). This requirement will be based on the number of outstanding hours. Please review with your instructor and faculty advisor as you near the end of your practicum.
- Although this class will meet for three hours, you will spend 5-10 additional hours per week on tasks required by this course and your placement site. These tasks include seeing clients, completing administrative activities, engaging in supervision, reviewing client sessions, and completing clinical paperwork.
- As a part of the practicum course, the CIT must complete a minimum of **100 clock hours** over a full academic term that is a minimum of 10 weeks. CITs must complete at least **40 direct hours** which include seeing clients in the form of face-to-face individual, couples, family, or group counseling sessions that contribute to the development of counseling skills; and **60 indirect hours** which include class time, supervision, research preparation, documentation etc. However, the evaluation is based on the QUALITY of counseling skills, not the QUANTITY of hours.
- As part of your clinical experiences in the CMU Counseling Program, students are **required to lead or co-lead a counseling or psychoeducational group**. You will be eligible to lead a group in practicum as long as you have completed **CE 650: Theories and Techniques of Group Counseling** BEFORE you enroll in practicum. Otherwise, you must meet this group requirement in CED 691: Internship.
- CITs have **individual or triadic supervision** with site supervisor who is working in consultation on a regular basis with a counselor education program faculty member in accordance with the supervision agreement that averages **one (1) hour per week** throughout the practicum. Please come prepared to engage in supervision each week.

- CITs have group supervision with their counselor education program faculty member that averages **one and a half hours (1.5) per week** on a regular schedule throughout the practicum. Please come prepared to engage in supervision each week.
- Live supervision and/or audio or visual recordings of sessions are required in practicum. Client paperwork, recordings, or documentation are not to leave the practicum site for any reason. Students in off campus sites may not be allowed to record clients. Students at those sites will present cases and will ensure that the site supervisor provides live supervision at least two times during the semester. Students may not record clients without express written permission. Please follow the policy at your practicum site.
- **Throughout the course we will be discussing highly confidential information about the clients. You will be expected to maintain the highest legal, ethical, and professional standards of conduct always.**
- **Attendance Policy:** Attendance is mandatory to ensure client and counselor safety. Missing two or more classes will result in failure of the class. Students who expect to miss class must reach out to the instructor 48 or more hours before the missed class. Students who miss class without 48 hour notice must provide documentation of medical/family emergency.

Class Schedule – Weeks 1-3

	Check-In and Administrative Discussion
	Break
	Skill Building and Group Supervision

Class Schedule – Weeks 4-16

	Check-In and Ethical/Professional/Client Specific Issues
	Group Supervision

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

Class Lectures/Discussions, Modeling/Roleplay, Group/Class Supervision, Review of client sessions, Readings, Presentations, Individual/Triadic Supervision, and occasional discussion boards.

Student Learning Objectives

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

Learning Objectives (LO)

1. Perform, on a limited basis and under clinical supervision of qualified faculty members, counseling activities that a regularly employed staff member

in the setting would be expected to perform (defined as a person occupying the professional role to which the student is aspiring).
2. Apply basic and advanced counseling skills collaborating with diverse individuals, families, couples, and children.
3. Record intake information (including threat & suicide risk assessment), session case notes, treatment plans, and other forms of clinical records.
4. Apply techniques of affective, cognitive, behavioral, systemic, and cultural theories while with clients.
5. Engage in a variety of professional activities such as case presentation, consultation, trauma/abuse assessment & referral in addition to direct services work.
6. Utilize clinical-specific technology and apply feedback offered by qualified faculty members.
7. Apply the DSM-5 clinical assessment of clients' emotional and behavioral problems.
8. Utilize professional resources such as appraisal instruments, print media, and professional literature in the counseling process.
9. Apply standards of conduct and ethical behaviors consistent with the role of a professional counselor in the student's work with clients.

Council for Accreditation of Counseling & Related Educational Programs (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
Professional Counseling 3.E.5	Application of technology related to counseling	Clinical Software Overview; Technology Presentation; Client Sessions
Professional Counseling 3.E.6	Ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities.	Clinical Intakes and/or first session with students. Client interaction.
Professional Counseling 3.E.9	Interviewing, attending, and listening skills in the counseling process.	Client Sessions; Midterm and Final Evaluation; On-going and formal Case Conceptualizations/ Presentations; Supervision; Formative and summative evaluations; Peer and Self

		evaluations.
Professional Counseling 3.E.19	Suicide prevention and response models and strategies	Class Lecture/Discussion; Assessments and Practice in class and in-session; On-going client assessment; Role Plays; Case conceptualizations

Assignments

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

Professional Liability Insurance: Students are only eligible to see clients after their have provided proof of liability insurance to the instructor (upload to Experiential Learning Cloud) on or before the first night of class. If you need to renew your liability insurance during the semester, please provide the updated copy immediately.

Telemental Health Training: Please complete the telemental health training quiz on BB.

Client Contact and Documentation: This is completed weekly at your placement site using their method/software. Student notes should be reviewed by site supervisor and signed as completed. The following documentation is suggested; however, it is ultimately up to your site supervisor:

- Up to 48-hours after session for progress notes, and
- Up to 72-hours (or before first session) after session for clinical intake paperwork.

Documentation generally includes initial intake, progress notes for subsequent sessions, as well as diagnosis and treatment planning. *The student clinician is responsible for making sure all client documentation is timely, updated, and complete.*

Supervision: Individual or Triadic

The student will have weekly supervision with their site supervisor either or with one other student (triadic). Individual/triadic supervision should average **one (1) hour per week**. CIT will be prepared to discuss all active cases, ethical issues, theory integration and questions/concerns.

Supervision- Group

The CIT will participate in an average of **1.5 hours per week** of group supervisions throughout practicum. A counselor education faculty member provides group supervision. Students will come to group supervision prepared to share a clip and/or discuss a completed “Case Conceptualization Form” for at least one session that occurred in the week prior to class. CIT will be prepared to discuss all active cases, ethical issues, theory integration and questions/concerns.

Observation of your peers is also required throughout the semester. CITs will provide **both positive and critical** feedback to other CITs.

Class Attendance/Participation/Professionalism. Attendance is mandatory to protect client and counselor safety. Please prepare and plan to attend and participate in group supervision, class discussions, case reviews, and role plays.

Case presentations are assigned by the instructor. Generally, 2-3 CITs present a case each week. Failure to come to class prepared will result in an unexcused absence.

Technology in Counseling Presentation

Working in groups of two, students will prepare one presentation on best practices and current research regarding the impact of technology on the counseling process (2.F.5.e). Upon completion, students will present their findings to the instructor and their peers through a discussion board by an assigned due date. The presentation should be between 9-12 slides (including a title slide, agenda slide, and reference slide) and use the following outline:

Slide 1: Title Slide

Slide 2: Agenda/Table of Contents

Slide 3-4: Review of ACA Ethical Code(s) standards and any national or state of Michigan rules/laws applicable to using technology in counseling.

Slides 5-9: Topics to choose from (each group select one topic regarding the impact of technology on the counseling process)

- Use and impact of social media in counseling
- Use and impact of electronic health records
- Use and impact of telemental health counseling
- Use and impact of the implementation of HIPAA and HiTech.
- Use and impact of technology-assisted counseling (e.g., hearing impaired, visually impaired, physical impairment).

The current and potential use and impact of virtual reality in counseling.

Slide 9-12: Summary and references (**2-3 peer reviewed academic journal articles/books required**)

Midterm Student Evaluation/Case Conceptualization & Hour Logs

Supervisor Evaluation, Student self- evaluation, signed midterm evaluation and hours logs are completed in Experiential Learning Cloud. Students must use the template on BB to complete the case conceptualization. The form will be reviewed in class. Evaluations need to be completed by the student and the on-site supervisor and turned into the instructor on the specified date. Any missing evaluations will result in an incomplete/fail for the course. For a copy of the evaluation forms see the Practicum Manual. **NOTE: The student MUST have a satisfactory evaluation (3.0 or higher) by the site supervisor to pass. An unsatisfactory final evaluation will result in NC (no credit) for the course.**

Final Student Evaluation/Case Conceptualization & Hour Logs

Students must use the template on BB to complete the case conceptualization. The form will be reviewed in class. Supervisor evaluation, Student-self-evaluation, signed final evaluation and hour logs are completed in Experiential Learning Cloud. Grades will not be posted until all Experiential Learning Cloud tasks are complete.

Experiential Learning Cloud Practicum Portfolio.

Students will upload all documentation, papers, and hours logs into an electronic portfolio system called Experiential Learning Cloud.

Course Evaluation

Assignment	Point Value
Telemental Health Training/Quiz	Mandatory – Failure to Complete Counts as an Absence
Technology in Counseling Presentation	Mandatory – Failure to Complete Counts as an Absence
Attendance and Class Participation	Mandatory – Missing Two or More Classes Results in Failure of the Course
Case Conceptualization at Midterm and Final	Mandatory – Missing Assignment will Count as an Absence
Midterm Evaluations	Required for Growth
Final Evaluation	3.0 or better
Total	Credit

Grading Scale

This course is Credit/Non-Credit.

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
Introductions (15 min)	3.E.6 3.E.9	Read Syllabus and Practicum Handbook.	HIPAA Cert. if required at your site.
Syllabus & Practicum Manual Review		Erford Text: Read chapter with your theoretical orientation	EMR at your site.
Assign Technology Presentations and		Introduction:	Experiential Learning Cloud Tasks

Supervision. (Students can sign up in BB)		What is your theoretical orientation?	Set up Technology presentation partners.
Telemental Health: Best Practices		Goals for Practicum?	

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Check-In: Process: <ul style="list-style-type: none"> Assigning Clients Documentation Procedures & SOAP Notes Session #1 Prep: <ul style="list-style-type: none"> Informed Consents Exceptions to Confidentiality Emergencies 	3.E.6 3.E.9 3.E.19		Review of Manual

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Check In: Counseling Techniques Group Supervision #1	3.E.6 3.E.9 3.E.19	Cameron (2002) Case-Notes article. S.O.A.P. Notes Erford text: What techniques do you identify with the most? The least? Why?	Review Recordings

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Check-In Group Supervision #2	3.E.6 3.E.9 3.E.19	Erford Chapters: 1-4 (On your own)	Review Recordings

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Check-In Group Supervision #3	3.E.6 3.E.9 3.E.19	Erford Chapters: 5-8 (On your own) Hanna (2011). Freedom Toward an Integration.	Review Recordings

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Check-In Group Supervision #4	3.E.6 3.E.9 3.E.19	Erford Chapters: 9-12 (On your own)	Review Recordings

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Check-In Group Supervision #5	3.E.6 3.E.9 3.E.19 3.E.5	Erford Chapters: 13-16 (On your own)	Review Recordings Technology Presentations Due in BB on Sunday @11:59pm. CITs review and comment over next two weeks.

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Group Supervision #6	3.E.6 3.E.9 3.E.19	Erford Chapters: 17-20 (On your own)	Month/Day Midterm Evaluation Case Conceptualization due in Blackboard on by

			weeks end. Send Experiential Learning Cloud midterm to supervisor by March 6 for March 13 completion.
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Week 9 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Check-In Client Termination and Discharge Group Supervision #8	3.E.6 3.E.9 3.E.19	Erford Chapters: 26-30 (On your own) Review of Book Chapter on Termination and Reflection Activity	Review Recordings

Week 10 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Check-In Group Supervision #10	3.E.6 3.E.9 3.E.19		Review Recordings

Week 11 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Check-In Group Supervision #11	3.E.6 3.E.9 3.E.19	Erford Chapters: 31-35 Review of Book Chapter on Termination and Reflection Activity	Review Recordings

Week 12 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Check-In	3.E.6 3.E.9	Erford Chapters: 31-35	Review Recordings

Group Supervision #12	3.E.19	Review of Book Chapter on Termination and Reflection Activity	
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Week 13 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Check-In Group Supervision #13	3.E.6 3.E.9 3.E.19	TBD	Review Recordings

Week 14 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Check-In Group Supervision #14	3.E.6 3.E.9 3.E.19	TBD	<p>Month/Day</p> <ul style="list-style-type: none"> Final Case Conceptualization due in Blackboard on _____ Final Evaluation, and - Final Self-Evals Due in Experiential Learning Cloud on _____ Final evaluation submitted to supervisor in Experiential Learning Cloud by 4/17/2024.

Week 15 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Check-in: Group Supervision #15	3.E.6; 3.E.9; 3.E.	TBD	

Week 16 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due

Finals Week: All Paperwork is Due. No Group Supervision	3.E.6 3.E.9 3.E.19		All Summary Hour Logs and Experiential Learning Cloud Assignments must be completed before grades are submitted
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**The instructor reserves the right to alter the course schedule or syllabus requirements based upon the student’s needs.

Course Policies, Conduct & Expectations

This course is heavily dependent on the feedback you will receive both from your supervisor as well as your peers. It is expected as part of the course and it is essential to your professional growth and development that you maintain an open and welcoming attitude to such feedback and respond in a professional and non-defensive manner. Evidence that you are unable or unwilling to comply with this expectation may necessitate remedial action.

The instructor aims to construct a safe and welcoming learning environment for students. Throughout the course, you will also be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion during the group supervision. Disagreeing with ideas, holding alternative views, and challenging the status quo are all a part of the higher education tradition, as they provoke us to re-examine our own thinking. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive, and culturally appropriate manner and to maintain confidentiality when students share personal information.

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

- When sending an email to the instructor, please use a polite greeting.
- Please sign your emails.
- Make sure to identify questions or concern within your email and provide a possible solution.

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.

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 691: Internship in Counseling

Course Information

- **Course:** CED 691
- **Title:** Internship in Counseling
- **EPN:** [Insert EPN]
- **Format:** Synchronous 16-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

Clinical experience in selected settings, managing a client caseload under qualified supervision.
CR/NC only.

Prerequisites and Co-requisites

Prerequisite: The completion CED 690: *Practicum*.

Rationale for Course Level

This course is designed for graduate students because the expectations of class participation and academic rigor; emphasis on professional and vocational specifics are all at an advanced level.

Required Textbooks

None

Recommended Textbook

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders—DSM-5-TR* (5th ed.). Washington, DC: Author.

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). *Multicultural and social justice counseling competencies*. (Available for free on the Bb class site, or by retrieving from http://www.multiculturalcounseling.org/index.php?option=com_content&view=article&id=205:amcd-endorses-multicultural-and-social-justice-counseling-competencies&catid=1:latest&Itemid=123)

**Additional reading assignments will be included within the Bb shell.

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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

Please record course deadlines for site visits, evaluations, hours logs, etc. Students are responsible for submitting paperwork on time and communicating directly with their site supervisor and/or faculty instructor if things are late. The student may receive an “Incomplete” grade in the course until all required documentation is received.

Methods of Instruction

Clinical instruction is provided through various approaches involving case study, conceptualization, guest speakers, and supervision. Methods of instruction, including textbooks, articles, handouts,

lectures, self-assessments, guest speakers, and written assignments, will also be utilized in order to enhance clinical skills.

Learning Environment

Confidentiality is a core ethical principle in the counseling profession. Trust and openness are a crucial part of the experiential nature of the class activities, essential to integrate the concepts in this course.

With regards to yourself, you have the right and responsibility to share only as deeply as you feel comfortable. With regard to your volunteer and any students/clients in the field you wish to discuss or use as examples in class discussions, you should protect their privacy and confidentiality by using aliases and avoiding identifying characteristics.

Group supervision (i.e., class) must be a safe environment for discussions, with no fear of reprisal, criticism, or breach of confidentiality.

Revealing anything about a fellow student, case studies, or any other personal or private information with anyone outside of the class is a breach of confidentiality. Anything you share in this class that is subsequently shared with the instructor will in no way affect your grade and will be kept confidential unless it falls under one of the exceptions of confidentiality, which include, but are not limited to: disclosures of serious and foreseeable harm to self or others, or abuse of a child, elderly person, or disabled person.

Please keep in mind that, just as a counseling group facilitator is unable to guarantee confidentiality for all group members, so too is this class instructor's control over confidentiality limited. **If a classmate discloses any of the above, please see the instructor immediately.** If at any time you experience discomfort or if this class brings up any difficult issues for you, please speak with the instructor for a referral, or contact the CMU Counseling Center, which provides counseling services free to students.

Breach of confidentiality is very serious and will result in consequences such as affecting your grade or even up to failure of the course. Students must abide by all American Counseling Association (ACA) ethical guidelines, including those guidelines specific to informed consent, confidentiality, and duty to warn.

Student Learning Objectives

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

Learning Objectives (LO)
1. Counsel clients with the skill expected of an entry-level professional.
2. Evaluate self-performance as a counselor.
3. Complete all paperwork associated with being a professional counselor in a particular setting.
4. Obtain practical experience in a counseling setting.
5. Formulate a professional identity consistent with the requirements of the counseling discipline.
6. Apply enhanced technical skill development.
7. Apply ethical standards to the practice of 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.E.7	culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	Case Conceptualization; Microlearning Series; Hours Log; Ethical Dilemma/Current Event
3.E.13	developmentally relevant and culturally sustaining counseling treatment or intervention plans	Case Conceptualization; Microlearning Series; Mid-Term & Final Evaluations
3.E.14	development of measurable outcomes for clients	Case Conceptualization; Class Discussion; Mid-Term & Final Evaluations; Supervision Observations
3.E.17	principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community	Case Conceptualization; Microlearning Series; Mid-Term & Final Evaluations; Ethical Dilemma/Current Event
5.C.9	third-party reimbursement and other practice and management issues in clinical mental health counseling	Lecture/Assignment; Class Discussion; Hours Log

Assignments

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

1) Pre-Class Assignments

- a. Obtain a copy AND READ the Syllabus and Internship Manual in full.
- b. Print off or save an electronic version, AND RE-READ the *ACA Code of Ethics* (2014) and any other relevant ethical codes, policies, or handbooks required by your site.
- c. Print off or save an electronic version, AND RE-READ the *Multicultural & Social Justice Competencies*.
- d. Complete all required paperwork in Experiential Learning Cloud (ELC). Upload your course syllabus.

2) Professional Issues Microlearning Series

To support the student's transition from graduate student to professional counselor, this course incorporates a Professional Issues Microlearning Series—a collection of brief, focused learning modules and/or discussions designed to deepen their understanding of key topics in the counseling

profession. These weekly microlearning experiences will address current, real-world professional issues such as licensure, billing, ethical documentation, clinical supervision, professional boundaries, and counselor self-care. Each topic will include a short resource (video, reading, or podcast), an accompanying reflection or discussion prompt, and practical tools to support the student's growth as a counselor. These microlearning moments are intended to enhance the student's professional identity, encourage lifelong learning, and provide guidance on navigating the complexities of the field as they prepare for post-grad practice.

3) **Hours Logs**

Students are required to complete daily time logs of their direct, indirect, and supervision hours through ELC. Logs should be updated on a daily/weekly basis and signed by your supervisor biweekly (for your own records), at a minimum. The responsibility to keep track of your hours in internship is purely on the internship student. Ethical and honest reporting are critical, and a student can be removed from the course/site if issues arise. Progress towards the required hours will be discussed between the student and instructor every 8-weeks.

4) **Attendance & Participation**

Students are expected to both attend AND participate in class during each scheduled session. Learning and integrating the material in this course, coupled with development as a counselor in training, requires attendance, preparedness, and participation with the course material. Students are expected to (1) arrive on or before class start time; (2) be prepared to discuss their current cases and field experiences; (3) actively engage in class; and (4) remain present until end of class meeting time or instructor has ended class (whichever comes first). **Internship attendance is mandatory; failure to attend two or more classes may result in failure of the course, removal from the internship and/or removal from the program.**

Students who miss more than one class may reach out to the instructor to find a solution to make up the missed supervision time. One option may be attending another internship section if space permits, but students should not rely on this option. Please stay in regular communication with your site/site supervisor and faculty instructor regarding any absences or concerns.

5) **Professionalism & Competence**

Please remember that when serving at a site or school, the student is an ambassador of Central Michigan University and the Counseling Program. The counseling program expects students to adhere to the highest standards for professional comportment at all times throughout their enrollment in this program. To that end, those associated with the counseling program must display professional maturity, competence in their scope of practice, and personal and ethical integrity in every facet of the clinical and educational setting. Additionally, students are expected to be on-time, timely in completing paperwork and other duties, honest, open, ethical, receptive of feedback, and growth-oriented.

6) **Case Conceptualization Paper & Presentation**

Each week one student is to submit a written case conceptualization paper and facilitate a case review for a current client based on their concentration area. Presentation dates will be decided on the first night of class. *Each student will complete a case conceptualization each semester they are enrolled in internship. A concentration-specific case conceptualization format is provided in the Bb shell to utilize as a template for the paper.* **The written paper is due into the Experiential Learning Cloud on the night of the oral presentation.**

7) **Ethical Dilemma OR Current Issues Discussion**

Each week one student will provide a minimum of one ethical dilemma or one current event discussion to the class and facilitate a verbal group discussion surrounding it. For either assignment, in addition to the discussion, the student will also submit a written document of the case or event (you should use it as a guide for yourself to include all appropriate information). *Each student will complete an ethical dilemma OR current issues discussion presentation each semester they are enrolled in internship.* A format is provided in the Bb shell to utilize as a template for the paper. **The written paper is due into the Experiential Learning Cloud on the night of the oral presentation.**

8) **Mid-Term & Final Evaluations**

Prior to the midterm and the final class session, the site supervisor is asked to complete an evaluation of the student's progress and time at the site within Experiential Learning Cloud. Upon completion, the intern is to meet with the site supervisor to complete the evaluation process and sign off that they have received it. **Each student must have both the mid-term AND the final evaluations completed each semester they are enrolled in an internship and for each site they are accruing hours at. Evaluations are due around Weeks 8 and 16, though specific due dates will be provided.**

9) **Experiential Learning Cloud (ELC)**

Students will use Experiential Learning Cloud (ELC) to track their hours, complete evaluations, and upload assignments. Students are encouraged to log into the ELC at least every other day to update their hours, as opposed to waiting until the end of a week. Training and guidance for this system will be provided in class, and tutorials are available within the system.

10) **Navigating the Business of Counseling Interview & Reflection**

As part of the internship experience, this assignment will help the student explore the financial, ethical, and administrative components of clinical practice, including billing, insurance reimbursement, and operational considerations in mental health settings.

PART I: Slideshow

Students will review and discuss a lecture regarding third-party reimbursement and other practice issues in the profession during a designated class.

PART II: Interview

After the discussion, the student will interview a site supervisor, clinical director, or financial services representative at their site (or within another setting) to gain insight into the site's billing and management practices. *School Counselor students should pair up with a CMH student to complete this assignment or identify an alternate interviewee.* Students should utilize the interview template provided in the course shell to record the responses.

PART III: Reflection and Discussion

In a subsequent class, students will reflect on how these business practices influence their developing identity as a counselor, as well as what to consider for their future clinical practice.

11) **CED Exit Survey & Site Supervisor Survey**

All students must complete the CED exit survey and Site Supervisor Survey in the **FINAL semester** of their internship (unless your supervisor changes between semesters). Each site supervisor you have interactions with will need to be evaluated. The exit survey will be completed once. Please provide the results of the electronic survey as proof of completion within your portfolio. These will be completed using Experiential Learning Cloud.

Course Evaluation

CED 691 requires student participation and group discussions in class. The student will be evaluated

on their case presentation, hours logs, evaluations, and all written assignments. These requirements demonstrate the student's participation, conceptualization, and ongoing skill development. Internship in counseling is a **Credit/No Credit** graded class. *If the student meets all the course requirements, they will earn a satisfactory grade.* However, the student will earn an unsatisfactory grade if, for any of the following, or fail to:

- Complete the minimum number of required hours (including group supervision), and the required internship documentation (including documents for session recording);
- Keep, and be on time for, appointments with students/clients;
- Only see students/clients at your designated site(s), and those approved by the site supervisor;
- Honor the confidentiality and privacy of students/clients;
- Adhere to ACA, ACSA, and/or MCBAP/NAADAC ethical standards, as well as relevant HIPAA laws;
- Maintain competency level of Multicultural & Social Justice Counseling Competencies;
- Keep, and be on time for, appointments with site supervisor and developmental supervisor (e.g., internship instructor);
- Meet minimum requirements of site supervisor's evaluation;
- Demonstrate effective counseling skills and developmental growth;
- Adhere to the requirements outlined in this syllabus;
- Actively participate in group supervision by speaking in every class session, being on time and coming prepared.

Additional Notes

- Students will secure and maintain *professional (student) liability insurance* **before** they are eligible to begin seeing clients. Make sure it stays current and provide proof of renewal as needed.
- As part of your clinical experiences in the CMU Counseling Program, you are *required to lead or co-lead a counseling or psychoeducational group during either Practicum and/or Internship*. **You will need A MINIMUM of 10 hours of group counseling on your final hours log.** If you did not lead a group during practicum, you are required to lead a group during internship.
- *Live supervision and/or audio or visual recordings* of sessions **are required in internship and to be recorded on the "Supervision Observation" form in ELC** (at least 2 per semester, spread out throughout the semester).
- Any client paperwork, recordings, or documentation are not to leave your site for any reason.
- The intern cannot accrue more than 40 hours each week at the site.
- The interns may *only* accumulate hours beginning on the first day of the semester and only after the internship site has been approved by the CMU Counseling Program, and must *stop* accumulating hours on the Friday of exam week. **Final hours logs are due on the Friday of exam week each semester.**

- Students are expected to attend class each scheduled class session. More than one absence will require that the student make up class time and group supervision within another instructor's section.
- Students will complete **600 clock hours** of supervised counseling internship in roles and settings relevant to their specialty area (Addiction, CMH, School). Of the 600 hours, **240 clock hours** must be in direct service with clients (individual, couples, family, or group counseling sessions).
- Students enrolled in CED 691: *Internship* are required to have weekly interaction through **individual or triadic supervision** with their site supervisor(s) in accordance with the supervision agreement that averages **one (1) hour per week** throughout the internship.
- Students enrolled in CED 691: *Internship* have group supervision with their counselor education program faculty member that averages **one and a half hours (1.5) per week** on a regular schedule throughout the internship.
- Students are not allowed to accrue hours over Christmas or Semester breaks (or when there is no instructor assigned to the course).
- **You must notify your site supervisor if you have a suicidal or homicidal student/client** immediately. Please also notify your faculty instructor **immediately** following the situation resolution with you, your site supervisor, and the student(s)/client(s).
- *Students planning to obtain a Michigan counseling license* will need to complete a professional development training on Human Trafficking and Implicit Bias prior to applying for the license. Students planning to obtain a license from another state should consult that state's requirements for any additional training or content.

Course Outline

Course Outline (Weekly Schedule)

Week 0 (M Date- Sun Date)

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Complete ELC paperwork; Review Syllabus & Internship Manual			

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Introductions; Orientation, Expectations, and ELC; Sign-Up for Case Conceptualization & Ethical Dilemma dates			

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Group Supervision Microlearning Topic: <i>Supervisee/or Roles & Responsibilities</i>	3.E.7 3.E.13 3.E.14 3.E.17		Case Presentation(s) Ethical Dilemma or Current Event Presentation(s)

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Group Supervision Microlearning Topic: <i>Documenting Supervision & Supervision Best Practices</i>	3.E.7 3.E.13 3.E.14 3.E.17		Case Presentation(s) Ethical Dilemma or Current Event Presentation(s)

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Group Supervision Microlearning topic: <i>Licensing & Certification Discussion</i>	3.E.7 3.E.13 3.E.14 3.E.17		Case Presentation(s) Ethical Dilemma or Current Event Presentation(s)

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Group Supervision Microlearning topic: <i>Professional Boundaries & Dual Relationships</i>	3.E.7 3.E.13 3.E.14 3.E.17		Case Presentation(s) Ethical Dilemma or Current Event Presentation(s)

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Group Supervision Microlearning topic:	3.E.7 3.E.13 3.E.14		Case Presentation(s) Ethical Dilemma or

<i>Navigating the Business of Counseling- Parts I & II</i>	3.E.17 5.C.9		Current Event Presentation(s)
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Week 7 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Group Supervision <i>Site Visits Occurring</i> Microlearning topic: <i>Advocacy as a Counselor- Micro to Macro Levels</i>	3.E.7 3.E.13 3.E.14 3.E.17		Case Presentation(s) Ethical Dilemma or Current Event Presentation(s)

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
NO CLASS- Spring or Fall BREAK <i>Site Visits Occurring</i>			

Week 9 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Group Supervision Microlearning topic: <i>Cultural Humility in Practice</i>	3.E.7 3.E.13 3.E.14 3.E.17		Case Presentation(s) Ethical Dilemma or Current Event Presentation(s)

Week 10 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
NO CLASS- Individual Meetings with Instructor			

Week 11 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Group Supervision Microlearning topic:	3.E.7 3.E.13 3.E.14		Case Presentation(s) Ethical Dilemma or

<i>Navigating Crisis, Mandated Reporting & Duty to Warn</i>	3.E.17		Current Event Presentation(s)
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Week 12 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Group Supervision Microlearning topic: <i>Navigating the Business of Counseling Part III</i>	3.E.7 3.E.13 3.E.14 3.E.17 5.C.9		Case Presentation(s) Ethical Dilemma or Current Event Presentation(s)

Week 13 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Group Supervision Microlearning topic: <i>Termination & Transitioning to Postgraduate Practice</i>	3.E.7 3.E.13 3.E.14 3.E.17		Case Presentation(s) Ethical Dilemma or Current Event Presentation(s)

Week 14 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Group Supervision Microlearning topic: <i>Professional Identity and Joining the Counseling Community</i>	3.E.7 3.E.13 3.E.14 3.E.17		Case Presentation(s) Ethical Dilemma or Current Event Presentation(s)

Week 15 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Group Supervision Microlearning topic: <i>Self-care & Burnout Prevention for Counselors</i>	3.E.7 3.E.13 3.E.14 3.E.17		Case Presentation(s) Ethical Dilemma or Current Event Presentation(s) Self-Evaluation, Supervisor Evaluation, Other Surveys

Week 16 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Reflection & Processing of Experience			Final Paperwork (including hours log) due on Friday @ 5pm EST

**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.

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 699: Diagnosis & Treatment Planning

Course Information

- **Course:** CED 699
- **Title:** Diagnosis & Treatment Planning
- **EPN:** [Insert EPN]
- **Format:** Synchronous 16-week face-to-face
- **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 overview of the diagnosable mental and emotional disorders and appropriate intervention methods.

Prerequisites and Co-requisites

Prerequisites: CED 677

Rationale for Course Level

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

Required Textbooks

American Psychiatric Association (Ed.). (2022). *Diagnostic and statistical manual of mental disorders: DSM-5-TR* (Fifth edition, text revision). American Psychiatric Association Publishing.

First, M. B. (2024). *DSM-5-TR handbook of differential diagnosis*. Arlington, Va., American Psychiatric Publishing.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2024). *Clinical Interviewing (7th ed)*. Hoboken, NJ: Wiley.

**Additional reading assignments will be included within the Bb shell.

Recommended Textbook

Gehart, D. (2016). *Theory and Treatment Planning in Counseling and Psychotherapy (2nd ed.)*. Boston, MA: Cengage.

Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2021). *The complete adult psychotherapy treatment planner*. (6th ed.). New York: Wiley.

Jongsma, A. E., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2023). *The adolescent psychotherapy treatment planner (6th ed.)*. New York: Wiley.

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.

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Late Work Policy

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

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

Student Learning Objectives

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

Learning Objectives (LO)
1. Explain the role of the Professional Counselor in a variety of settings.
2. Apply professional use of the most current version of the DSM for performing diagnoses in counseling settings.
3. Articulate the salient differences between the intended uses and benefits of diagnosis and treatment planning.
4. Differentiate between the assumptions of the medical model, psychosocial models, and the developmental models of human behavior.
5. Conduct case conceptualizations of the stages of clinical process which include diagnosis, assessment, treatment planning and implementation, and retrospective review and evaluation.
6. Describe, explain, and demonstrate ethically sound uses and limitation of diagnostic judgments, including cultural and gender biases of the diagnostic system.
7. Analyze diagnostic categories in the most current version of ICD that correspond to selected categories in the most recent version of the DSM.

Council for Accreditation of Counseling & Related Educational Programs (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
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3.E.2.	critical thinking and reasoning strategies for clinical judgment in the counseling process	Quizzes; Discussion Board; Recorded Interview; Integrative Summary
3.E.16.	record-keeping and documentation skills	Discussion Board; Recorded Interview; Integrative Summary; Documentation Fill-In
3.G.11.	diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	Quizzes; Discussion Board; Recorded Interview; Integrative Summary
5.C.2.	mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare	Mapping The Mental Health Continuum
5.C.3.	legislation, government policy, and regulatory processes relevant to clinical mental health counseling	Mapping The Mental Health Continuum
5.C.4.	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Quizzes; Recorded Interview; Integrative Summary

Assignments

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

1) Quizzes (4 quizzes; 5 points each = 20 points)

Description: The purpose of the open-book quizzes in this course is to complement the reading assignments throughout the course. The quizzes will serve as the students' self-assessment method to understand if they learned the main points from each week. Each 20-question quiz will be taken online and cover content from the reading and include T/F, fill-in, and multiple-choice questions. The student will receive feedback after the deadline for each quiz has passed. The student will have 45-minutes to complete the quiz and only one attempt. Quizzes will have randomized questions and only one question will populate at a time. Students are expected to work alone and not share answers or quiz content.

2) Discussion Board- Diagnostic Teams (3 assignments; 6 points each = 18 points)

Description: One of the best ways of honing one's diagnostic skills is to read through a series of cases and determine what the most likely diagnoses are based on background information, symptoms, and behaviors. Additionally, consultation and collaboration with other mental health providers is an integral part of accurate diagnosis, particularly in clinical mental health settings such as community agencies, hospitals, crisis centers, and private practices. For this series of assignments, the student will become part of a diagnostic team (team composition is based on the student's identified program concentration). In the assigned weeks, each team will receive a case vignette representative of one or more diagnoses covered in the assigned reading. Working collaboratively, the team will identify and justify the diagnoses for that client vignette and respond to the questions. The team will then create **one response**, using the template provided, to submit to the Discussion Board on behalf of the whole team (Part I; 5 points). Individually, students must then read/review at least ONE other group's work and provide thoughts, feedback, and questions on or

before 4:00pm on TUESDAY (before class; Part II, 1 point). **The instructor will place all students into groups based on their identified concentration area for this assignment.**

3) Recorded Biopsychosocial Interview (15 points)

Description: This assignment has three purposes: 1) gain practice asking helpful interview questions that will yield a comprehensive snapshot of the client's presenting situation, 2) practice case conceptualization skills, and 3) articulate clinical thoughts through professional writing. For this assignment, the student will interview a "client" of their choosing utilizing the biopsychosocial assessment document provided. **The interview should be recorded** using a medium of the student's choice (e.g., Webex meeting, Panopto, YouTube, etc. The identified "client" must be 18 or older and must be able to and be willing to sign an informed consent document stating that their information will be kept confidential and only used for educational purposes. For the purposes of this assignment, please ensure that any of the client's identifying information is blinded. Using the skills and knowledge learned in class, the student will complete the biopsychosocial assessment form, including the treatment planning portion, with as much detail as possible. Please utilize the interview template, informed consent document, and scoring rubric provided. This is an educational assignment only and the final outcome summary (e.g., possible diagnosis assigned) will not be shared with the "client." The final submission for this assignment contains two parts:

- **The recording (5 points)**
 - **Post to Bb AND within the Discussion board**
- **The Biopsychosocial Assessment (10 points)**

4) Recording Feedback (5 points)

Description: Giving, receiving, and incorporating feedback are essential skills of a counselor. After recording your Biopsychosocial Interview, you will upload the link into the Discussion Board Forum "Recording Feedback." You will review two of your peer's interviews and respond to the associated questions for each video. Responses should be more than "good job," rather, providing meaningful strengths and areas for growth is warranted.

5) Documentation & Case Conceptualization Fill-In Guide (10 points)

Description: "If it isn't documented, it didn't happen" is a common statement meaning that our documentation of our client and student interactions are essential to establish and justify the work we do. Additionally, it is difficult to know where to go or what to do next with a client or student unless there is true understanding of the client/student's whole picture...the conceptualization of their case. The Documentation & Case Conceptualization Fill-In Guide assignment will help the student understand the main points through practical application. After reviewing the content for the week, please utilize the template provided to fill-in the knowledge gaps and practice the process of treatment planning.

6) Mapping The Mental Health Continuum: Policy, Practice, & Partnership (12 Points)

Description: This assignment provides students with the opportunity to explore how clinical mental health counseling services are delivered across the

continuum of care and how legislation and regulatory policies shape access, coordination, and integration of services. Students will select a specific mental health condition or client population (e.g., adolescents with co-occurring disorders, adults with severe depression, etc.) and create a comprehensive care map that traces the pathway of treatment from initial contact to aftercare. This map must be supported by an analysis of key legislation, policy, and regulatory influences at the local, state, and national levels. Students will present their findings in a visually engaging and well-organized paper that includes a narrative analysis and a care map/flowchart. The goal is to integrate knowledge of counseling policy and systems with clinical decision-making and ethical service delivery planning. More

information, including the rubric and assignment overview, is included in the Bb shell.

7) Integrative Case Summary (20 points)

Description: This assignment will assist the student in preparing a complete case conceptualization of a client from beginning to end. Working in small groups (pre-assigned) during the scheduled class time, students will interview a mock client (clients played by actual counselors working in the field and are provided for the class) in a simulated experience of a full clinical interview. Upon completion of the interview, the student will consult with their group regarding the diagnosis/diagnoses and treatment plan. Each student will write up their own narrative of the clinical interview and submit this for a grade; only the final narrative will be submitted. A template is provided.

Please note: School counseling concentration students will conduct a mock interview of a child or adolescent client; Addiction counseling concentration students will conduct a mock interview with a client with an individual and/or co-occurring substance abuse concern; and Clinical Mental Health concentration students will conduct a mock interview with a client with a specific mental health concern. More information about this assignment, rubric, and the template can be found under “Integrative Case Summary” in Bb.

Course Evaluation

Assignment	Point Value
Quizzes	20
Discussion Board	18
Recorded Biopsychosocial Interview	15
Recorded Interview Feedback	5
Treatment Planning Fill-In Guide	10
Mapping The Mental Health Continuum	12
Integrative Case Summary	20
Total	100

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
Read the syllabus Purchase course text		SF/SF: Chapters 1	

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Introductions; Introduction to content; Syllabus Review		SF/SF: Chapter 1	

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Clinical Interviewing' Multicultural & Ethical Considerations in Diagnosis	3.E.16. 5.C.4.	SF/SF: Review Chapter 2, Focus on Chapter 3	Journal 1 Quiz 1

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Clinical Documentation	3.E.16. 5.C.4.	SF/SF: Chapter 8	

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Case Conceptualization Mental Status Exam	3.E.16. 3.G.11. 5.C.4.	SF/SF: Chapter 9 & Additional Chapter on Case Conceptualization (available in shell)	Practice with Biopsychosocial Format

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
History of Diagnosis & Introduction to the DSM; Making a Diagnosis; Mental Health Service Delivery Modalities; Legislation, government policy, and regulatory processes	3.E.16. 3.G.11. 5.C.2. 5.C.3. 5.C.4.	SF/SF: Chapter 11 Read DSM-5-TR Introduction: pgs. 5-29 First: Chapter 1 & Chapter 2- pgs. 17-21	Quiz 2 Journal 2

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Putting it All Together & Treatment Planning	3.E.16. 3.G.11. 5.C.4.	Review associated chapters and materials thus far	Documentation & Case Conceptualization Fill-In Guide- We will start this in class together- finish whatever is left

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Neurodevelopmental Disorders; Disruptive, Impulse-Control, & Conduct Disorders;	3.E.2. 3.G.11.	Read Associated DSM Chapters & additional materials in Bb First: Chapter 2 Decision Trees 2.1-2.4	Recorded Interview & Informed Consent

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

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Depressive Disorders Bipolar Disorders	3.E.2. 3.G.11.	Read Associated DSM Chapters & additional materials in Bb First: Chapter 2 Decision Trees 2.8-2.11, 2.12-2.15	Journal 3 Recording Feedback (2 peer responses required)

Week 9 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
NO CLASS	SPRING	BREAK	

Week 10 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Anxiety Disorders; Trauma & Stressor Related Disorders;	3.E.2. 3.G.11.	Read Associated DSM Chapters & additional materials in Bb First: Chapter 2 Decision Trees 2.13-2.16,	Diagnostic Group DB 1

Week 11 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Substance-Related & Addictive Disorders; Eating & Feeding Disorders;	3.E.2. 3.G.11.	Read Associated DSM Chapters & additional materials in Bb First: Chapter 2 Decision Trees 2.18, 2.24, 2.26	Quiz 3

Week 12 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Obsessive/Compulsive Disorder; Gender Dysphoria; Paraphilic Disorders;	3.E.2. 3.G.11. 5.C.2. 5.C.3.	Read Associated DSM Chapters & additional materials in Bb	Mapping The Mental Health Continuum

		First: Chapter 2 Decision Trees 3.6 1-5, 3.13, 3.18	
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Week 13 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Schizophrenia Spectrum & Other Psychotic Disorders; Dissociative Disorders;	3.E.2. 3.G.11.	Read Associated DSM Chapters & additional materials in Bb First: Chapter 2 Decision Trees 2.5-2.12	Diagnostic Team DB #2

Week 14 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Personality Disorders	3.E.2. 3.G.11.	Read Associated DSM Chapters & additional materials in Bb First: Chapter 2 Decision Trees 2.5-2.12	Diagnostic Team DB #3

Week 15 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Diagnoses of importance, though less commonly diagnosed by counselors: Neurocognitive Disorders; Elimination Disorders Sleep Wake Disorders; Somatic Disorders; Sexual Dysfunctions	3.E.2. 3.G.11.	Read Associated DSM Chapters & additional materials in Bb First: Chapter 2 Decision Trees 2.1-2.4, 2.14, 2.12.16, 2.17, 2.19-2.22, 2.27-2.29	Quiz 4 Interview Prep

Week 16 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due

Complete Interviews During Class Time	5.C.4.		Write up your final summary
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Week 17 (M Date- Sun Date) Live Session: enter day or delete

Topic	CACREP Standard Number	Reading Assignment	Assignment Due
Final Class Processing & Reflection			Integrative Summary due on or before 11:59pm on Tuesday

**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.

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.