

Capital University
Theories and Techniques of Individual Counseling
EDUC 523-01

Fall 2022F
4 Credit Hours
Class Time: Thu 4:30-6:45
Ruff Learning Center 202

Michael S. Lewis, Ph.D., LPCC-S
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614-429-7441

Office Hours: Weds & Thurs 2-4:30
Ruff Learning Center Room 230
And virtually by appointment: <https://capital.zoom.us/j/91548234767>

Course Description:

This course serves as a comprehensive foundation for the prevalent counseling theories in the field. Exploration of historical perspectives and philosophies ground the theories studied. The basic tenants, principles, applications and related techniques will be explored for theories that include classic psychoanalysis, cognitive based therapies (cognitive behavioral therapy and Rational-Emotive Behavioral therapy), person-centered therapy, existentialism, Gestalt, Adlerian, Transactional-Analysis, and reality/choice therapies among others. A focus on multicultural and ethical considerations is included.

Course Objectives (based on CACREP standards):

Students Will:

- Incorporate self-care strategies appropriate to the counselor role (2.F.1.1)
- Identify and practice theories and models of counseling (2.F.5.a)
- Integrate a systems approach to conceptualizing clients (2.F.5.b)
- Develop a general framework for theories, models, and strategies for practicing consultation (2.F.5.c)
- Develop essential interviewing, counseling, and case conceptualization skills (2.F.5.g)
- Synthesize evidence-based counseling strategies and techniques for prevention and intervention (2.F.5.j)
- Begin developing a personal model of counseling (2.F.5.n)
- Develop methods of effectively preparing for and conducting initial assessment meetings (2.F.7.b)
- Understand and be ready to use procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (2.F.7.c)

Signature Learning Outcomes

Capital University is committed to a liberal education that readies students for every arena of life. The curriculum is structured around the School of Education (SOE) Program Learning Outcomes (PLOs) that are delivered through majors, minors, foundational courses, and co-curricular experiences. The PLOs represent what students are able to do at the conclusion of a program and are achieved as the culmination of multiple courses and activities. The following course has Counselor Education specific PO's aligned with the SOE PLO's and CACREP standards.

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	2.F.5.a., 2.F.5.b., 2.F.5.c., 2.F.5.g., 2.F.5.j., 2.F.5.n., 2.F.7.b., 2.F.7.c.	Chapter and Article Readings; Role-plays and recordings; Self-evaluations; Research Paper; Examinations; Theoretical Orientation Reflection; Participation
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.	2.F.1.1., 2.F.7.b.	Self-evaluations; Examinations
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	2.F.5.a., 2.F.5.b., 2.F.5.g., 2.F.5.n., 2.F.7.c.	Role-plays and recordings; Research Paper; Self-evaluations; Theoretical Orientation Reflection; Participation

#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.		
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.	2.F.1.1., 2.F.7.c.	Conference Reflection; Role-plays and recordings; Self-evaluations;

Required Texts and Readings

DeBlaere, C., Singh, A. A., Wilcox, M. M., Cokley, K. O., Delgado-Romero, E. A., Scalise, D. A., & Shawahin, L. (2019). Social justice in counseling psychology: Then, now, and looking forward. *The Counseling Psychologist, 47*(6), 938–962.

Johnson, D. (2020). Waking up the dissident: Transforming lives (and society) with feminist counseling. *Journal of International Women's Studies, 21*(2), 178-183.

Kress, V. E., Seligman, L. W., & Reichenberg, L. W. (2020), *Theories of Counseling and Psychotherapy: Systems, Strategies and Skills* (5th ed.,). Pearson: Columbus, OH.

Ratts, M. (2009) Social justice counseling: Toward the development of a fifth force among counseling paradigms. *Journal of Humanistic Counseling, Education, and Development, 48*, 160-172.

Singh, A. A., Nassar, S. C., Arredondo, P., & Toporek, R. (2020). The past guides the future: Implementing the multicultural and social justice counseling competencies. *Journal of Counseling & Development, 98*(3), 238–252.

Recommended Articles

Gibson, D. M., Dollarhide, C. T. and Moss, J.M. (2010), Professional identity development: A grounded theory of transformational tasks of new counselors. *Counselor Education and Supervision, 50*, 21-38.

Greason, P. B. and Cashwell, C. S. (2009), Mindfulness and counseling self-efficacy: The mediating role of attention and empathy. *Counselor Education and Supervision, 49*, 2-19.

Howard, E.E., Inman, A.G. and Altman, A.N. (2006), Critical incidents among novice counselor trainees. *Counselor Education and Supervision*, 46, 88-102.

Podcasts

- Counseling Toolbox with Dr. Dawn Elise Snipes
- Therapy Chat – Laura Reagan

Lectures and other materials/handouts will be given to students throughout the course. Students are responsible for reading/watching such materials as required and submitting reflections/responses as assigned.

Instructional Methods

Lectures

Instructional modules

Online activities

Dyad and triad practice

Readings and research

Presentations

Small Group Discussions

Assignment Descriptions

* This class is 4 credits for 12 weeks, and therefore students should plan engage in course work outside of class time for at least 8 hours each week. *

Research Paper: An 8-10 page research paper extrapolating how to properly use multiple theories to treat a singular case. A case study will be given to you and you will address the following three sections: 1) Outline the purpose and use of theories in counseling (1-2 pages); 2) Identify and discuss the most pertinent clinical concerns of the case (1-2 pages); 2) Choose three counseling theories to help frame treatment of these concerns including the rationale for using each theory, how a counselor from this theoretical orientation would approach the case including at least three theoretically relevant techniques you could use.

CACREP: 2.F.5.a., 2.F.5.b., 2.F.5.c., 2.F.5.j., 2.F.5.n

Role-plays: You will submit a recording every two weeks in which you will demonstrate knowledge of beginning counseling skills, interventions, and theory by role-playing it with a peer. Use the trainee tape self-review to evaluate each recording. Parameters for each recording are as follows:

CACREP: 2.F.5.a., 2.F.5.b., 2.F.5.c., 2.F.5.g., 2.F.5.j., 2.F.5.n., 2.F.7.b., 2.F.7.c.

As a client, please work with a real-world concern(s) that you are experiencing or have experienced in the past (aside from being a graduate student). As a counselor, you will approach

your client regarding these same concerns for the duration of your therapeutic relationship (6 sessions).

Recording #1-2: 15-20 minutes in length; should include an introduction, parameters of confidentiality (session 1), rapport building, basic attending skills, termination of session.

Recording #3-4: 25-30 minutes in length; continuation of prior sessions concerns, continued evidence of attending skills.

Recording #5-6: 35-40 minutes in length; continuation of prior sessions concerns, continued evidence of attending skills; integration of a theoretical approach and techniques. summarization and termination of therapeutic relationship.

After each set of two recordings, you will submit them with the Recording Self-Evaluation Form reflecting on the sessions. Sessions 2 & 4 will require written transcripts of the sessions to also be submitted.

Theoretical Orientation: A 3-5 page reflection on 1) two theoretical orientations with which you believe you most closely identify and why; and 2) two theoretical orientations you least identify with and why.

CACREP: 2.F.5.n.

Professional Conference Reflection: Attend at least one day of the All-Ohio Counselor's Conference (October 17th-19th, 2022) and write a 2-3 page reflection on your experience.

CACREP: 2.F.5.j.

Midterm Examination: examination covering material covered to this point in the coursework. May also include information from text, handouts, presentations, or lectures.

CACREP: 2.F.5.a., 2.F.5.b., 2.F.5.c., 2.F.5.j., 2.F.7.c.

Final Exam: Comprehensive examination covering all material from coursework. May also include information from text, handouts, presentations, or lectures.

CACREP: 2.F.5.a., 2.F.5.b., 2.F.5.c., 2.F.5.j., 2.F.7.c.

Participation: Active participation and attention is expected during all class time. The professor reserves the right to deduct points from a student's overall grade based on participation, absence, or not engaging in online content.

CACREP: 2.F.5.a., 2.F.5.b., 2.F.5.c., 2.F.5.g., 2.F.5.j., 2.F.5.n., 2.F.7.b., 2.F.7.c.

***Check syllabus calendar for due dates**

NOTE: All papers and essays need to be in proper **APA format**. Papers handed in that are not in this format will automatically lowered a full letter grade or may not be accepted at all. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. All written work will be evaluated for both content and form. You must write in well-structured sentences and paragraphs and must have clear organization. Be sure to proofread your work

carefully. Late work is subject to daily score penalties (-5/day) unless previously arranged with the professor. Completion of all work is necessary. Failure to submit an assignment may result in failure of course.

Grading Breakdown

Research Paper:	15%
Theoretical Orientation:	10%
Role-Play Recordings:	20%
Conference Reflection	10%
Midterm Examination:	15%
Final Examination:	20%
Participation:	10%

Estimated Hours of Work Required Outside of Direct Instruction		
Assignment	Details	Hours
Research Paper (12-15 pages)	Case conceptualization and examination of how three theories could be used to treat a singular case	10-13 hours
Theoretical Orientation (6-8 pages)	Examination of the use of theories in counseling and personal identity	7-9 hours
Role-Play Recordings	Practice using basic listening and counseling skills as well as theoretical orientations and techniques	15-18 hours
Midterm Examination	Study and Preparation	8-10 hours
Textbooks	15 chapters @ 3-4 hours each & 4 articles at 30 minutes each	47-62 hours
Attend AOCC and Meeting Reflection	Attend and reflect on your experience the All-Ohio Counselor’s Conference	12-15 hours
Final Examination	Study and Preparation	6-8 hours
Total hours outside of direct instruction		105-135 hours

Attendance Expectations

All students are expected to be present and on time for every scheduled class time face-to-face. Additionally, it is expected that students will remain for the duration of the scheduled class time. The course instructor reserves the right to deduct points for tardiness or partial attendance to face-to-face meetings. Tardiness or absences exceeding one class meeting are sufficient grounds for failure of this course. The expectation is to reserve any potential need for an absence from class for emergency situations. Additionally, students are expected to engage in online discussion, forums, videos, and other materials in the week it is provided. These include online

lectures, forum discussions, response/reflection submissions, and other material/assignments as posted that week. It is the student's responsibility to communicate tardiness and absences with the instructor. Please see the instructor if there are problems or concerns with your ability to adhere to this policy so that arrangements may be made.

Basic Grading Scale

93-100%	A	77-79.99%	C+	Below 60%	F
90-92.99%	A-	73-76.99%	C		
87-89.99%	B+	70-72.99%	C-		
83-86.99%	B	67-69.99%	D+		
80-82.99%	B-	60-66.99%	D		

Course Schedule

Week	Method	Class	Readings/Assignments Due
1 (8/25)	FTF	Course Introduction Foundations	
2 (9/)	FTF	Building the Therapeutic Relationship Beginning Listening Skills	Kress et al Ch 1
3 (9/8)	FTF	First Force in Psychotherapy	Kress et al Ch 2-4
4 (9/15)	FTF	First Force in Psychotherapy Working in the Therapeutic Relationship	Kress et al Ch 5-6
5 (9/22)	FTF	Second Force in Psychotherapy Ethics in Counseling Primer	Kress et al Ch 7-8
6 (9/29)	FTF	Second Force in Psychotherapy Attending Skills	Kress et al Ch 9 Recordings #1-2 Due (10/2)
7 (10/6)	FTF	Using Theory in Session Attending Skills	Kress et al Ch 10
8 (10/13)	FTF	Third Force in Psychotherapy	Midterm Exam (10/14-10/16)
9 (10/20)	No Class	All Ohio Counselor's Conference	Conference Reflection (10/23)
10 (10/27)	FTF	Third Force in Psychotherapy	Kress et al Ch 11-12 Johnson, D (2020) Recordings #3-4 Due (10/30)
11 (11/3)	FTF	Third Force in Psychotherapy Assessments and Evaluation	Kress et al CH 13 -14 Singh et al (2020) Research Paper Due (11/6)
12 (11/10)	FTF	Fourth Force in Psychotherapy Advanced Techniques and Interventions	Kress et al CH 15
13 (11/17)	FTF	Advanced Techniques and Interventions Building a Theoretical Orientation	Ratts, M. (2009) DeBlare et al (2019)
14 (11/23)	Holiday	No Class – Happy Thanksgiving	Recordings #5-6 Due (11/27)
15 (12/1)	FTF	Fifth Force in Psychotherapy	Theoretical Orientation Reflection Due (12/4)
16 (12/8)	FTF	Case Conceptualization Counseling Specialties	
17 (12/15)	FTF	Final Reviews	Final Exam (12/16-12/18)

NOTE: Instructor reserves the right to change the structure of the semester with advanced notice to the class.

Academic Integrity

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

Classroom Privacy

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

Diversity Statement

The University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of

the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Title IX and Sexual Harassment

Ruff Learning Center

614-236-6904

titleIX@capital.edu

www.capital.edu/title-ix-and-sexual-harassment

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct. All members of the University community, including students, faculty, staff, guests, and visitors are expected to conduct themselves in a manner that does not infringe upon the rights of others. The University offers prevention and outreach programs to educate the University community about sexual misconduct and discrimination. Resources and reporting options are available to the University community by contacting the Title IX Coordinator.

Use of Electronics

The use of electronic devices such as cell phones during class time is prohibited unless permission from the instructor is explicitly given.

Support Services

Academic Success

Blackmore Library

614-236-6327

academicsuccess@capital.edu

www.capital.edu/academic-success

Academic Success provides a wide range of academic support services to complement and enhance students' efforts to become more skilled and confident independent learners. Free services include the following: one-on-one and small group Peer Tutoring to guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, and developing more effective study strategies for courses; the Writing Center, which assists students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting; Academic Coaching, which assists students with developing enhanced strategies for navigating online learning, time management, organization, test preparation and test-taking strategies, and goal setting; and Supplemental Instruction (SI) for select courses, provides weekly, peer-facilitated opportunities for students to engage in activities that will not only help them master the material in challenging courses, but will also help them become more effective learners. Students can schedule tutoring, writing, or coaching appointments through TutorTrac (tutortrac.capital.edu) and view the current SI session schedule on the Academic Success web site.

Accessibility Services

Ruff Learning Center
614-236-6611
accessibilityservices@capital.edu
www.capital.edu/about-capital/accessibility-services

Capital University welcomes individuals with disabilities. To ensure access, and in accordance with Title III of the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973, Capital University provides reasonable accommodations and support services to qualified individuals with disabilities. Accessibility Services provides individualized services for students, employees, and community members with disabilities. Please refer to the above-linked webpage to learn more about requesting housing and academic accommodations, utilizing the Testing Center, securing an interpreter, and other services for individuals with a disability.

Blackmore Library

From online databases and e-books to thousands of books and periodicals, the [Blackmore Library](#) is your first stop for all your research needs. Librarians are available to help you in your search. And as a member of the shared OhioLINK Catalog, you'll have access to more than 40 million library items located throughout the state.

Center for Health and Wellness

Kline Health Center
614-236-6114
chw@capital.edu
www.capital.edu/health

The Center for Health and Wellness provides a comprehensive array of medical and mental-health services that will aid in the assessment, treatment, prevention, and promotion of health and wellness on campus. You may experience situations or face personal challenges that affect academic progress, social development, or emotional wellbeing. Some of these situations are expected and even beneficial, while others may lead to stress, anxiety, depression, alcohol and other drug use, changes in eating patterns, family of origin issues, loss, sleep difficulties, relationship problems, trauma, feelings of hopelessness, and suicidal thoughts.

Diversity and Inclusion

Student Union

614-236-6181

odi@capital.edu

www.capital.edu/diversity-and-inclusion

Capital University wants to know you and cultivate a college experience that accepts, respects, and celebrates you. Diversity and Inclusion provides educational and cultural leadership for university initiatives aimed at supporting and developing a diverse and inclusive community.

Safety and Emergency Procedures

The mission of the [Department of Public Safety](#) at Capital University is to provide a safe and secure environment for the university community and all its members, and provide a variety of services, which enhance the quality of life on campus (236-6666 or 236-6504 phone).

Student Success

Ruff Learning Center

614-236-6871

success@capital.edu

www.capital.edu/student-success

Student Success is here to help all students navigate the university, overcome barriers to success, and achieve their personal and academic goals to get the most out of their time at Capital. If concerns arise, the Student Success team provides support, advocacy, and connection to campus resources and also empowers students to achieve success both inside and outside the classroom through the success coaching program.

University Bookstore

Capital University [Bookstore online](#) is your place for official Capital University textbooks, gear and supplies. Buy or sell used and new textbooks, find official Capital University gear, and purchase software and gifts - all online.

Withdrawal

Failure to attend class does not constitute official withdrawal from the course and may result in a failing grade. Official withdrawal requires that the student submit a completed “Change of Registration” form to the Registrar by the published deadline.

University Mission

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Thinking critically
- Reasoning logically
- Communicating clearly
- Provides for personal growth by encouraging, enabling, and celebrating learning
- Prepares individuals to be knowledgeable, independent, critical thinkers— educated for lives of leadership and service in an increasingly diverse society
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- Thinking critically
- Reasoning logically
- Communicating clearly

Students also will be encouraged to:

- Develop their leadership and service potentials
- Become independent, lifelong learners
- Develop a sense of values that guides personal decision making and develop intercultural competencies and the ability to work in diverse groups.

Goals of Graduate Program/Education Department

The university and the department strive to offer a personalized learning environment with a focus on excellent teaching, research opportunities, and mentorship. Faculty use multiple approaches to teaching, and they model caring and commitment as they assist students to advance as professional educators. Department faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The department faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional organizations. The following goals for candidates provide the foundation for the commitment and work of the department:

- **Goal #1** Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge
- **Goal #2** Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment
- **Goal #3** Demonstrate and Implement Knowledge of Curriculum & General Pedagogy to Impact Student Learning
- **Goal #4** Participate in Collaboration, Employ Effective Communication, & Create an Engaging Educational Environment
- **Goal #5** Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher

Document History: Approved by [Department of Education] Faculty 5/1/21

Capital University
Comprehensive Professional Research
EDUC 527-01

Spring 2023
2 Credit Hours - Hybrid
Class Time: By Appointment

Michael S. Lewis, Ph.D., LPCC-S
Office: Ruff Learning Center, 230
mlewis7@capital.edu
614-429-7441

Office Hours: Tuesdays and Thursdays 2 pm-4:30 pm and virtually as scheduled
Virtual Appointments please use this link: <https://capital.zoom.us/j/7766567273>

Course Description:

This course serves as a comprehensive examination of the student's academic program and research. Students will further investigate research topics of interest to them and connect with the CACREP core values. The goal is that they become experts in the content areas they choose (in collaboration with their advisor) and are able to display comprehensive knowledge of these topics.

Course Objectives

Students Will:

- Demonstrate comprehensive knowledge of multiple content areas connected to the core values of the counseling profession and CACREP standards
- Have an extensive knowledge base of the essential research and researchers within these chosen content areas
- Demonstrate cohesiveness and mastery in synthesizing and writing about the research in their chosen content areas

Signature Learning Outcomes

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#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.		
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.		
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.		
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.		

Assignment Descriptions

* This class is 2 credits for 12 weeks, and therefore students should plan engage in course work outside of class time for at least 4 hours each week. *

Comprehensive Examination: You will develop six research questions in conjunction with the course instructor. These questions should be reflective of the core values and areas of the counseling profession, specifically ethics, diagnosis, individual and group treatment, theory, diversity, assessment and testing, career development, human development, and/or novel research. Your research should also connect to your development as a student and professional. This is intended for you to begin mastering areas of interest and passion.

You will meet with the instructor in the first weeks of the course to explore possible research questions. Please prepare ideas and topics of interest prior to meeting. Once given your finalized questions, you will prepare a synthesis of the research and create a detailed outline for each question. The outline should include all relevant information you have gathered to that point and provide a reference list. At the midterm of the semester, you will submit these outlines to the instructor, who will select three questions for you to prepare for the examination. On the day and time of the examination, you will be asked to write full responses to these three questions in APA format.

NOTE: All essays need to be in proper APA format. Essays submitted that are not in this format will **NOT** be accepted. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity.

Grading Breakdown

Comprehensive Examination: 100%

Basic Grading Scale

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

Course Schedule

Week	Class
1	Examination Introduction
2	Brainstorm Questions Set-up Meeting with Instructor
3	Meet with Instructor
4	Meet with Instructor Receive Questions
5	
6	
7	
8	Submit Question Outlines and References
9	
10	
11	
12	
13	
14	
15	Exam – Day and Time TBD
16	
17	Graduation!

Academic Integrity

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

Classroom Privacy

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

ACCESSIBILITY SERVICES

Ruff Learning Center

614-236-6611

accessibilityservices@capital.edu

www.capital.edu/about-capital/accessibility-services

Capital University welcomes individuals with disabilities. To ensure access, and in accordance with Title III of the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of

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Diversity Statement

The University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

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TITLE IX – SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT

Ruff Learning Center

614-236-6904

titleIX@capital.edu

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Capital University
Theories and Techniques of Group Counseling
EDUC 533-01

Spring 2023
Capital Center, 201
4 Credit Hours - Hybrid
Class Time: Tue 4:30- 6:45

Michael S. Lewis, Ph.D., LPCC-S
Office: Ruff Learning Center, 230
mlewis7@capital.edu
614-429-7441

Office Hours: Tuesdays and Thursdays 2 pm-4:30 pm and virtually as scheduled
Virtual Appointments please use this link: <https://capital.zoom.us/j/7766567273>

Course Description:

This course is an introduction to group counseling theories, dynamics, and processes. The course will address how to create and manage effective psychotherapy and psychoeducational groups, member selection, member roles and behavior, and ethical and multicultural considerations. This course is taken in conjunction with either the dynamics of group counseling or dynamics of group school counseling seminar.

Course Objectives (based on CACREP standards):

Students Will:

- Develop theoretical foundations of group counseling and group work (2.F.6.a.)
- Demonstrate knowledge of the principles of group dynamics associated with group process and development (2.F.6.b.)
- Compare and contrast therapeutic factors and how they contribute to group effectiveness (2.F.6.c.)
- Explore characteristics and functions of effective group leaders (2.F.6.d.)
- Understand approaches to group formation, including recruiting, screening, and selecting members (2.F.6.e.)
- Develop an understanding of the various types of groups and other considerations that affect conducting groups in varied settings (2.F.6.f.)
- Explore ethical and culturally relevant strategies for designing and facilitating groups (2.F.6.g.)
- Gain direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (2.F.6.h.)

Signature Learning Outcomes

Capital University is committed to a liberal education that readies students for every arena of life. The curriculum is structured around the School of Education (SOE) Program Learning Outcomes (PLOs) that are delivered through majors, minors, foundational courses, and co-curricular experiences. The PLOs represent what students are able to do at the conclusion of a program and are achieved as the culmination of multiple courses and activities. The following course has Counselor Education specific PO's aligned with the SOE PLO's and CACREP standards.

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	2.F.6.a, 2.F.6.g.	
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.	2.F.6.c., 2.F.6.d., 2.F.6.g., 2.F.6.h.	
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	2.F.6.f., 2.F.6.h.	
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.		

#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.	2.F.6.g.	
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Required Texts and Readings

Gladding, S. (2020). Groups: A counseling specialty (8th Ed.). Columbus, OH: Pearson.

Recommended Text

Greenberg, K.R. (2003). Group counseling in K-12 schools: A handbook for school counselors. Columbus, OH: Pearson.

Other materials and handouts will be given to students throughout the course. Students are responsible for reading such materials as required. It is expected that students enrolled in this course will engage in a minimum of two hours of out-of-class student work per credit hour per week related to the course

Assignment Descriptions

* This class is 4 credits for 17 weeks, and therefore students should plan engage in course work outside of class time for at least 9 hours each week. *

Group Plan: Develop a 10-week comprehensive group plan for a population and/or topic of your choice (i.e., depression group for college students). Discuss the specifics of the group (i.e., open vs. closed, rationale, goals), and outline the nature of each group session (i.e., psychoeducational materials, techniques). Include used worksheets and other materials for review. Examples of this project will be provided.

CACREP: 2.F.6.a., 2.F.6.b., 2.F.6.c., 2.F.6.e., 2.F.6.f., 2.F.6.g.

Group Participation: Each member of the class will be expected to become a functioning and contributing member of the in-class counseling group for this course. You will not be graded based on how self-disclosing you are, or how much you may grow personally as a result of the group participation; however, it is expected that you will actively participate in the group process. The assumption is that one of the best ways to learn about the practice of group counseling is to experience the process and then conceptualize this learning experience.

CACREP: 2.F.6.h

Groups for the semester are as follows:

Group A: Bailey, Darin, Jane, Jordan, Katelyn, Kathleen, Maddy, Madison, Megan H. Megan S. Nora, Stephanie, Tiffany, Antoinette

Group B: Allie, Benjamin, Britney, Chris, Imani, Lisa, Mariah, Regan, Roxy, Sara, Spencer, Steph, Tori

Group Leadership: You will be asked to co-lead a 45-minute group session during the semester. Specifics on how to utilize the theories and techniques learned in class will be discussed in class. You will be graded on the utilization of basic group skills.

Group leadership dates and partners are seen in the table below.

	10-Jan	17-Jan	24-Jan	31-Jan	7-Feb	14-Feb	21-Feb	28-Feb	7-Mar	14-Mar	21-Mar	28-Mar	4-Apr	11-Apr	18-Apr	25-Apr	2-May
A1	None	Dr. Lewis		Dr. Lewis	Jordan		Katelyn	Madison		Dr. Lewis	Kathleen		Tiffany		Megan	Bailey	
A2	None	Dr. Lewis		Dr. Lewis	Darin		Stephanie	Megan		Dr. Lewis	Nora		Maddy		Janie	Antoinette	
B1	None	Dr. Lewis		Dr. Lewis	Roxy		Tori	Imani		Dr. Lewis	Sara		Benjamin		Steph	Lisa	
B2	None	Dr. Lewis		Dr. Lewis	Allie		Regan	Mariah		Dr. Lewis	Britney		Chris		Spencer	Dr. Lewis	

CACREP: 2.F.6.d.

Journal: You will keep a journal of your group experience and reflections of being a group member and/or leader. Journals will be turned in on the Thursday by midnight immediately following an attended group session. This can be in any format that is helpful for you. The purpose is to give you a confidential place to store thoughts, feelings, and reflections as you go through the group process and/or to elicit feedback from the professor. Regardless of format, the content should reflect critical thinking and thoughtful reflection and/or questions on the process, content, and connection to readings.

Midterm Examination: examination covering material covered to this point in the coursework. May also include information from text, handouts, presentations, or lectures.

CACREP: 2.F.6.a., 2.F.6.b., 2.F.6.c., 2.F.6.e., 2.F.6.f., 2.F.6.g.

Final Exam: Comprehensive examination covering all material from coursework. May also include information from text, handouts, presentations, or lectures.

CACREP: 2.F.6.a., 2.F.6.b., 2.F.6.c., 2.F.6.e., 2.F.6.f., 2.F.6.g.

Participation: Active participation and attention is expected during all class time. The professor reserves the right to deduct points from a student's overall grade based on participation.

CACREP: 2.F.6.h.

NOTE: All papers and essays need to be in proper APA format. Papers handed in that are not in this format will **NOT** be accepted. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

Grading Breakdown

Group Leadership:	15 %
Group Plan:	30 %
Midterm Examination:	15 %
Final Examination:	20 %
Journal/Participation:	20 %

Attendance Expectations: All students are expected to be present and on time for every scheduled class time face-to-face. Additionally, it is expected that students will remain for the duration of the scheduled class time. The course instructor reserves the right to deduct points for tardiness or partial attendance to face-to-face meetings. Tardiness or absences exceeding one class meeting are sufficient grounds for failure of this course. The expectation is to reserve any potential need for an absence from class for emergency situations. Additionally, students are expected to engage in online discussion, forums, videos, and other materials in the week it is provided. These include online lectures, forum discussions, response/reflection submissions, and other material/assignments as posted that week. It is the student's responsibility to communicate tardiness and absences with the instructor. Please see the instructor if there are problems or concerns with your ability to adhere to this policy so that arrangements may be made.

Basic Grading Scale

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

Course Schedule

Coursework is self-guided – this is a recommended flow of material and readings

Week 1	FTF	1/10	Read Gladding 1-3	Types of Groups & Group Dynamics Group Leadership
Week 2	FTF	1/17	Read Gladding 4	Beginning a Group Storming, Norming, & Performing
Week 3	O	1/24		Group Planning
Week 4	FTF	1/31	Read Gladding 5	Transition Period: Storming and Norming
Week 5	FTF	2/7	Read Gladding 6	Working Stage: Norming Group Plan: Name and Rationale Due (2/12)
Week 6	O	2/14	Read Gladding 15-16	Use of Theory in Group Counseling Group Plan: Research Citations Due (2/19)
Week 7	FTF	2/21	Read Gladding 17	Use of Theory in Group Counseling
Week 8	FTF	2/28	Read Gladding 7	Closing a Group: Adjourning Midterm Examination (3/3 – 3/5)
Week 9	O	3/7	Read Gladding 8 & 10	Diversity, Social Justice, & Ethical Issues Group Plan: Structure and Size Due (3/12)
Week 10	FTF	3/14	Read Gladding 9	Specialty Groups
Week 11	FTF	3/21	Read Gladding 11-12	Group Counseling Throughout the Lifespan Group Plan: Philosophy/Objectives Due (3/26)
Week 12	O	3/28		Counseling for Children and Adolescents
Week 13	FTF	4/4		Work on Group Plan
Week 14	O	4/11		Group Plan Due (4/16)
Week 15	FTF	4/18	Read Gladding 11-14	Group Counseling Throughout the Life Counseling for Adults and Older Adults
Week 16	FTF	4/25		Final Review
Week 17	O	5/2		Final Examination (5/5-5/7)

NOTE: Instructor reserves the right to change the structure of the semester with advanced notice to the class.

Academic Integrity

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

Classroom Privacy

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

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- **Goal #5** Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher

Capital University

Counseling Children & Adolescents EDUC 543-01

Fall 2022

2 Credit Hours/Hybrid

Class Time: Tuesdays 4:30-6:45 pm

Robyn Walsh, Ph.D.

Assistant Professor, LC 202

rwalsh12@capital.edu

Office Hours: By appt.

Course Description:

The purpose of this course is to increase student knowledge of the application of a variety of counseling theories and practices in assisting children and adolescents across various ages and stages of development. Predominant techniques such as play therapy, multicultural and ethical considerations, and working with children with unique needs will be explored.

Course Objectives (based on CACREP standards):

Upon completion of this course, students will gain an understanding of:

- School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (5.G.2.e.)
- Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (5.G.2.g.)
- Common medications that affect learning, behavior, and mood in children and adolescents (5.G.2.h)
- Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (5.G.2.i.)
- Techniques of personal/social counseling in school settings (5.G.3.f.)
- Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (5.G.3.h.)
- Describe and implement counseling strategies and techniques as related to counseling children/adolescents and promoting their academic, personal/social and career development. (5.G.3.m)
- Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (2.F.7.c)
- Knowledge of identifying trauma and abuse and for reporting abuse (2 F.7.d)

Signature Learning Outcomes

Capital University is committed to a liberal education that readies students for every arena of life. The curriculum is structured around the School of Education (SOE) Program Learning

Outcomes (PLOs) that are delivered through majors, minors, foundational courses, and co-curricular experiences. The PLOs represent what students are able to do at the conclusion of a program and are achieved as the culmination of multiple courses and activities. The following course has Counselor Education specific PO's aligned with the SOE PLO's and CACREP standards.

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	5.G.3.m., 2.F.7.c., 2.F.7.d., 5.G.2.e.	Readings ACE Online Training NTSN Online Training
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.		
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	2.F.7.c., 2.F.7.d., 5.G.3.f. 5.G.2.g., 5.G.2.h., 5.G.2.i.	Readings Google Drive ACE Online Training NCTSN Online Training
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.	2.F.7.c., 5.G.2.e., 5.G.2.g., 5.G.2.h., 5.G.3.f.,	Special Topics Paper
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes	2.F.7.c.,	Readings

	of professional counseling organizations and the counselor education program dispositions.		
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Texts and Materials (Required)

Beer, L. E., & Birnbaum, J. C. (2019). *Using music in child and adolescent psychotherapy*. Guilford Publications.

Schaefer, C. E., & Cangelosi, D. (2016). *Essential play therapy techniques: Time-tested approaches*. Guilford Publications.

Required Readings/Podcasts:

Allen, K. (2019). VSCA SCOPE Podcast: *Utilizing play therapy in school setting*. Retrieved from <https://podcasts.apple.com/us/podcast/utilizing-play-therapy-in-school-setting-sara-donaldson/id1447045479?i=1000460265760>

Allen, K. (2019). VSCA SCOPE Podcast: *Working with behaviorally challenging students with Liz Beatley*. Retrieved from <https://www.buzzsprout.com/232403/1184873-working-with-behaviorally-challenging-students-with-liz-beatley>

Burke-Harris, N. (2014, September). Nadine Burke Harris: *How Childhood trauma affects health across a lifetime*. Retrieved from https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime

Davis, E., Smith-Adcock, S., & Towns, L. (2019). Experiences of elementary school counselors and students in using reality art therapy to address chronic conditions. *Professional School Counseling*, 22(1), doi:2156759X19870792.

DeKruyf, L., Auger, R. W., & Trice-Black, S. (2013). The role of school counselors in meeting students' mental health needs: Examining issues of professional identity. *Professional School Counseling*, 16(5), 2156759X0001600502.

Evans, C. (2021). Trauma-informed adlerian play therapy: A case study. *The Journal of Individual Psychology*, 77(3), 362-373.

Fazio-Griffith, L. J., & Ballard, M. B. (2014). Cognitive behavioral play therapy techniques in school-based group counseling: Assisting students in the development of social skills. *Vistas Online*, 18, 1-14.

Granello, D. H. (2010). A suicide crisis intervention model with 25 practical strategies for implementation. *Journal of Mental Health Counseling*, 32, (3), 218-235.

McLennan, J. D., MacMillan, H. L., & Afifi, T. O. (2020). Questioning the use of adverse childhood experiences (ACEs) questionnaires. *Child Abuse & Neglect*, 101, 104331.

Preventing Adverse Childhood Experiences training (5 lessons):

https://vetoviolenace.cdc.gov/apps/aces-training/?fbclid=IwAR1iIYFL1kuPZW3OefqWt_5NH37fq153PeMF38wV6ECr1Hqh7Akns9GtwHE##/top

This American Life (2011). *Middle school*. Retrieved from <https://www.thisamericanlife.org/449/middle-school>.

I recommend you listen to this versus reading it!

Other materials and handouts will be given to students throughout the course. The materials will be made available through iLearn or google docs. Students are responsible for reading such materials as required.

Instructional Methods

Lecture, Presentations, Videos, Small/large group discussions, Reflections, and Online quizzes

Assignment Descriptions

Participation/Readings: All students are expected to be present and on time for every scheduled class time and engage in the asynchronous classes. Additionally, it is expected that students will remain for the duration of the scheduled class time and have read the assigned readings for that week. Tardiness or absences exceeding two class meetings are sufficient grounds for failure of this course. Students are expected to ask questions of the guest speakers to earn points for that day. *If a student misses a class or is not actively participating (sleeping, doing other work on the computer, etc), he or she will lose 4 points per class. Due to this being a short course, there are NO excused absences.* Online class assignments must also be due by the time agreed upon with the instructor or else they will lose 1 point per delayed day. Please see the instructor if there are problems with either of these issues so that arrangements may be made. The instructor expects all cell phones to be silent and put away unless it is an emergency and the instructor is made aware of before the class. If a student checks their phone during class, the instructor reserves the right to take away a point for participation.

Google Drive: Students will work together in groups to create a Google Drive folder. The Google Drive folder will be organized with five subfolders around the following topics: (1) play therapy, (2) bibliotherapy, (3) music therapy and art therapy, (4) Counseling Children with Diverse Backgrounds, and (5) Counseling Children that have experienced trauma. To earn full points, the Google Drive subfolders must (a) contain a document that indicates in some way how each of the team members contributed to building the subfolder, the percentage of contribution

of each team member, and how tasks were determined and distributed. (b) Practical resources that other members of the class can access and apply to their future practice in schools and clinical environments. Not all resources must apply to both settings (e.g. a resource might apply only to a clinical setting for example or vice versa) but there must be sufficient resources applicable to either or both settings. (c) Readings (e.g. scholarly articles uploaded to the folder) and/or suggested readings (e.g. books on a book list) that students can use to increase their base theoretical knowledge or practical knowledge of the topic. (d) Any other resources students feel will contribute to their knowledge and practice. *Each subfolder should contain 10 resources for full credit. I would encourage each of the group members to contribute to each folder for your own benefit, but it is up to you. There is no rubric for this- I am looking for completion and substance.* **START ON THIS AS SOON AS YOU CAN!**

CACREP: 2.F.7.c., 2.F.7.d., 5.G.2.e., 5.G.3.d.

National Traumatic Stress Network (NCTSN) Online Session: Complete an online training session on the topic of *child sexual abuse* (suggested training [“When No Is Not Enough”](#)). Go to website, click training, and on-line center to create an account and access free trainings through the learning center. You will need to print off the certificate of completion as evidence that you completed the training and upload to iLearn. This training lasts about an hour.

CACREP: 2.G.2.g., 2.F.7.c., 2.F.7.d., 2.G.2.e.

ACE Online Training: During an asynchronous class, students are to watch all [5 Modules](#) and write a 2-3 page free response paper on what they learned and how it will apply to their work with children. This should take 2-3 hours. APA does not need to be followed for this assignment.

CACREP: 2.G.2.g., 2.F.7.c., 2.F.7.d.

Special Topics Paper and Presentation: Identify a special topic related to counseling children and adolescents that is of interest to you. **START ON THIS AS SOON AS YOU CAN!**

Examples include:

- Working with youth with an incarcerated parent
- Working with youth who have experienced abuse
- Counseling youth with anxiety, depression, or behavior disorders
- Working with youth who have experienced a death in the family
- Counseling youth with ADHD
- Counseling youth on the autism spectrum
- Working with LGBT youth
- Counseling youth in the foster care system
- Eating disorders and youth
- The school counselor’s role in closing the achievement gap
- Working with youth who experience bullying or who bully others
- Suicide prevention with youth
- Counseling youth who engage in self injury

In this paper and presentation, students must include (see rubric):

1. The diagnostic criteria for the disorder per the DSM 5 or the characteristics of the issue.
2. Prevalence of the disorder/issue.

3. Examine links to academic achievement, social, or behavioral problems in regards to the developmental level of a child experiencing the disorder/issue
4. Explanation of how a school counselor/mental health counselor can assist working with a client with this diagnosis. Include techniques, theories, or other resources as well as medication and side effects, if applicable
5. Create a chart outlining 3-5 appropriate play, art, music, bibliotherapy or any creative counseling activities that can be used in the counseling process (websites can be included- feel free to pull some things from your google drive!). The following format for the chart is provided as an example only (see below). Feel free to create your own.

AGE GROUP	NAME & DESCRIPTION OF THE ACTIVITY (citation provided)	RATIONALE FOR USING THIS ACTIVITY
Elementary	<p>When Something Terrible Happens: Children Can Learn to Cope with Grief Marge Heegaard (1991) Minneapolis, MN: Woodland Press</p> <p>Select appropriate workbook pages for the child with whom I am working.</p>	<ul style="list-style-type: none"> ● Teaches basic concepts about trauma ● Provides opportunities to express feelings about the event ● May reveal misconceptions about the event ● Develop coping skills

6. Provide a brief presentation (5 minutes) on the last day of class.

CACREP: 2.F.7.c.,5.G.2.e., 5.G.2.g., 5.G.2.h., 5.G.3.f., 5.G.2.i

NOTE: All papers and essays need to be in proper **APA format** unless noted. Papers handed in that are not in this format will automatically be lowered a full letter grade or may not be accepted at all. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. All written work will be evaluated for both content and form. You must write in well-structured sentences and paragraphs and must have clear organization. Be sure to proofread your work carefully. Late work is subject to 10% penalty each day it is late unless previously arranged with instructor. You must communicate the need for an extension at least 4 days before an assignment is due.

Grading Breakdown

Google Folder	30
NTSN Online Session	5
ACE Online Training	10
Special Topics Paper and Presentation	35
Participation	20

Total

100

Basic Grading Scale

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

Summary of Estimated Outside Requirements

The university Credit Hour and Syllabus Format Policy requires that each course syllabus contain a statement about the work required outside of class/direct instruction (a minimum of two hours per credit hour per week) as well as information about course assignments, examinations, and related course activities.

Estimated Hours of Work Required Outside of Direct Instruction		
Assignment	Details	Hours
Readings	9 chapters, podcasts, or webinars at 1.5- 2 hours each; 2 books at 3 hours each	20-24 hours
NTSN Online Training	Online training	1 hour
ACES Presentation	Online training modules	2-3 hours
Special Topic Paper and Presentation	Research and write up paper on disorder, prevalence, and treatment	20-30 hours
Google Drive Folder	Readings and resources for classmates on topics discussed	9-18 hours
Total hours outside of direct instruction		53-77 hours

General guidelines: in a 15-week semester, the total hours of work required outside of direct instruction would be: (**highlight in bold** the number of credit hours for the course)

- 1-hour course: 30 hours
- 2-hour course: 60 hours**
- 3-hour course: 90 hours
- 4-hour course: 120 hours

ACADEMIC SUCCESS

- Blackmore Library
- 614-236-6327
- academicsuccess@capital.edu
- www.capital.edu/academic-success
- Academic Success provides a wide range of academic support services to complement and enhance students' efforts to become more skilled and confident independent learners. Free services include the following: one-on-one and small group Peer Tutoring to guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, and developing more effective study strategies for courses; the Writing Center, which assists students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting; Academic Coaching, which assists students with developing enhanced strategies for navigating online learning, time management, organization, test preparation and test-taking strategies, and goal setting; and Supplemental Instruction (SI) for select courses, provides weekly, peer-facilitated opportunities for students to engage in activities that will not only help them master the material in challenging courses, but will also help them become more effective learners. Students can schedule tutoring, writing, or coaching appointments through TutorTrac (tutortrac.capital.edu) and view the current SI session schedule on the Academic Success web site.

ACCESSIBILITY SERVICES

- Ruff Learning Center
- 614-236-6611
- accessibilityservices@capital.edu
- www.capital.edu/about-capital/accessibility-services
- Capital University welcomes individuals with disabilities. To ensure access, and in accordance with Title III of the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973, Capital University provides reasonable accommodations and support services to qualified individuals with disabilities. Accessibility Services provides individualized services for students, employees, and community members with disabilities. Please refer to the above-linked webpage to learn more about requesting housing and academic accommodations, utilizing the Testing Center, securing an interpreter, and other services for individuals with a disability.

TITLE IX AND SEXUAL HARASSMENT

- Ruff Learning Center
- 614-236-6904
- titleIX@capital.edu
- www.capital.edu/title-ix-and-sexual-harassment
- Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct. All members of the University community, including students, faculty, staff, guests, and visitors are expected to conduct themselves

in a manner that does not infringe upon the rights of others. The University offers prevention and outreach programs to educate the University community about sexual misconduct and discrimination. Resources and reporting options are available to the University community by contacting the Title IX Coordinator.

DIVERSITY AND INCLUSION

- Student Union
- 614-236-6181
- odi@capital.edu
- www.capital.edu/diversity-and-inclusion
- Capital University wants to know you and cultivate a college experience that accepts, respects, and celebrates you. Diversity and Inclusion provides educational and cultural leadership for university initiatives aimed at supporting and developing a diverse and inclusive community.

CENTER FOR HEALTH AND WELLNESS

- Kline Health Center
- 614-236-6114
- chw@capital.edu
- www.capital.edu/health
- The Center for Health and Wellness provides a comprehensive array of medical and mental-health services that will aid in the assessment, treatment, prevention, and promotion of health and wellness on campus.

STUDENT SUCCESS

- Ruff Learning Center
- 614-236-6871
- success@capital.edu
- www.capital.edu/student-success
- Student Success is here to help all students navigate the university, overcome barriers to success, and achieve their personal and academic goals to get the most out of their time at Capital. If concerns arise, the Student Success team provides support, advocacy, and connection to campus resources and also empowers students to achieve success both inside and outside the classroom through the success coaching program.

ACADEMIC INTEGRITY

- Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or

an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

Tentative Course Schedule

Date	Method	Class	CACREP Standard (Assessed by)	Due
Oct 25	FTF	Course overview Specialized Needs Mental Health Needs	5.G.2.g., 5.G.3.h. , 5.G.2.e., 5.G.2.i. , 5.G.2.h. (Google Drive/Special Topics)	Chapter 15 and 17 Granello (2010) VSCA Podcast OR ASCA Webinar- Counseling Kids in Crisis
Nov 1	FTF	Music and Art Therapy (<i>Guest Speaker- Felice Kassoy</i>) “Middle School” Discussion Book activities	2.F.7.d., 2.F.7.c., 5.G.2.e., 5.G.2.i. , 5.G.2.h. (Google Drive/Special Topics/NTSN Online Session)	Beer & Birnbaum (2019) book (Chapter) Podcast: This American Life “Middle School” NTSN Online Session due
Nov 8	Online	ACES Online Training Burke Harris TED Talk Trauma Informed Care	2.F.7.d., 5.G.2.e., 5.G.2.i.(Google Drive/Special Topics/ACES Training)	McLennan et al. (2020)
Nov 15	FTF	ACES Review Protective Factors and Interventions McLennan et al. (2020) discussion Art Therapy Cards	5.G.3.m., 5.G.3.f. (Google Drive/Special Topics)	Work on google drive! Special Topics Paper Goal Date
Nov 22	No Class	HAPPY THANKSGIVING!		Enjoy time with family and friends!
Nov 29	FTF	Bibliotherapy & Zines (<i>Guest Speaker- Sarah Henry</i>) Scenarios from week 1	5.G.2.g., 5.G.2.h., 5.G.3.f., 2.F.7.c., 5.G.3.m (Google Drive/Special Topics)	Presenter readings in iLearn
Dec 6	FTF	Play Therapy (<i>Guest Speaker- Wired to Bloom Therapy</i>)	5.G.3.m., 5.G.3.f.(Google Drive/Special Topics)	Evans (2021) and Fazio- Griffith & Ballard (2014)

		Discuss articles/book		Schaefer & Cangelosi (2016) book Play Therapy Podcast (start at 20:00) Google Folder Due
Dec 13	Online	Presentations/Google Drive Sharing	5.G.2.g., 5.G.2.h., 5.G.3.f., 5.G.3.h., 5.G.3.m., 2.F.7.c., 2.F.7.d. (Google Drive/Special Topics)	Special Topics Presentation/Final Due Date Course feedback

NOTE: Instructor reserves the right to change the structure of the semester with advanced notice to the class.

Document History: Approved by [Department of Education] Faculty 5/1/19

Capital University
Substance Abuse and Addictions Counseling
EDUC 544-01

Summer 2022
2 Credit Hours
Class Time: Tuesday 7:15-9:30

Michael S. Lewis, Ph.D., LPCC-S
Ruff Learning Center 230
mlewis7@capital.edu (614) 429-7441

Office Hours: By Appointment

Course Description:

This course provides an overview of theories, diagnosis, treatment, and assessment of chemical dependency. Drug classifications and psychopharmaceutical principles will be examined, as will anatomy and physiology of drug use and effects on the human body through the life span. Twelve step and other self-help programs will be explored. Alcohol and drug impact on family systems will be a prime focus. Process and behavioral addictions will be explored as well.

Course Objectives (based on CACREP standards):

Students Will:

- Assess and evaluate theories and etiology of addictions and addictive behaviors (2.F.3.d.)
- Understand the history and development of addiction counseling (5.A.1.a.)
- Explore theories and models of addiction related to substance use as well as behavioral and process addictions (5.A.1.b.)
- Understand the basic principles and philosophies of addiction-related self-help (5.A.1.c.)
- Study and have knowledge of neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others (5.A.1.e.)
- Explore the importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process (5.A.2.e.)
- Understand the cultural factors relevant to addiction and addictive behavior (5.A.2.j.)
- Explore legal and ethical considerations specific to addiction counseling (5.A.2.1.)
- Form a foundation of using of screenings, assessments, and how to testing for addictions, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments (5.A.3.a.)
- Learn techniques and interventions related to substance abuse and other addictions (5.A.3.d.)

Signature Learning Outcomes

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SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	2.F.3.d., 5.A.1.b., 5.A.1.c., 5.A.1.e.	Chapter and Article Readings; Final Examination
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.	5.A.2.j.	Final Examination
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	5.A.3.a., 5.A.3.d.	Holistic Wellness Evaluation, Individual Wellness Plan
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.	5.A.2.e.	
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of	5.A.2.l.	Attendance and Participation

	professional counseling organizations and the counselor education program dispositions.		
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Required Texts and Readings

Capuzzi, D. & Stauffer, M. D. (2020). Foundations of addictions counseling (4th ed.). Columbus, OH: Pearson.

Other materials and handouts will be given to students throughout the course. Students are responsible for reading such materials as required. It is expected that students enrolled in this course will engage in a minimum of two hours of out-of-class student work per credit hour per week related to the course.

Articles

Cogdell C., Jackson M.S., & Adedoyin C. (2014) The nexus of religion and addiction counseling: A reflective perspective. *Journal of Human Behavior in the Social Environment*, 24(5), 621-634.

Davis, A. K., Arterberry, B. J., Schneeberger, D., Bonar, E. E., Cunningham, R. M., Walton, M. A., Bauermeister, J. A., & Young, S. D., (n.d.). Evaluation of the dualistic model of passion for alcohol consumption among emerging adults engaged in risky drinking. *Addiction Research and Theory*, 28(1), 21–28.

Maher, A., Sicilia, Á., Alcaraz-Ibáñez, M., Lirola, M.-J., & Burgueño, R. (n.d.). Exercise motivational regulations and exercise addiction: The mediating role of passion. *Journal of Behavioral Addictions*, 7(2), 482–492.

Melike S., Mehmet D., & Kültegin Ö (2019). Determinants of the addiction treatment drop-out rates in an addiction counseling centre: A cross-sectional study. *Psychiatry and Clinical Psychopharmacology*, 29(4), 446-454.

Padykula, N. L. (2019). Addictions counseling: A Competency-based approach. *Journal of Baccalaureate Social Work*, 24(1), 315.

Przybylski, A. K., Weinstein, N., Ryan, R. M., & Rigby, C. S. (2009). Having to versus wanting to play: Background and consequences of harmonious versus obsessive engagement in video games. *CyberPsychology*, 12(5), 485-492.

Wahesh E., Likis-Werle S. E., & Moro R. R. (2017). Addictions content published in counseling journals: A 10-Year content analysis to inform research and practice. *Professional Counselor*, 7(1), 89-103.

Vallerand, R. J., Blanchard, C. M., Mageau, G. A., Koestner, R., Ratelle, C. F., Léonard, M., ... & Marsolais, J. (2003). Les passions de l'âme: On obsessive and harmonious passion. *Journal of Personality and Social Psychology*, 85, 756-767.

Xinhe Z., Xiaoxuan S., Shuwei X., Jingwen Q., Ofir T., Qinghua H. (2020). The effect of solution-focused group counseling intervention on college students' internet addiction: A pilot study. *International Journal of Environmental Research and Public Health*, 17, 2519.

Websites and other resources

<https://www.aa.org> – Alcoholics Anonymous

<https://www.olganon.org/home> - On-line Gamers Anonymous

Instruction Methods

Lecture

Online activities

Reflection

Assessment and case conceptualization

Text and article readings

Group Discussions

Assignment Descriptions

* This class is 2 credits for 6 weeks, and therefore students should plan to engage in course work outside of class time for at least 10 hours each week. *

Presentation: Your group will be assigned a movie about addiction. You will record a brief synopsis of the movie plot with emphasis on the main character's arc. Use the character as a case study of addiction stressing the content areas from this course. Using the lectures in this class and the text along with other relevant resources, frame character's addictions by etiological theory, symptoms of addiction, contributors to continued addiction, support systems, and treatment (successful and/or unsuccessful). Use the character as a case study of addiction stressing the content areas from this course. Video should be approximately 20-25 minutes in length.

Choose from the following movies: 28 Days; Sound of Metal; Flight; The Basketball Diaries; When a Man Loves a Woman; & Smashed.

CACREP: 2.F.3.d., 5.A.1.b., 5.A.2.e., 5.A.2.j.

Treatment Plan: Develop a treatment plan for a fictitious client. You'll receive a full biopsychosocial assessment from which you'll create a diagnostic profile, treatment goals based on theoretical research, social support needed, and relapse prevention recommendations. Should be 5-7 pages in length.

CACREP: 2.F.3.d., 5.A.1.b., 5.A.2.e., 5.A.2.j., 5.A.3.a., 5.A.3.d.

Meeting Reflection: You will attend two open 12-step meetings of your choice (i.e. AA, NA, Al-Anon, OLGAs). Write a 4-5-page summary of the meetings and your personal reflections and reactions.

CACREP: 5.A.1.c., 5.A.2.j.,

Final Exam: Comprehensive examination covering all material from coursework. May also include information from text, handouts, presentations, or lectures.

CACREP: 2.F.3.d., 5.A.1.a., 5.A.1.b., 5.A.1.c. 5.A.1.e., 5.A.2.j., 5.A.2.l., 5.A.3.a., 5.A.3.d.

Participation: Active participation and attention is expected during all class time. The professor reserves the right to deduct points from a student's overall grade based on participation.

NOTE: All papers and essays need to be in proper APA format. Papers handed in that are not in this format will **NOT** be accepted. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

Grading Breakdown

Presentation:	25%
Treatment Plan:	25%
Meeting Attendance:	20%
Final Examination:	20%
Participation:	10%

Attendance Expectations: All students are expected to be present and on time for every scheduled class time face-to-face. Additionally, it is expected that students will remain for the duration of the scheduled class time. The course instructor reserves the right to deduct points for tardiness or partial attendance to face-to-face meetings. Tardiness or absences exceeding one class meeting are sufficient grounds for failure of this course. The expectation is to reserve any potential need for an absence from class for emergency situations only. Additionally, students are expected to engage in online discussion, forums, videos, and other materials in the week it is provided. These include online lectures, forum discussions, response/reflection submissions, and other material/assignments as posted that week. It is the student's responsibility to communicate tardiness and absences with the instructor. Attendance also means that students are actively engaged in class – students should not be otherwise engaged with non-course material, cellphones (which should be silenced), or otherwise disengaged. Please see the instructor if there are problems or concerns with your ability to adhere to this policy so that arrangements may be made.

Basic Grading Scale

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

Summary of Estimated Outside Requirements

The university Credit Hour and Syllabus Format Policy requires that each course syllabus contain a statement about the work required outside of class/direct instruction (a minimum of two hours per credit hour per week) as well as information about course assignments, examinations, and related course activities.

Estimated Hours of Work Required Outside of Direct Instruction		
Assignment	Details	Hours
Treatment Plan (5-7 pages)	Creation of a diagnostic profile and treatment plan for a fictitious client	6-8 hours
Meeting Attendance (3-4 pages)	Attend 2 12-step meetings and submit a reflection	5-7 hours
Group Presentation	Present a synopsis of a movie depicting addiction framing points from course 20-25 minutes	6-8 hours
Textbooks	19 chapters @ 1.5-2 hours each	27-38 hours
Final Examination	Study and Preparation	6-8 hours
Total hours outside of direct instruction		50-69 hours

General guidelines: in a 15-week semester, the total hours of work required outside of direct instruction would be: (**highlight in bold** the number of credit hours for the course)

1-hour course:	30 hours
2-hour course:	60 hours
3-hour course:	90 hours
4-hour course:	120 hours

Course Schedule (FTF = Face to face class/ O = Online Content)

Week	Method	Class	Readings/Assignments Due
1 (6/28)	O	Quick Quiz on Addictions Assessment & Diagnosis Psychopharmacology Etiology &	C&S 5-6, 11
2 (7/5)	FTF	Quick Quiz on Addictions Review The Addiction Cycle Drug Categories Process Addictions	C&S 1-3
3 (7/12)	FTF	Self-Help Movement Individual Treatment In/Out Patient Treatment Group Treatment	C&S 8, 10, 12, 20
4 (7/19)	O	Work week	C&S 9, 13-14 Meeting Attendance Reflection Due (7/24)
5 (7/26)	FTF	Treatment Planning and Process Family Systems Relapse Prevention	C&S 4;15-16 Movie Presentations Due (7/31)
6 (8/2)	FTF	Professional Issues Cross Cultural Considerations Assignment Review and Discussion	C&S 17-19 Treatment Plan Due (8/7) Final Examination (8/5-8/7)

NOTE: Instructor reserves the right to change the structure of the semester with advanced notice to the class.

Document History: Approved by [Department of Education] Faculty 2/20/21

Academic Integrity

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

Classroom Privacy

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

COVID-19 Procedures

The health and safety of students, faculty, staff and visitors on our campuses is our top priority. In response to the current COVID-19 pandemic, the Capital community will be working together to support compliance with recommended health and safety standards to optimize the learning experience while minimizing health risks. The Capital Cares requirements for the health of our community may be accessed here, with important details related to in-person classes provided below:

1. **Complete daily temperature and symptom check as requested.** Anyone experiencing one or more COVID-19 symptoms should not be on campus or, if a resident, should not be outside their residence hall room and should contact a medical provider and follow their guidance. Please, inform your instructor prior to the beginning of class if your screening indicates the need for further evaluation and that you will not be in class.
2. **Wear face coverings.** All members of the Capital community are required to wear face coverings while in classrooms or any other shared space, including specified public or

common-use areas where physical distancing guidelines cannot be followed. No one, instructor or student, is to attend in-person classes without properly wearing a face covering that covers the person's nose, mouth, and chin.

3. **Maintain physical distancing.** All students, faculty, staff, and guests are required to maintain a safe distance from one another. Physical distancing is to be maintained in all indoor and outdoor spaces which are owned or controlled by Capital. Stay at least 6 feet (about 2 arms' length) from other people, do not gather in groups, stay out of crowded places and avoid mass gatherings. Please, sit in only designated areas in class and do not move chairs or desks in classrooms or common spaces. Do not congregate in groups within hallways and common areas within academic buildings during transition to and from classroom activities.
4. **Practice good hand hygiene.** Individuals should wash their hands with soap and water for at least 20 seconds as often as possible or use personal hand sanitizers containing at least 60% alcohol. Hand sanitizer stations are available throughout the campus.
5. **Disinfect your classroom space.** Students and faculty are responsible for disinfecting areas within their workspaces by cleaning these at the beginning and end of each class. This includes desk tops, seats, and equipment used during class. Disinfectant supplies will be provided. If paper towels or wipes are used to disinfect, they must be discarded in a trash receptacle immediately after use.
6. **Online course etiquette.** Online classrooms are still classrooms. Code of conduct and appropriate behavior is expected. Dress and classroom behavior should be considered the same as if in person. When online, except in special circumstances, you should have video on, have the participants and chatroom up, and be engaged in the online content. Try to place yourself in a learning environment that will allow you to focus without distractions and use headphones with mics if possible. Be prepared to interact more intentionally in the classroom as it can be easy to not have your voice heard. Use the participants tab to raise your hand or unmute your mic when you have questions, comments, or concerns.

Disability Services

Capital University is committed to providing reasonable accommodations for students with disabilities. If you are seeking academic accommodations you are required to register with the Office of Disability Services (ODS). To receive academic accommodations for this class, please register with ODS and meet with me at the beginning of the semester. Further information may be obtained by contacting Disability Services by email (disabilityservices@capital.edu) or by telephone (614.236.6611). This syllabus is available in alternate format upon request.

Diversity and Inclusion

Diversity and inclusion are essential to Capital University's mission of transforming lives through higher education. Diversity refers to the differences that exist among people. Inclusion denotes the proactive behaviors that facilitate an environment that allows each person to feel welcomed and affirmed. Our community:

- Values and creates a welcoming and supportive environment that honors and engages the many aspects of diversity and dignity for all.
- Intentionally seeks to attract, nurture, and retain diverse students, faculty, and staff.
- Fosters acceptance, respect, and appreciation of all persons regardless of background as vital elements of our university community.
- Celebrates our commonalities and unique differences and asserts that diversity broadens learning, stimulates creativity, and promotes the exchange of ideas.

The Office of Diversity and Inclusion is on the first floor of the Student Union. All students are welcome.

Diversity Statement

The University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Title IX – Sexual Harassment, Discrimination, and Misconduct

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct and harassment. If you have experienced an incident of sex or gender-based discrimination, harassment, or sexual misconduct, we encourage you to report it. Capital University faculty are committed to supporting students, however, please understand that faculty are “responsible employees” of the University and must report incidents of sex- or gender-based discrimination, harassment, and sexual misconduct to the Title IX Coordinator, Dr. Jennifer Speakman. If you would like to make a confidential report, please refer to Capital University's Sex- or Gender-Based Discrimination, Harassment, and Sexual Misconduct policy for more information on reporting options: <http://www.capital.edu/Title-IX-and-Sexual-Harassment/>.

Use of Electronics

The use of electronic devices such as cell phones during class time is prohibited unless permission from the instructor is explicitly given.

Support Services

Academic Success: Academic Success (Blackmore Library, 2nd floor) assists all students in becoming more confident, independent lifelong learners. In order to be even more accessible to all students, we have adopted a new, expanded services model that includes both online and in-person support. Our free academic support services for students include the following:

- The **Tutoring Center** provides content area tutoring for most courses in both online and in-person formats. Peer Tutors guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, developing more effective study strategies for the course, and more. All sessions are by appointment, and many sessions can be either one-on-one or in small groups. We offer online and in-person options for one-on-one tutoring sessions, while all group sessions are conducted online.
- The **Supplemental Instruction (SI)** program supports historically challenging courses. SI Leaders typically attend class meetings, then plan and facilitate regular, organized group study sessions each week. SI sessions are open to all students in the supported courses and are designed for students to engage in activities that will not only help them master the course material, but will also help them become more effective learners. SI-supported courses for Fall 2020 are BIOL 151, BUS 211, CHEM 150, MATH 120, MATH 230, and NURS 326. All SI sessions are conducted online to accommodate larger groups; no appointment is necessary. The fall SI schedule can be viewed at <https://www.capital.edu/supplemental-instruction/>.
- The **Writing Center** serves as a resource for students engaged in any stage of the writing process for assignments in any course. Writing Consultants assist students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting (APA, MLA, and Chicago style). The goal of the Writing Center is to guide students in developing the skills necessary to become more knowledgeable and confident writers. Both online and in-person writing consultations are available.
- The **Academic Coaching** program assists students with developing enhanced college-level strategies for navigating online learning, time management, organization, test preparation and test-taking strategies, goal setting, and more. Academic Coaches are trained in key student learning and development theories to inform their work in helping students become more successful in their studies. Both online and in-person coaching sessions are available.

Students can easily schedule appointments for online and in-person tutoring, writing, and coaching sessions by logging into tutortrac.capital.edu and clicking on “Search Availabilities.” Appointments can also be made by emailing academicsuccesssws@capital.edu or calling our Reception desk at 614-236-6327. Online sessions are conducted using the Zoom platform (students can join sessions directly through the TutorTrac interface), and in-person sessions are held in Academic Success (with social distancing and other guidelines in place). For additional

information about Academic Success programs and services, contact Director Bruce Epps at bepps@capital.edu or 614-236-6461.

Blackmore Library

From online databases and e-books to thousands of books and periodicals, the [Blackmore Library](#) is your first stop for all your research needs. Librarians are available to help you in your search. And as a member of the shared OhioLINK Catalog, you'll have access to more than 40 million library items located throughout the state.

Center for Health and Wellness

You may experience situations or face personal challenges that affect academic progress, social development, or emotional wellbeing. Some of these situations are expected and even beneficial, while others may lead to stress, anxiety, depression, alcohol and other drug use, changes in eating patterns, family of origin issues, loss, sleep difficulties, relationship problems, trauma, feelings of hopelessness, and suicidal thoughts. Capital University faculty and staff are committed to your health and therefore the university offers a variety of confidential services to help you through difficult times. These services include individual and group counseling, consultations, mental health screenings, and crisis intervention. These services are provided by staff who welcome all students and embrace a philosophy respectful of students' cultural and religious backgrounds, as well as being sensitive to differences in race, ability, gender identity, and sexual orientation. You can reach Capital University's Center for Health and Wellness by phone 614-236-6114, by email chw@capital.edu, or in person at the Kline Center. 24-hour mental health support is available by calling the Center for Health and Wellness, 614-236-6114.

Safety and Emergency Procedures

The mission of the [Department of Public Safety](#) at Capital University is to provide a safe and secure environment for the university community and all its members, and provide a variety of services, which enhance the quality of life on campus (236-6666 or 236-6504 phone).

Student Success

Capital University is committed to supporting your success as a student and as a person. We recognize that you may encounter challenges or barriers to success for which there is no clear solution or place to go for help. Student Success is here to work through these challenges with you and guide you to the best resources available, to help you stay on a consistent path to success. You can reach Student Success at success@capital.edu or 614-236-6871. Instructors also care about your success so there may be instances when they reach out to Student Success if they have a concern about your success and have not been able to reach you to discuss it directly.

University Bookstore

Capital University [Bookstore online](#) is your place for official Capital University textbooks, gear and supplies. Buy or sell used and new textbooks, find official Capital University gear, and purchase software and gifts - all online.

Withdrawal

Failure to attend class does not constitute official withdrawal from the course and may result in a failing grade. Official withdrawal requires that the student submit a completed “Change of Registration” form to the Registrar by the published deadline.

University Mission

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Thinking critically
- Reasoning logically
- Communicating clearly
- Provides for personal growth by encouraging, enabling, and celebrating learning
- Prepares individuals to be knowledgeable, independent, critical thinkers— educated for lives of leadership and service in an increasingly diverse society
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- Thinking critically
- Reasoning logically
- Communicating clearly

Students also will be encouraged to:

- Develop their leadership and service potentials
- Become independent, lifelong learners
- Develop a sense of values that guides personal decision making and develop intercultural competencies and the ability to work in diverse groups.

Goals of Graduate Program/Education Department

The university and the department strive to offer a personalized learning environment with a focus on excellent teaching, research opportunities, and mentorship. Faculty use multiple approaches to teaching, and they model caring and commitment as they assist students to advance as professional educators. Department faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The department faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional organizations. The following goals for candidates provide the foundation for the commitment and work of the department:

- **Goal #1** Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge
- **Goal #2** Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment
- **Goal #3** Demonstrate and Implement Knowledge of Curriculum & General Pedagogy to Impact Student Learning
- **Goal #4** Participate in Collaboration, Employ Effective Communication, & Create an Engaging Educational Environment
- **Goal #5** Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher

Document History: Approved by [Department of Education] Faculty 5/1/22

We all know that we can go through life convinced that our view of the world is the only valid one. If we are interested in new perceptions, however, we need to catch a glimpse of the world through other eyes. We need to be aware of our own thoughts as well as the way life is viewed by other people.

—Leona Okakok (1989, p. 248)

"...awareness of one's self is the beginning of learning."

—Deloria & Wildcat (2001, p. 13)

"The sailor cannot see the North – but knows the Needle can-"

—Emily Dickinson, in a letter to a mentor, T.W. Higginson, seeking an honest evaluation of her talent (1862)

"I am constantly surprised by how much I hear racism talked about and how little I actually see it."

—Dinesh D'Souza (*What's So Great About America?*)

"Shyness isn't something that just children feel. Anybody can feel shy. And one reason we feel that way is that we're not sure people will like us just the way we are."

—Fred Rogers

Capital University

Counseling Diverse Populations School of Education EDUC 553-01 (Hybrid Course)

Fall 2022
4 Credit Hours
Class Time: Thursday 7:15pm-9:30pm
Classroom: Ruff 202
Online Office: <https://capital.zoom.us/j/98531186429>

Sean R. Gorby, Ph.D, LPCC
sgorby2@capital.edu (740) 438-7119
Office: Ruff Learning Center 231
Office Hours: By Appointment

COURSE DESCRIPTION:

This course introduces students to the foundations of multicultural counseling. The course will also cover social advocacy, counseling multicultural populations, and multicultural conceptualization. Students will examine their cultural self-awareness and assess the dynamics of counseling clients from diverse backgrounds.

LEARNING OBJECTIVES:

According to CACREP (the Council for Accreditation of Counseling and Related Educational Programs, *Accreditation Standards*, 2016), this course will address the following concepts for Section 2, Item F, Topic 2, Social and Cultural Diversity.

This course will reflect:

1. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (II.F.1.e);
2. Students will learn about strategies for personal and professional self-evaluation and implications for practice (II.F.1.k)
3. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (II.F.2.a);
4. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (II.F.2.b);
5. multicultural counseling competencies (II.F.2.c);
6. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (II.F.2.d);
7. the effects of power and privilege for counselors and clients (II.F.2.e);
8. help-seeking behaviors of diverse clients (II.F.2.f);
9. the impact of spiritual beliefs on clients' and counselors' worldviews (II.F.2.g);
10. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (II.F.2.h);
11. a general framework for understanding differing abilities and strategies for differentiated interventions (II.F.3.h);
12. Cultural factors relevant to clinical mental health counseling (V.C.1.)

SIGNATURE LEARNING OUTCOMES

Capital University is committed to a liberal education that readies students for every arena of life. The curriculum is structured around the School of Education (SOE) Program Learning Outcomes (PLOs) that are delivered through majors, minors, foundational courses, and co-curricular experiences. The PLOs represent what students are able to do at the conclusion of a program and are achieved as the culmination of multiple courses and activities. The following course has Counselor Education specific PO's aligned with the SOE PLO's and CACREP standards.

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	II.F.2.a II.F.2.b II.F.2.c II.F.2.d II.F.2.e II.F.2.f II.F.2.g II.F.3.h V.C.1	External Book Review Project Implicit Self Assessment Cultural Identity Analysis Cultural Autobiography Group Discussions Journals Cultural Immersion Experience Legislative Advocacy Day and Report
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.	II.F.1.e II.F.1.k II.F.2.f II.F.2.g II.F.2.h	Who Am I? Stories and Illustrations External Book Review Food Project Implicit Self Assessment Cultural Identity Analysis Cultural Autobiography Group Discussions Journals Cultural Immersion Experience

			Legislative Advocacy Day and Report
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.		
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.		
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.		

KPI's Assessed:

KPI #1: The role and process of the professional counselor advocating on behalf of the profession

KPI # 3: Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

KPI # 4: Help-seeking behaviors of diverse clients

KPI # 15: Strategies to advocate for persons with mental health issues

REQUIRED TEXT:

1. Jones-Smith, E. (2019). *Culturally diverse counseling: Theory and practice*. Thousand Oaks, CA: Sage. ISBN: 9781483388267
2. Banaji, M. R., & Greenwald, A. G. (2013). *Blind spot: Hidden biases of good people*. New York: NY: Delecorte. ISBN: 978-0-553-80464-5

ONE of the following self-selected books:

Alexander, M. (2010). *The New Jim Crow: Mass Incarceration in the age of colorblindness*. The New Press. ISBN: 978-159558643 (Policy; Law; Incarceration)

Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. London, UK: Duke/University Press. ISBN: 978-0-8223-5236-5 (higher ed; predominately white institutions)

Coates, T.-N. (2015). *Between the world and me*. New York, NY: Spiegel & Grau.

Cooper, B. (2018). *Eloquent rage: A Black feminist discovers her superpower*. New York, NY: St. Martin's Press. ISBN: 978-1-250-11257-6

Covington, D. (1995). *Salvation on Sand Mountain: Snake Handling and Redemption in Southern Appalachia*. ISBN: 978-0-306-81836-3

Diangelo, R. (2018). *White fragility: Why it's so hard for White people to talk about racism*. Boston, MA: Beacon. ISBN: 978-0-8070-4741-5

Delpit, (1995). *Other Peoples Children*. ISBN: 978-1595580740

Dunbar-Ortiz, R. & Gilio-Whitaker, D. (2016). *"All the real Indians died off": And 20 other myths about Native Americans*. Boston, MA: Beacon Press. ISBN: 978-0-8070-6265-4.

Freire, P. (2009). *Pedagogy of the oppressed*. New York, NY: Continuum. ISBN: 0-8264-1276-9

Goff, B. (2012). *Love Does*. Nashville: TN: Thomas Nelson. ISBN: 978-1-4002-0375-8

Hill (2009) *Beats Rhymes and Classroom Life*. ISBN: 978-0807749609. (hip-hop culture; pedagogy).

Hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York, NY: Routledge. ISBN: 0-415-90808-6

Hume, D. (1980). *Dialogues Concerning Natural Religion*. ISBN: 978-0-87220-403-4

Irizarry (2011) *The Latinization of U.S. Schools*. ISBN: 978-1594519598 (Participatory Action Research; Latino/a Youth)

Irving, D. (2014). *Waking up White and finding myself in the story of race*. Cambridge, MA: Elephant Room Press. ISBN: 978-0-9913313-0-7

Kendi, I. (2019). *How to be an antiracist*. Bodley Head. ISBN: 978-0525509288 (Racial inequity; Antiracism)

Kinloch (2010) *Harlem on our minds*. ISBN: 978-0807750230. (Literacy; gentrification; Black residents and white neighbors).

Kinloch (2012) *Crossing Boundaries*. ISBN:978-0807752944 (meaning-making; social justice; students of color; literacy).

Kirkland (2013) *A Search Past Silence*. ISBN: 978-0807754078. (school-to-prison pipeline; black male; literacy).

Ladson-Billings (1994) *Dreamkeepers*. ISBN: 978-0470408155.

Martín-Baró, I. (1994). *Writings for a liberation psychology*. Cambridge, MA: Harvard University Press. (Religion; ideology; politics)

McCarty (2002) *A Place to be Navajo*. ISBN: 978-0805837612. (Ethnographic account of a revolutionary indigenous self-determination movement).

Noguera, P. A. (2008). *The trouble with Black boys: And other reflections on race, equity, and the future of public education*. San Francisco, CA: Jossey-Bass. ISBN: 978-0-7879-8874-6

Oluo, I. (2018). *So you want to talk about race*. ISBN: 9781580056779

Orsi, R. A. (2002). *The Madonna of 115th Street: Faith and Community in Italian Harlem*. ISBN: (Immigrant social and religious life; Italian; American Catholicism).

Paris (2011). *Language across Difference*. ISBN: 978-0521193375 (Ethnic and Linguistic Differences)

Pollock, M., Ed. (2008). *Everyday antiracism: Getting real about race in school*. New York, NY: The New Press.

Sandhoff, M. (2017). *Service in a Time of Suspicion: Experiences of Muslims Serving in the U.S. Military Post 9/11*.

Shields, C. M. (2013). *Transformative leadership in education: Equitable change in an uncertain and complex world*. New York, NY: Routledge. ISBN: 978-0-415-89254

Smitherman (1977) *Talkin and Testifyin*. Wayne State University Press. ISBN: 978-0814318058 (Afro-Caribbean History; Black Vernacular).

Souto-Manning, M. (2010) *Freire, Teaching, and Learning: Culture Circles Across Contexts*. ISBN: 978-1433104060 (Equity and Democracy through everyday educational practices)

Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: John Wiley & Sons. ISBN: 978-0-470-49140-9

Vance, J. D. (2016). *Hillbilly elegy: A memoir of family and culture in crisis*. New York, NY: Harper.

Harkens, A. & McCarroll, M. (Eds.) (2019). *Appalachian reckoning: A region responds to Hillbilly Elegy*. Charleston, WV: West Virginia University Press.

Winn (2011) *Girl Time*. ISBN: 978-0807752005. (Incarcerated girls; performance/theater; playwriting)

Winner, L. F. (2008). *Girl Meets God*. ISBN: 978-0-8129-7080-7 (Journey from Judaism to Christianity).

Wong, Y. (2018). *Between Islam and the American Dream: An Immigrant Muslim Community in Post 9/11 America*. (Ethnography; Muslim immigrant; Intersectionality of Identity).

Valdez (1996) *Con Respeto*. ISBN: 978-0807735268. (Mexican parents in boarder communities; school success).

The Fire is Upon us – Nicholas Buccola

The Secret Lives of Church Ladies – Deesha Philyaw (Fiction – Short Stories)

An incomplete list of names – Michael Torress (Poems – Mexican American boys as they grapple with assimilation versus the impulse to create a world of their own)

In the Dream House – Carmen Maria Machado (intimate partner violence in queer relationships)

Black is the Body – Emily Bernard

An American Summer – Alex Kotlowitz

The Other Americans – Laila Lalami

The Paragon Hotel – Lyndsay Faye

Biased – Jennifer Eberhardt

We Cast a Shadow – Maurice Carlos Ruffin

Good Talk – Mira Jacob

Democracy in Black: How Race Still Enslaves the American Soul – Eddie Claude Jr

Im Still Here: Black Dignity in a World Made for Whiteness – Austin Channing Brown

Forty Million Dollar Slaves: The Rise, Fall, Redemption of the Black Athlete - William Rhoden

Blood Done Sign My Name – Timothy Tyson

Stoney The Road: Reconstruction, White Supremacy, and the Rise of Jim Crow – Henry Gates Jr

Nigger – Dick Gregory (Autobiography)

On Earth Were Briefly Gorgeous – Ocean Vuong

Tell Me Who You Are – Wiona Guo and Priya Vulchi

Beneath a Ruthless Sun – Gilber King

A Sin by Any Other Name – Robert Lee

Love Thy Neighbor – Ayaz Virji

The Travelers – Regina Porter

Copperhead – Alexi Zentner

If You Want to Make God Laugh – Bianca Marais

The Nickel Boys – Colson Whitehead

Tigerland – Wil Haygood

The Inner Work of Racial Justice – Rhonda Magee

White Girls – Hilton Als

Red at the Bone - Jacqueline Woodson

The Water Dancer – Ta-Nehisi Coates

Why are all the black kids sitting together in the cafeteria? And other conversations about race – Beverly Tatum

2022 Publications

<https://teambuilding.com/blog/diversity-inclusion-books>

2019 Publications

<https://www.readitforward.com/essay/article/books-about-race-2019/>

COURSE PHILOSOPHY: This course is designed to illuminate the cognitive and affective messages, both positive and negative, that we have internalized about other groups. This course is conceptually broken up into three categories: Learning About Self, Learning About Others, and Integrating Insights About Self and Others Into Effective Interventions. Through culturally responsive pedagogy, students will be challenged to develop new cognitive, affective, and behavioral constructs that are culturally responsive, all in an effort to bring behaviors and attitudes into congruence with professional standards. While we cannot be held accountable for messages embedded in our past, we can and must be held accountable for current and future responses to events in contemporary living and practice. Students will be exposed to current issues in broad diversity constructs: culture, national origin, language, physical appearance and ability, sexual orientation, faith traditions, etc. To do so, this course is rooted in storying (Kinloch & San Pedro, 2013), which is the dialogic sharing and reflecting of lived realities through the construction of stories with another person or persons to create and sustain humanizing relationships built upon trust and respect for one another.

GRADING: For this course, grades will be awarded based on an additive grade model. This means that points will be awarded to you based on your learning. Throughout the course, you will have opportunities to demonstrate your learning, critical thinking, cognitive, affective, and behavioral development as it refers to counseling diverse populations. Points will be added to an overall score that, at the end of the semester, will reflect a numerical grade. This may be a different system than you are familiar with, a system that deducts points when expectations are not met. The additive grade model is a direct reflection of your growth in learning and your ability to demonstrate that learning.

You will have along with your attendance, participation, and discussion posts to generate up to 144 pts.

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

80-82% B- 60-66% D

ASSIGNMENTS:

Who Am I? Stories and Illustrations:

Description: Constructing stories of who we are beyond the walls and confines of schooling contexts are crucial in the development of relationships with one another. Understanding our clients' stories beyond the walls and confines of clinical contexts are crucial in the development of rapport and accurate integration of cultural identity. Writing stories centered on who we are and what we bring to our shared learning space is an important first step in understanding our own cultural identities and developing the trust needed to engage in vulnerable and brave spaces such as schooling and counseling. To construct your "Who Am I Stories," you are welcome to use the questions in Table 1.2 of the Jones-Smith text (pg. 14), and/or one of the following questions, or a combination of questions, to help create your story:

- Who do we come from?
- What histories do we have?
- What cultures are we a part of?
- What cultural past might we have been severed from?
- How does our family and community histories and stories impact who we are, the way we think, the way we've come to know and see?
- Does the telling and sharing of our stories change in relation to the contexts, relationships and situations within which we tell them?
- What diverse identities do I connect with?
- What diverse identities do I struggle to connect with?

Important Formatting:

- Please use 2-4 double spaced pages to craft your stories. (If you feel passionate about your story and four pages are not enough, please write on!)
- Upload these to iLearn with the document title as your lastname.doc (or whatever word extension your computer uses)

For the illustrations:

- On a blank piece of paper, draw any symbols or collection of symbols that helps us to better understand who you are. Scan that document and upload it to iLearn. If you prefer to use another illustrative medium (adobe illustrator, photoshop, photography, film, etc.), please feel free. Just ensure that you upload the document as a pdf or jpeg with the title "lastnameillustration" (i.e. Gorbbyillustration.pdf)

Justification: In order to better understand diverse others, we must first understand the diversity within ourselves. Additionally, to engage in a constructive sharing space, it is important to engage in a level of vulnerability with one another. This is similar to the vulnerability that we ask our clients to bring to the session. If we are to ask our clients to bring their whole selves, their

vulnerable selves, to the session, then we must too be vulnerable in our preparation. One way to do this is to share stories that often are not included in academic spaces such as family, identity, culture, community, etc. Developing relationships is an impossibility without the sharing of stories. This is an opportunity to voice our stories and to hear the stories of others. Creating illustrations also provides depth through art that may go beyond the written word and helps us see our stories. Additionally, when we evaluate our clients' mental and emotional conditions, we must ground our understandings in the whole person, including details that are not provided to us within individual tests and assessments alone. We must ground our interpretations in rich background that our clients bring into the counseling relationship, their culturally rich and diverse identities.

*Adapted from Dr. Timothy San Pedro – Culturally Relevant Pedagogy

CACREP: II.F.1.e; II.F.1.k; II.F.2.f; II.F.2.g; II.F.2.h

External Book Review:

To make the readings manageable while still getting exposure to the lessons, ideas, and issues raised by authors of longer books, each student will be responsible for reading one external book from the list above (see required purchases). When your reading is due, you will construct a short 8–12-minute presentation. In that speaking presentation, focus on:

1. Distilling the main information of the book to the class (i.e. Central Questions, Impactful Quotes, Important Definitions that add to our collective understanding).
2. Add at least 4 working definitions to the class google document (be sure to include in-text citation).
3. Connecting it to the other readings and ideas from the course.
4. Voicing the perspectives and lessons offered by the author. What is the diversity represented by the author, and what perspectives and lessons did you learn from that perspective of diversity?
5. **Do not summarize the book;** rather share with us what really stood out to you, resonated with you, and impacted you.

NOTE: This is not meant to serve as a summary of the book; think of it as an opportunity to share how this author and their scholarship might add to our understandings of diverse populations, our own cultural identities, cognitive and affective empathy, and bias.

Please provide a 1-page handout that lists what you feel is your author's crucial contributions to our thinking.

Justification: Sharing in the responsibilities of reading a longer book gives us access to authors' ideas while keeping the weekly readings manageable.

CACREP: II.F.1.e; II.F.1.k; II.F.2.f; II.F.2.g; II.F.2.h; II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.f; II.F.2.g; II.F.3.h; V.C.1

Food:

Food is crucial to keeping our energy and spirits high during our in-class meetings. Food also carries with it deep connections to family, community, culture, and identity. As such, I am asking for 1-2 students to bring in food each week that we will take part in. Of course, there may be dietary restrictions for some students. Please be mindful of those restrictions. Prior to our eating, I would like the person hosting to provide a brief 5-minute description of the food:

- What is it?
- Why is it important to you, to your family, to your community and/or to your culture?
- What stories does it unlock from your past?
- Why is it an important dish to you?

You are welcome to bring in pictures or other artifacts that help tell your story. In selecting your dish, try to choose something that would sustain our energy while we are in class (in other words, we meet during dinner time for most of us, let's partake in and enjoy foods that you might serve your own family during dinner).

On-Line Version: in lieu of bringing in food, you will provide the class a recipe for your food. Additionally, you will record a brief (5 minutes) video of you discussing the same questions posed earlier:

- What is it?
- Why is it important to you, to your family, to your community and/or to your culture?
- What stories does it unlock from your past?
- Why is it an important dish to you?

Have fun with the video. If you have parents, or grandparents, or family members that play an important role in the story, you could invite them to do the video with you.

Justification: Family and community lessons are often learned when engaging in conversation during meals. Opening that conversation to others not familiar with your lived experiences provides entry points to share and hear stories of others.

CACREP: II.F.1.e; II.F.1.k; II.F.2.f; II.F.2.g; II.F.2.h;

Project Implicit Self Assessments:

Visit Project Implicit at Harvard (<https://implicit.harvard.edu>) and complete at least five self-assessments from the following: weight, race, religion, gender, age, sexuality, and disability. You will include your results in the Cultural Autobiography assignment listed below.

CACREP: II.F.1.e; II.F.1.k; II.F.2.f; II.F.2.g; II.F.2.h; II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.f; II.F.2.g; II.F.3.h; V.C.1

Cultural Identity Analysis:

From iLearn, download the Identity List. This is an exploration of your multiple *non-elective identities* and the intersectionality of these identities. From the list, identify the top three *non-elective identities* that are prominent in your Core Self *at this point in time*. Then, complete the chart below in 2 pages. Use single spacing and bullets in the chart. Satisfactory/Unsatisfactory only, derived from the depth of your reflection, not the content. You can find a word document of this chart on iLearn (2 pages maximum; S/U only)

IDENTITY (address one of your identity constructs for each row)	How you became aware of this identity	Social messages about this identity; what did others say about this identity?	Can you advocate for others based on some dimension of this identity?	How will this effect your ability to counsel others? What will you do about that?	How this intersects with my other identities

CACREP: II.F.1.e; II.F.1.k; II.F.2.f; II.F.2.g; II.F.2.h; II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.f; II.F.2.g; II.F.3.h; V.C.1

Cultural Autobiography:

In this paper, you will examine your current level of cultural integration and identify what you will do to progress in your development. **(3-5 pages; APA only required for citations and references).** Select the most appropriate model of identity development for you (class materials; outside readings; peer reviewed journal articles; iLearn), and **outline it clearly in your paper.**

- a. Using that model and citing your sources, determine what stage you are at in your personal identity development. Describe the traits and behaviors you see in yourself that you used in your self-assessment. Cite your Project Implicit results here as you reflect on your current stage.
- b. What happened in your past that moved you, or allowed you to move, *from each stage* to the next to get you where you are today?
- c. What needs to happen to move you forward in your development, integrating the model you chose and relevant aspects of the MCSJCC?

CACREP: II.F.1.e; II.F.1.k; II.F.2.f; II.F.2.g; II.F.2.h; II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.f; II.F.2.g; II.F.3.h; V.C.1

Group Discussions:

You will be randomly assigned to a process group (Groups listed later in the syllabus) that will engage in growth conversations surrounding course topics. To stimulate thought and group discussion, you will complete a journal entry prior to your group discussion.

CACREP: II.F.1.e; II.F.1.k; II.F.2.f; II.F.2.g; II.F.2.h; II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.f; II.F.2.g; II.F.3.h; V.C.1

Journal (Vlog):

Prior to your group discussions, you will complete a journal entry (3 total throughout the semester). Unlike a traditional written journal, you will be creating a video journal. Your video journal should be 3-5minutes in length recorded via your cell-phone or computer. Feel free to go longer if needed. These journals, or vlogs, should be informal and causal in nature and discourse. Your entry ought to articulate your thoughts surrounding the prompt/experience, integrating readings, class discussions, group discussions, and cultural experiences. Your journal will be evaluated by the depth, not breadth, of introspection and integration of your learning with your experiences. Journal topics will be assigned the week prior to the journal due date.

CACREP: II.F.1.e; II.F.1.k; II.F.2.f; II.F.2.g; II.F.2.h; II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.f; II.F.2.g; II.F.3.h; V.C.1

Cultural Immersion Experiences:

Part 1: You will attend two (2) gatherings hosted by a Cultural Diversity student organization here on campus (www.capital.edu/cultural-diversity), or hosted by groups in your community (must be preapproved by Dr. Gorby). Select a group that holds an identity that you DO NOT. The office of Student and Community Engagement supports various student organization activities throughout the semester. Unfortunately, these events are not currently listed in any singular location. However, you can find them on the “Stale Talk” posters, listed in the office of Diversity and Inclusion, or on the CORQ app.

To demonstrate your attendance, participation, and cognitive and affective development, you will complete a journal vlog entry (following the outline for your group journals listed above), immediately following each experience. This journal must be completed and submitted via iLearn within 7 days of the event taking place.

Part 2: You will attend two (2) additional immersion experiences lead by Dr. Gorby. As a group, we will attend a house of worship of various faith traditions. These experiences will allow us to engage with individuals of various faith traditions in and around the Bexley area. Immediately following the worship experience, we will break bread, as a group, at a local eatery, where we can engage with one-another to process what we (collectively and individual) experienced. Specific dates and times are TBA and the number of opportunities are subject to schedule and congregation availability. You will journal this experience for your group discussion.

Part 3: Of the diverse groups you encountered in part 1 and part 2 (over the semester if part 1 and 2 were not assigned), select 1 group to focus on for part 3. You will create five (5) artifacts that will be shared with the class via iLearn. These artifacts will be a photo or visual graphic with a brief (1 paragraph) cited commentary for each of the following (For 2021 – Only a single artifact covering the following 3 pieces of information should be created):

1. An annotated bibliography with the APA references for at least FIVE post-2009 articles from the professional literature (counseling, education, sociology, psychology) that address the needs and/or successful counseling interventions for your immersion population.
2. The systemic challenges faced by the immersion population, using cited research, interviews, readings, or interpersonal interactions
3. The strengths-focused needs of the immersion population, using cited research, interviews, readings, or interpersonal interactions
4. A servant leadership activity with outcome, or plan for servant leadership **referencing the MCSJCC Part IV, research, and interpersonal interactions.**
5. An advocacy activity with outcome, or plan for advocacy **referencing the MCSJCC Part IV, research, and interpersonal interactions.**

CACREP: II.F.1.e; II.F.1.k; II.F.2.f; II.F.2.g; II.F.2.h; II.F.2.a; II.F.2.b; II.F.2.c; II.F.2.d; II.F.2.e; II.F.2.f; II.F.2.g; II.F.3.h; V.C.1

ATTENDANCE: This course is designed for learning to take place in community. You will learn from others and others will have the opportunity to learn from you. In order for this communal

learning to take place, you must be present. Without your attendance (physical presence) and active participation (no cell phones or non-academic use of electronics) in class, your learning and the learning of others will be diminished.

Based on the additive grade model implemented in this course, you will have a chance to earn participation points every class you are present and actively participating in your own learning and the learning of others. Two (2) point will be earned for each class in which you are physically present; an additional 2 points will be earned for each class in which you are an active participant in the learning community (4pts x 10 classes = possible 40 points earned). I recognize that there are valid reasons that you may have to miss class. That is completely acceptable. However, to this point in my professional development, and given my additive grading model, I do not know how to award points for demonstrated learning when I do not have the opportunity to assess your learning (in this class attendance and active participation). This structure also creates an objective evaluation format, rather than leaving me in a position to subjectively determine what is a VALID absence that should be “excused” and what is an invalid absence that should not be “excused.”

NOTE: All work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

GRADE BREAKDOWN:

Who Am I? Stories and Illustrations:	4pts
External Book Review:	10pts
Food:	5pts
Project Implicit Self-Assessment:	0pts (included in autobiography)
Cultural Identity Analysis:	5pts
Cultural Autobiography:	20pts
Group Discussions (2pts x 4):	8pts
Journal (2 pts x 3):	6pts
Cultural Immersion Experience:	40pts
Attendance (4pts x 10 classes):	40pts
Max Possible:	148pts

Estimating Hours of Work Required Out of Class		
Assignment/Artifact	Details	Hours
Reading	15 modules @ 4 hrs each	60
Who Am I? Stories and Illustration	3	3
External Book Review	5	5
Food	4	4
Project Implicit Self-Assessment	5	5
Cultural Identity Analysis	5 hr	5
Cultural Autobiography	5 hr	5
Group Discussions	1 hr prep x 4 = 4	4
Journals	2 hr (x3) = 6hr	6
Cultural Immersion Experience	Part 1 (8 hr); Part 2 (10 hr); Part 3 (5 hr)	23
Total hours of work required		120

General guidelines: in a 15-week semester, the total hours of work required outside of class would be:

- 1-hour course: 30 hours
- 2-hour course: 60 hours
- 3-hour course: 90 hours
- 4-hour course: 120 hour

	Date	Method	Topic	Group Meeting	Readings Due	Assignments Due	Food	Book	
Learning About Self	M1 8/25	FTF	Introduction to Counseling Diverse Populations Syllabus Book Sign-Up <i>Who Am I? Dr. G</i>	None	None	None	None	None	
	M2 9/1	FTF	<i>VIA Strengths Inventory</i> Book Presentation	None	Banaji & Greenwald CH 1-5	None	None	None	
	M3 9/8	OL	Cultural Meaning Systems, Cultural Trust, and Cultural Humility	None	Banaji & Greenwald CH 6-Appendix 2	VIA Strengths Inventory Who Am I?	None	None	
	M4 9/15	FTF	Implicit Bias Culturally Responsive Strengths-Based Counseling	Intro: (pg15) <i>Understanding your Worldview</i>	JS: CH 1 & 2 The Psychology Podcast: Brian Nosek – Implicit Bias and Open Science	Implicit Self-Assessments	Dr. G	Dr. G	
	M5 9/22	FTF	Neuroscience, Multiple Cultural Identities, and Cultural Strengths	-	JS: CH 3	Cultural Identity Analysis	Madison Stephanie A. Katelyn Nora	Jordan Roxy	
	M6 9/29	OL	Strengths-Based: Development, Culture, and Counseling MSJCC Competencies: Overview + Part I		JS: CH 4 & 5 MSJCC: Overview + Part 1		None	Lisa Madison Stephanie S.	
M9 Learning About Others	M7 10/6	FTF	Assessment and the Cultural Formulation Interview Case Conceptualization and Tx	Group 1	JS: CH 6-7	Journal 1	Tori Maddy Megan H. Regan	Antoinette Janie Kathleen	
	M8 10/13	OL	CRSB for American Indians and Alaska Natives CRSB for Asian Americans, Native Hawaiians, and Pacific Islander	-	JS: CH 9 & 10 Code Switch: A treaty right for Cherokee Representation Code Switch: When Fear of the Coronavirus Turns into Antiracism and Xenophobia		None	Spencer Benjamin	
	10/20	Fall Break – No Class							
	M9 10/27	FTF	MSJCC: Part II CRSB for African Americans	-	JS: CH 8 MSJCC: Part II Code Switch: Is it time to say RIP to POC		Darin Chris Mariah Tiffany	Imani Allie Bailey Britney	
	M10 11/3	FTF	CRSB for LGBTQ	Group 2	JS: CH 15 Code Switch: How the LGBTQ+ POC are dealing with Orlando	Journal 2	Janie Sara H. Benjamin Megan S.	Darian Chris Tiffany	
	M11 11/10	OL	CRSB for Hispanic and Latinx CRSB for Arab and Muslim Americans		JS: CH 11 & 12 Code Switch: Un-Holy Land? An Arab Reckoning with Racism Code Switch: Can Therapy solve racism?	Cultural Autobiography	None	Megan H Sara H Megan S.	

M12 11/17	FTF	MCSJCC: Part III & IV CRSB for Individuals with Disabilities CRSB for Older Adults		JS: CH 16 & 17 MCSJCC: Part II & IV		Lisa Imani Allie Britney	Tori Nicole Maddy
11/24	Thanksgiving – No Class						
M13 12/1	FTF	CRSB for Women CRSB for Multiracial People CRSB for Immigrants and Refugees		JS: CH 14, 18 & 19 iLEARN	CIE: Part 3	Nicole Jordan Stephanie S. Antoinette Bailey	Katelyn Mariah Steph. A.
M14 12/8	FTF	Social Class, Social Justice, Intersectionality, and Privilege	-	JS: CH 20		Kathleen Spencer Roxy	Regan Nora Make-up

GROUPS:

Group 1: Tori, Nora, Janie, Jordan, Stephanie S., Chris

Group 2: Stephanie A., Kathleen, Regan, Allie, Spencer, Imani

Group 3: Darin, Megan H., Bailey, Maddy, Antoinette, Britney

Group 4: Benjamin, Sara, Katelyn, Tiffany, Madison,

Group 5: Mariah, Roxy, Lisa, Megan S., Nicole,

The following outline for process groups was adopted created by Dr. Colette Dollarhide
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INFORMATION ABOUT GROUPS IN THIS CLASS:

The point of the discussion group is to allow you a place and time to process what you are learning, in a context that is respectful while we work on these class concepts. It will be more challenging for some than for others. The point of the group is not to attain some pre-conceived level of insight or catharsis, but rather to explore your own “truths” as you challenge yourself and each other to expand that definition of “truth.” This can only happen if:

- a) you are open to your own discoveries and growth, and
- b) if you are patient and thoughtful while others process their discoveries and move toward their own growth.

What is expected of you? Your investment in your learning means you demonstrate adherence to the following general group rules and that you will demonstrate growth in values exploration as described on the next page.

General Group Rules:

1. Confidentiality of names and content
2. Arrive on time and stay for full time
3. Respectful interactions
4. Honest and congruent communication
5. Own one’s perspectives
6. Be open to discovery about self and others
7. Become involved and invested in discussion and learning as outlined on the Interaction Rubric (next page).

INTERACTION RUBRIC

In this group experiences, our hope is that you will attain the highest levels possible of affective investment, as indicated by the following taxonomy (Krathwohl et al., 1964)

LEVEL OF TAXONOMY	INTERACTION DESCRIPTION
PRE-RECEIVING	➤ Uninvolved and uninvested in learning
RECEIVING a. Awareness b. Willingness to receive c. Selective attention	➤ Willing to listen to others ➤ Minimal sharing
RESPONDING a. Acquiescence b. Willingness c. Satisfaction	➤ Engaged in discussion ➤ Shares as appropriate ➤ Seems to enjoy interaction with others
VALUING a. Acceptance b. Preference c. Commitment	➤ Shows enthusiasm for interaction ➤ Actively examines own value system ➤ Helps others examine their value system with appropriate respect.
ORGANIZATION a. Conceptualization b. Organization	➤ Begins to integrate new thinking into own value system
CHARACTERIZATION BY A VALUE OR VALUE COMPLEX a. Generalized set b. Characterization	➤ Life-characterization consistent with new thinking; lifelong action and advocacy ➤ (Examples: Mahatma Gandhi, Rev. Dr. Martin Luther King, Jr.)

Updated: 12.22.2020

Syllabus adapted from:

Dr. Colete Dollarhide – Multicultural and Social Justice Counseling

Dr. Timothy San Pedro – Culturally Relevant Teaching

ACADEMIC INTEGRITY

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

CLASSROOM PRIVACY

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

DISABILITY SERVICES

Capital University is committed to providing reasonable accommodations for students with disabilities. If you are seeking academic accommodations you are required to register with the Office of Disability Services (ODS). To receive academic accommodations for this class, please register with ODS and meet with me at the beginning of the semester. Further information may be obtained by contacting Disability Services by email (disabilityservices@capital.edu) or by telephone (614.236.6611). This syllabus is available in alternate format upon request.

DIVERSITY STATEMENT:

Capital University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Capital University prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

SPECIAL ACCOMODATIONS:

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refer to Capital University's Sex- or Gender-Based Discrimination, Harassment, and Sexual Misconduct policy for more information on reporting options: <http://www.capital.edu/Title-IX-and-Sexual-Harassment/>.

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SUPPORT SERVICES

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- A **Writing Center** that serves as a resource for students engaged in any stage of the writing process for assignments in any course.
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Blackmore Library

From online databases and e-books to thousands of books and periodicals, the [Blackmore Library](#) is your first stop for all your research needs. Librarians are available to help you in your search. And as a member of the shared OhioLINK Catalog, you'll have access to more than 40 million library items located throughout the state.

Safety and Emergency Procedures

The mission of the [Department of Public Safety](#) at Capital University is to provide a safe and secure environment for the university community and all its members, and provide a variety of services, which enhance the quality of life on campus (236-6666 or 236-6504 phone).

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Withdrawal

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University Mission

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Thinking critically
- Reasoning logically
- Communicating clearly
- Provides for personal growth by encouraging, enabling, and celebrating learning
- Prepares individuals to be knowledgeable, independent, critical thinkers— educated for lives of leadership and service in an increasingly diverse society
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- Thinking critically
- Reasoning logically
- Communicating clearly

Students also will be encouraged to:

- Develop their leadership and service potentials
- Become independent, lifelong learners
- Develop a sense of values that guides personal decision making and develop intercultural competencies and the ability to work in diverse groups.

Goals of Graduate Program/Education Department

The university and the department strive to offer a personalized learning environment with a focus on excellent teaching, research opportunities, and mentorship. Faculty use multiple approaches to teaching, and they model caring and commitment as they assist students to advance as professional educators. Department faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The department faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional organizations. The following goals for candidates provide the foundation for the commitment and work of the department:

- **Goal #1** Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge
 - **Goal #2** Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment
 - **Goal #3** Demonstrate and Implement Knowledge of Curriculum & General Pedagogy to Impact Student Learning
 - **Goal #4** Participate in Collaboration, Employ Effective Communication, & Create an Engaging Educational Environment
 - **Goal #5** Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher
-

Capital University

Family Systems and Couples Counseling

School of Education

EDUC 554 (Hybrid Course)

Spring 2023

2 Credit Hours

Class Time: Tuesday 4:30-6:45

Classroom: Ruff 07

Online Office: <https://capital.zoom.us/j/98531186429>

Sean R. Gorby, Ph.D, LPCC

sgorby2@capital.edu (740) 438-7119

Office: Ruff Learning Center 231

Office Hours: T&W 1pm-4pm

COURSE DESCRIPTION:

This course explores theories, issues, challenges, and strategies unique to marriage, family, and couples counseling. Areas of focus include, grief and loss, domestic violence, substance abuse, issues specific to children and adolescents, and divorce/separation. Diagnostic and assessment issues will be examined.

LEARNING OBJECTIVES:

According to CACREP (the Council for Accreditation of Counseling and Related Educational Programs, *Accreditation Standards*, 2016), this course will address the following concepts, many of which are found in Section 5, Item F, Marriage, Couple, and Family Counseling.

Students Will:

- Know history and development of marriage, couple, and family counseling (V.F.1.a)
- Know theories and models of family systems and dynamics (V.F.1.b)
- Know theories and models of marriage, couple, and family counseling (V.F.1.c)
- Know assessments relevant to marriage, couple, and family counseling (V.F.1.f)
- Understand roles and settings of marriage, couple, and family counselors (V.F.2.a)
- Understand structures of marriages, couples, and families (V.F.2.b)
- Explore family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments (V.F.2.c)
- Explore professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling (V.F.2.n)
- Know ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling (V.F.2.o)
- Understand record keeping, third party reimbursement, and other practice and management considerations in marriage, couple, and family counseling (V.F.2.p)
- Explore assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective (V.F.3.a)
- Explore techniques and interventions of marriage, couple, and family counseling (V.F.3.c)

- Practice conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling (V.F.3.d)
- Discuss strategies for interfacing with the legal system relevant to marriage, couple, and family counseling (V.F.3.e)
- Analyze the theories of individual and family development across the lifespan (II.G.3.a)

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	II.G.2.a V.F.1.a V.F.1.b V.F.1.c V.F.2.a V.F.2.b	Family Genogram Case Conceptualization Session Reflection Tx Technique Presentation
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.		
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	V.F.1.f V.F.2.c. V.F.2.p V.F.3.a V.F.3.c V.F.3.d	Case Conceptualization Tx Technique and Presentation
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.		
#5. Display Dispositions, Ethical Standards, and	Students will continue their personal and professional development by adhering to	V.F.2.n V.F.2.o V.F.3.e	Case Conceptualization

Responsibilities of the Profession.	the professional ethical codes of professional counseling organizations and the counselor education program dispositions.		Tx Technique Presentation
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REQUIRED RESOURCES:

Text:

Gladding, S (2019). *Family therapy: History, theory, and practice*, 7th Ed. Pearson. 9780134785431

Gottman, J. A., & Gottman, J. M. (2015). *10 Principles for doing couples therapy*. Norton. ISBN 978-0-393-70835-6

Television Show:

Fogelman, D. (Creator). (2016-2022). *This is us* [Television series]. NBC Universal.

Katims, J. (Creator) (2010-2015). *Parenthood* [Television series]. NBC Universal.

Podcast:

Perel, E. (2017-2021). *Where should we begin*.

Additional Resources:

Gehart, D. (2016). *Theory and treatment planning in family therapy: A competency-based approach*. Boston, MA: Cengage Learning.

Gottman, J. M., & Silver, N. (2015). *The seven principles for making marriage work*. Harmony Books.

Gottman, J. M., & Gottman, J. S. (2018). *Eight dates: Essential conversations for a lifetime of love*. Workman.

Gottman, J. M. (1994). *Why marriages succeed or fail: And how you can make yours last*. Simon & Schuster Paperbacks.

Hanna, S. (2018). *The practice of family therapy: Key elements across models*, 5th ed. Belmont, CA: Thomson.

Johnson, S. M., Bradley, B. A., Furrow, J., Lee, A., Palmer, G., Tilley, D., & Wooley, S. (2005). *Becoming an emotionally focused couple therapist: A workbook*. New York, NY: Routledge.

Jongsma, A. & Dattilio, F. (2014). *The family treatment planner, with DSM-5 updates*, 2nd ed. New York, NY: John Wiley.

Magnuson, S. & Shaw, H. E. (2003). Adaptations of the Multifaceted Genogram in Counseling, Training, and Supervision. *The Family Journal – Counseling and Therapy for Couples and Families*, 11(1), 45-54. Doi: 10.1177/1066480702238472

McGoldrick, M. & Gerson, R. (2008). *Genograms: Assessment and intervention*, 3rd ed. New York, NY: W.W.Norton.

- McGoldrick, M., Giordana, J., & Garcia-Preto, N., eds. (2005). *Ethnicity and family therapy*, 3rd ed. New York, NY: The Guilford Press.
- McGoldrick, M., Garcia-Preto, N., & Carter, B. (2015). *The expanding family life cycle: Individual, family and social perspectives*, 5th ed. New York, NY: Pearson.
- Minuchin, S., Nichols, M., & Lee, W. (2007). *Assessing families and couples: From symptom to system*. Boston, MA: Pearson/Allyn and Bacon.
- Minuchin, S. & Fishman, H. C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Prep.
- Minuchin, S., Lee, W., & Simon, G. (2006). *Mastering family therapy: Journeys of growth and transformation*. New York, NY: John Wiley & Sons.
- Napier, A. & Whitaker, C. (1978). *The family crucible: The intense experience of family therapy*. New York, NY: Harper & Row.
- Perel, E. (2017). *Mating in captivity: Unlocking erotic intelligence*.
- Perel, E. (2017). *The state of affairs: Rethinking infidelity*.
- Sherman, R. & Fredman, N. (1986). *Handbook of structured techniques in marriage and family therapy*. Levittown, PA: Bruner Mazel Publishing.
- Taibbi, R. (2015). *Doing family therapy: Craft and creativity in clinical practice*, 3rd ed. New York, NY: Guilford Publications.
- Worden, M. (2007). *Family therapy basics*, 3rd edition. Pacific Grove, CA: Brooks/Cole Publishing.

GRADING: For this course, grades will be awarded based on an additive grade model. This means that points will be awarded to you based on your learning. Throughout the course, you will have opportunities to demonstrate your learning, critical thinking, cognitive, affective, and behavioral development as it refers to family systems and couples counseling. Points will be added to an overall score that, at the end of the semester, will reflect a numerical grade. This may be a different system than you are familiar with, a system that deducts points when expectations are not met. The additive grade model is a direct reflection of your growth in learning and your ability to demonstrate that learning.

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

ASSIGNMENTS:

Family Genogram: Students will submit a personal, three generation family genogram. Students will construct their genogram by gathering family history, interviewing family members, and through personal reflection. Each student will draw or digitally construct their genogram accurately and clearly, depicting key relational and historical information about their family. Students should consult pg 232-233 in the Gladding text, as well as Magnuson & Shaw (2003) article located on iLearn.

CACREP: B.G.2.a; V.F.1.a; V.F.1.b; V.F.1.c; V.F.2.a; V.F.2.b

Case Conceptualization: Students will complete 2 case conceptualizations throughout the semester. Each case conceptualization will be developed from an episode of either *Parenthood* or

This is Us. Students will watch a single episode and include the following information in a 2-4 page double-spaced paper (APA format is not needed):

- Identify the episode that you watched
- Identify core conflict(s) in the episode including all relevant characters and which characters are the clients for your case
- Develop therapeutic goals surrounding that conflict – If you were to provide counseling to that couple/family for the identified conflict(s), what would you establish as therapeutic goals?
- Identify core aspects of the theory/process discussed in the previous module (i.e. Case Conceptualization 1 should implement Psychodynamic Family Theory as discussed in M5; Conceptualization 2 should implement Couples and Marriage Therapy Enrichment as discussed in M6). Then, apply relevant information from the episode (or any information you may have from previous episodes you have viewed) to the identified aspects of theory/process.
- Identify specific techniques from that theory that you would implement, based on your identified conflict and goals, and communicate your hopes for how that technique will play out and how it will address the concern and achieve your therapeutic goal

CACREP: B.G.2.a; V.F.1.a; V.F.1.b; V.F.1.c; V.F.2.a; V.F.2.b; V.F.1.f; V.F.2.c; V.F.2.p; V.F.3.a; V.F.3.c; V.F.3.d; V.F.2.n; V.F.2.o; V.F.3.e;

Session Reflections: Twice during the semester, we will watch a video from *Sessions Live*, a training seminar by Ester Perel. After watching the session in class, you will complete a single page reflection. Your reflection should focus on your reaction to the counseling process and to Ester's approach, including things that you like or dislike about what she does/says and how she approaches her clients and the session. This is a reflection/journal type assignment that will be graded as S/U based on depth of reflection, not accuracy of information or scholarly writing.

CACREP: B.G.2.a; V.F.1.a; V.F.1.b; V.F.1.c; V.F.2.a; V.F.2.b

Treatment Technique and Presentation: Students will **partner up** to create a 1-page handout outlining a treatment technique for family or couples counseling. Your treatment technique can be one identified in chapters 11-16 of the text, or from an alternative source. Your handout should be simple, attractive, and clearly outline the following: Identify the theoretical underpinning to the technique, the core tenants of the technique, and practical strategies for when and how to implement the technique. Students will then present the technique in class for M8. These 10-15 minute presentations are informal in nature but should walk the class through: your handout, the theoretical underpinnings of the technique, and engage or present practical implication strategies for the technique.

CACREP: B.G.2.a; V.F.1.a; V.F.1.b; V.F.1.c; V.F.2.a; V.F.2.b; V.F.1.f; V.F.2.c; V.F.2.p; V.F.3.a; V.F.3.c; V.F.3.d; V.F.2.n; V.F.2.o; V.F.3.e;

ATTENDANCE: This course is designed for learning to take place in community. You will learn from others and others will have the opportunity to learn from you. In order for this communal learning to take place, you must be present. Without your attendance (physical

presence) and active participation (no cell phones or non-academic use of electronics) in class, your learning and the learning of others will be diminished.

Based on the additive grade model implemented in this course, you will have a chance to earn participation points every class you are present and actively participating in your own learning and the learning of others. 2 point will be earned for each class in which you are physically present; an additional 1 points will be earned for each class in which you are an active participant in the learning community; an additional 1 point will be earned for watching the recorded lecture as indicated by iLearn participation statistics. For online weeks, 4 points will be awarded based on completion of required tasks as recorded by iLearn participation statistics. In total, attendance points will look like this: 4pts x 8 classes = possible 32 points earned. I recognize that there are valid reasons that you may have to miss class. That is completely acceptable. However, to this point in my professional development, and given my additive grading model, I do not know how to award points for demonstrated learning when I do not have the opportunity to assess your learning (in this class attendance and active participation). This structure also creates an objective evaluation format, rather than leaving me in a position to subjectively determine what is a VALID absence that should be “excused” and what is an invalid absence that should not be “excused.”

NOTE: All work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

GRADE BREAKDOWN:

Session Reflection (x2 @ 10pts each)	20pts
Family Genogram	20pts
Case Conceptualizations (x2 @ 20pts each)	40pts
Handout and Presentation	20pts
Attendance/Participation (4pts x 8 classes):	32pts
Max Possible:	132pts

Estimating Hours of Work Required Out of Class		
Assignment/Artifact	Details	Hours
Course Reading and Recorded Lecture	8 modules @ 5 hrs each	40
Session Reflections (x2)	Write Reflection	2
Family Genogram		5
Case Conceptualization	1 hr episode; 2 hour Case Conceptualization (x2)	6
Tx Technique Handout	Create the Class Handout	3
Tx Technique Presentation	Presentation Prep	4
Total hours of work required		60

General guidelines: in a 15-week semester, the total hours of work required outside of class would be:

1-hour course: 30 hours

2-hour course: 60 hours
 3-hour course: 90 hours
 4-hour course: 120 hour

Theme	Date	Method	Topic	Readings Due @ Start of Class	Homework Due @ Start of Class
Foundations of Family Therapy	M1 1/10	FTF	Syllabus Introduction to Family Systems and Couples Counseling History of Family Therapy Theoretical Context <i>Watch: Sessions Live - Session #1</i>	None	None
	M2 1/17	FTF	Foundations of Family Therapy Legal and Ethical Concerns in Family and Couples Counseling Culturally Diverse Families <i>Watch: Sessions Live – Live Supervision</i>	Gladding: CH 2, 5, and 6 Gottman(s): CH 1 Magnuson & Shaw (2003) - iLearn	Session Reflection 1
	M3 1/24	OL	Types of Functionality of Families Family Genograms	Gladding: CH 3; pg 232-233 Gottman(s): CH 2	
Therapeutic Approaches to Working with Families	M4 1/31	FTF	The Process of Family Therapy <i>Watch: Sessions Live – Session #2</i>	Gladding: CH 7 Gottman(s): CH 3	Family Genogram
	M5 2/7	FTF	Psychodynamic Family Theory <i>Watch: Sessions Live – Live Supervision</i>	Gladding: CH 9 Gottman(s): CH 4	Session Reflection 2
	M6 2/14	OL	Couples and Marriage Therapy and Enrichment	Gladding: CH 8 Gottman(s): CH 6	Case Conceptualization 1
	M7 2/21	FTF	Bowen Family Systems Theory	Gladding: CH 10 Gottman(s): CH 7	Case Conceptualization 2
	M8 2/28	FTF	Treatment Technique Presentations	Gladding: Remaining CH “Treatment Techniques” section Gottman(s): CH 8 & 10	Treatment Technique Handout

Capital University requests the following information be included on all course syllabi

ACADEMIC INTEGRITY

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

CLASSROOM PRIVACY

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

DISABILITY SERVICES

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DIVERSITY STATEMENT:

Capital University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Capital University prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

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University Mission

Transforming lives through higher education

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- Thinking critically
- Reasoning logically
- Communicating clearly
- Provides for personal growth by encouraging, enabling, and celebrating learning
- Prepares individuals to be knowledgeable, independent, critical thinkers— educated for lives of leadership and service in an increasingly diverse society
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- Thinking critically
- Reasoning logically
- Communicating clearly

Students also will be encouraged to:

- Develop their leadership and service potentials
- Become independent, lifelong learners

- Develop a sense of values that guides personal decision making and develop intercultural competencies and the ability to work in diverse groups.

Goals of Graduate Program/Education Department

The university and the department strive to offer a personalized learning environment with a focus on excellent teaching, research opportunities, and mentorship. Faculty use multiple approaches to teaching, and they model caring and commitment as they assist students to advance as professional educators. Department faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The department faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional organizations. The following goals for candidates provide the foundation for the commitment and work of the department:

- **Goal #1** Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge
- **Goal #2** Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment
- **Goal #3** Demonstrate and Implement Knowledge of Curriculum & General Pedagogy to Impact Student Learning
- **Goal #4** Participate in Collaboration, Employ Effective Communication, & Create an Engaging Educational Environment
- **Goal #5** Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher

Capital University

Consultation and Collaboration EDUC 563-01

Spring 2023
4 Credit Hours

Class Time: Thursdays 6:30-8:45 pm

Robyn Walsh, Ph.D., LPSC
Assistant Professor

rwalsh12@capital.edu

Office Hours: Tues 4-7 and Thurs 2-4 or by appt.

Course Description:

School counselors are often asked to use their leadership and consultation skills to serve students, parents, teachers and administrators. This course provides an overview of major consultation frameworks and models. In addition, this course will emphasize leadership in the role of the consultant and collaborator. Students will engage in activities and experiences needed to lead and consult in our modern school culture.

Course Objectives (based on CACREP standards):

Students Will:

- Understand the counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (2.F.1.c.)
- Understand the theories, models, and strategies for understanding and practicing consultation (2.F.5.c.)
- Demonstrate the professional knowledge and skills of effective models of school-based collaboration and consultation (5.G.1.d.)
- Understand the strategies of leadership designed to enhance the learning environment of schools while work within a multidisciplinary team as well as serving as a leader in the role of school counselor. (5.G.2.d)
- Understand school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (5.G.2.b.)
- Explore community resources and referral sources (5.G.2.k.)
- Design and evaluate school counseling programs (5.G.3.b.)
- Create interventions to promote academic development and to increase promotion and graduation rates (5.G.3.d.)
- Understand skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (5.G.3.h.)
- Learn techniques to foster collaboration and teamwork within schools. (5.G.3.l.)

Signature Learning Outcomes

Capital University is committed to a liberal education that readies students for every arena of life. The curriculum is structured around the School of Education (SOE) Program Learning Outcomes (PLOs) that are delivered through majors, minors, foundational courses, and co-curricular experiences. The PLOs represent what students are able to do at the conclusion of a program and are achieved as the culmination of multiple courses and activities. The following course has Counselor Education specific PO's aligned with the SOE PLO's measured through the Key Performance Indicators (KPI's) listed below.

Program Outcomes with Key Performance Indicators

SOE Program Learning Outcomes	Counselor Education Program Outcomes	Key Performance Indicator	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	N/A	2.F.1.c., 2.F.5.c., 5.G.1.d.	Readings
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.	N/A	2.F.5.c., 5.G.1.b.	Readings

#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	N/A	5.G.1.d., 5.G.2.b., 5.G.2.e., 5.G.2.n., 5.G.3.b., 5.G.3.f., 5.G.3.l.	Crisis Response In-Service Presentations
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.	KPI #14: School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	5.G.2.b., 5.G.2.k., 5.G.3.b., 5.G.3.d., 5.G.3.h., 5.G.3.l.	Parent Workshop
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.	N/A	5.G.1.d., 5.G.2.b., 5.G.2.e., 5.G.2.n., 5.G.3.b., 5.G.3.f., 5.G.3.l.	Parent Workshop Crisis In-Service Presentation

Required Texts and Readings

Cholewa, B., Goodman-Scott, E., Thomas, A., & Cook, J. (2016). Teachers' perceptions and experiences consulting with school counselors: A qualitative study. *Professional School Counseling, 20*(1), 77-88.

Dickenson, K., & Parsons, R. (2019). *The school counselor as a consultant: Expanding impact from intervention to prevention*. San Diego, CA: Cognella Academic Press.

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

Walker, J. M., Shenker, S. S., & Hoover-Dempsey, K. V. (2010). Why do parents become involved in their children's education? Implications for school counselors. *Professional School Counseling, 14*(1), 2156759X1001400104.

Recommended Text

Goodman-Scott, E., Betters-Bubon, J., Losen, J., & Donohue, P. (2020). *Making MTSS work (1st ed)*. American School Counselor Association.

Crisis Articles:

Adamson, A. D., & Peacock, G. G. (2007). Crisis response in the public schools: A survey of school psychologists' experiences and perceptions. *Psychology in the Schools, 44*(8), 749-764.

Allen, M., & Ashbaker, B. Y. (2004). Strengthening schools: Involving paraprofessionals in crisis prevention and intervention. *Intervention in School and Clinic, 39*(3), 139-146.

Cowan, K. C., & Rossen, E. (2013). Responding to the unthinkable: School crisis response and recovery. *Phi Delta Kappan, 95*(4), 8-12.

Dollarhide, C. T., Smith, A. T., & Lemberger, M. E. (2007). Critical incidents in the development of supportive principals: Facilitating school counselor-principal relationships. *Professional School Counseling, 10*(4), 2156759X0701000409.

Fein, A. H., Carlisle, C. S., & Isaacson, N. S. (2008). School shootings and counselor leadership: Four lessons from the field. *Professional School Counseling, 11*(4), 2156759X0801100405.

Olinger Steeves, R. M., Metallo, S. A., Byrd, S. M., Erickson, M. R., & Gresham, F. M. (2017). Crisis preparedness in schools: Evaluating staff perspectives and providing recommendations for best practice. *Psychology in the Schools, 54*(6), 563-580.
<https://doi.org/10.1002/pits.22017>

Social Justice Articles:

Betters-Bubon, J., Pianta, R., Sweeney, D., & Goodman-Scott, E. (2022). Antiracism starts with us: School counselor critical reflection within a multitiered systems of support framework. *Professional School Counseling, 26*(1a).
<https://doi.org/10.1177/2156759X221086747>

- Bettors-Bubon, J. J., & Schultz, J. W. (2017). School counselors as social justice leaders: An innovative school–family–community partnership with Latino students and families. *Professional School Counseling, 21*(1b), 2156759X18773601.
- Grimes, L. E., Haskins, N., & Paisley, P. O. (2013). “So I went out there”: A phenomenological study on the experiences of rural school counselor social justice advocates. *Professional School Counseling, 17*(1), 2156759X0001700107.
- Pica-Smith, C., & Poynton, T. A. (2014). Supporting interethnic and interracial friendships among youth to reduce prejudice and racism in schools: The role of the school counselor. *Professional School Counseling, 18*(1), 2156759X0001800115.
- Ratts, M. J., DeKruyf, L., & Chen-Hayes, S. F. (2007). The ACA advocacy competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling, 11*(2), 2156759X0701100203.
- Shields, C. M., Dollarhide, C. T., & Young, A. A. (2017). Transformative leadership in school counseling: An emerging paradigm for equity and excellence. *Professional School Counseling, 21*(1b), 2156759X18773581.
- Singh, A. A., Urbano, A., Haston, M., & McMahan, E. (2010). School counselors’ strategies for social justice change: A grounded theory of what works in the real world. *Professional School Counseling, 13*(3), 2156759X1001300301.

Recommended or supplemental readings:

- Cholewa, B., Goodman, S. E., Warren, J. M., & Hull, M. F. (2020). School counselor consultation preparation: A national study. *Counselor Education & Supervision, 59*(1), 46–58. <https://doi.org/10.1002/ceas.12165>
- Gonzalez, L. M., Borders, L. D., Hines, E. M., Villalba, J. A., & Henderson, A. (2013). Parental involvement in children's education: Considerations for school counselors working with Latino immigrant families. *Professional School Counseling, 16*(3), 185-193.
- Griffin, D., & Steen, S. (2010). School-family-community partnerships: Applying Epstein’s theory of the six types of involvement to school counselor practice. *Professional School Counseling, 13*(4), 218-226.
- Maras, M. A., Thompson, A. M., Lewis, C., Thornburg, K., & Hawks, J. (2015). Developing a tiered response model for social-emotional learning through interdisciplinary collaboration. *Journal of Educational & Psychological Consultation, 25*(2/3), 198-223. doi:10.1080/10474412.2014.929954
- Molina, C. E., Lemberger-Truelove, M. E., & Zieher, A. K. (2022). School counselor consultation effects on teachers’ mindfulness, stress, and relationships. *Professional School Counseling, 26*(1A), 1–9. <https://doi.org/10.1177/2156759X221086749>

Sanders, M., & Burke, K. (2014). The 'hidden' technology of effective parent consultation: A guided participation model for promoting change in families. *Journal of Child & Family Studies*, 23(7), 1289-1297. doi:10.1007/s10826-013-9827-x

Skaar, N. R., Freedman, S., Carlon, A., & Watson, E. (2016). Integrating models of collaborative consultation and systems change to implement forgiveness-focused bullying interventions. *Journal of Educational & Psychological Consultation*, 26(1), 63-86. doi:10.1080/10474412.2015.1012672

Traub, M. R., Joslyn, P. R., Kronfli, F. R., Peters, K. P., & Vollmer, T. R. (2017). A model for behavioral consultation in rural school districts. *Rural Special Education Quarterly*, 36(1), 5-16. doi:10.1177/8756870517703404

Whitman, L. (2015). The application of child analytic principles to educational models, school consultations, and psychopharmacology. *Psychoanalytic Study of the Child*, 69293-295.

Instructional Methods

The course material is delivered through lecture, readings, small group discussions, online activities, and presentations

Assignment Descriptions

Participation/Takeaways: In addition to earning typical participation points for coming to class prepared and engaging in class discussion (+ 2 points/in class meeting), the instructor expects that students will complete a “Takeaway” reflection on the ideas and points from the weeks prior and week of each online class due during the online class week (there will be three “takeaways” worth 4 points each). Students should comment on what resonated with them, how they will apply it to their work as a school counselor, and any questions they have. Takeaways should be 2-3 pages.

CACREP: 2.F.1.c., 2.F.5.c., 5.G.1.d.

Chapter Quizzes: After reading the chapters for the weeks since the last quiz, a quiz with 15-20 questions will be given to assess students’ understanding of the topics discussed. The quizzes will be available online through iLearn. Quiz questions will be presented in multiple choice format and short essay, and only reflect the readings due since the last quiz (not cumulative). The use of notes and textbooks is allowed; however, students must work alone and not seek outside help from fellow classmates or other individuals and the quizzes will be timed (30 minutes). There will be 5 quizzes available for students to take throughout the semester worth 5 points each.

CACREP: 2.F.1.c., 2.F.5.c., 5.G.1.d.

Parent Workshop Presentation: This is a presentation that must address a chosen topic of need and how school counselors can work with families on that topic. This workshop must review academic, behavioral, and social concerns. It should include strategies for parents in working

with their students, collaborating with the school, and using community resources. See rubric for more details. This is worth 30 points.

CACREP: 5.G.2.b., 5.G.2.k.,5.G.3.b., 5.G.3.d.,5.G.3.h., 5.G.3.l.

Crisis Response In-Service Presentation: Students will work to create a 15-20 minute crisis response in-service presentation that will be given to teachers and administrators responding to a selected crisis scenario. You will describe the systemic impact of the crisis, detail anticipated student behavior in response to crisis, provide goals and strategies for working with affected students, explain the school counselor’s role as consultant, review protocol for teacher referrals, include strategies for working with parents/teachers/administration, and provide a list of community and online referral sources. You will also include any ethical dilemmas and multicultural considerations related to the crisis and crisis response. See rubric for details. This is worth 30 points.

CACREP: 5.G.1.d., 5.G.2.b., 5.G.2.e., 5.G.2.n., 5.G.3.b., 5.G.3.f., 5.G.3.l.

NOTE: All papers and essays need to be in proper APA format. Papers handed in that are not in this format will **NOT** be accepted. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

Grading Breakdown

Parent Workshop	30
Crisis Response In-Service	30
Participation/Takeaways	30
Chapter Quizzes	25
Total	115

Basic Grading Scale

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

Estimated Hours of Work Required Outside of Direct Instruction		
Assignment	Details	Hours
Readings	21 chapters @ 1.5-2 hours each; 11 articles @ 1 hour each	40-50 hours
Takeaways	Student adding relevant information each online week based on readings	6-11 hours

Quizzes	Student reviewing chapters and articles for reading quiz	5-10 hours
Parent Workshop Project	Project work, research, and presentation	30-40 hours
Crisis Presentation	Project work, research, and presentation	30-40 hours
Total hours outside of direct instruction		110-145 hours

General guidelines: in a 15-week semester, the total hours of work required outside of direct instruction would be: (**highlight in bold** the number of credit hours for the course)

- 1-hour course: 30 hours
- 2-hour course: 60 hours
- 3-hour course: 90 hours
- 4-hour course: 120 hours**

Academic Success: Academic Success (Blackmore Library, 2nd floor) assists all students in becoming more confident, independent lifelong learners. In order to be even more accessible to all students, we have adopted a new, expanded services model that includes both online and in-person support. Our free academic support services for students include the following:

- The **Tutoring Center** provides content area tutoring for most courses in both online and in-person formats. Peer Tutors guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, developing more effective study strategies for the course, and more. All sessions are by appointment, and many sessions can be either one-on-one or in small groups. We offer online and in-person options for one-on-one tutoring sessions, while all group sessions are conducted online.
- The **Supplemental Instruction (SI)** program supports historically challenging courses. SI Leaders typically attend class meetings, then plan and facilitate regular, organized group study sessions each week. SI sessions are open to all students in the supported courses and are designed for students to engage in activities that will not only help them master the course material, but will also help them become more effective learners. SI-supported courses for Fall 2020 are BIOL 151, BUS 211, CHEM 150, MATH 120, MATH 230, and NURS 326. All SI sessions are conducted online to accommodate larger groups; no appointment is necessary. The fall SI schedule can be viewed at <https://www.capital.edu/supplemental-instruction/>.
- The **Writing Center** serves as a resource for students engaged in any stage of the writing process for assignments in any course. Writing Consultants assist students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting (APA, MLA, and Chicago style). The goal of the Writing Center is to guide students in developing

the skills necessary to become more knowledgeable and confident writers. Both online and in-person writing consultations are available.

- The **Academic Coaching** program assists students with developing enhanced college-level strategies for navigating online learning, time management, organization, test preparation and test-taking strategies, goal setting, and more. Academic Coaches are trained in key student learning and development theories to inform their work in helping students become more successful in their studies. Both online and in-person coaching sessions are available.

Students can easily schedule appointments for online and in-person tutoring, writing, and coaching sessions by logging into tutortrac.capital.edu and clicking on “Search Availabilities.” Appointments can also be made by emailing academicsuccesssws@capital.edu or calling our Reception desk at 614-236-6327. Online sessions are conducted using the Zoom platform (students can join sessions directly through the TutorTrac interface), and in-person sessions are held in Academic Success (with social distancing and other guidelines in place). For additional information about Academic Success programs and services, contact Director Bruce Epps at bepps@capital.edu or 614-236-6461.

Disability Services: Capital University is committed to providing reasonable accommodations for students with disabilities. If you are seeking academic accommodations you are required to register with the Office of Disability Services (ODS). To receive academic accommodations for this class, please register with ODS and meet with me at the beginning of the semester. Further information may be obtained by contacting Dr. Jennifer Speakman, Assistant Provost and Disability Services Director, by email (jspeakman@capital.edu) or by telephone, 614-236-7127. This syllabus is available in alternate format upon request.

Title IX – Sexual Harassment, Discrimination, and Misconduct: Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct and harassment. If you have experienced an incident of sex or gender-based discrimination, harassment, or sexual misconduct, we encourage you to report it. Capital University faculty are committed to supporting students, however, please understand that faculty are “responsible employees” of the University and must report incidents of sex- or gender-based discrimination, harassment, and sexual misconduct to the Title IX Coordinator, Dr. Jennifer Speakman. If you would like to make a confidential report, please refer to Capital University’s Sex- or Gender-Based Discrimination, Harassment, and Sexual Misconduct policy for more information on reporting options: <http://www.capital.edu/Title-IX-and-Sexual-Harassment/>.

Academic Integrity: Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student’s work submitted to faculty or university personnel for academic evaluation will be the student’s own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but

is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

Center for Health and Wellness: You may experience situations or face personal challenges that affect academic progress, social development, or emotional wellbeing. Some of these situations are expected and even beneficial, while others may lead to stress, anxiety, depression, alcohol and other drug use, changes in eating patterns, family of origin issues, loss, sleep difficulties, relationship problems, trauma, feelings of hopelessness, and suicidal thoughts. Capital University faculty and staff are committed to your health and therefore the university offers a variety of confidential services to help you through difficult times. These services include individual and group counseling, consultations, mental health screenings, and crisis intervention. These services are provided by staff who welcome all students and embrace a philosophy respectful of students' cultural and religious backgrounds, as well as being sensitive to differences in race, ability, gender identity, and sexual orientation. You can reach Capital University's Center for Health and Wellness by phone 614-236-6114, by email chw@capital.edu, or in person at the Kline Center. 24-hour mental health support is available by calling the Center for Health and Wellness, 614-236-6114.

Student Success: Capital University is committed to supporting your success as a student and as a person. We recognize that you may encounter challenges or barriers to success for which there is no clear solution or place to go for help. Student Success is here to work through these challenges with you and guide you to the best resources available, to help you stay on a consistent path to success. You can reach Student Success at success@capital.edu or 614-236-6871. Instructors also care about your success so there may be instances when they reach out to Student Success if they have a concern about your success and have not been able to reach you to discuss it directly.

Diversity and Inclusion: Diversity and inclusion are essential to Capital University's mission of transforming lives through higher education. Diversity refers to the differences that exist among people. Inclusion denotes the proactive behaviors that facilitate an environment that allows each person to feel welcomed and affirmed. Our community:

- Values and creates a welcoming and supportive environment that honors and engages the many aspects of diversity and dignity for all.
- Intentionally seeks to attract, nurture, and retain diverse students, faculty, and staff.
- Fosters acceptance, respect, and appreciation of all persons regardless of background as vital elements of our university community.
- Celebrates our commonalities and unique differences and asserts that diversity broadens learning, stimulates creativity, and promotes the exchange of ideas.

The Office of Diversity and Inclusion is on the first floor of the Student Union. All students are welcome.

University Mission

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Thinking critically
- Reasoning logically
- Communicating clearly
- Provides for personal growth by encouraging, enabling, and celebrating learning
- Prepares individuals to be knowledgeable, independent, critical thinkers— educated for lives of leadership and service in an increasingly diverse society
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- Develop a sense of values that guides personal decision-making and develop intercultural competencies and the ability to work in diverse groups.

Tentative Class Schedule

Date	Method	Topic	ACREP Standards (Assessed by)	Assignments Due
January 12	FTF	Syllabus Overview School Counselors Addressing Needs An Expanding Perspective	5.G.2.b., 5.G.2.k.,5.G.3.b., 5.G.3.d.,5.G.3.h., 5.G.3.l., 2.F.1.c., 2.F.5.c., 5.G.1.d. (Quizzes/Parent Workshop)	D & P Ch. 1-2 Chowela et al. (2016)
January 19	FTF	School Counselors and Social Justice	5.G.2.b., 5.G.2.k.,5.G.3.b., 5.G.3.d.,5.G.3.h., 5.G.3.l., 2.F.1.c., 2.F.5.c., 5.G.1.d. (Quizzes/Parent Workshop)	Social Justice Articles H-M Ch. 1 Quiz #1
January 26	Online	Project work	5.G.2.b., 5.G.2.k.,5.G.3.b., 5.G.3.d.,5.G.3.h., 5.G.3.l., 2.F.1.c., 2.F.5.c., 5.G.1.d.(Quizzes/Par ent Workshop)	Walker, Shenker, & Hoover-Dempsey (2010) Takeaway #1
February 2	FTF	Beyond Intervention to Prevention Counseling as a Paradigm Multidimensional, Integrated Model	5.G.2.b., 5.G.2.k.,5.G.3.b., 5.G.3.d.,5.G.3.h., 5.G.3.l., 2.F.1.c., 2.F.5.c., 5.G.1.d. (Quizzes/Parent Workshop)	D & P Ch. 3-5 H-M Ch. 2-3 Quiz #2
February 9	FTF	Presentations	5.G.2.b., 5.G.2.k.,5.G.3.b., 5.G.3.d.,5.G.3.h., 5.G.3.l., 2.F.1.c., 2.F.5.c., 5.G.1.d.(Quizzes/Par ent Workshop)	Parent Workshop Presentations Due
February 16	Online	The Process of Consultation Counselors as Agents for Change and Connecting Stakeholders	5.G.2.b., 5.G.2.k.,5.G.3.b., 5.G.3.d.,5.G.3.h., 5.G.3.l., 2.F.1.c., 2.F.5.c., 5.G.1.d.(Quizzes/Par ent Workshop)	D & P Ch. 6-7 H-M Ch. 4-5 Quiz #3 Takeaway #2

February 23	FTF	Working with Resistance Ethical Considerations Level III: Client-Focused; Recording data, ABCs, strategies, biases	5.G.1.d., 5.G.2.b., 5.G.2.e., 5.G.2.n., 5.G.3.b., 5.G.3.f., 5.G.3.l., 2.F.1.c., 2.F.5.c., 5.G.1.d. (Quizzes/ Crisis Presentation)	D & P Ch. 8-10 H-M Ch. 6-7 Quiz #4
March 2	FTF	Crisis and Consultation	5.G.1.d., 5.G.2.b., 5.G.2.e., 5.G.2.n., 5.G.3.b., 5.G.3.f., 5.G.3.l., 2.F.1.c., 2.F.5.c., 5.G.1.d.(Quizzes/ Crisis Presentation)	Crisis Articles (read 3-4)
March 9	OFF	NO CLASS!		Enjoy your break!
March 16	FTF	Level II: Consultee Focused Level I: System-Focused School Wide PBIS	5.G.1.d., 5.G.2.b., 5.G.2.e., 5.G.2.n., 5.G.3.b., 5.G.3.f., 5.G.3.l., 2.F.1.c., 2.F.5.c., 5.G.1.d.(Quizzes/ Crisis Presentation)	D & P Ch. 11-12
March 23	FTF	Coordinating Student Services and Support Social Justice Counseling Program	5.G.1.d., 5.G.2.b., 5.G.2.e., 5.G.2.n., 5.G.3.b., 5.G.3.f., 5.G.3.l., 2.F.1.c., 2.F.5.c., 5.G.1.d.(Quizzes/ Crisis Presentation)	H-M Ch. 8 & 9 Quiz #5
March 30	Online	Work on project	5.G.1.d., 5.G.2.b., 5.G.2.e., 5.G.2.n., 5.G.3.b., 5.G.3.f., 5.G.3.l., 2.F.1.c., 2.F.5.c., 5.G.1.d.(Quizzes/ Crisis Presentation)	D & P Ch. 13 Takeaway #3
April 6	FTF	Applying What We Know- Case Study Crisis Presentations	5.G.1.d., 5.G.2.b., 5.G.2.e., 5.G.2.n., 5.G.3.b., 5.G.3.f., 5.G.3.l., 2.F.1.c., 2.F.5.c.,	Crisis Response Presentations Due (these will be recorded and uploaded in iLearn if I deliver early)!

			5.G.1.d.(Quizzes/ Crisis Presentation)	
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Capital University

Ethical and Legal Issues in Counseling

School of Education

EDUC 564 (Hybrid Course)

Spring 2023

4 Credit Hours

Class Time: Tuesday 7:15-9:30

Classroom: Ruff LC 06

Online Office: <https://capital.zoom.us/j/98531186429>

Sean R. Gorby, Ph.D, LPCC

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Office: Ruff Learning Center 231

Office Hours: T&W 1-4pm

COURSE DESCRIPTION:

This course offers in-depth consideration of ethical and legal issues that affect the practice of counseling in clinical mental health counseling; marital, couple, and family counseling; addictions counseling; and school counseling settings. The course will assist students in understanding and formulating sound positions on a variety of major issues related to the field of counseling. Students are expected to be familiar with a variety of ethical codes as well as laws regulating the profession. In addition, students will demonstrate the ability to use ethical decision-making models to think critically about and resolve ethical issues in a variety of situations. There is no prerequisite for this course.

LEARNING OBJECTIVES:

According to CACREP (the Council for Accreditation of Counseling and Related Educational Programs, *Accreditation Standards*, 2016), this course will address the following concepts:

- Demonstrate ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (2.F.5.d.)
- Evaluate ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (2.F.1.i)
- Demonstrate knowledge of the history and philosophy of the counseling profession, and its specialty areas (2.F.1.a)

School:

- Understand professional organizations, preparation standards, and credentials relevant to the practice of school counseling (5.G.2.1.)
- Understand legal and ethical considerations specific to school counseling (5.G.2.n).

Clinical Mental Health:

- Learn the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (5.C.2.k.)
- Understand legislation and government policy relevant to clinical mental health counseling (2.C.2.i.)
- Understand record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (5.C.2.m.)

- Understands legal and ethical considerations specific to clinical mental health counseling (5.C.2.1.)
- The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (2.F.1.b.)

KPI's ASSESSED IN THIS COURSE:

- KPI # 2: Demonstrate awareness of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues – Assessed via Final

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Key Performance Indicator	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.			
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.			
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.			

<p>#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.</p>	<p>Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.</p>			
<p>#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.</p>	<p>Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.</p>	<p>II.C.2.i II.F.1.b II.F.1.i II.F.5.d V.C.2.1 V.C.2.m V.G.2.1 V.G.2.n V.C.2.k</p>	<p>KPI #2</p>	<p>Case Study Film Evaluation Exam Group Case Presentation LAD</p>

KPI's Assessed:

KPI # 2: Demonstrate awareness of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

REQUIRED TEXT:

Corey, G., Corey, M.S., & Corey, C. (2019). *Issues and ethics in the helping professions*. (10th ed.). Boston, MA: Cengage Learning.

American Counseling Association (2014). *American Counseling Association code of ethics*. Alexandria, VA: Author.

American School Counseling Association (2010). *Ethical standards for school counselors*. Alexandria, VA: Author.

Family Educational Rights and Privacy Act (FERPA) [available from <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>]

SUPPLEMENTAL READING:

American Association for Marriage and Family Therapy (2015). *Code of ethics*. Washington, DC: Author.

American Psychological Association (2010). *Ethical principles of psychologist and code of conduct*. Retrieved from www.apa.org/ethics/code/index.aspx

American Psychological Association, (2015). Guidelines for clinical supervision in health service psychology. *American Psychologist*, 55 (12), 1440-1451.

Anthony, K. (2015). Training therapist to work effectively online and offline within digital culture. *British Journal of Guidance & Counselling*, 43(1), 36-42.

Association for Counselor Education and Supervision (1995). Ethical guidelines for counseling supervision. *Counselor Education and Supervision*, 34(3), 270-276.

Association for Specialists in Group Work (2000). Professional Standards for the training of group workers. *The Group Worker*, 29(3), 1-10.

Association for Specialists in Group Work (2008). Best practice guidelines. *Journal for Specialists in Group Work*, 33(2), 111-117. 54

EMAIL COMMUNICATION: In an effort to maintain balance and uphold the principles and domains of wellness in my own life, **I DO NOT CHECK MY EMAIL ON THE WEEKENDS**. Additionally, I will respond to all emails that warrant a response, meaning, there is some form of inquiry articulated in the email. Due to the large amount of emails received on a daily basis, the time to respond to all emails adds up. If your email does not contain a specific inquiry or request, I may not respond. **PLEASE ALLOW UP TO 48-HOURS FOR A RESPONSE**. If I have not followed up in 48-hours, feel free to send a follow-up email.

******Please take note of this policy as it may mean late inquiries due to procrastination may go unanswered until after course deadlines.*****

COURSE PHILOSOPHY: This course is designed for you to direct your own development as it relates to legal and ethical issues in counseling while garnishing support from both the instructor and other members of this course. This learning community will enhance your ability to recognize legal and ethical concerns as well as navigate those concerns when they do arise. The class will lean heavily on member participation, autonomy, bravery, and self-directed learning. When dealing with legal and ethical issues in counseling, decisions and brainstorming should not take place alone. This course will prepare you to think critically within your working community.

GRADING: For this course, grades will be awarded based on an additive grade model. This means that points will be awarded to you based on your learning. Throughout the course, you will have opportunities to demonstrate your learning and critical thinking as it refers to legal and ethical issues in counseling. Points will be added to an overall score that, at the end of the semester, will reflect a numerical grade. This may be a different system than you are familiar with, a system that deducts points when expectations are not met. The additive grade model is a direct reflection of your growth in learning and your ability to demonstrate that learning.

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

ASSIGNMENTS:

WEEKLY CONVENERS:

Description: Each week, 3-4 individuals will create a 15-minute presentation on the weekly topic (convener topic and schedule will be assigned by Dr. G). You will become the class expert on that topic and put in the work to warrant that title.

The convener is responsible for the following:

1. Summarizing all legal (scope of practice documents: ORC and ODE) and ethical (ACA and ASCA) guidelines relevant to that week's convener topic.
2. Making connections to prior readings that other students may not have made.
3. Create a visual artifact representing the knowledge and expertise you are presenting to the class (PowerPoint, MindMeister.com, Padlet.com, Prezi, Good Old Fashion Paper and Pen, etc.)
4. Generate focus questions for in-person groups to encourage conversation that leads into the topic of the day
5. Extend our collective "working definitions" google document (Add at least 2 definitions)
6. In your presentation, include an example of an ethical dilemma surrounding your topic. You can find these dilemmas from a wide variety of sources, including journal articles, ACA, ASCA, other professional organizations, licensure or governing bodies, or mass media. Do not include any ethical dilemma from the book as your classmates will have already read those.

CACREP: II.C.2.i; II.F.1.b; II.F.1.i; II.F.5.d; V.C.2.1; V.C.2.m; C.G.2.1; V.G.2.n; V.C.2.k

GOOD WILL HUNTING/FILM EVALUATION:

For this assignment, students will watch the movie, "Good Will Hunting," or another film in which an ethical dilemma is presented (If not using Good Will Hunting, film must be approved by instructor. In a 4-5 page paper, students will identify, explain, and evaluate the ethical dilemma. Students will use the ETHICS Model for ethical decision making (or a different ethical

decision making model) and evaluate the situation depicted in the film. Students are expected to follow all APA formatting for a student academic paper. The Film Evaluation paper includes:

- Title Page: an APA-style title page that includes running head, title, your name, course, instructor
- Introduction: This section should identify the ethical dilemma and/or dilemmas (as there may be multiple). It also includes the relevant ethical codes in which there is a conflict.
- Content: The ethical decision making model is applied to the case study or film, and all steps to the model are clearly delineated. You must choose which route you will take and provide a rationale.
- Conclusion: Please provide any concluding thoughts/reactions and what learned from this paper.
- References: Students should include at least three journal articles concerning ethical issues relevant to your reflections.

CACREP: II.C.2.i; II.F.1.b; II.F.1.i; II.F.5.d; V.C.2.1; V.C.2.m; C.G.2.1; V.G.2.n; V.C.2.k

GROUP PRESENTATION - ETHICAL DECISION MAKING MODEL:

Students will work in groups of 4 to present in case format an issue and potential ethical dilemma relevant to their selected work settings. You may utilize an example of ethical violations from the CWSMFT, ACA, or ASCA websites to help you devise a case study. Groups will present recommended resolutions to the issue through the application of an ethical decision making process. Each group must identify and critically evaluate sections of the relevant professional ethical code that guide their discussion and decision-making relative to the presented issue including the **disposition**. Groups will work together throughout the course to review related professions' codes of ethics (i.e., ACA, ASCA), interview practicing counselors or counselor educators to determine how the issue is currently perceived and addressed, and utilize current literature, research, and class discussions to support the process. The 30 minute presentation should include: an overview of the issue, the ethical dilemma, a step-by-step discussion through an ethical decision-making process utilizing the specific ethical code(s), and time shall be given to engage the class in a discussion about the ethical dilemma. Each group **must submit** the presentation and any handouts to iLearn.

CACREP: II.C.2.i; II.F.1.b; II.F.1.i; II.F.5.d; V.C.2.1; V.C.2.m; C.G.2.1; V.G.2.n; V.C.2.k

EXAMINATION: The final exam will be comprehensive, consisting of multiple choice, true/false, and short answer items. The exam will focus on material covered in the text, class lectures and discussions, student presentations, and supplemental readings.

CACREP: II.C.2.i; II.F.1.b; II.F.1.i; II.F.5.d; V.C.2.1; V.C.2.m; C.G.2.1; V.G.2.n; V.C.2.k

BOARD MEETING: For this assignment, you will attend one (1) board meeting. You may choose either an OCSWMFT board meeting or an ODE board meeting, whichever is most relevant to you, your license and your current development.

ODE Meeting Schedule: <https://education.ohio.gov/State-Board/State-Board-Meetings/State-Board-Meetings-for-2023>

OCSWMFT Meeting Schedule (January 19th and March 9th):

<https://cswmft.ohio.gov/wps/portal/gov/cswmft/home/news-and-events/all-events/>

For this assignment, you will:

- Attend a board meeting in its entirety
- Write a 2-page reflection on your experience. This reflection should be submitted in word format via ilearn within 1 week of attending the meeting. Your reflection is not an account of the topic discussed, as I can find those archived on the board's website. Instead, I want you to reflect on the following:
 - What did you experience?
 - What was surprising to you?
 - What was as you expected?
 - Was there any decisions/discussion you agreed with?
 - Was there any discussions/discussion that you disagreed with?
 - What was something new you learned?

****Reflections are due within 7 days of attending the meeting****

CACREP: II.C.2.i; II.F.1.b; II.F.1.i; II.F.5.d; V.C.2.1; V.C.2.m; C.G.2.1; V.G.2.n; V.C.2.k

OCA LEGISLATIVE ADVOCACY DAY: At some point in March or April, the Ohio Counseling Association will host their annual Legislative Advocacy Day (LAD). Students are required to attend this all-day event. Please make arrangements now to ensure your attendance. After attending LAD, students will complete a 2-page advocacy plan. This plan will:

1. Identify a key legislative agenda item presented at LAD (A handout of legislative agenda items and detailed information regarding that item are provided through LAD)
2. Discuss the relevant points of that issue including the importance or rationale for continued legislative advocacy
3. Discuss the potential implication for the policy change, including who it will impact and how it will impact them, **including any relevant legal or ethical codes that it will impact**

In addition to your 2-3 page plan, you will write a 1-page reflection on your experience at LAD focusing on how the event aided in your professional identity development as a counselor, and how it helped you better understand the role of law and/or ethics in the work that you will do as a counselor. In other words, how did your attendance at this event aid in your ability to understand the profession and your ability to feel like a counselor and interact with the law and ethics. In this reflection you can include your fears, worries, and anxieties before and during the event, what you learned through presentations or interpersonal interactions with others, areas of future development that you hope to foster, and the progression of your fears, worries, and anxieties after LAD.

ATTENDANCE: This course is designed for learning to take place in community. You will learn from others and others will have the opportunity to learn from you. In order for this communal learning to take place, you must be present. Without your attendance (physical presence) and active participation (no cell phones or non-academic use of electronics) in class, your learning and the learning of others will be diminished.

Based on the additive grade model implemented in this course, you will have a chance to earn participation points every class you are present and actively participating in your own learning and the learning of others. 2 point will be earned for each class in which you are physically present; an additional 2 points will be earned for each class in which you are an active participant in the learning community (4pts x 11 in-person classes = possible 44 points earned). In the event that students

NOTE: All papers and essays need to be in proper APA format. Papers handed in that are not in this format will **NOT** be accepted. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

*****All written assignments and reflections MUST be submitted via Word document. I utilize the review function in Word, including track changes, to provide feedback on all written assignments. If you do not have Word document, or are unable to submit the file in a .doc or .docx extension, please let me know prior to submission. *****

GRADE BREAKDOWN:

Conveners:	10pts
Film Evaluation:	15pts
Class Presentation:	15pts
Final Exam:	30pts
Board Meeting Reflection	10pts
LAD	15pts
Attendance (4pts x 11 in-person classes):	44pts
Max Possible:	139pts

Estimating Hours of Work Required Out of Class		
Assignment/Artifact	Details	Hours
Course Reading	12 modules @ 5 hrs each	60
Convener Assignment		6
Film Evaluation	Movie (2hr); Paper (10hr)	12
Board Meeting	Meeting (5 hrs); Reflection (1.5hr)	6.5
Class Presentation		10
LAD	6 hrs for LAD; 2 hours for plan and reflection	8
Final Exam	Prep (1.5hr/week = 22.5)	22.5
Total hours of work required		125

General guidelines: in a 15-week semester, the total hours of work required outside of class would be:

- 1-hour course: 30 hours
- 2-hour course: 60 hours
- 3-hour course: 90 hours
- 4-hour course: 120 hour

Date	Method	Topic	Readings Due	Assignments Due
M1 1/11	FTF	Syllabus Review Ethics vs Law Ethical Codes and Standards of Practice	None	None
M2 1/18	FTF	Introduction to Professional Ethics Counselor as a Person & Professional	Chapter 1 & 2	
M3 1/25	Online	Values & the Helping Relationship	Chapters 3	
M4 2/1	FTF	Multicultural Perspectives & Diversity Issues	Chapter 4	Conveners: Tori, Megan H., Jordan, Spencer
M5 2/8	FTF	Ethical Decision Making Model Group Project Work: Ethical Model and Situation	Ethical Decision Making Model (assigned model)	
M6 2/15	Online	Code of Ethics Standards of Practice (ORC 4757; ODE Standards for School Counselor)	ACA Code of Ethics ASCA Code of Ethics ORC 4757 ODE Standards of SC	
M7 2/22	FTF	Client Rights & Counselor Responsibility Informed Consent Intake Documentation	Chapter 5	Conveners: Stephanie A., Sara, Lisa, Madison
M8 3/1	FTF	Confidentiality and Privileged Communication Records and Subpoenas	Chapter 6	Conveners: Darin, Roxy, Maddy, Nicole
- 3/8	No Class – Mid Semester Break			
M9 3/15	FTF	**Bill Hagerty** Managing Boundaries & Multiple Relationships	Chapter 7	Conveners: Benjamin, Janie, Allie, Chris
M10 3/22	FTF	Professional Competence & Training Licensure Process and Credentialing	Chapter 8	Conveners: Mariah, Regan, Tiffany, Imani
M11 3/29	Online	Ethical Issues with the Legal System and Court-Referred Clients Ethical issues and Group Counseling	Chapter 12	
M12 4/5	FTF	Technology in Counseling	ilearn	Film Evaluation: Conveners: Nora, Bailey, Megan S., Britney
- 4/12	Easter Break – No Class LAD Reflection/Plan Due on 4/12 by 7:14pm			
M13 4/19	FTF	Ethical Issues in Couples and Family Therapy Counseling Minors	Chapter 11	Conveners: Kathleen, Katelyn, Stephanie S, Antoinette Group Presentations
M14 4/26	FTF	Class Presentations		Group Presentation
M15 5/3	Online	Final - Online		

NOTE: Instructor reserves the right to change the structure of the semester with advanced notice to the class.

****Final will be open on iLearn at the start of M14 and will remain open until Friday 5/5 at 11:59pm****

Capital University requests the following information be included on all course syllabi

Academic Integrity

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

Classroom Privacy

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

COVID-19 Procedures

The health and safety of students, faculty, staff and visitors on our campuses is our top priority. In response to the current COVID-19 pandemic, the Capital community will be working together to support compliance with recommended health and safety standards to optimize the learning experience while minimizing health risks. The Capital Cares requirements for the health of our community may be accessed here, with important details related to in-person classes provided below:

1. Complete daily temperature and symptom check as requested. Anyone experiencing one or more COVID-19 symptoms should not be on campus or, if a resident, should not be outside their residence hall room and should contact a medical provider and follow their guidance.

Please, inform your instructor prior to the beginning of class if your screening indicates the need for further evaluation and that you will not be in class.

2. Mask Policy

The new requirement for masks, beginning immediately, is:

- **Indoors:** Masks must be worn by all students, faculty, staff, and visitors, regardless of vaccination status, while in public indoor spaces on all campuses, including in classrooms, libraries, studios, labs, offices, and common areas. Vaccinated individuals may remove face coverings when seated in a private office occupied by one person or at a workstation, provided that there is separation from other seated people. In University dining spaces, masks should be worn until seated. When in athletic or workout facilities, masks should be worn unless actively engaged in physical activity. All community members may remove face coverings in their personal living space on campus.
- **Outdoors:** Masks are not required but are recommended if in a crowd or unable to maintain physical distancing.
- **At the Center for Health and Wellness:** Masks are required in the student health center regardless of vaccination status.
- **On Transportation:** Masks must be worn when two or more people travel on University vans and buses (University-owned or rented) and on other public transportation.

Diversity Statement

The University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Title IX and Sexual Harassment

Ruff Learning Center

614-236-6904

titleIX@capital.edu

www.capital.edu/title-ix-and-sexual-harassment

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct. All members of the University community, including students, faculty, staff, guests, and visitors are expected to conduct themselves in a manner that does not infringe upon the rights of others. The University offers prevention and outreach programs to educate the University community about sexual misconduct and discrimination. Resources and reporting options are available to the University community by contacting the Title IX Coordinator.

Use of Electronics

The use of electronic devices such as cell phones during class time is prohibited unless permission from the instructor is explicitly given.

Support Services

Academic Success

Blackmore Library

614-236-6327

academicsuccess@capital.edu

www.capital.edu/academic-success

Academic Success provides a wide range of academic support services to complement and enhance students' efforts to become more skilled and confident independent learners. Free services include the following: one-on-one and small group Peer Tutoring to guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, and developing more effective study strategies for courses; the Writing Center, which assists students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting; Academic Coaching, which assists students with developing enhanced strategies for navigating online learning, time management, organization, test preparation and test-taking strategies, and goal setting; and Supplemental Instruction (SI) for select courses, provides weekly, peer-facilitated opportunities for students to engage in activities that will not only help them master the material in challenging courses, but will also help them become more effective learners. Students can schedule tutoring, writing, or coaching appointments through TutorTrac (tutortrac.capital.edu) and view the current SI session schedule on the Academic Success web site.

Accessibility Services

Ruff Learning Center

614-236-6611

accessibilityservices@capital.edu

www.capital.edu/about-capital/accessibility-services

Capital University welcomes individuals with disabilities. To ensure access, and in accordance with Title III of the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973, Capital University provides reasonable accommodations and support services to qualified individuals with disabilities. Accessibility Services provides individualized services for students, employees, and community members with disabilities. Please refer to the above-linked webpage to learn more about requesting housing and academic accommodations, utilizing the Testing Center, securing an interpreter, and other services for individuals with a disability.

Blackmore Library

From online databases and e-books to thousands of books and periodicals, the [Blackmore Library](#) is your first stop for all your research needs. Librarians are available to help you in your search. And as a member of the shared OhioLINK Catalog, you'll have access to more than 40 million library items located throughout the state.

Center for Health and Wellness

Kline Health Center

614-236-6114

chw@capital.edu

www.capital.edu/health

The Center for Health and Wellness provides a comprehensive array of medical and mental-health services that will aid in the assessment, treatment, prevention, and promotion of health and wellness on campus. You may experience situations or face personal challenges that affect academic progress, social development, or emotional wellbeing. Some of these situations are expected and even beneficial, while others may lead to stress, anxiety, depression, alcohol and other drug use, changes in eating patterns, family of origin issues, loss, sleep difficulties, relationship problems, trauma, feelings of hopelessness, and suicidal thoughts.

DIVERSITY AND INCLUSION

Student Union

614-236-6181

odi@capital.edu

www.capital.edu/diversity-and-inclusion

Capital University wants to know you and cultivate a college experience that accepts, respects, and celebrates you. Diversity and Inclusion provides educational and cultural leadership for university initiatives aimed at supporting and developing a diverse and inclusive community.

Safety and Emergency Procedures

The mission of the [Department of Public Safety](#) at Capital University is to provide a safe and secure environment for the university community and all its members, and provide a variety of services, which enhance the quality of life on campus (236-6666 or 236-6504 phone).

Student Success

Ruff Learning Center

614-236-6871

success@capital.edu

www.capital.edu/student-success

Student Success is here to help all students navigate the university, overcome barriers to success, and achieve their personal and academic goals to get the most out of their time at Capital. If concerns arise, the Student Success team provides support, advocacy, and connection to campus resources and also empowers students to achieve success both inside and outside the classroom through the success coaching program.

University Bookstore

Capital University [Bookstore online](#) is your place for official Capital University textbooks, gear and supplies. Buy or sell used and new textbooks, find official Capital University gear, and purchase software and gifts - all online.

Withdrawal

Failure to attend class does not constitute official withdrawal from the course and may result in a failing grade. Official withdrawal requires that the student submit a completed “Change of Registration” form to the Registrar by the published deadline.

University Mission

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Thinking critically
- Reasoning logically
- Communicating clearly
- Provides for personal growth by encouraging, enabling, and celebrating learning

- Prepares individuals to be knowledgeable, independent, critical thinkers— educated for lives of leadership and service in an increasingly diverse society
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- Thinking critically
- Reasoning logically
- Communicating clearly

Students also will be encouraged to:

- Develop their leadership and service potentials
- Become independent, lifelong learners
- Develop a sense of values that guides personal decision making and develop intercultural competencies and the ability to work in diverse groups.

Goals of Graduate Program/Education Department

The university and the department strive to offer a personalized learning environment with a focus on excellent teaching, research opportunities, and mentorship. Faculty use multiple approaches to teaching, and they model caring and commitment as they assist students to advance as professional educators. Department faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The department faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional organizations. The following goals for candidates provide the foundation for the commitment and work of the department:

- **Goal #1** Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge
- **Goal #2** Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment
- **Goal #3** Demonstrate and Implement Knowledge of Curriculum & General Pedagogy to Impact Student Learning
- **Goal #4** Participate in Collaboration, Employ Effective Communication, & Create an Engaging Educational Environment
- **Goal #5** Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher

Capital University

Advanced Techniques of Individual and Group Counseling School of Education EDUC 574 (Hybrid Course)

Spring 2023

2 Credit Hours

Class Time: Thursday 7:15pm-9:30pm

Classroom: Ruff 07

Online Office: <https://capital.zoom.us/j/98531186429>

Sean R. Gorby, Ph.D, LPCC

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Office: Ruff Learning Center 231

Office Hours: By Appointment

COURSE DESCRIPTION:

This course advances already learned theories, techniques, and principles. Specific techniques related to particular theoretical orientations will be taught and practices. Skills related to the therapeutic relationship, differential diagnosis, goal formulation, treatment planning, termination, referral, and record keeping. Students also explore and refine their personal theoretical orientations.

LEARNING OBJECTIVES:

According to CACREP (the Council for Accreditation of Counseling and Related Educational Programs, *Accreditation Standards*, 2016), this course will address the following concepts:

Students Will

- Explore advanced individual and group therapeutic theories and techniques and their role in the middle and late stages of the treatment process (II.G.5.c)
- Learn how to create an individualized treatment plan that incorporates client goals, diagnostic considerations, and wellness practices (II.G.5.d)
- Identify specific professional organizations that may be explored more intimately and/or joined (II.G.1.f)
- Begin professional credentialing processes, including preparation for the state and national licensure examination (II.G.1.g)
- Take a part in the process of professional counselor advocacy by engaging in state and national legislature relevant to the counseling profession (II.G.1.h)
- Take a role in suicide prevention activities (II.G.5.g)
- Strategies to advocate for persons with mental health issues (V.C.3.e)
- Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (V.C.2.h)
- Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (V.C.2.m)
- Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (V.C.1.c.)

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.		
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.		
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	II.G.5.c II.G.5.d V.C.3.e V.C.2.h V.C.2.m V.C.1.c	Learning Contract LAD Group Presentation Pop Quiz
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.		
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.	II.G.1.f II.G.1.h II.G.5.g	Learning Contract LAD Group Presentation Pop Quiz

KPI's Assessed:

KPI # 10: Approaches to group formation, including recruiting, screening, and selecting members

KPI # 11: Types of groups and other considerations that affect conducting groups in varied settings

REQUIRED RESOURCES:

Erford, B. T. (2020). 45 Techniques Every Counselor Should Know, 3rd Ed. Pearson. ISBN: 9780134694894 (Pearson – Paper: \$33.32, Digital: \$29.99)

Additional Resources:

Cashwell, C. S. & Young, J. S. (2011). Integrating spirituality and religion into counseling (2nd ed.). Alexandria, VA: American Counseling Association.

Jongsma, A. E., Peterson, M., & Bruce, T. J. (2014). The complete adult psychotherapy treatment planner (5th ed.). Hoboken, NJ: Wiley.

Lee, C. C. (2007). Counseling for social justice. Alexandria, VA: American Counseling Association.

Wedding, D., & Corsini, R. J. (2014). Current psychotherapies (10th ed.). Belmont, CA: Brooks/Cole.

Other materials and handouts will be given to students throughout the course. Students are responsible for reading such materials as required.

GRADING: For this course, grades will be awarded based on an additive grade model. This means that points will be awarded to you based on your learning. Throughout the course, you will have opportunities to demonstrate your learning, critical thinking, cognitive, affective, and behavioral development as it refers to advanced techniques and professional skills. Points will be added to an overall score that, at the end of the semester, will reflect a numerical grade. This may be a different system than you are familiar with, a system that deducts points when expectations are not met. The additive grade model is a direct reflection of your growth in learning and your ability to demonstrate that learning.

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

80-82% B- 60-66% D

ASSIGNMENTS:

Learning Contract:

This contract is an opportunity for you to direct your learning in this course. This is an opportunity for you to push yourself in the direction you see best fit for you and your goals for this course. The learning contract will consist of three (3) assignments. All members in the class will universally perform one, LAD. That assignment is outlined below. You will design the other two assignments, which will need final approval from me by the end of the 2nd week of the course.

The outline for the Learning Contract can be found on iLearn and in Appendix 1.

Dates for the Learning Contract:

Meet with Instructor to discuss contract = Completed by **Thursday March 30th**

Submitted Final Contract for Approval = By start of class on **Thursday April 6th**

CACREP: II.G.5.c; II.G.5.d; V.C.3.e; V.C.2.h; V.C.2.m; V.C.1.c; II.G.1.f; II.G.1.h; II.G.5.g

Legislative Advocacy Day (March 28th): You are required to attend OCA's LAD. This year it is held on March 28th. This is an all-day event where you will interact with professionals around the state and discuss legislative and social justice issues, all from an legislative advocacy perspective.

<https://ohiocounseling.org/event-5175722>

CACREP: II.G.5.c; II.G.5.d; V.C.3.e; V.C.2.h; V.C.2.m; V.C.1.c; II.G.1.f; II.G.1.h; II.G.5.g

Pop Quiz: At one point in the semester, you will have a pop quiz. This pop quiz will assess your development relative to the course material.

CACREP: II.G.5.c; II.G.5.d; V.C.3.e; V.C.2.h; V.C.2.m; V.C.1.c; II.G.1.f; II.G.1.h; II.G.5.g

ATTENDANCE: This course is designed for learning to take place in community. You will learn from others and others will have the opportunity to learn from you. In order for this communal learning to take place, you must be present. Without your attendance (physical presence) and active participation (no cell phones or non-academic use of electronics) in class, your learning and the learning of others will be diminished.

Based on the additive grade model implemented in this course, you will have a chance to earn participation points every class you are present and actively participating in your own learning

and the learning of others. 2 point will be earned for each class in which you are physically present; an additional 2 points will be earned for each class in which you are an active participant in the learning community (4pts x 6 classes = possible 24 points earned). I recognize that there are valid reasons that you may have to miss class. That is completely acceptable. However, to this point in my professional development, and given my additive grading model, I do not know how to award points for demonstrated learning when I do not have the opportunity to assess your learning (in this class attendance and active participation). This structure also creates an objective evaluation format, rather than leaving me in a position to subjectively determine what is a VALID absence that should be “excused” and what is an invalid absence that should not be “excused.”

NOTE: All work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

GRADE BREAKDOWN:

Legislative Advocacy Day	30pts
Pop Quiz	5pts
Learning Contract Meeting	10pts
Learning Contract Submission	10pt
Learning Contract Completion	30pts
Attendance (4pts x 6 classes)	24pts
Max Possible:	109pts

Estimating Hours of Work Required Out of Class		
Assignment/Artifact	Details	Hours
Course Reading	8 modules @ 3 hrs each	24
LAD		7
Learning Contract Meeting		1
Learning Contract – Written and Submitted		3
Learning Contract Completion	Create the Class Handout	25
Total hours of work required		60

General guidelines: in a 15-week semester, the total hours of work required outside of class would be:

- 1-hour course: 30 hours
- 2-hour course: 60 hours
- 3-hour course: 90 hours
- 4-hour course: 120 hour

Course Topics:

- Types of groups and approaches to group formation

- Mental Health Advocacy
- How to find a supervisor
- How to differentiate quality training (Supervision, CEs, Boss, work setting)
- Billing and scheduling – Case load management
- How does reimbursement work – How do we get paid?
- Goal formation and tx planning (Anything but SMART goals)
- NPI and CAQH?
- How to deal with ethical discrepancy with supervisor
- What to expect in your first year of practice? What I would have liked to know my first year (Panel – racial diversity?)
- How to prevent burnout
- Adaptive techniques for individuals with intellectual delays
- What's the purpose of notes

Date	Method	Topic	Readings Due	Homework Due
M1 3/16	FTF	Syllabus Learning Contracts – Discussion/Meetings		
M2 3/23	FTF	Advanced Techniques w/ Recess Learning Contract - Writing	CH 3, 5, 7, 9, 14, 19, 20	
M3 3/30	OL	Learning Contract		Learning Contract
M4 4/6	FTF	Advanced Techniques w/ Recess Advocacy	1, 10, 11, 13, 18, 24, 35	
Easter Break – No Class 4/13				
M5 4/20	OL	Advanced Techniques w/ Recess	iLearn	
M6 4/27	FTF	Advanced Techniques w/ Recess	iLearn	
M7 5/4	FTF	Advanced Techniques w/ Recess	iLearn	Learning Contracts – Completed Artifact

Appendix 1: The Learning Performance Contract

Number of potential points 30

List of Projects	Completion Date	Potential Points	Individual or Team
A.			
B.			
C.			
D.			
E.			

Answer each of the following for each project:

Project learning goals (what I want to learn):

Strategy (or steps) I will use to fulfill my project goals or manage my learning:

Project outcome (how I will demonstrate what I have learned):

Project deadline (when the artifact or evidence will be posted to the website):

Specific, observable, and measurable criteria that can assess the quality of the project outcomes
(Most projects should have, at a minimum, self and professor evaluations. Also consider the addition of peer evaluations)

What allowances will you make for the project to develop into something unanticipated? In other words, how will you allow your original outcome to fail, or for the project to morph into something that you couldn't have anticipated and to still make sure there is important learning for you?

Capital University requests the following information be included on all course syllabi

ACADEMIC INTEGRITY

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

CLASSROOM PRIVACY

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

DISABILITY SERVICES

Capital University is committed to providing reasonable accommodations for students with disabilities. If you are seeking academic accommodations you are required to register with the Office of Disability Services (ODS). To receive academic accommodations for this class, please register with ODS and meet with me at the beginning of the semester. Further information may be obtained by contacting Disability Services by email (disabilityservices@capital.edu) or by telephone (614.236.6611). This syllabus is available in alternate format upon request.

DIVERSITY STATEMENT:

Capital University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Capital University prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

SPECIAL ACCOMODATIONS:

In compliance with the Americans with Disabilities Act (ADA), all students who have a documented disability are entitled to "reasonable academic accommodations." If you are a student with special needs, it is your responsibility to be registered with the Office of Disability Services. In addition, you need to inform instructors each quarter before the end of the second week of class. This syllabus is available in alternative formats. Students with disabilities who need accommodations should contact the Office of Disability Services (ODS) at the beginning of the semester. The ODS offers a range of accommodations and support services to ensure equal educational opportunities for eligible students with disabilities. Students may request accommodations by providing documentation of their disability to the Disability Services Coordinator. Faculty, students, and the ODS work as a team to facilitate appropriate services for students with disabilities. The ODS is located in the Center for Excellence in Learning and Teaching (CELT) in LC 100. Contact Disability Services Coordinator LaTasha Bigford at 236-6327 or disabilityservices@capital.edu for additional information.

TITLE IX – SEXUAL HARASSMENT, DISCRIMINATION, and MISCONDUCT

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct and harassment. If you have experienced an incident of sex or gender-based discrimination, harassment, or sexual misconduct, we encourage you to report it. Capital University faculty are committed to supporting students, however, please understand that faculty are "responsible employees" of the University and must report incidents

of sex- or gender-based discrimination, harassment, and sexual misconduct to the Title IX Coordinator, Dr. Jennifer Speakman. If you would like to make a confidential report, please refer to Capital University's Sex- or Gender-Based Discrimination, Harassment, and Sexual Misconduct policy for more information on reporting options: <http://www.capital.edu/Title-IX-and-Sexual-Harassment/>.

USE OF ELECTRONICS:

The use of electronic devices such as cell phones during class time is prohibited unless permission from the instructor is explicitly given.

COPYRIGHT:

The lectures, classroom activities, and all materials associated with this class and developed by the instructor are copyrighted in the name of the professor.

SUPPORT SERVICES

Academic Success

The office of Academic Success (Blackmore Library, 2nd floor) assists all students in becoming more confident, independent lifelong learners. Provided services include the following:

- Content area **Peer Tutoring** for math, science, and most other subjects.
- A **Writing Center** that serves as a resource for students engaged in any stage of the writing process for assignments in any course.
- **Supplemental Instruction (SI)** in support of selected courses.
- **Academic Coaching** to assist students with developing strategies for time management, organization, test preparation and test-taking strategies, goal setting, and more.
- **Online eTutoring** (www.etutoring.org) for accounting, algebra, anatomy & physiology, calculus, chemistry, math, physics, statistics, and writing.
- **Testing services** to assist the Office of Disability Services in implementing testing accommodations for registered students.

Students can schedule appointments by logging into tutortrac.capital.edu. Appointments can also be made by calling Academic Success at (614) 236-6327, emailing AcademicSuccess@capital.edu, or stopping by the learning center on the second floor of Blackmore Library. For additional information about Academic Success programs and services, contact Director Bruce Epps at bepps@capital.edu or (614) 236-6461. You can also follow us on Twitter and Instagram @CapitalUSuccess for updates and information.

Blackmore Library

From online databases and e-books to thousands of books and periodicals, the [Blackmore Library](#) is your first stop for all your research needs. Librarians are available to help you in your search. And as a member of the shared OhioLINK Catalog, you'll have access to more than 40 million library items located throughout the state.

Safety and Emergency Procedures

The mission of the [Department of Public Safety](#) at Capital University is to provide a safe and secure environment for the university community and all its members, and provide a variety of services, which enhance the quality of life on campus (236-6666 or 236-6504 phone).

University Bookstore

Capital University [Bookstore online](#) is your place for official Capital University textbooks, gear and supplies. Buy or sell used and new textbooks, find official Capital University gear, and purchase software and gifts - all online.

Withdrawal

Failure to attend class does not constitute official withdrawal from the course and may result in a failing grade. Official withdrawal requires that the student submit a completed “Change of Registration” form to the Registrar by the published deadline.

University Mission

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Thinking critically
- Reasoning logically
- Communicating clearly
- Provides for personal growth by encouraging, enabling, and celebrating learning
- Prepares individuals to be knowledgeable, independent, critical thinkers— educated for lives of leadership and service in an increasingly diverse society
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- Thinking critically
- Reasoning logically
- Communicating clearly

Students also will be encouraged to:

- Develop their leadership and service potentials
- Become independent, lifelong learners

- Develop a sense of values that guides personal decision making and develop intercultural competencies and the ability to work in diverse groups.

Goals of Graduate Program/Education Department

The university and the department strive to offer a personalized learning environment with a focus on excellent teaching, research opportunities, and mentorship. Faculty use multiple approaches to teaching, and they model caring and commitment as they assist students to advance as professional educators. Department faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The department faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional organizations. The following goals for candidates provide the foundation for the commitment and work of the department:

- **Goal #1** Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge
- **Goal #2** Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment
- **Goal #3** Demonstrate and Implement Knowledge of Curriculum & General Pedagogy to Impact Student Learning
- **Goal #4** Participate in Collaboration, Employ Effective Communication, & Create an Engaging Educational Environment
- **Goal #5** Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher

Capital University
Diagnosis of Mental and Emotional Disorders
EDUC 584-01

Fall 2022
4 Credit Hours
Class Time: Tu 7:15-9:30

Michael S. Lewis, Ph.D., LPCC-S
mlewis7@capital.edu
614-429-7441

Office Hours: Weds & Thurs 2-4:30
And virtually by appointment: <https://capital.zoom.us/j/91548234767>

Course Description:

This course provides a thorough exploration of the *Diagnostic and Statistical Manual-5*. Students explore how to use the manual to diagnose mental and emotional disorders among children, adolescents, and adults. Major categories of diagnosis include mood disorders, anxiety disorders, dissociative disorders, eating disorders, schizophrenia spectrum disorders, dissociative disorders, disorders commonly diagnosed in childhood, impulse control disorders, and personality disorders, among others. Focus will be given to conducting careful and thorough interviews to provide information that leads to a concise diagnosis. Case studies and role-playing will deepen learning and explore differential diagnosis.

Course Objectives (based on CACREP standards):

Students Will:

- Compare and contrast theories of normal and abnormal behavior (2.F.3.c.)
- Assess and evaluate theories and etiology of addictions and addictive behaviors (2.F.3.d.)
- Explore the neurobiological and medical foundation and etiology of addiction and co-occurring disorders (5.C.1.d.)
- Gain a broad understanding of etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (5.C.2.b.)
- Know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)* (5.C.2.d.)
- Know the impact and potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medial, and psychological disorders (5.C.2.e.)
- Assess the impact crisis and trauma on individuals with mental health diagnoses (5.C.2.f.)

Signature Learning Outcomes

Capital University is committed to a liberal education that readies students for every arena of life. The curriculum is structured around the School of Education (SOE) Program Learning Outcomes (PLOs) that are delivered through majors, minors, foundational courses, and co-curricular experiences. The PLOs represent what students are able to do at the conclusion of a program and are achieved as the culmination of multiple courses and activities. The following course has Counselor Education specific PO's aligned with the SOE PLO's and CACREP standards.

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	2.F.3.c., 2.F.3.d., 5.C.1.d., 5.C.2.b., 5.C.2.d., 5.C.2.e., 5.C.2.f.	Examinations, Movie Review, Cheat sheets, Biopsychosocial
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.		
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	2.F.3.c., 2.F.3.d., 5.C.1.d., 5.C.2.b., 5.C.2.d., 5.C.2.e., 5.C.2.f.	Examinations, Movie Review, Cheat sheets, Biopsychosocial
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.		
#5. Display Dispositions, Ethical Standards, and	Students will continue their personal and professional		

Responsibilities of the Profession.	development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.		
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Required Texts and Readings

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, D.C: American Psychiatric Association.

OR

American Psychiatric Association (2022). *Diagnostic and statistical manual of mental disorders: DSM-5-TR*. Washington, D.C: American Psychiatric Association.

--Note differences between texts here:

<https://onlinelibrary.wiley.com/doi/full/10.1002/wps.20989>

Seligman, L., & Reichenberg, L. W. (2016). *Selecting effective treatments: A comprehensive, systematic guide to the treatment of mental disorders (5th ed.)*. Hoboken: Wiley.

Recommended Articles & Readings

First, M. B. (2013). *DSM-5 handbook of differential diagnosis*. Washington, DC: American Psychiatric Association.

Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner*. Hoboken, NJ: John Wiley and Sons, Inc.

Eriksen, K., & Kress, V. E. (2008). *Gender and diagnosis: Struggles and suggestions for counselors*. *Journal of Counseling & Development*, 86, 152-162.

Hall, S. B., Jones, L. K., Tyson, L., Woods, K., & Keltz, A. (2016). The inflammatory hypothesis of depression: Implications for diagnosis and practice. *Journal of Mental Health Counseling*, 38, 124-138.

Jones, K. D. (2010). The unstructured clinical interview. *Journal of Counseling & Development*, 88, 220-226.

Kress, V. E., Hoffman, R. M., Adamson, N., & Eriksen, K. (2013). Informed consent, confidentiality, and diagnosing: Ethical guidelines for counselor practice. *Journal of Mental Health Counseling*, 35(1), 15-28.

Pollack, J., Levy, S., & Breitholtz, T. (1999). Screening for medical and neurodevelopmental disorders for the professional counselor. *Journal of Counseling & Development*, 77, 350-358.

Polanski, P. J., & Hinkle, J. S. (2000). The mental status examination: Its use by professional counselors. *Journal of Counseling & Development, 78*, 357-364.

Seligman, L. (2004). Intake interviews and their role in diagnosis and treatment planning. In *Diagnosis and treatment planning in counseling* (3rd ed.) (pp. 138-159). New York: Kluwer.

Shedler, J. (2018). Where is the evidence for “evidence-based” therapy? *Psychiatric Clinics of North America, 41*, 319-329.

Lectures and other materials/handouts will be given to students throughout the course. Students are responsible for reading/watching such materials as required and submitting reflections/responses as assigned.

Instructional Methods

Online activities

Readings and research

Presentations

Small Group Discussions

Case Studies

Assignment Descriptions

* This class is 4 credits for 16 weeks, and therefore students should plan engage in course work outside of class time for at least 8 hours each week. *

Cheat sheets: As a group, you will be assigned a disorder or group of disorders, for which you will create a cheat sheet for the rest of the class. Sheets will include basic diagnostic criteria, common symptomology, differential diagnosis, potential treatment models, and other pertinent information. You will record an 8-12 minute presentation covering the salient points.

CACREP: 2.F.3.c., 2.F.3.d., 5.C.1.d., 5.C.2.b., 5.C.2.d., 5.C.2.e., 5.C.2.f.

Movie Review: Choose a movie from the selection provided and complete a 10-15 minute recorded presentation focusing on diagnostics of the primary character(s). Assignment description details and choice of movies will be provided at a later date.

CACREP: 2.F.3.c., 2.F.3.d., 5.C.1.d., 5.C.2.b., 5.C.2.d., 5.C.2.e., 5.C.2.f.

Midterm Exam: Examination covering all material from coursework to this point. May also include information from text, handouts, presentations, or lectures.

CACREP: 2.F.3.c., 2.F.3.d., 5.C.1.d., 5.C.2.b., 5.C.2.d., 5.C.2.e., 5.C.2.f.

Final Exam: Comprehensive examination covering all material from coursework. May also include information from text, handouts, presentations, or lectures.

CACREP: 2.F.3.c., 2.F.3.d., 5.C.1.d., 5.C.2.b., 5.C.2.d., 5.C.2.e., 5.C.2.f.

Participation: Active participation and attention is expected during all class time. The professor reserves the right to deduct points from a student's overall grade based on participation.

NOTE: All papers and essays need to be in proper APA format. Papers handed in that are not in this format will **NOT** be accepted. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

Grading Breakdown

Cheat Sheets:	20%
Movie Review	25%
Midterm Examination:	20%
Final Examination:	25%
Participation:	10%

Attendance Expectations: All students are expected to be present and on time for every scheduled class time face-to-face. Additionally, it is expected that students will remain for the duration of the scheduled class time. The course instructor reserves the right to deduct points for tardiness or partial attendance to face-to-face meetings. Tardiness or absences exceeding one class meeting are sufficient grounds for failure of this course. The expectation is to reserve any potential need for an absence from class for emergency situations. Additionally, students are expected to engage in online discussion, forums, videos, and other materials in the week it is provided. These include online lectures, forum discussions, response/reflection submissions, and other material/assignments as posted that week. It is the student's responsibility to communicate tardiness and absences with the instructor. Please see the instructor if there are problems or concerns with your ability to adhere to this policy so that arrangements may be made.

Basic Grading Scale

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

Course Schedule (FTF = Face to face class/ O = Online Content)

Week	Method	Class	Readings/Assignments Due
1 (8/23)	FTF	Introduction of Self and Class Expectations Introduction to Abnormal Behavior & Diagnosis	DSM Section I
2 (8/30)	FTF	Depressive and Bipolar Disorders	Read DSM Relevant Sections Read S 4 & 5
3 (9/6)	O	Mini Status Exam & Diagnostic Process Biopsychosocial Examination	Review Videos
4 (9/13)	FTF	Anxiety Disorders	Read DSM Relevant Sections Read S 6
5 (9/20)	FTF	Trauma & Stressor Related Disorders	Read DSM Relevant Sections Read S 8
6 (9/27)	O	V-Codes and ICD Codes	Provided
7 (10/4)	FTF	Obsessive-Compulsive & Related Disorders	Read DSM Relevant Sections Read S 7
8 (10/11)	FTF	Schizophrenia Spectrum Disorders Dissociative Disorders Somatic Symptoms & Related Disorders	Read DSM Relevant Sections Read S 3, 9 & 10 Midterm Examination (10/14- 10/16)
9 (10/18)	Midterm Break		
10 (10/25)	FTF	Personality Disorders	Read DSM Relevant Sections Read S 19
11 (11/1)	FTF	Sexuality and Gender Disorders Paraphilic Disorders	Read DSM Relevant Sections Read S 14 & 20
12 (11/8)	O	Free Work	Read DSM Section III Movie Review Due (11/13)
13 (11/15)	FTF	Feeding and Eating Disorders Elimination Disorders	Read DSM Relevant Chapters Read S 11 & 12
14 (11/22)	Holiday	Happy Thanksgiving	
15 (11/29)	FTF	Role-Plays	Cheat Sheets & Presentations (12/4)
16 (12/6)	FTF	Catch-up and Discussion Final Review	
17 (12/13)	O		Final Examination (12/10-12)

NOTE: Instructor reserves the right to change the structure of the semester with advanced notice to the class.

Academic Integrity

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

Classroom Privacy

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

Diversity Statement

The University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the

counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Title IX and Sexual Harassment

Ruff Learning Center

614-236-6904

titleIX@capital.edu

www.capital.edu/title-ix-and-sexual-harassment

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct. All members of the University community, including students, faculty, staff, guests, and visitors are expected to conduct themselves in a manner that does not infringe upon the rights of others. The University offers prevention and outreach programs to educate the University community about sexual misconduct and discrimination. Resources and reporting options are available to the University community by contacting the Title IX Coordinator.

Use of Electronics

The use of electronic devices such as cell phones during class time is prohibited unless permission from the instructor is explicitly given.

Support Services

Academic Success

Blackmore Library

614-236-6327

academicsuccess@capital.edu

www.capital.edu/academic-success

Academic Success provides a wide range of academic support services to complement and enhance students' efforts to become more skilled and confident independent learners. Free services include the following: one-on-one and small group Peer Tutoring to guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, and developing more effective study strategies for courses; the Writing Center, which assists students with brainstorming and invention, drafting, development and organization,

revising, editing, grammar and punctuation, research writing, and proper documentation and formatting; Academic Coaching, which assists students with developing enhanced strategies for navigating online learning, time management, organization, test preparation and test-taking strategies, and goal setting; and Supplemental Instruction (SI) for select courses, provides weekly, peer-facilitated opportunities for students to engage in activities that will not only help them master the material in challenging courses, but will also help them become more effective learners. Students can schedule tutoring, writing, or coaching appointments through TutorTrac (tutortrac.capital.edu) and view the current SI session schedule on the Academic Success web site.

Accessibility Services

Ruff Learning Center
614-236-6611
accessibilityservices@capital.edu
www.capital.edu/about-capital/accessibility-services

Capital University welcomes individuals with disabilities. To ensure access, and in accordance with Title III of the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973, Capital University provides reasonable accommodations and support services to qualified individuals with disabilities. Accessibility Services provides individualized services for students, employees, and community members with disabilities. Please refer to the above-linked webpage to learn more about requesting housing and academic accommodations, utilizing the Testing Center, securing an interpreter, and other services for individuals with a disability.

Blackmore Library

From online databases and e-books to thousands of books and periodicals, the [Blackmore Library](#) is your first stop for all your research needs. Librarians are available to help you in your search. And as a member of the shared OhioLINK Catalog, you'll have access to more than 40 million library items located throughout the state.

Center for Health and Wellness

Kline Health Center
614-236-6114
chw@capital.edu
www.capital.edu/health

The Center for Health and Wellness provides a comprehensive array of medical and mental-health services that will aid in the assessment, treatment, prevention, and promotion of health and wellness on campus. You may experience situations or face personal challenges that affect academic progress, social development, or emotional wellbeing. Some of these situations are expected and even beneficial, while others may lead to stress, anxiety, depression, alcohol and other drug use, changes in eating patterns, family of origin issues, loss, sleep difficulties,

relationship problems, trauma, feelings of hopelessness, and suicidal thoughts.

Diversity and Inclusion

Student Union

614-236-6181

odi@capital.edu

www.capital.edu/diversity-and-inclusion

Capital University wants to know you and cultivate a college experience that accepts, respects, and celebrates you. Diversity and Inclusion provides educational and cultural leadership for university initiatives aimed at supporting and developing a diverse and inclusive community.

Safety and Emergency Procedures

The mission of the [Department of Public Safety](#) at Capital University is to provide a safe and secure environment for the university community and all its members, and provide a variety of services, which enhance the quality of life on campus (236-6666 or 236-6504 phone).

Student Success

Ruff Learning Center

614-236-6871

success@capital.edu

www.capital.edu/student-success

Student Success is here to help all students navigate the university, overcome barriers to success, and achieve their personal and academic goals to get the most out of their time at Capital. If concerns arise, the Student Success team provides support, advocacy, and connection to campus resources and also empowers students to achieve success both inside and outside the classroom through the success coaching program.

University Bookstore

Capital University [Bookstore online](#) is your place for official Capital University textbooks, gear and supplies. Buy or sell used and new textbooks, find official Capital University gear, and purchase software and gifts - all online.

Withdrawal

Failure to attend class does not constitute official withdrawal from the course and may result in a failing grade. Official withdrawal requires that the student submit a completed “Change of Registration” form to the Registrar by the published deadline.

University Mission

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Thinking critically
- Reasoning logically
- Communicating clearly
- Provides for personal growth by encouraging, enabling, and celebrating learning
- Prepares individuals to be knowledgeable, independent, critical thinkers— educated for lives of leadership and service in an increasingly diverse society
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- Thinking critically
- Reasoning logically
- Communicating clearly

Students also will be encouraged to:

- Develop their leadership and service potentials
- Become independent, lifelong learners
- Develop a sense of values that guides personal decision making and develop intercultural competencies and the ability to work in diverse groups.

Goals of Graduate Program/Education Department

The university and the department strive to offer a personalized learning environment with a focus on excellent teaching, research opportunities, and mentorship. Faculty use multiple approaches to teaching, and they model caring and commitment as they assist students to advance as professional educators. Department faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The department faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional organizations. The following goals for candidates provide the foundation for the commitment and work of the department:

- **Goal #1** Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge
- **Goal #2** Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment

- **Goal #3** Demonstrate and Implement Knowledge of Curriculum & General Pedagogy to Impact Student Learning
- **Goal #4** Participate in Collaboration, Employ Effective Communication, & Create an Engaging Educational Environment
- **Goal #5** Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher

Document History: Approved by [Department of Education] Faculty 5/1/21

Capital University

Clinical Mental Health Counseling Practicum

School of Education

EDUC 594

Spring 2023

4 Credit Hours

Class Time: Wednesdays 4:30-6:45

Classroom: Ruff 102

Online Office: <https://capital.zoom.us/j/98531186429>

Sean R. Gorby, Ph.D, LPCC

sgorby2@capital.edu (740) 438-7119

Office: Ruff Learning Center 231

Office Hours: T&W 1-4pm

COURSE DESCRIPTION:

This course compliments student's clinical practicum site placement. Students will further their experience through client case-presentations, peer feedback, theoretical orientation exploration, and technique training and application of appropriate individual, group, couple, family, and group counseling skills. Students will help peer's treatment plan and explore options with problematic cases.

Course Objectives: Professional Practice:

Students Will:

- Provide individual professional counseling liability insurance policies while enrolled in practicum and internship (3.A.)
- Receive supervision through program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (3.B.)
- Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum (3.C.)
- Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during practicum. (3.D.)
- In addition to the development of individual counseling skills, students must lead or co-lead a counseling or psychoeducational group (3.E)
- Complete a supervised practicum experience with a total of a minimum of 100 clock hours over a minimum 10-week academic term (3.F)
- Complete 40 clock hours of direct service with actual clients that contributes to the development of counseling skills (3.G)
- Engage in weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract (3.H)
- Engage in an average of 1.5 hours per week of group supervision that is provided by a regular schedule throughout the practicum with a program faculty member (3.I)
- Understand the role of counseling supervision in the profession (2.F.1m)

- Be knowledgeable of and incorporate into practice the ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (II.G.1.j)
- Have an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including multicultural and pluralistic trends, characteristics and concerns within and among diverse groups nationally and internationally (II.G.2.a)

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	2.F.1.m 3.B 3.H 3.I	Midterm and Final Evaluations Supervision Session/Tapes
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.	2.F.1.m 3.B 3.H 3.I	Midterm and Final Evaluations Supervision Session/Tapes
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	2.F.1.m 3.B 3.H 3.I	Midterm and Final Evaluations Supervision Session/Tapes
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.	2.F.1.m 3.B 3.H 3.I	Midterm and Final Evaluations Supervision Session/Tapes
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional	2.F.1.m 3.A 3.B 3.C 3.H	Midterm and Final Evaluations Supervision Tapes

	counseling organizations and the counselor education program dispositions.	3.I	Liability Insurance
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REQUIRED TEXT:

Erford, B. T. (2015). *Clinical Experiences in Counseling*. Pearson. ISBN 978-0137017249.

One of either of the following are required based on your primary populations, Adults or Adolescent:

Jonsma, A. E., Peterson, L., and Bruce, T. J. (DATE). *The Complete Adult Psychotherapy Treatment Planner: Includes DSM-5 Updates, 5th Ed.* Wiley. ISBN: 978-1-118-067-86-4 (Around \$50)

Jongsma, A. E., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). *The child psychotherapy treatment planner* (5th ed.). John Wiley & Sons. ISBN: 9780471156475

Required – Non-Text

American Counseling Association (2014). *2014 ACA Code of Ethics*. Alexandria, VA: Author. <http://www.counseling.org/resources/ethics.html>

SUPPLEMENTAL READING:

Baird, B. N. (5th, 6th, or 7th editions). *The internship, practicum, and field placement handbook*. Upper Saddle River, NJ: Prentice Hall.

Young, M. E. (2012). *Learning the art of helping: Building blocks and techniques* (5th ed.). Columbus, OH: Merrill.

GRADING: For this course, grades will be awarded based on an additive grade model. This means that points will be awarded to you based on your learning. Throughout the course, you will have opportunities to demonstrate your learning, critical thinking, cognitive, affective, and behavioral development as it refers to clinical mental health counseling. Points will be added to an overall score that, at the end of the semester, will reflect a numerical grade. This may be a different system than you are familiar with, a system that deducts points when expectations are not met. The additive grade model is a direct reflection of your growth in learning and your ability to demonstrate that learning.

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

COURSE REQUIREMENTS:

Professional Liability Insurance: All students must purchase professional liability insurance before conducting any counseling-related activities. Student insurance is provided at a reduced rate as a member of either ACA or OCA. Proof of insurance coverage must be submitted to the instructor prior to direct service counseling activities.

Supervision:

Site Supervision: One (1) hour of weekly supervision is required with your site supervisor. At the conclusion of each supervision session, students will complete a supervision note. Formatting for supervision notes can be found via iLearn.

Practicum Supervision: Additionally, 1.5 hours of university supervision is required each week.

Peer Supervision: You are required to complete three peer supervision sessions with a student in the Supervision and Consultation course. Your peer supervisor will contact you to get started

Practicum Vlog: Each week students are required to submit a video journal of your practicum experience. This 5-minute vlog (just a guideline – go longer if needed) is an opportunity for you to engage in external processing where you will review your weekly activity, your thoughts, your concerns, your questions, and your triumphs or successes from the week. These vlogs are confidential and will be reviewed by the instructor only. Vlogs will be submitted via iLearn/Canvas 24-hours prior to class (Due on Tuesday at 4:29pm).

Time Log: Time logs will be submitted weekly prior to the start of class. Time logs must outline and account for every hour spent at your site. Submitted logs must contain itemized hours, total hours of direct services, total hours of indirect services, and must be signed by both you and your site supervisor.

Case Presentations: Each student will complete one (1) case presentation. This is a chance for you to consult your colleagues and elicit feedback that may help you in the treatment of that client. Case presentations should include presenting concerns, treatment plan/therapeutic goals, diagnosis, treatment progress, and questions/areas of concern.

Video/Audio recording: Students are required to complete one (1) video/audio recording of a session with a client. Recordings must be arranged with the site supervision and consented to by the client (consent form is located in the practicum/internship handbook). If video recordings are not possible due to site policy or lack of client consent, audio recordings will suffice. In the instance that audio recordings are not possible either, alternative arrangements will be made with the instructor. Once your recording is complete, you must arrange a time to review the recording with the instructor. During this time, you will present three specific moments in the session outlining the following: 1. Moment displaying a strength of the session and of your counseling; 2. A moment of uncertainty for you; 3. A moment clearly displaying an area of needed growth for you.

Personal Evaluations: At midterm and at the end of the internship experience, you will write an evaluation of yourself integrating feedback from your supervisor and peers. Discuss progress or setbacks in goals, reflect on recent insights, and discuss next steps in the process. A format for the evaluation will be covered in class.

Mid-term and Final Evaluations: Mid-term evaluations will be completed by the site supervisor. Final evaluations will be completed by the student, site-supervisor, and faculty. **Successful completion of this course is predicated on satisfactory final evaluations AND passing final point accumulation.**

ATTENDANCE: This course is designed for learning to take place in community. You will learn from others and others will have the opportunity to learn from you. In order for this communal learning to take place, you must be present. Without your attendance (physical presence) and active participation (no cell phones or non-academic use of electronics) in class, your learning and the learning of others will be diminished.

Based on the additive grade model implemented in this course, you will have a chance to earn participation points every class you are present and actively participating in your own learning and the learning of others. Two point will be earned for each class in which you are physically present; an additional 2 points will be earned for each class in which you are an active participant in the learning community (4pts x 15 classes = possible 60 points earned). I recognize that there are valid reasons that you may have to miss class. That is completely acceptable. However, to this point in my professional development, and given my additive grading model, I do not know how to award points for demonstrated learning when I do not have the opportunity to assess your learning (in this class attendance and active participation). This structure also creates an objective evaluation format, rather than leaving me in a position to subjectively determine what is a VALID absence that should be “excused” and what is an invalid absence that should not be “excused.”

NOTE: All work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

GRADE BREAKDOWN:

Supervision Notes (x15)	15pts
Practicum Vlog (x15)	15pts
Time Logs (x15)	30pts
Case Presentations	20pts
Video/Audio recordings	20pts
Personal evaluations (x2 @5pts)	10pts
Mid-term Evaluation	10pts
Final Evaluations (x3 @ 10pts)	30pts
Attendance (4pts x 15 classes):	60pts
Max Possible:	210pts

Estimating Hours of Work Required Out of Class		
Assignment/Artifact	Details	Hours
Reading	15 modules @ 4 hrs each	60
Supervision Notes	1hr x 15	15
Practicum Vlog	1 hr x 15	15
Time Logs	1 hr x 15	15
Case Presentations	6 hrs	6
Video/Audio Recordings	4 hr recording and annotation	4
Personal Evaluation	1 hr	1
Midterm Evaluation	2 hr	2
Final Evaluation	2 hr	2
Total hours of work required		120

General guidelines: in a 15-week semester, the total hours of work required outside of class would be:

- 1-hour course: 30 hours
- 2-hour course: 60 hours
- 3-hour course: 90 hours
- 4-hour course: 120 hour**

Date	Method	Topic	Readings Due	Assignments Due	Case Presentation
M1 1/11	FTF	Syllabus Goal Setting	None	None	None
M2 1/18	FTF	Getting the most out of your placement	CH 1	Proof of Insurance Supervision Note Time Log Vlog	None
M3 1/25	FTF	The Supervision Process	CH 2	Supervision Note Time Log Vlog	None
M4 2/1	FTF	First Impressions	CH 3	Supervision Note Time Log Vlog	None
M5 2/8	FTF	Integrating Theory Into Practice	CH 4	Supervision Note Time Log Vlog	None
M6 2/15	FTF	Record Keeping	CH 5	Supervision Note Time Log Vlog	
M7 2/22	FTF	Ethics and Law into Practice	CH 6	Supervision Note Time Log Vlog	
M8 3/1	FTF	Special Populations	CH 7	Personal Evaluation Mid-term Evaluations Supervision Note Time Log Vlog	
M9 3/8	Mid Semester Break – No Class but Assignments still due			Supervision Note Time Log	
M10 3/15	FTF	Multicultural Counseling and Applications	CH 8	Supervision Note Time Log Vlog	Roxy Chris
M11 3/22	FTF	Clients in Danger and Crisis	CH 9	Supervision Note Time Log Vlog	Tori Bailey

M12 3/29	FTF	Professional Responsibility	CH 10	Video/Audio Recordings Supervision Note Time Log Vlog	Katelyn Kathleen
M13 4/5	FTF	Wrapping it all up	CH 11	Supervision Note Time Log Vlog	Jordan Ben
M14 4/12	No Class			Supervision Note Time Log	
M15 4/19	FTF	Pertinent Issues in Counseling Practice	CH 12	Supervision Note Time Log Vlog	Nora Britney
M16 4/26	FTF	Counselor Self-Care	CH 13	Final Evaluations Personal Evaluations Supervision Note Time Log Vlog	
M17 5/3	FTF	Buffer Week / Year End Celebration			

Capital University requests the following information be included on all course syllabi

COVID-19 Procedures

The health and safety of students, faculty, staff and visitors on our campuses is our top priority. In response to the current COVID-19 pandemic, the Capital community will be working together to support compliance with recommended health and safety standards to optimize the learning experience while minimizing health risks. The Capital Cares requirements for the health of our community may be accessed here, with important details related to in-person classes provided below:

1. Complete daily temperature and symptom check as requested. Anyone experiencing one or more COVID-19 symptoms should not be on campus or, if a resident, should not be outside their residence hall room and should contact a medical provider and follow their guidance. Please, inform your instructor prior to the beginning of class if your screening indicates the need for further evaluation and that you will not be in class.
2. Wear face coverings. All members of the Capital community are required to wear face coverings while in classrooms or any other shared space, including specified public or common-use areas where physical distancing guidelines cannot be followed. No one, instructor or student, is to attend in-person classes without properly wearing a face covering that covers the person's nose, mouth, and chin.
3. Maintain physical distancing. All students, faculty, staff, and guests are required to maintain a safe distance from one another. Physical distancing is to be maintained in all indoor and outdoor spaces which are owned or controlled by Capital. Stay at least 6 feet (about 2 arms' length) from other people, do not gather in groups, stay out of crowded places and avoid mass gatherings. Please, sit in only designated areas in class and do not move chairs or desks in classrooms or common spaces. Do not congregate in groups within hallways and common areas within academic buildings during transition to and from classroom activities.
4. Practice good hand hygiene. Individuals should wash their hands with soap and water for at least 20 seconds as often as possible or use personal hand sanitizers containing at least 60% alcohol. Hand sanitizer stations are available throughout the campus.
5. Disinfect your classroom space. Students and faculty are responsible for disinfecting areas within their workspaces by cleaning these at the beginning and end of each class. This includes desk tops, seats, and equipment used during class. Disinfectant supplies will be provided. If paper towels or wipes are used to disinfect, they must be discarded in a trash receptacle immediately after use.

ACADEMIC INTEGRITY

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's

work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

CLASSROOM PRIVACY

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

DISABILITY SERVICES

Capital University is committed to providing reasonable accommodations for students with disabilities. If you are seeking academic accommodations you are required to register with the Office of Disability Services (ODS). To receive academic accommodations for this class, please register with ODS and meet with me at the beginning of the semester. Further information may be obtained by contacting Disability Services by email (disabilityservices@capital.edu) or by telephone (614.236.6611). This syllabus is available in alternate format upon request.

DIVERSITY STATEMENT:

Capital University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Capital University prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or

ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

SPECIAL ACCOMODATIONS:

In compliance with the Americans with Disabilities Act (ADA), all students who have a documented disability are entitled to "reasonable academic accommodations." If you are a student with special needs, it is your responsibility to be registered with the Office of Disability Services. In addition, you need to inform instructors each quarter before the end of the second week of class. This syllabus is available in alternative formats. Students with disabilities who need accommodations should contact the Office of Disability Services (ODS) at the beginning of the semester. The ODS offers a range of accommodations and support services to ensure equal educational opportunities for eligible students with disabilities. Students may request accommodations by providing documentation of their disability to the Disability Services Coordinator. Faculty, students, and the ODS work as a team to facilitate appropriate services for students with disabilities. The ODS is located in the Center for Excellence in Learning and Teaching (CELT) in LC 100. Contact Disability Services Coordinator LaTasha Bigford at 236-6327 or disabilityservices@capital.edu for additional information.

TITLE IX – SEXUAL HARASSMENT, DISCRIMINATION, and MISCONDUCT

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct and harassment. If you have experienced an incident of sex or gender-based discrimination, harassment, or sexual misconduct, we encourage you to report it. Capital University faculty are committed to supporting students, however, please understand that faculty are "responsible employees" of the University and must report incidents of sex- or gender-based discrimination, harassment, and sexual misconduct to the Title IX Coordinator, Dr. Jennifer Speakman. If you would like to make a confidential report, please refer to Capital University's Sex- or Gender-Based Discrimination, Harassment, and Sexual Misconduct policy for more information on reporting options: <http://www.capital.edu/Title-IX-and-Sexual-Harassment/>.

USE OF ELECTRONICS:

The use of electronic devices such as cell phones during class time is prohibited unless permission from the instructor is explicitly given.

COPYRIGHT:

The lectures, classroom activities, and all materials associated with this class and developed by the instructor are copyrighted in the name of the professor.

SUPPORT SERVICES

Academic Success

The office of Academic Success (Blackmore Library, 2nd floor) assists all students in becoming more confident, independent lifelong learners. Provided services include the following:

- Content area **Peer Tutoring** for math, science, and most other subjects.
- A **Writing Center** that serves as a resource for students engaged in any stage of the writing process for assignments in any course.
- **Supplemental Instruction (SI)** in support of selected courses.
- **Academic Coaching** to assist students with developing strategies for time management, organization, test preparation and test-taking strategies, goal setting, and more.
- **Online eTutoring** (www.etutoring.org) for accounting, algebra, anatomy & physiology, calculus, chemistry, math, physics, statistics, and writing.
- **Testing services** to assist the Office of Disability Services in implementing testing accommodations for registered students.

Students can schedule appointments by logging into tutortrac.capital.edu. Appointments can also be made by calling Academic Success at (614) 236-6327, emailing AcademicSuccess@capital.edu, or stopping by the learning center on the second floor of Blackmore Library. For additional information about Academic Success programs and services, contact Director Bruce Epps at bepps@capital.edu or (614) 236-6461. You can also follow us on Twitter and Instagram @CapitalUSuccess for updates and information.

Blackmore Library

From online databases and e-books to thousands of books and periodicals, the [Blackmore Library](#) is your first stop for all your research needs. Librarians are available to help you in your search. And as a member of the shared OhioLINK Catalog, you'll have access to more than 40 million library items located throughout the state.

Safety and Emergency Procedures

The mission of the [Department of Public Safety](#) at Capital University is to provide a safe and secure environment for the university community and all its members, and provide a variety of services, which enhance the quality of life on campus (236-6666 or 236-6504 phone).

University Bookstore

Capital University [Bookstore online](#) is your place for official Capital University textbooks, gear and supplies. Buy or sell used and new textbooks, find official Capital University gear, and purchase software and gifts - all online.

Withdrawal

Failure to attend class does not constitute official withdrawal from the course and may result in a failing grade. Official withdrawal requires that the student submit a completed “Change of Registration” form to the Registrar by the published deadline.

University Mission

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Thinking critically
- Reasoning logically
- Communicating clearly
- Provides for personal growth by encouraging, enabling, and celebrating learning
- Prepares individuals to be knowledgeable, independent, critical thinkers— educated for lives of leadership and service in an increasingly diverse society
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- Thinking critically
- Reasoning logically
- Communicating clearly

Students also will be encouraged to:

- Develop their leadership and service potentials
- Become independent, lifelong learners
- Develop a sense of values that guides personal decision making and develop intercultural competencies and the ability to work in diverse groups.

Goals of Graduate Program/Education Department

The university and the department strive to offer a personalized learning environment with a focus on excellent teaching, research opportunities, and mentorship. Faculty use multiple approaches to teaching, and they model caring and commitment as they assist students to

advance as professional educators. Department faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The department faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional organizations. The following goals for candidates provide the foundation for the commitment and work of the department:

- **Goal #1** Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge
- **Goal #2** Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment
- **Goal #3** Demonstrate and Implement Knowledge of Curriculum & General Pedagogy to Impact Student Learning
- **Goal #4** Participate in Collaboration, Employ Effective Communication, & Create an Engaging Educational Environment
- **Goal #5** Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher

Capital University

School Counseling Practicum EDUC 603-01

Spring 2023

4 Credit Hours/In Person

Class Time: Wednesdays 4:30-6:45 pm

Robyn Walsh, Ph.D.

rwalsh12@capital.edu

Office Hours: By appt.

Course Description:

This course compliments the student's practicum site placement in a local school district. Students will further their experience through student case-presentations, peer feedback, theoretical orientation exploration, technique training and application of appropriate individual, group, classroom guidance counseling skills. Students will help peers modify treatment plans and explore options with problematic cases.

Course Objectives: Professional Practice

Students Will:

- Provide individual professional counseling liability insurance policies while enrolled in practicum and internship (3.A.)
- Receive supervision through program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (3.B.)
- Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum (3.C.)
- Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during practicum. (3.D.)
- In addition to the development of individual counseling skills, students must lead or co-lead a counseling or psychoeducational group (3.E)
- Complete a supervised practicum experience with a total of a minimum of 100 clock hours over a minimum 10-week academic term (3.F)
- Complete 40 clock hours of direct service with actual clients that contributes to the development of counseling skills (3.G)
- Engage in weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract (3.H)
- Engage in an average of 1.5 hours per week of group supervision that is provided by a regular schedule throughout the practicum with a program faculty member (3.I)
- Understand the role of counseling supervision in the profession (2.F.1m)

Signature Learning Outcomes

Capital University is committed to a liberal education that readies students for every arena of life. The curriculum is structured around the School of Education (SOE) Program Learning Outcomes (PLOs) that are delivered through majors, minors, foundational courses, and co-curricular experiences. The PLOs represent what students are able to do at the conclusion of a program and are achieved as the culmination of multiple courses and activities. The following course has Counselor Education specific PO's aligned with the SOE PLO's and CACREP standards.

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	2.F.1.m, 3.B., 3.H., 3.I.	Midterm and Final Evaluations Supervision Sessions/Tapes Individual, Group, and Core Curriculum Requirements
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.	2.F.1.m, 3.B., 3.H., 3.I.	Midterm and Final Evaluations Supervision Session/Tapes
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	2.F.1.m, 3.B., 3.H., 3.I.	Midterm and Final Evaluations Supervision Sessions/Tapes AOCC Proposal Individual, Group, and Core Curriculum Requirements

#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.	2.F.1.m, 3.B., 3.H., 3.I.	Midterm and Final Evaluations Supervision Sessions/Tapes AOCC Proposal
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.	2.F.1.m, 3.A., 3.B 3.C., 3.H., 3.I.	Midterm and Final Evaluations Supervision Tapes Liability Insurance

Required Reading:

American School Counselor Association. (2020). *The ASCA national model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.

Hatch, T. (2022). *The use of data in school counseling: Hatching results for students, programs, and the profession*. Corwin Press.

Additional articles/recommended readings:

American Association for Marriage and Family Therapy (2015). *Code of ethics*. Alexandria, VA: Author.

American Counseling Association (2014). *2014 ACA Code of Ethics*. Alexandria, VA: Author.
<http://www.counseling.org/resources/ethics.html>

American Psychiatric Association (2013). *DSM 5*. Washington, DC: Author.

Baditoi, B.E., & Brott, P.E. (2014). *What school counselors need to know: About special education and students with disabilities* (Revised ed.). Arlington, VA: Council for Exceptional Children.

Grey, L. (2019). The impact of school-based mentoring on the academic achievement gap. *Professional School Counseling, 23*(1), <https://doi.org/10.1177/2156759X19890258>

McGinley, V.A., & Trolley, B.C. (2015). *Working with students with disabilities:*

Preparing school counselors. Thousand Oaks, CA: Sage Publications.

Luke, M., Ellis, M. V., & Bernard, J. M. (2011). School counselor supervisors' perceptions of the discrimination model of supervision. *Counselor Education and Supervision, 50*(5), 328-343.

McGinley, V.A., & Trolley, B.C. (2015). *Working with students with disabilities: Preparing school counselors.* Thousand Oaks, CA: Sage Publications.

Remley, T. P., Harnann, M. A., & Huey, W. C. (2010). *Ethical and legal issues in school counseling.* (3rd ed.). Alexandria, VA: American School Counseling Association.

Retts, J. R., Toporek, R. L., & Lewis, J. (2010). *ACA advocacy competencies: A social justice framework.* Alexandria, VA: American Counseling Association.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2014). *Tough kids, cool counseling: User-friendly approaches with challenging youth.* John Wiley & Sons.

Thompson, E. H., Frick, M. H., & Trice-Black, S. (2011). Counselor-in-Training perceptions of supervision practices related to self-care and burnout. *Professional Counselor, 1*(3), 152-162.

Instructional Methods:

The course material is delivered through lectures, small group discussion, small group supervision, presentations, videos, journaling/reflections, and reading articles.

Course Requirements:

Professional Liability Insurance : All students must purchase professional liability insurance before conducting any counseling-related activities in the schools. Insurance is provided free to members of the American School Counselor Association and American Counseling Association. Proof of insurance coverage must be submitted to the instructor prior to direct service counseling activities.

Supervision (CACREP 2.F.1.m., 3.H., 3.I): All students must meet weekly for small group supervision with the University Supervisor for 1.5 hours in addition to 1 hour weekly with site supervisor. If you miss more than one class, you need to have a meeting with your internship. You must meet with your mentor who is in internship to experience a peer supervision experience. This meeting must be for 1 hour, and your mentor must initiate. A one page write up of the experience is due by the last week of class. **IF YOU DO NOT HEAR FROM YOUR MENTOR BY MARCH LET YOUR PROFESSOR KNOW!**

School Information Documentation: Within the first three weeks, you are required to send out an introduction letter to the parents of the students within your school. In this letter, you should introduce yourself and include relevant training information. Each letter should match standards set forth by your school. Your letter could be included in the monthly school newsletter, monthly

school email, or a traditional paper letter sent home. In addition to this, you must complete the school composition form to bring to class the third week for group discussion

Practicum Plan (Agreements Part 1 and 2): Each student and his/her Site Supervisor must develop a concrete plan for *100 on-site hours* and schedule proposing how to complete the 40 hour direct service requirement along with engaging in a variety of professional activities and resources, including technological resources.

Practicum Journals: Each week students are required to upload a one to two-page double spaced journal documenting the practicum experience for the week with one of the reflection topics given in the journals folder. All journals will be due on the Tuesday night before our Wednesday class at 11:59 pm. Late journals receive no credit.

Core Curriculum Lessons

- Develop a Plan: After collaborating with the site supervisor, develop a plan to provide a 3 session classroom core curriculum plan based on the needs of the school using technology. Include current references from ASCA, CEC, affiliated journals, curricula, and/or websites. Additional classroom core curriculum sessions should be conducted to fulfill the 40 hours of direct service. Technology needs to be incorporated in the lesson.
- ***The unit must be reviewed by the site supervisor prior to implementation.***
- Conduct the Lesson: Conduct and videotape a classroom guidance lesson (minimum of 2-3 lessons). Sessions must be a minimum of 30 minutes. Students are encouraged to present the sessions in several classrooms. Excerpts from two (2) videotapes should be thoughtfully prepared for review in class, highlighting clips for *feedback* as well as clips *demonstrating specific skills and techniques* selected from the skills feedback form.
- Evaluate the Lesson: The classroom core curriculum will be evaluated and results and recommendations will be submitted and shared in class (data presentation).

Individual Counseling and Consultation

- Provide on-going individual counseling to one student and consultation with the student(s) family for a minimum of six sessions. Parental informed consent must be secured in writing prior to beginning individual sessions. Additional individual counseling sessions should be conducted to fulfill the 40 hours of direct service.
- Conduct a minimum of six videotaped individual counseling sessions. Excerpts from two (2) videotapes should be thoughtfully prepared for review in class, highlighting clips for *feedback* as well as clips *demonstrating specific skills and techniques* selected from the skills feedback form. Explaining confidentiality must be shown in one of the videos.
- The individual case analysis will be shared in group supervision. Student descriptive data must be de-identified.
- It is imperative for ethical and practical purposes that your clients not be related to you socially or professionally which includes children of colleagues and neighbors.

Group Counseling (CACREP 3.E.)

- After collaborating with the site supervisor, develop a plan to provide group counseling sessions. Instructor must approve the topic. Review the current literature and other resources on the topic you select. Additional counseling groups should be conducted to fulfill the 40 hours of direct service.
- Design, conduct, evaluate, and videotape one group with a minimum of six sequential group sessions. Excerpts from two (2) videotapes should be thoughtfully prepared for review in class, highlighting clips for *feedback* as well as clips demonstrating *specific skills and techniques* selected from the skills feedback form.
- ***An overview of the group proposal must be approved in advance of selecting members to your site supervisor.***
- It is imperative for ethical and practical purposes that your students not be related to you socially or professionally which includes children of colleagues and neighbors.

Weekly Time Log on paper, excel or Google Forms (CACREP 3.D., 3.F., 3.G.): Complete a time log each week documenting your hours. The semester summary sheet must be printed and signed by your site supervisor **no later than April 28th**. A minimum of 100 hours must be recorded, 40 direct and 60 indirect. Students must go over time log with their site supervisors each week prior to submitting. Practicum instructors reserve the right to contact site supervisors if any hours/activities are questionable.

Midterm Evaluation (CACREP 3.C.): The midterm exam for this class is the completed evaluation by the site supervisor.

Final Evaluation (CACREP 3.C.): The final exam for the class is three completed evaluations: student, site- supervisor, and faculty.

Participation: Students are expected to attend every class to meet the supervision requirements. Missing a class results in -1 points for participation regardless of reason. Missing 2 or more classes is grounds for failure in this course. See your instructor with any questions.

NOTE: All papers and essays need to be in proper APA format. Papers handed in that are not in this format will **NOT** be accepted. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

**Grading Breakdown
Evaluation:**

Midterm Evaluation	10 Points
Final Evaluation	10 Points
Supervision Reflection	5 points
Weekly Journal	15 Points
Time Logs	10 points
Individual Case Analysis and Tapes	10 Points
Group Counseling Proposal and Tapes	10 Points

Core Curriculum Plan and Tapes	10 Points
Practicum Plan (Pt. 1 & 2)	5 points
Introductory Letter/School Composition	5 Points
Participation	10 Points
Total	100 Points

Attendance Expectations: All students are expected to be present and on time for every scheduled class time face-to-face. Additionally, it is expected that students will remain for the duration of the scheduled class time. The course instructor reserves the right to deduct points for tardiness or partial attendance to face-to-face meetings. Tardiness or absences exceeding one class meeting are sufficient grounds for failure of this course. The expectation is to reserve any potential need for an absence from class for emergency situations. It is the student's responsibility to communicate tardiness and absences with the instructor. Please see the instructor if there are problems or concerns with your ability to adhere to this policy so that arrangements may be made.

Basic Grading Scale

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

Summary of Estimated Outside Requirements

The university Credit Hour and Syllabus Format Policy requires that each course syllabus contain a statement about the work required outside of class/direct instruction (a minimum of two hours per credit hour per week) as well as information about course assignments, examinations, and related course activities. This class well exceeds the 120 hours due to the 100 hour on-site requirements and the outside assignments that must be completed.

General guidelines: in a 15-week semester, the total hours of work required outside of direct instruction would be: (**highlight in bold** the number of credit hours for the course)

1-hour course:	30 hours
2-hour course:	60 hours
3-hour course:	90 hours
4-hour course:	120 hours

ACADEMIC SUCCESS

- Blackmore Library
- 614-236-6327
- academicsuccess@capital.edu
- www.capital.edu/academic-success
- Academic Success provides a wide range of academic support services to complement and enhance students' efforts to become more skilled and confident independent learners.

Free services include the following: one-on-one and small group Peer Tutoring to guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, and developing more effective study strategies for courses; the Writing Center, which assists students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting; Academic Coaching, which assists students with developing enhanced strategies for navigating online learning, time management, organization, test preparation and test-taking strategies, and goal setting; and Supplemental Instruction (SI) for select courses, provides weekly, peer-facilitated opportunities for students to engage in activities that will not only help them master the material in challenging courses, but will also help them become more effective learners. Students can schedule tutoring, writing, or coaching appointments through TutorTrac (tutortrac.capital.edu) and view the current SI session schedule on the Academic Success web site.

ACCESSIBILITY SERVICES

- Ruff Learning Center
- 614-236-6611
- accessibilityservices@capital.edu
- www.capital.edu/about-capital/accessibility-services
- Capital University welcomes individuals with disabilities. To ensure access, and in accordance with Title III of the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973, Capital University provides reasonable accommodations and support services to qualified individuals with disabilities. Accessibility Services provides individualized services for students, employees, and community members with disabilities. Please refer to the above-linked webpage to learn more about requesting housing and academic accommodations, utilizing the Testing Center, securing an interpreter, and other services for individuals with a disability.

TITLE IX AND SEXUAL HARASSMENT

- Ruff Learning Center
- 614-236-6904
- titleIX@capital.edu
- www.capital.edu/title-ix-and-sexual-harassment
- Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct. All members of the University community, including students, faculty, staff, guests, and visitors are expected to conduct themselves in a manner that does not infringe upon the rights of others. The University offers prevention and outreach programs to educate the University community about sexual misconduct and discrimination. Resources and reporting options are available to the University community by contacting the Title IX Coordinator.

DIVERSITY AND INCLUSION

- Student Union
- 614-236-6181

- odi@capital.edu
- www.capital.edu/diversity-and-inclusion
- Capital University wants to know you and cultivate a college experience that accepts, respects, and celebrates you. Diversity and Inclusion provides educational and cultural leadership for university initiatives aimed at supporting and developing a diverse and inclusive community.

CENTER FOR HEALTH AND WELLNESS

- Kline Health Center
- 614-236-6114
- chw@capital.edu
- www.capital.edu/health
- The Center for Health and Wellness provides a comprehensive array of medical and mental-health services that will aid in the assessment, treatment, prevention, and promotion of health and wellness on campus.

STUDENT SUCCESS

- Ruff Learning Center
- 614-236-6871
- success@capital.edu
- www.capital.edu/student-success
- Student Success is here to help all students navigate the university, overcome barriers to success, and achieve their personal and academic goals to get the most out of their time at Capital. If concerns arise, the Student Success team provides support, advocacy, and connection to campus resources and also empowers students to achieve success both inside and outside the classroom through the success coaching program.

ACADEMIC INTEGRITY

- Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more

information regarding the Academic Integrity Policy, please consult the Student Handbook.

Course Outline

Date	Practicum Site	Class	Due
Jan 11	Shadow and observe	Course and syllabus overview Professional expectations	
Jan 18	Draft practicum plan and weekly schedule Discuss core curriculum session topics, small group topics, individuals for counseling, etc. Discuss sample permission letters for individual, group, and core curriculum sessions on school letterhead.	Talk about feelings regarding site/first week What is supervision? Wellness Professional expectations	Read Luke & Benard (2006) & Thompson, Frick, & Trice-Black (2011) Supervision Agreement Pt 1 (site sup info) Proof of liability insurance
Jan 25	Finalize practicum plan and weekly schedule Select core curriculum session topics, small group topics, individuals for counseling, etc. Review sample permission letters for individual, group, and core curriculum sessions on school letterhead. Discuss and research school composition (including data) Shadow and observe	Discuss school compositions Discuss Ethics, Confidentiality, Crisis Management, and Suicide Assessments Group Supervision	Submit weekly log and journal Ch. 1-2 School Composition due Introductory Letter due
Feb 1	Discuss school data profile Review school counseling mission & vision statement Shadow and observe Sample permission letters for individual reviewed by on-site supervisor and sent home Send home classroom guidance informational letters Obtain student referrals for individuals and groups	ASCA National Model Direct hour activities Discuss practicum plans and topics for individual counseling classroom guidance and group counseling plans Group Supervision	Submit weekly log and journal Ch. 3-4 Supervision Agreement Pt 2 (Plans) Permission Letters Due Begin videotape(s)
Feb 8	Begin direct services Begin videotaping Continue supervision	Discuss pre & post-tests and measurable objectives	Submit weekly log and journal

		Discuss Mission & Vision Statements Group Supervision	Ch. 5-6 Prepare videotape(s)
Feb 15	Continue direct services Continue videotaping Continue supervision	Group supervision	Prepare videotape(s) Ch. 7-8 Submit weekly log and journal Core Curriculum Session Plans Due
Feb 22	Continue direct services Continue videotaping Continue supervision	Group supervision Delivery Methods Classroom Management	Prepare videotape(s) Submit weekly log and journal Group Plans Due INTERNSHIP APPLICATIONS DUE MARCH 1ST!
Mar 1	Continue direct services Continue videotaping Continue supervision Monitor direct and indirect hours	Group supervision School Leadership & Accountability	Prepare videotape(s) Ch. 9 Submit weekly log and journal MIDTERM EVALS DUE
Mar 8	No class		
Mar 15	Continue direct services Continue videotaping Continue supervision	Group supervision Discuss Diversity	Prepare videotape(s) Ch. 10 Submit weekly log and journal
Mar 22	Continue direct services Continue videotaping Continue supervision Monitor direct and indirect		Submit weekly log and journal Final Individual, Core

	hours		Curriculum Lessons and Group Plans Due
Mar 29	Continue direct services Continue videotaping Continue supervision	Group Supervision	Prepare videotape(s) Ch. 11 Submit weekly log and journal Individual Case Analysis Due
April 5	Continue direct services Continue videotaping Continue supervision	Group supervision Data presentations	Prepare videotape(s) Ch. 12- 13 DATA Presentations Due Submit weekly log and journal
April 12	Spring break!		Get hours at school if you need to
April 19	Wrap-Up/Closure	Final group supervision	Submit weekly log and journal Submit signed summary of hours
April 26	Individual Meetings with instructor		Individual Evaluation Meetings- Email me to schedule! FINAL EVALS DUE- BY Site Sup. and for Site Sup.

NOTE: Instructor reserves the right to change the structure of the semester with advanced notice to the class.

Document History: Approved by [Department of Education] Faculty 5/1/19

Capital University
Clinical Mental Health Counseling Internship
EDUC 604-01

Fall 2022
4 Credit Hours
Class Time: Wed 4:30-6:45

Michael S. Lewis, Ph.D., LPCC-S
mlewis7@capital.edu
614-429-7441

Office Hours: Weds & Thurs 2-4:30
And virtually by appointment: <https://capital.zoom.us/j/91548234767>

Course Description:

This course compliments student's clinical internship site placement. Students will further their experience through client case-presentations, peer feedback, theoretical orientation exploration, and technique training. Students will help evaluate peer's treatment plans and explore options with problematic cases.

Course Objectives (based on CACREP standards):

Students Will:

- Complete a supervised internship of 600 clock hours, begun after successful completion of a practicum experience (3.J.)
- Complete at least 240 clock hours of direct service, including group experience (3.K.)
- Engage in weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor (3.L.)
- Engage in an average of 1.5 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member (3.M.)
- Utilize theories and models related to clinical mental health counseling (5.C.1.b.)
- Practice and master techniques and interventions for prevention and treatment of a broad range of mental health issues (5.C.3.b.)
- Be knowledgeable of and incorporate into practice the ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (2.F.1.i.)
- Engage in opportunities that allow the student to become familiar with a variety of professional activities and resources, in addition to technological resources, in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings (3.D.)
- Lead or co-lead counseling or psychoeducational groups (3.E.)
- Develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients (3.B.)

- Engage in an evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor (3.C.)

Signature Learning Outcomes

Capital University is committed to a liberal education that readies students for every arena of life. The curriculum is structured around the School of Education (SOE) Program Learning Outcomes (PLOs) that are delivered through majors, minors, foundational courses, and co-curricular experiences. The PLOs represent what students are able to do at the conclusion of a program and are achieved as the culmination of multiple courses and activities. The following course has Counselor Education specific PO’s aligned with the SOE PLO’s and CACREP standards.

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	3.J.; 3.K.; 3.L.; 3.D.; 3.E.; 5.C.1.b.	Midterm and Final Evaluations; Client Work; Theoretical Perspective; Video Journal; Participation
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.	3.J.; 3.K.; 3.C.	Midterm and Final Evaluations; Video Journal
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	3.J.; 3.K.; 3.L.; 3.E.; 3.B.; 5.C.3.b.	Midterm and Final Evaluations; Client Work; Case Studies

#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.	3.J.; 3.K.; 3.D.	Midterm and Final Evaluations;
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.	3.J.; 3.K.; 2.F.1.i.	Midterm and Final Evaluations; Case Studies

Required Texts and Readings

Jongsma, A. E., Peterson, L. M. & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner* (5th ed.). Hoboken, NJ: Wiley – or alternative version relative to your population

OR a treatment planner of your choice related to your clinical population

Recommended Articles & Readings

Auxier, C. R., Hughes, F. R., & Kline, W. B. (2003). Identity development in counselors-in-training. *Counselor Education & Supervision*, 43(1), 25.

Hodges, S. (2019). *The counseling practicum and internship manual: A resource guide for graduate counseling students* (3rd ed.). New York, NY: Springer.

Parikh, S. B., Janson, C., & Singleton, T. (2012). Video journaling as a method of reflective Practice. *Counselor Education & Supervision*, 51(1), 33–49.

Rogers, C. (1995). *On becoming a person: A therapist's view of psychotherapy* (3rd ed.). London, UK: Constable & Robinson.

Yalom, I. D. (2017). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: Harper Perennial.

Podcasts

Counseling Toolbox with Dr. Dawn Elise Snipes
Therapy Chat – Laura Reagan

Lectures and other materials/handouts will be given to students throughout the course. Students are responsible for reading/watching such materials as required and submitting reflections/responses as assigned.

Instructional Methods

Online activities

Readings and research

Presentations

Small Group Discussions

Assignment Descriptions

* This class is 4 credits for 12 weeks, and therefore students should plan engage in course work outside of class time for at least 8 hours each week. *

Time Log: Submit weekly, signed (by you and your supervisor) time logs outlining the dispersion of the hours spent at internship. Also take note and add together your direct client hours vs. your non-direct hours.

CACREP: 3.J., 3.K., 3.L, 3.M

Internship Confession Room: Submit a video journal of your experiences **weekly** no later than the end of the day Tuesday. This is an opportunity to review your thoughts, successes, worries, concerns, or questions and have them addressed in a confidential space reviewed only by the course instructor.

Theoretical Perspective: You will be assigned one theoretical orientation and will become the “expert” in the class on that orientation. You will provide a cheat sheet on your theory including basic principles, uses, techniques, and populations best suited for its use. During discussions of cases you will be asked to speak from your perspective including possible interventions, goals, etc. Additionally, you will assign one reading to the class that exemplifies your theory and lead a discussion on it.

CACREP: 5.C.1.b.

Case Studies: Prepare a complete case study of one client you’ve video/audio-taped (when possible) for the class. Include relevant information from your session such as presenting problem, goals, objectives, diagnosis, and treatment progress. This material will be used to elicit feedback and answer questions. An example will be provided.

CACREP: 5.C.1.b., 3.B., 3.E.

Evaluations: At midterm and at the end of the internship experience, you will write an evaluation of yourself integrating feedback from your supervisor and peers. Discuss progress or setbacks in goals, reflect on recent insights, and discuss next steps in the process. A format for the evaluation will be covered in class.

CACREP: 3.J., 3.K., 3.L., 3.M. 3.C.

Participation: Active participation and attention is expected during all class time. The professor reserves the right to deduct points from a student's overall grade based on participation.

NOTE: All papers and essays need to be in proper APA format. Papers handed in that are not in this format will **NOT** be accepted. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

Grading Breakdown

Time Log:	5%
Video Journal:	15%
Theoretical Perspective:	20%
Case Studies:	30%
Evaluations:	20%
Participation:	10%

Attendance Expectations: All students are expected to be present and on time for every scheduled class time face-to-face. Additionally, it is expected that students will remain for the duration of the scheduled class time. The course instructor reserves the right to deduct points for tardiness or partial attendance to face-to-face meetings. Tardiness or absences exceeding one class meeting are sufficient grounds for failure of this course. The expectation is to reserve any potential need for an absence from class for emergency situations. Additionally, students are expected to engage in online discussion, forums, videos, and other materials in the week it is provided. These include online lectures, forum discussions, response/reflection submissions, and other material/assignments as posted that week. It is the student's responsibility to communicate tardiness and absences with the instructor. Please see the instructor if there are problems or concerns with your ability to adhere to this policy so that arrangements may be made.

Confidentiality: Privacy is a critical and crucial concern as we are working with and discussing sensitive material. Every effort should be made to safeguard client information and relevant documentation, recordings, and writing. Confidentiality in any group setting is challenging and cannot be guaranteed, however, it is requested that any personal material dealt with in this class (client or student) not be shared outside of the class. Also, you are responsible to ensure that all media being transported between your site, home, and the university are properly secured in accordance with proper ethical procedures. Once you receive your grade for this course, destroy all documentation that doesn't belong to the site and destroy/erase all of your recordings.

Basic Grading Scale

93-100%	A	77-79.99%	C+	Below 60%	F
90-92.99%	A-	73-76.99%	C		
87-89.99%	B+	70-72.99%	C-		
83-86.99%	B	67-69.99%	D+		
80-82.99%	B-	60-66.99%	D		

Course Schedule

Week	Method	Class	Readings/Assignments Due
1 (8/24)	FTF	Course Introduction Introduction of Sites and Populations	
2 (8/30)	FTF	First experiences Theoretical Perspectives	Time Log Video Journal
3 (9/7)	FTF		Time Log Video Journal
4 (9/14)	FTF		Time Log Video Journal
5 (9/21)	FTF		Time Log Video Journal
6 (9/28)	FTF	Case Study #1 – Adriane	Time Log Video Journal
7 (10/5)	FTF	Case Study #2 - Celena	Time Log Video Journal
8 (10/12)	FTF	Case Study #3 - Georgia	Time Log Midterm Evaluation Due
9 (10/19)	Midterm Break	No Class	Time Log Video Journal
10 (10/26)	FTF	Case Study #4 - Erin	Time Log Video Journal
11 (11/2)	FTF	Case Study #5 – Tristan	Time Log Video Journal
12 (11/9)	FTF	Case Study #6 – Courtney Case Study #7 - Jocee	Time Log Video Journal
13 (11/16)	FTF	Case Study #8 – Sara Case Study #9 - Amy	Time Log Video Journal
14 (11/23)	Holiday	No Class – Happy Thanksgiving	Time Log Video Journal
15 (11/30)	FTF		Time Log Video Journal
16 (12/7)	FTF	Final Evaluations	Time Log Video Journal
17 (12/14)	FTF	Final Evaluations	Time Log Video Journal Final Evaluation Due

NOTE: Instructor reserves the right to change the structure of the semester with advanced notice to the class.

Academic Integrity

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

Classroom Privacy

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

COVID-19 Procedures

The health and safety of students, faculty, staff and visitors on our campuses is our top priority. In response to the current COVID-19 pandemic, the Capital community will be working together to support compliance with recommended health and safety standards to optimize the learning experience while minimizing health risks. The Capital Cares requirements for the health of our community may be accessed [here](#), with important details related to in-person classes provided below:

1. Complete daily temperature and symptom check as requested. Anyone experiencing one or more COVID-19 symptoms should not be on campus or, if a resident, should not be outside their residence hall room and should contact a medical provider and follow their guidance. Please, inform your instructor prior to the beginning of class if your screening indicates the need for further evaluation and that you will not be in class.
2. Mask Policy
The new requirement for masks, beginning immediately, is:

- **Indoors:** Masks must be worn by all students, faculty, staff, and visitors, regardless of vaccination status, while in public indoor spaces on all campuses, including in classrooms, libraries, studios, labs, offices, and common areas. Vaccinated individuals may remove face coverings when seated in a private office occupied by one person or at a workstation, provided that there is separation from other seated people. In University dining spaces, masks should be worn until seated. When in athletic or workout facilities, masks should be worn unless actively engaged in physical activity. All community members may remove face coverings in their personal living space on campus.
- **Outdoors:** Masks are not required but are recommended if in a crowd or unable to maintain physical distancing.
- **At the Center for Health and Wellness:** Masks are required in the student health center regardless of vaccination status.
- **On Transportation:** Masks must be worn when two or more people travel on University vans and buses (University-owned or rented) and on other public transportation.

Diversity Statement

The University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Title IX and Sexual Harassment

Ruff Learning Center

614-236-6904

titleIX@capital.edu

www.capital.edu/title-ix-and-sexual-harassment

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct. All members of the University community, including students, faculty, staff, guests, and visitors are expected to conduct themselves in a manner that does not infringe upon the rights of others. The University offers prevention and outreach programs to educate the University community about sexual misconduct and discrimination. Resources and reporting options are available to the University community by contacting the Title IX Coordinator.

Use of Electronics

The use of electronic devices such as cell phones during class time is prohibited unless permission from the instructor is explicitly given.

Support Services

Academic Success

Blackmore Library

614-236-6327

academicsuccess@capital.edu

www.capital.edu/academic-success

Academic Success provides a wide range of academic support services to complement and enhance students' efforts to become more skilled and confident independent learners. Free services include the following: one-on-one and small group Peer Tutoring to guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, and developing more effective study strategies for courses; the Writing Center, which assists students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting; Academic Coaching, which assists students with developing enhanced strategies for navigating online learning, time management, organization, test preparation and test-taking strategies, and goal setting; and Supplemental Instruction (SI) for select courses, provides weekly, peer-facilitated opportunities for students to engage in activities that will not only help them master the material in challenging courses, but will also help them become more effective learners. Students can schedule tutoring, writing, or coaching appointments through TutorTrac (tutortrac.capital.edu) and view the current SI session schedule on the Academic Success web site.

Accessibility Services

Ruff Learning Center

614-236-6611

accessibilityservices@capital.edu

www.capital.edu/about-capital/accessibility-services

Capital University welcomes individuals with disabilities. To ensure access, and in accordance with Title III of the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973, Capital University provides reasonable accommodations and support services to qualified individuals with disabilities.

Accessibility Services provides individualized services for students, employees, and community members with disabilities. Please refer to the above-linked webpage to learn more about requesting housing and academic accommodations, utilizing the Testing Center, securing an interpreter, and other services for individuals with a disability.

Blackmore Library

From online databases and e-books to thousands of books and periodicals, the [Blackmore Library](#) is your first stop for all your research needs. Librarians are available to help you in your search. And as a member of the shared OhioLINK Catalog, you'll have access to more than 40 million library items located throughout the state.

Center for Health and Wellness

Kline Health Center

614-236-6114

chw@capital.edu

www.capital.edu/health

The Center for Health and Wellness provides a comprehensive array of medical and mental-health services that will aid in the assessment, treatment, prevention, and promotion of health and wellness on campus. You may experience situations or face personal challenges that affect academic progress, social development, or emotional wellbeing. Some of these situations are expected and even beneficial, while others may lead to stress, anxiety, depression, alcohol and other drug use, changes in eating patterns, family of origin issues, loss, sleep difficulties, relationship problems, trauma, feelings of hopelessness, and suicidal thoughts.

Diversity and Inclusion

Student Union

614-236-6181

odi@capital.edu

www.capital.edu/diversity-and-inclusion

Capital University wants to know you and cultivate a college experience that accepts, respects, and celebrates you. Diversity and Inclusion provides educational and cultural leadership for university initiatives aimed at supporting and developing a diverse and inclusive community.

Safety and Emergency Procedures

The mission of the [Department of Public Safety](#) at Capital University is to provide a safe and secure environment for the university community and all its members, and provide a variety of services, which enhance the quality of life on campus (236-6666 or 236-6504 phone).

Student Success

Ruff Learning Center
614-236-6871
success@capital.edu

www.capital.edu/student-success

Student Success is here to help all students navigate the university, overcome barriers to success, and achieve their personal and academic goals to get the most out of their time at Capital. If concerns arise, the Student Success team provides support, advocacy, and connection to campus resources and also empowers students to achieve success both inside and outside the classroom through the success coaching program.

University Bookstore

Capital University [Bookstore online](#) is your place for official Capital University textbooks, gear and supplies. Buy or sell used and new textbooks, find official Capital University gear, and purchase software and gifts - all online.

Withdrawal

Failure to attend class does not constitute official withdrawal from the course and may result in a failing grade. Official withdrawal requires that the student submit a completed “Change of Registration” form to the Registrar by the published deadline.

University Mission

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Thinking critically
- Reasoning logically
- Communicating clearly
- Provides for personal growth by encouraging, enabling, and celebrating learning
- Prepares individuals to be knowledgeable, independent, critical thinkers— educated for lives of leadership and service in an increasingly diverse society

- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- Thinking critically
- Reasoning logically
- Communicating clearly

Students also will be encouraged to:

- Develop their leadership and service potentials
- Become independent, lifelong learners
- Develop a sense of values that guides personal decision making and develop intercultural competencies and the ability to work in diverse groups.

Goals of Graduate Program/Education Department

The university and the department strive to offer a personalized learning environment with a focus on excellent teaching, research opportunities, and mentorship. Faculty use multiple approaches to teaching, and they model caring and commitment as they assist students to advance as professional educators. Department faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The department faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional organizations. The following goals for candidates provide the foundation for the commitment and work of the department:

- **Goal #1** Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge
- **Goal #2** Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment
- **Goal #3** Demonstrate and Implement Knowledge of Curriculum & General Pedagogy to Impact Student Learning
- **Goal #4** Participate in Collaboration, Employ Effective Communication, & Create an Engaging Educational Environment
- **Goal #5** Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher

Capital University
Clinical Mental Health Counseling Internship
EDUC 604-01

Spring 2023
Ruff Learning Center, 07
4 Credit Hours – In-Person
Class Time: Thur 4:30-6:45

Michael S. Lewis, Ph.D., LPCC-S
Ruff Learning Center, 230
mlewis7@capital.edu
614-429-7441

Office Hours: Tuesdays and Thursdays 2:00pm-4:30pm
and virtually by appointment <https://capital.zoom.us/j/7766567273>

Course Description:

This course compliments student's clinical internship site placement. Students will further their experience through client case-presentations, peer feedback, theoretical orientation exploration, and technique training. Students will help evaluate peer's treatment plans and explore options with problematic cases.

Course Objectives (based on CACREP standards):

Students Will:

- Complete a supervised internship of 600 clock hours, begun after successful completion of a practicum experience (3.J.)
- Complete at least 240 clock hours of direct service, including group experience (3.K.)
- Engage in weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor (3.L.)
- Engage in an average of 1.5 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member (3.M.)
- Utilize theories and models related to clinical mental health counseling (5.C.1.b.)
- Practice and master techniques and interventions for prevention and treatment of a broad range of mental health issues (5.C.3.b.)
- Be knowledgeable of and incorporate into practice the ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (2.F.1.i.)
- Engage in opportunities that allow the student to become familiar with a variety of professional activities and resources, in addition to technological resources, in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings (3.D.)
- Lead or co-lead counseling or psychoeducational groups (3.E.)

- Develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients (3.B.)

Signature Learning Outcomes

Capital University is committed to a liberal education that readies students for every arena of life. The curriculum is structured around the School of Education (SOE) Program Learning Outcomes (PLOs) that are delivered through majors, minors, foundational courses, and co-curricular experiences. The PLOs represent what students are able to do at the conclusion of a program and are achieved as the culmination of multiple courses and activities. The following course has Counselor Education specific PO's aligned with the SOE PLO's and CACREP standards.

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.		
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.		
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.		
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.		

#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.		
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Required Texts and Readings

Rosenthal, H. (2017). *Encyclopedia of counseling: Master review and tutorial for the national counselor examination, state counseling exams, and the counselor preparation comprehensive examination* (4th ed.). Abingdon, U.K.: Routledge

Yalom, I. D. (2017). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York, NY: Harper Perennial.

Recommended Articles & Readings

Auxier, C. R., Hughes, F. R., & Kline, W. B. (2003). Identity Development in Counselors-in-Training. *Counselor Education & Supervision*, 43(1), 25.

Hodges, S. (2019). *The counseling practicum and internship manual: A resource guide for graduate counseling students* (3rd ed.). New York, NY: Springer.

Parikh, S. B., Janson, C., & Singleton, T. (2012). Video journaling as a method of reflective Practice. *Counselor Education & Supervision*, 51(1), 33–49.

Podcasts

Counseling Toolbox with Dr. Dawn Elise Snipes

Therapy Chat – Laura Reagan

Lectures and other materials/handouts will be given to students throughout the course. Students are responsible for reading/watching such materials as required and submitting reflections/responses as assigned.

Instructional Methods

Online activities

Readings and research

Presentations

Small Group Discussions

Assignment Descriptions

* This class is 4 credits for 16 weeks, and therefore students should plan engage in course work outside of class time for at least 9 hours each week. *

Participation: Active participation and attention is expected during all class time. The professor reserves the right to deduct points from a student's overall grade based on participation.

Participation points will be assessed based on the following:

- Attendance: Class attendance is of critical importance. Learning takes place in conversation with me and with your fellow students. If you are not present, you will not be able to participate in the evening's conversation. As such, students are expected to attend all classes as outlined by the syllabus. Attendance (physical presence) and attention (no cell phones) will be critical as you attempt to learn all that this class has to offer. Please make every effort to be present and engaged. It is the student's responsibility to notify the instructor of necessary absences prior to the class meeting time. Excessive tardiness or leaving class early will count as an absence.
- In-class Participation: Participation is crucial to learning in this course, and as such, students are expected to engage in full participation in each session. Students are expected to remain present and refrain from distracting behaviors (i.e., inappropriate cell phone/laptop usage, outside materials, talking to neighbors). Full credit for participation includes but is not limited to: Providing feedback and responding to questions and comments, engagement in critical thinking analysis, encouragement and support of other students, and active engagement on assigned readings.
- Preparedness: Completion of all assigned readings and demonstrated application of learned material. Arriving in class on time and remaining throughout void of distraction (i.e., cell phones, laptops, side conversations).

Internship Confession Room: Submit a video journal of your experiences weekly. This is an opportunity to review your thoughts, successes, worries, concerns, or questions and have them addressed in a confidential space reviewed only by the course instructor. Each entry should be ~5 minutes. Graded for completion.

Due: Tuesdays by 11:59 PM

CACREP:

Time Log: Submit weekly, signed (by you and your supervisor) time logs outlining the dispersion of the hours spent at internship. Also take note and add together your direct client hours vs. your non-direct hours. Graded for completion.

Due: Tuesdays by 11:59 PM

CACREP: 3.J., 3.K., 3.L, 3.M

Evaluations: At midterm and at the end of the internship experience, you will write an evaluation of yourself integrating feedback from your supervisor and peers. Discuss progress or setbacks in goals, reflect on recent insights, and discuss next steps in the process. A format for the evaluation will be covered in class.

Formal evaluations will be completed by your site supervisor and faculty supervisor. You will be asked to complete a formal self-evaluation at the end of the course. The formal evaluations will be completed via Anthology.

Midterm Due: March 2nd by class time

Final Due: April 27th by class time

CACREP: 3.J., 3.K., 3.L., 3.M. 3.C.

Case Studies: Prepare a complete case study of one client you've video-taped (when possible) for the class. Include relevant information from your session such as presenting problem, goals, objectives, diagnosis, and treatment progress. This material will be used to elicit feedback and answer questions.

Due: TBD as assigned

CACREP: 5.C.1.b., 3.B., 3.E.

Referral List: Develop a list of clinical and community resources that can be used to provide appropriate referrals for the population you are currently serving in internship. Your list should be created using Google Drive and should contain a minimum of 15 resources (worksheets, articles, podcasts, community support/therapy groups, psychiatry/hospitalization referrals, etc.). You will share your list with the class at the end of the semester.

Due: March 30th by class time

CACREP: 3.D.

NOTE: All papers and essays need to be in proper APA format. Papers handed in that are not in this format will **NOT** be accepted. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

Disposition Integration and Professional Identity Essay: Write a paper that integrates a discussion of their dispositions and assessment of self in relationship to those dispositions (using the acronym SCOPPE – details will be provided). The paper will demonstrate a thoughtful and integrative reflection of experiences, growth, and professional development and identity. Additionally, your paper should integrate reflections of the book “The Gift of Therapy” and how these relate to your self-assessment.

Due: April 20th by class time

CACREP: 3.C.

Late Assignments

Please refer to this document and/or iLearn for assignment due dates. Due dates are set to help you stay on pace and to allow for timely feedback that will help you complete subsequent assignments. Late assignments will only be accepted on a case-by-case basis and are subject to a

deduction in points. *It is your responsibility to communicate with the course instructor if you are unable to meet a due date. Late assignments will not be accepted on any basis if no attempt to notify the instructor prior to the due date was made.*

Grading Breakdown

Participation:	20%
Confession Room:	15%
Time Logs & Evaluations:	20%
Case Study:	15%
Referral list:	10%
Essay:	20%

Attendance Expectations: All students are expected to be present and on time for every scheduled class time face-to-face. Additionally, it is expected that students will remain for the duration of the scheduled class time. The course instructor reserves the right to deduct points for tardiness or partial attendance to face-to-face meetings. Tardiness or absences exceeding one class meeting are sufficient grounds for failure of this course. The expectation is to reserve any potential need for an absence from class for emergency situations. Additionally, students are expected to engage in online discussion, forums, videos, and other materials in the week it is provided. These include online lectures, forum discussions, response/reflection submissions, and other material/assignments as posted that week. It is the student's responsibility to communicate tardiness and absences with the instructor. Please see the instructor if there are problems or concerns with your ability to adhere to this policy so that arrangements may be made.

Classroom Expectations: Students are expected to demonstrate appropriate classroom behavior, consistent with their roles. Therefore, we will work together to ensure that the learning environment is conducive to appropriately convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival/sign into class.
- Being attentive and participative in class. Minimal background interruption, if possible.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations during class, which are disruptive to others and the learning environment

Confidentiality: Privacy is a critical issue in any group setting and is the basis for establishing group trust. While complete confidentiality in any group setting cannot be guaranteed, it is requested that any personal material dealt with in this class not be shared outside of the class. You will be asked to sign a confidentiality statement acknowledging your understanding and commitment to this guideline. Also, again you are responsible to ensure that all media being transported between and at your site, home, and university are properly secured in a locked cabinet, container, or brief bag, in accordance with proper ethical procedures. Once you receive your grade for this course, destroy all documentation (shred or burn), and destroy/erase all of

your tapes. Confidentiality is extremely important. A *Statement of Confidentiality* will be signed and submitted by the intern the first night of class.

Basic Grading Scale

93-100%	A	77-79.99%	C+	Below 60%	F
90-92.99%	A-	73-76.99%	C		
87-89.99%	B+	70-72.99%	C-		
83-86.99%	B	67-69.99%	D+		
80-82.99%	B-	60-66.99%	D		

Course Schedule

Week	Class	Readings/Assignments Due
1 (1/12)	Syllabus Check-in	
2 (1/19)	Check-in	Time Logs Video Journal #1
3 (1/26)	Discuss Graduation, Licensure, and Job Searching – Guest Speakers	Time Logs Video Journal #2
4 (2/2)	Check-in Case Study #1 - Adriane	Time Logs Video Journal #3
5 (2/9)	Check-in Case Study #2 - Georgia	Time Logs Video Journal #4
6 (2/16)	Check-in Case Study #3 - Sara	Time Logs Video Journal #5
7 (2/23)	Check-in Case Study #4 - Jocee	Time Logs Video Journal #6 Referral List Due
8 (3/2)	Check-in Case Study #5 – Erin Licensure Exam Prep	Time Logs Video Journal #7 Midterm Evaluation Due
9 (3/9)	NO CLASS – SPRING BREAK	Time Logs
10 (3/16)	Check-in Case Study #6 - Courtney Licensure Exam Prep	Time Logs Video Journal #8
11 (3/23)	Check-in Case Study #7 - Tristan	Time Logs Video Journal #9
12 (3/30)	Referral List Share Licensure Exam Prep Case Study #8 - Celena	Time Logs Video Journal #10 Referral List Due
13 (4/6)	Referral List Share Licensure Exam Prep Case Study #9 - Amy	Time Logs Video Journal #11
14 (4/13)	NO CLASS	Time Logs
15 (4/20)	Check-in Termination	Time Logs Video Journal #12 Disposition Essay Due
16 (4/27)	Final Reflections	Time Logs Video Journal #13 Final Evaluation Due

NOTE: Instructor reserves the right to change the structure of the semester with advanced notice to the class.

Academic Integrity

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

Classroom Privacy

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

ACCESSIBILITY SERVICES

Ruff Learning Center

614-236-6611

accessibilityservices@capital.edu

www.capital.edu/about-capital/accessibility-services

Capital University welcomes individuals with disabilities. To ensure access, and in accordance with Title III of the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of

1973, Capital University provides reasonable accommodations and support services to qualified individuals with disabilities. Accessibility Services provides individualized services for students, employees, and community members with disabilities. Please refer to the above-linked webpage to learn more about requesting housing and academic accommodations, utilizing the Testing Center, securing an interpreter, and other services for individuals with a disability.

DIVERSITY AND INCLUSION

Student Union

614-236-6181

odi@capital.edu

www.capital.edu/diversity-and-inclusion

Capital University wants to know you and cultivate a college experience that accepts, respects, and celebrates you. Diversity and Inclusion provides educational and cultural leadership for university initiatives aimed at supporting and developing a diverse and inclusive community.

Diversity Statement

The University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

TITLE IX – SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT

Ruff Learning Center

614-236-6904

titleIX@capital.edu

www.capital.edu/title-ix-and-sexual-harassment

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct and harassment. If you have experienced an incident of sex or gender-based discrimination, harassment, or sexual misconduct, we encourage you to report it. Capital University faculty are committed to supporting students, and all University faculty are “responsible employees” of the University and must report incidents of sex- or gender-based discrimination, harassment, and sexual misconduct of the Title IX Coordinator, Deanna Wagner. Reporting options (including anonymous options), campus resources, confidential support contact information, supportive measures and community resources can be found here: <https://www.capital.edu/about-capital/title-ix-and-sexual-harassment/>. Please contact titleix@capital.edu with any questions.

Use of Electronics

The use of electronic devices such as cell phones during class time is prohibited unless permission from the instructor is explicitly given. Laptops are permitted for notetaking and review of course materials. Please refrain from engaging in outside of class activities such as emails, social media, and group messaging during class time.

Support Services

ACADEMIC SUCCESS

Blackmore Library

614-236-6327

academicsuccess@capital.edu

www.capital.edu/academic-success

Academic Success provides a wide range of academic support services to complement and enhance students' efforts to become more skilled and confident independent learners. Free services include the following: one-on-one and small group Peer Tutoring to guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, and developing more effective study strategies for courses; the Writing Center, which assists students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting; Academic Coaching, which assists students with developing enhanced strategies for navigating online learning, time management, organization, test

preparation and test-taking strategies, and goal setting; and Supplemental Instruction (SI) for select courses, provides weekly, peer-facilitated opportunities for students to engage in activities that will not only help them master the material in challenging courses, but will also help them become more effective learners. Students can schedule tutoring, writing, or coaching appointments through TracCloud (tutortrac.capital.edu) and view the current SI session schedule on the Academic Success web site.

Blackmore Library

From online databases and e-books to thousands of books and periodicals, the [Blackmore Library](#) is your first stop for all your research needs. Librarians are available to help you in your search. And as a member of the shared OhioLINK Catalog, you'll have access to more than 40 million library items located throughout the state.

CENTER FOR HEALTH AND WELLNESS

Kline Health Center
614-236-6114
chw@capital.edu
www.capital.edu/health

The Center for Health and Wellness provides a comprehensive array of medical and mental-health services that will aid in the assessment, treatment, prevention, and promotion of health and wellness on campus.

You may experience situations or face personal challenges that affect academic progress, social development, or emotional wellbeing. Some of these situations are expected and even beneficial, while others may lead to stress, anxiety, depression, alcohol and other drug use, changes in eating patterns, family of origin issues, loss, sleep difficulties, relationship problems, trauma, feelings of hopelessness, and suicidal thoughts. Capital University faculty and staff are committed to your health and therefore the university offers a variety of confidential services to help you through difficult times. These services include individual and group counseling, consultations, mental health screenings, and crisis intervention. These services are provided by staff who welcome all students and embrace a philosophy respectful of students' cultural and religious backgrounds, as well as being sensitive to differences in race, ability, gender identity, and sexual orientation. You can reach Capital University's Center for Health and Wellness by phone 614-236-6114, by email chw@capital.edu, or in person at the Kline Center. 24-hour mental health support is available by calling the Center for Health and Wellness, 614-236-6114.

Safety and Emergency Procedures

The mission of the [Department of Public Safety](#) at Capital University is to provide a safe and secure environment for the university community and all its members, and provide a variety of services, which enhance the quality of life on campus (236-6666 or 236-6504 phone).

STUDENT SUCCESS

Ruff Learning Center
614-236-6871
success@capital.edu
www.capital.edu/student-success

Student Success is here to help all students navigate the university, overcome barriers to success, and achieve their personal and academic goals to get the most out of their time at Capital. If concerns arise, the Student Success team provides support, advocacy, and connection to campus resources and also empowers students to achieve success both inside and outside the classroom through the success coaching program.

University Bookstore

Capital University [Bookstore online](#) is your place for official Capital University textbooks, gear and supplies. Buy or sell used and new textbooks, find official Capital University gear, and purchase software and gifts - all online.

Withdrawal

Failure to attend class does not constitute official withdrawal from the course and may result in a failing grade. Official withdrawal requires that the student submit a completed “Change of Registration” form to the Registrar by the published deadline.

University Mission

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Thinking critically
- Reasoning logically
- Communicating clearly
- Provides for personal growth by encouraging, enabling, and celebrating learning
- Prepares individuals to be knowledgeable, independent, critical thinkers— educated for lives of leadership and service in an increasingly diverse society
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- Thinking critically
- Reasoning logically
- Communicating clearly

Students also will be encouraged to:

- Develop their leadership and service potentials
- Become independent, lifelong learners
- Develop a sense of values that guides personal decision making and develop intercultural competencies and the ability to work in diverse groups.

Goals of Graduate Program/Education Department

The university and the department strive to offer a personalized learning environment with a focus on excellent teaching, research opportunities, and mentorship. Faculty use multiple approaches to teaching, and they model caring and commitment as they assist students to advance as professional educators. Department faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The department faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional organizations. The following goals for candidates provide the foundation for the commitment and work of the department:

- **Goal #1** Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge
- **Goal #2** Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment
- **Goal #3** Demonstrate and Implement Knowledge of Curriculum & General Pedagogy to Impact Student Learning
- **Goal #4** Participate in Collaboration, Employ Effective Communication, & Create an Engaging Educational Environment
- **Goal #5** Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher

Capital University

Internship in School Counseling EDUC 613-01

Fall 2022
4 Credit Hours/Hybrid
Class Time: Wednesday 4:30- 6:45

Robyn Walsh, Ph.D.
rwalsh12@capital.edu, LC 05
Office Hours: Tues-Wed 2-4 PM and by appt

Course Description:

This course builds upon the foundations established in practicum. The course also complements the student's internship site placement in a local school district. Students will further their experiences through student case-presentations, peer feedback, theoretical orientation exploration, a technique and application of appropriate individual, group, classroom counseling skills. Students will collaborate on school based issues and explore options with problematic cases.

Course Objectives (based on CACREP standards):

Students Will:

- Understand a general framework for understanding differing abilities and strategies for differentiated interventions (2.F.3.h.)
- Utilize theory skills and models of counseling to approach conceptualization of students (2.F.5.a)
- Provide individual professional counseling liability insurance policies while enrolled in internship (3.A.)
- Receive supervision through program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (3.B.)
- Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's internship (3.C.)
- Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during internship. (3.D.)
- In addition to the development of individual counseling skills, students must lead or co-lead a counseling or psychoeducational group (3.E)
- Complete a supervised internship experience with a total of 600 clock hours over two academic semesters (3.J)
- Complete 240 clock hours of direct service with actual clients that contributes to the development of counseling skills over two academic semesters with a minimum of 120 direct hours each semester (3.K.)

- Engage in weekly interaction that averages one hour per week of individual and/or triadic supervision throughout internship by the site supervisor who is working in consultation with a program faculty member in accordance with the supervision contract (3.L)
- Engage in an average of 1.5 hours per week of group supervision that is provided by a regular schedule throughout internship with a program faculty member (3.M)
- Students will demonstrate the skills to critically examine the connections between social, emotional, and behavior problems and academic achievement in case conceptualization presentations (5.G.3.h)

Signature Learning Outcomes

Capital University is committed to a liberal education that readies students for every arena of life. The curriculum is structured around the School of Education (SOE) Program Learning Outcomes (PLOs) that are delivered through majors, minors, foundational courses, and co-curricular experiences. The PLOs represent what students are able to do at the conclusion of a program and are achieved as the culmination of multiple courses and activities. The following course has Counselor Education specific PO’s aligned with the SOE PLO’s measured through the Key Performance Indicators (KPI’s) listed below.

Program Outcomes with Key Performance Indicators

SOE Program Learning Outcomes	Counselor Education Program Outcomes	Key Performance Indicator	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	KPI #1: The role and process of the professional counselor advocating on behalf of the profession	2.F.5.a.	Midterm and Final Evaluations
		KPI # 10: Approaches to group formation, including recruiting, screening, and selecting members	3.E	Group Plans
		KPI # 11: Types of groups and other considerations that		

		affect conducting groups in varied settings.		
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.	KPI #5: A general framework for understanding differing abilities and strategies for differentiated interventions	2.F.3.h..	Midterm and Final Evaluation
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	KPI #7: Approaches for assessing the conditions of the work environment on clients' life experiences KPI #8: Essential interviewing, counseling, and case conceptualization skills KPI # 13: Development of outcome measures for counseling programs	3.D. 2.F.5.a., 5.G.3.h.	Midterm and Final Evaluation Case Study
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.	N/A	3.D.	Midterm and Final Evaluations
#5. Display	Students will	KPI # 12:	3.A.	Midterm and

Dispositions, Ethical Standards, and Responsibilities of the Profession.	continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide		Final Evaluation Liability Insurance
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Required Texts:

American Counseling Association. (2014). *Code of ethics*. Alexandria, VA: Author. Available at: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

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

Additional articles/recommended readings:

Amatea, E. S., Daniels, H., Bringman, N., & Vandiver, F. M. (2004). Strengthening counselor-teacher-family connections: The family-school collaborative consultation project. *Professional School Counseling, 8*(1), 47-55.

Allen, B. P. (2006). *Personality theories: Development, growth, and diversity*. Boston, MA: Allyn & Bacon.

American Association for Marriage and Family Therapy (2015). *Code of ethics*. Alexandria, VA: Author.

American Counseling Association (2014). *2014 ACA Code of Ethics*. Alexandria, VA: Author. <http://www.counseling.org/resources/ethics.htm>

American Psychiatric Association (2013). *DSM 5*. Washington, DC: Author.

Appling, B. M., Tuttle, M., & May, V. S. (2019). The experiences of school counselors who collaborate with clinical mental health counselors. *Professional School Counseling*. <https://doi.org/10.1177/2156759X19882660>

Baditoi, B.E., & Brott, P.E. (2014). *What school counselors need to know: About special education and students with disabilities* (Revised ed.). Arlington, VA: Council for Exceptional Children.

- McGinley, V.A., & Trolley, B.C. (2015). *Working with students with disabilities: Preparing school counselors*. Thousand Oaks, CA: Sage Publications.
- Luke, M., Ellis, M. V., & Bernard, J. M. (2011). School counselor supervisors' perceptions of the discrimination model of supervision. *Counselor Education and Supervision, 50*(5), 328-343.
- McGinley, V.A., & Trolley, B.C. (2015). *Working with students with disabilities: Preparing school counselors*. Thousand Oaks, CA: Sage Publications.
- Shields, C. M., Dollarhide, C. T., & Young, A. A. (2017). Transformative leadership in school counseling: An emerging paradigm for equity and excellence. *Professional School Counseling, 21*(1b), 2156759X18773581.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2014). *Tough kids, cool counseling: User-friendly approaches with challenging youth*. John Wiley & Sons.
- Thompson, E. H., Frick, M. H., & Trice-Black, S. (2011). Counselor-in-Training perceptions of supervision practices related to self-care and burnout. *Professional Counselor, 1*(3), 152-162.
- Traub, M. R., Joslyn, P. R., Kronfli, F. R., Peters, K. P., & Vollmer, T. R. (2017). A model for behavioral consultation in rural school districts. *Rural Special Education Quarterly, 36*(1), 5-16. doi:10.1177/8756870517703404
- U. S. Department of Health and Human Services. (2014). *The health and well-being of children: A portrait of states and the nation*. [See mchb.hrsa.gov/sch/2-11-12/health/pdfs/nschl11.pdf]
- Webber, J. & Mascari, J.B. (2010). *Terrorism, trauma, and tragedies: A counselor's guide to preparing and responding*. (3rd ed.). Alexandria, VA: American Counseling Association.
- Welfel, E. R. (2016). *Ethics in counseling & psychotherapy* (6th ed.). Belmont, CA: Thomson/Brooks/Cole.
- Whitman, L. (2015). The application of child analytic principles to educational models, school consultations, and psychopharmacology. *Psychoanalytic Study of the Child, 69*293-295.

Other materials and handouts will be given to students throughout the course. The materials will be made available through iLearn. Students are responsible for reading such materials as required.

Assignment Descriptions

- 1. 300 Hours of Clinical Experience (CACREP: 3.J.,3.K.):** Students will complete 300 clock hours (including 120 hours of direct service).

2. Liability Insurance: Students must have liability insurance coverage for the entire time that they are involved in internship activities. **Proof of insurance must be submitted to the instructor by September 7th.**

3. Site Supervision (CACREP 3.L.): Receive a minimum of one hour per week of individual supervision from your site supervisor. Document these hours in your internship log.

4. Group Supervision (CACREP 3.B., 3.M.): Receive a minimum of 1.5 hours of group supervision per week with the university supervisor. Document these hours in your internship log.

5. Weekly Reflection/Journal: Complete a written reflection of your work including what you have accomplished that week or respond to the journal prompt (every other week) submitted Tuesday each week by midnight. **This is due on iLearn.**

6. Time Logs: Complete weekly time logs. The on-site supervisor will need to sign the log each week. At the end of the semester, the **Semester Log** will be completed and signed. All time logs are due **no later than December 9th. Note: Keep copies of these logs.**

7. Internship Agreement (two parts): In collaboration with your on-site supervisor develop and submit a plan for the internship experience using the template shared for class. Make sure that each of the requirements is addressed. **The plan is due September 7th and 14th.**

8. Interview: Interview the building principal or assistant principal about their perspectives on the role of a school counselor. Include information about the ASCA National Model. This will be **presented on September 28th.**

9. Crisis Plan Evaluation: Explore the crisis management plan at your site. What components are in place for situations that specifically pertain to the counselor's role? Be prepared to share a brief summary and your recommendations for further development. **This is due on October 20th.**

10. Individual Counseling:

Provide on-going individual counseling to at least **two** students (minimum of 6 sessions each). One of these student's sessions will be videotaped. **We will watch at least 1 tape in class per student.**

- A.** Excerpts from the videotapes **will** be viewed in class and/or by your site supervisor. A possible option to taping would be the on-site supervisor observing the sessions. *Please Note: Client assent and parental informed consent will be necessary for any videotaped sessions. Your permission form should follow the format used at your internship site, be on school letterhead, include your supervising counselor's and your signatures, and*

must be reviewed by the instructor before distribution. CACREP: 2.F.5.a; 5.G.3.h.

11. Group Counseling (CACREP 3.E.)

- B. Conduct a minimum of **one** counseling groups for four to eight sequential sessions on approved topics. **Prior to implementing the group, an overview must be prepared for each group to turn into your site supervisor.** The plan must include a statement of purpose/ rationale, measurable objectives, assessment instruments for evaluation. YOU MUST CONDUCT A GROUP DURING THE FALL SEMESTER. Plan early!
- C. *Please Note: Client assent and parental informed consent will be necessary for any videotaped sessions. Your permission form should follow the format used at your internship site, be on school letterhead, include your supervising counselor's and your signatures, and must be reviewed by the instructor before distribution.*
- D. **One** of these groups must be videotaped (all sessions). Excerpts from the videotapes will be viewed in class and/or by your site supervisor. **We will watch at least 1 tape in class per student.**
- E. **Group FLASHLIGHT DATA presentation due no later than November 16th.**

12. Core curriculum:

- A. Conduct at least two core curriculum lessons.
- B. **Session plans must be submitted or approved by your site supervisor prior to conducting each session.** At a minimum, the plan should include title, grade level, measurable objectives, detailed description of content, copies of all activities, and assessment instruments.
- C. **One** of these classrooms must be videotaped. *You must submit a permission slip to the students unless the school has a different policy.* Excerpts from the videotapes will be viewed in class and/or by your site supervisor. **We will watch at least 1 tape in class per student.**
- D. **Core curriculum FLASHLIGHT DATA presentation due no later than November 16th.**

13. Data Boot Camp 2.0: This semester we will be using Data Boot Camp 2.0 to enhance your data literacy. Should you be unable to complete DBC 2.0 by the due dates a total of 10 points. A tracking sheet in the google folder should be uploaded to iLearn when finished.

(<http://mydatabootcamp.com/>)

14. Attendance and Participation: Students are expected to attend all classes and actively participate. Participation may include discussion of individual cases and groups, specific on-site issues, demonstration through video clips and other situations about which students would like feedback. Ethical guidelines related to confidentiality must be observed (e.g., the identity of clients should not be revealed). For every class missed or where a student is more than 10 minutes late (regardless of reason) the instructor will

take off 1 point from the attendance/participation grade. During ZOOM classes, students must actively engage in questions, discussions, and be present during the class (i.e. no running off to make food or falling asleep). If the instructor cannot tell you are paying attention due to lack of engagement, you will lose 1 point. Cell phone use is prohibited during class and can also result in a 1 point loss each class.

15. Clinical Evaluation: Midterm clinical evaluation should be submitted by site supervisor and reviewed by student by. The final evaluation for the class is three completed evaluations: student, site- supervisor, and faculty. All evaluations must be uploaded to iLearn by the listed date in the course schedule. **CACREP 3.C., 2.F.3.h..**

IV. Methods of Instruction:

Informed discussion, case study analysis, on-site supervision, group peer supervision, presentations, and experiential learning activities such as role playing.

V. Evaluation Components:

Attendance/Supervision	10
Journals	10
Weekly Logs	10
Liability Insurance	5
Internship Agreement Pt. 1 & 2	5
Crisis Evaluation	5
Principal Interview	5
Data Boot Camp	10
Group Counseling Plans/Data	10
Classroom Curriculum Plans/Data	10
Midterm Evaluation	10
Final Evaluation	10
Total	100 points

In addition to completing required clinical hours and documentation, students must successfully complete all course requirements, demonstrate skills at a competence level and exhibit appropriate professional behavior. These components will be assessed by both site and university supervisors. Failure to complete any one of these components may result in reduced points, a lower grade and/or removal from the internship placement.

NOTE: All papers and essays need to be in proper APA format. Papers handed in that are not in this format will **NOT** be accepted. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

Basic Grading Scale

93-100% A 77-79% C+ Below 60% F

90-92%	A-	73-76%	C
87-90%	B+	70-72%	C-
83-86%	B	67-69%	D+
80-82%	B-	60-66%	D

Summary of Estimated Outside Requirements

The university Credit Hour and Syllabus Format Policy requires that each course syllabus contain a statement about the work required outside of class/direct instruction (a minimum of two hours per credit hour per week) as well as information about course assignments, examinations, and related course activities. Due to the 300 hour requirements outside of class of this course and the specific assignments, students will well exceed the recommended 120 hours.

General guidelines: in a 15-week semester, the total hours of work required outside of direct instruction would be: (**highlight in bold** the number of credit hours for the course)

1-hour course:	30 hours
2-hour course:	60 hours
3-hour course:	90 hours
4-hour course:	120 hours

ACADEMIC SUCCESS

- Blackmore Library
- 614-236-6327
- academicsuccess@capital.edu
- www.capital.edu/academic-success
- Academic Success provides a wide range of academic support services to complement and enhance students' efforts to become more skilled and confident independent learners. Free services include the following: one-on-one and small group Peer Tutoring to guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, and developing more effective study strategies for courses; the Writing Center, which assists students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting; Academic Coaching, which assists students with developing enhanced strategies for navigating online learning, time management, organization, test preparation and test-taking strategies, and goal setting; and Supplemental Instruction (SI) for select courses, provides weekly, peer-facilitated opportunities for students to engage in activities that will not only help them master the material in challenging courses, but will also help them become more effective learners. Students can schedule tutoring, writing, or coaching appointments through TutorTrac (tutortrac.capital.edu) and view the current SI session schedule on the Academic Success web site.

ACCESSIBILITY SERVICES

- Ruff Learning Center
- 614-236-6611

- accessibilityservices@capital.edu
- www.capital.edu/about-capital/accessibility-services
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TITLE IX AND SEXUAL HARASSMENT

- Ruff Learning Center
- 614-236-6904
- titleIX@capital.edu
- www.capital.edu/title-ix-and-sexual-harassment
- Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct. All members of the University community, including students, faculty, staff, guests, and visitors are expected to conduct themselves in a manner that does not infringe upon the rights of others. The University offers prevention and outreach programs to educate the University community about sexual misconduct and discrimination. Resources and reporting options are available to the University community by contacting the Title IX Coordinator.

DIVERSITY AND INCLUSION

- Student Union
- 614-236-6181
- odi@capital.edu
- www.capital.edu/diversity-and-inclusion
- Capital University wants to know you and cultivate a college experience that accepts, respects, and celebrates you. Diversity and Inclusion provides educational and cultural leadership for university initiatives aimed at supporting and developing a diverse and inclusive community.

CENTER FOR HEALTH AND WELLNESS

- Kline Health Center
- 614-236-6114
- chw@capital.edu
- www.capital.edu/health
- The Center for Health and Wellness provides a comprehensive array of medical and mental-health services that will aid in the assessment, treatment, prevention, and promotion of health and wellness on campus.

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Course Outline

Date	Class	Due
August 24	Course and syllabus overview Professional expectations Handbook Review Wellness	Connect with your site supervisor!
August 31	Group supervision Discuss school composition and school data profile Discuss internship plans and topics for individual counseling core curriculum and group counseling	Submit weekly log and journal
September 7 (Zoom)	Group Supervision Discuss core curriculum plans Discuss design of counseling groups, pre-post evaluations, group leadership and management, measurable objectives, etc.	Internship Agreement Pt. 1 (site sup info) Proof of liability insurance Submit weekly log and journal
September 14	*Guest Lecture* Group Supervision	Internship Agreement Pt. 2 (plans) Submit weekly log and journal
September 21	NO CLASS!	Submit weekly log and journal
September 28 (Zoom)	Group Supervision Administrative Interview Presentations	Submit weekly log and journal Administrator Interview Due
October 5	Group supervision Flashlight Presentation Info	Submit weekly log and journal
October 12	Group Supervision Threat and Crisis Assessment <i>Daniel Emberger- Guest Speaker (High School Counseling)</i>	Submit weekly log and journal Crisis Plan Summary and Evaluation due
October 19	Go to AOCC!	Submit weekly log and journal Data Boot camp 1-4 due Mid-Semester Clinical Evaluation Due (Site Supervisor)

October 26	Group supervision	Submit weekly log and journal
November 2	Group Supervision	Submit weekly log and journal Individual Case Analysis due by the 17th!
November 9 (Zoom)	Group Supervision <i>Jennifer Hayhurst- Guest Speaker (Elementary/Behavior Plans)</i>	Submit weekly log and journal Data Boot Camp 5-6 due
November 16	Group supervision Group and Core data presentations	Submit weekly log and journal Finalize and share Group and Classroom Data Reports (Flashlight Presentations)
November 23	Thanksgiving Break!	Enjoy time with family & friends :)
November 30	Group Supervision Finish Group and Core presentations Talk about Winter Break Hours	Submit signed Semester Hours Summary (due no later than Dec 9th) Final Evaluations due
December 1-13	Individual Meetings w/ Dr. Walsh	Please email her to schedule

The instructor reserves the right to change this schedule

Document History: Approved by [Department of Education] Faculty 5/1/19

Capital University

Internship in School Counseling EDUC 613-01

Spring 2023

4 Credit Hours/Hybrid

Class Time: Thursdays 4:30-6:45 pm in Ruff 102

Robyn Walsh, PhD.

rwalsh12@capital.edu

Office Hours: Tues 4-7 and Thurs 2-4 or by appt.

Course Description:

This course builds upon the foundations established in practicum. The course also complements the student's internship site placement in a local school district. Students will further their experiences through student case-presentations, peer feedback, theoretical orientation exploration, a technique and application of appropriate individual, group, classroom counseling skills. Students will collaborate on school based issues and explore options with problematic cases.

Course Objectives (based on CACREP standards):

Students Will:

- Understand a general framework for understanding differing abilities and strategies for differentiated interventions (2.F.3.h.)
- Utilize theory skills and models of counseling to approach conceptualization of students (2.F.5.a)
- Provide individual professional counseling liability insurance policies while enrolled in internship (3.A.)
- Receive supervision through program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (3.B.)
- Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's internship (3.C.)
- Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during internship. (3.D.)
- In addition to the development of individual counseling skills, students must lead or co-lead a counseling or psychoeducational group (3.E)
- Complete a supervised internship experience with a total of 600 clock hours over two academic semesters (3.J)
- Complete 240 clock hours of direct service with actual clients that contributes to the development of counseling skills over two academic semesters with a minimum of 120 direct hours each semester (3.K.)

- Engage in weekly interaction that averages one hour per week of individual and/or triadic supervision throughout internship by the site supervisor who is working in consultation with a program faculty member in accordance with the supervision contract (3.L)
- Engage in an average of 1.5 hours per week of group supervision that is provided by a regular schedule throughout internship with a program faculty member (3.M)
- Students will demonstrate the skills to critically examine the connections between social, emotional, and behavior problems and academic achievement in case conceptualization presentations (5.G.3.h)

Signature Learning Outcomes

Capital University is committed to a liberal education that readies students for every arena of life. The curriculum is structured around the School of Education (SOE) Program Learning Outcomes (PLOs) that are delivered through majors, minors, foundational courses, and co-curricular experiences. The PLOs represent what students are able to do at the conclusion of a program and are achieved as the culmination of multiple courses and activities. The following course has Counselor Education specific PO’s aligned with the SOE PLO’s measured through the Key Performance Indicators (KPI’s) listed below.

Program Outcomes with Key Performance Indicators

SOE Program Learning Outcomes	Counselor Education Program Outcomes	Key Performance Indicator	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	KPI #1: The role and process of the professional counselor advocating on behalf of the profession	2.F.5.a.	Midterm and Final Evaluations
		KPI # 10: Approaches to group formation, including recruiting, screening, and selecting members	3.E	Group Plans
		KPI # 11: Types of groups and other considerations that affect conducting		

		groups in varied settings.		
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.	KPI #5: A general framework for understanding differing abilities and strategies for differentiated interventions	2.F.3.h.	Midterm and Final Evaluation
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	KPI #7: Approaches for assessing the conditions of the work environment on clients' life experiences KPI #8: Essential interviewing, counseling, and case conceptualization skills KPI # 13: Development of outcome measures for counseling programs	3.D. 2.F.5.a., 5.G.3.h.	Midterm and Final Evaluation Case Study
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.	N/A	3.D.	Midterm and Final Evaluations
#5. Display Dispositions,	Students will continue their	KPI # 12: Procedures for	3.A.	Midterm and Final

Ethical Standards, and Responsibilities of the Profession.	personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.	assessing risk of aggression or danger to others, self-inflicted harm, or suicide		Evaluation Liability Insurance
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Required Texts:

American Counseling Association. (2014). *Code of ethics*. Alexandria, VA: Author. Available at: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs, 3rd ed.* Alexandria, VA: Author.

Lambie, G. W., Stickl Haugen, J., Borland, J. R., & Campbell, L. O. (2019). Who took “Counseling” out of the role of professional school counselors in the United States?. *Journal of School-Based Counseling Policy and Evaluation, 1*(3), 51-61. <https://doi.org/10.25774/7kjb-bt85>

Additional articles/recommended readings:

Baditoi, B.E., & Brott, P.E. (2014). *What school counselors need to know: About special education and students with disabilities* (Revised ed.). Arlington, VA: Council for Exceptional Children.

McGinley, V.A., & Trolley, B.C. (2015). *Working with students with disabilities: Preparing school counselors*. Thousand Oaks, CA: Sage Publications.

Luke, M., Ellis, M. V., & Bernard, J. M. (2011). School counselor supervisors' perceptions of the discrimination model of supervision. *Counselor Education and Supervision, 50*(5), 328-343.

McGinley, V.A., & Trolley, B.C. (2015). *Working with students with disabilities: Preparing school counselors*. Thousand Oaks, CA: Sage Publications.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2014). *Tough kids, cool counseling: User-friendly approaches with challenging youth*. John Wiley & Sons.

Thompson, E. H., Frick, M. H., & Trice-Black, S. (2011). Counselor-in-Training perceptions of supervision practices related to self-care and burnout. *Professional Counselor, 1*(3), 152-162.

Other materials and handouts will be given to students throughout the course. The materials will be made available through iLearn. Students are responsible for reading such materials as required.

Assignment Descriptions

Course Requirements:

1. 300 Hours of Clinical Experience: Students will complete 300 clock hours (including 120 hours of direct service) regardless of how many hours were completed during the fall semester. **CACREP: 3.J.,3.K.**

Liability Insurance:** Students must have liability insurance coverage for the entire time that they are involved in internship activities. **Proof of insurance must be submitted to the instructor if it has expired since fall. CACREP: 3.A.

2. Site Supervision: Receive a minimum of one hour per week of individual supervision from your site supervisor. Document these hours in your internship log. **CACREP 3.L.**

3. Group Supervision: Receive a minimum of 1.5 hours of group supervision per week with the university supervisor. Document these hours in your internship log. **CACREP 3.B., 3.M.**

4. Practicum Supervision: You must meet with your mentee who is in practicum to provide a peer supervision experience. If your mentee is not in practicum or if you do not have a mentee, you can partner with another internship student to provide triadic supervision. This meeting must be for 1 hour, and you must initiate. A one page write up of the experience is due by March 17th. **DO THIS AS EARLY AS POSSIBLE!**

5. Weekly Reflection/Journal: Complete a written reflection of your work including what you have accomplished that week or respond to the journal prompt. Include evaluation reports of individual, classroom, group sessions, and indirect hours in the journal section of google. Please keep a running journal in your google folder with the date at the top of each entry. This is due Wednesday by 11:59 PM so instructors can read them before class on Thursdays.

6. Time Logs: Complete weekly time logs. The on-site supervisor will need to sign the log each week. At the end of the semester, the **Semester Log** will be completed and signed. All time logs are due **no later than April 29**. **Note: Keep copies of these logs.**

7. Program Audit/Evaluation: In conjunction with your on-site supervisor, assess the school counseling program using a comprehensive program audit format. A copy of the completed Program Audit and a 1-2 written summary of your findings and recommendations will be **due on February 9th**.

8. Job Interview Artifacts/Portfolio – Create a portfolio that you might present on a job interview **due on March 2nd**. **CACREP 3.D.**

9. Individual Counseling:

Provide on-going individual counseling to at least **two** students (minimum of 6 sessions each). One of these student's sessions will be videotaped. **We will watch 1 tape in class per student.**

- A.** Excerpts from the videotapes **will** be viewed in class and/or by your site supervisor. A possible option to taping would be the on-site supervisor observing the sessions. This needs to be approved by both supervisors. *Please Note: Client assent and parental informed consent will be necessary for any videotaped sessions. Your permission form should follow the format used at your internship site, be on school letterhead, include your supervising counselor's and your signatures, and must be reviewed by the instructor before distribution.*
- B.** An **individual case analysis for one of the students** will be developed and presented in class no later than **March 23th**. **CACREP: 2.F.5.a; 5.G.3.h.**

10. Group Counseling:

- C.** Conduct a minimum of **one** counseling group for four to eight sequential sessions on approved topics. **Prior to implementing the group, an overview must be prepared for each group to your site supervisor.** The plan must include a statement of purpose/ rationale, measurable objectives, assessment instruments for evaluation. Plan early!
- D.** *Please Note: Client assent and parental informed consent will be necessary for any videotaped sessions. Your permission form should follow the format used at your internship site, be on school letterhead, include your supervising counselor's and your signatures, and must be reviewed by the instructor before distribution.*
- E.** **Group FLASHLIGHT DATA presentation due March 30th.**

11. Core curriculum:

- A.** Conduct at least 2 core curriculum sessions and tape at least one. One of these tapes need to be shown in class.
- B. Session plans must be submitted to your site supervisor prior to conducting each session.** At a minimum, the plan should include title, grade

level, measurable objectives, detailed description of content, copies of all activities, use of technology, and assessment instruments. Technology needs to be incorporated in at least one lesson.

C. Core curriculum FLASHLIGHT presentation due March 30th

12. Attendance and Participation: Students are expected to attend all classes and actively participate. Participation may include discussion of individual cases and groups, specific on-site issues, demonstration through video clips and other situations about which students would like feedback. Ethical guidelines related to confidentiality must be observed (e.g., the identity of clients should not be revealed). For every class missed or where a student is more than 10 minutes late (regardless of reason) the instructor will take off 1 point from the attendance/participation grade. **If you miss more than ONE class due to personal reasons (work, vacation, etc) you need to make up the supervision hours.** During ZOOM classes, students must actively engage in questions, discussions, and be present during the class (i.e. no running off to make food or falling asleep). If the instructor cannot tell you are paying attention due to lack of engagement, you will lose 1 point. Cell phone use is prohibited during class and can also result in a 1 point loss each class.

12. Clinical Evaluations – Mid-term clinical evaluation should be submitted by site supervisor and reviewed by the student. The final evaluation for the class is three completed evaluations: student, site- supervisor, and faculty. All evaluations must be turned into your instructor by the listed date in the course schedule. **CACREP 3.C., 2.F.3.h.**

Methods of Instruction:

Informed discussion, case study analysis, on-site supervision, group peer supervision, presentations, and experiential learning activities such as role playing.

Evaluation Components:

Attendance/Supervision	10
Journals	15
Weekly Logs	10
Program Audit	5
Practicum Supervision	5
Portfolio	5
Individual Case Analysis	10
Group Counseling Video/Data	10
Classroom Curriculum Video/Data	10
Midterm Evaluation	10
Final Evaluation	10
Total	100 points

In addition to completing required clinical hours and documentation, students must successfully complete all course requirements, demonstrate skills at a competence level and exhibit appropriate professional behavior. These components will be assessed by both site and

university supervisors. Failure to complete any one of these components may result in reduced points, a lower grade and/or removal from the internship placement.

NOTE: All papers and essays need to be in proper APA format. Papers handed in that are not in this format will **NOT** be accepted. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

Basic Grading Scale

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

Summary of Estimated Outside Requirements

The university Credit Hour and Syllabus Format Policy requires that each course syllabus contain a statement about the work required outside of class/direct instruction (a minimum of two hours per credit hour per week) as well as information about course assignments, examinations, and related course activities. Due to the 300 hour requirements outside of class of this course and the specific assignments, students will well exceed the recommended 120 hours.

General guidelines: in a 15-week semester, the total hours of work required outside of direct instruction would be: (**highlight in bold** the number of credit hours for the course)

1-hour course:	30 hours
2-hour course:	60 hours
3-hour course:	90 hours
4-hour course:	120 hours

ACADEMIC SUCCESS

- Blackmore Library
- 614-236-6327
- academicsuccess@capital.edu
- www.capital.edu/academic-success
- Academic Success provides a wide range of academic support services to complement and enhance students' efforts to become more skilled and confident independent learners. Free services include the following: one-on-one and small group Peer Tutoring to guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, and developing more effective study strategies for courses; the Writing Center, which assists students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting; Academic Coaching, which assists students with developing enhanced strategies for navigating online learning, time

management, organization, test preparation and test-taking strategies, and goal setting; and Supplemental Instruction (SI) for select courses, provides weekly, peer-facilitated opportunities for students to engage in activities that will not only help them master the material in challenging courses, but will also help them become more effective learners. Students can schedule tutoring, writing, or coaching appointments through TutorTrac (tutortrac.capital.edu) and view the current SI session schedule on the Academic Success web site.

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Course Outline

Date	Class	Due
January 12	Course and syllabus overview Data Overview Lambie et al. (2019)	Submit weekly log and journal
January 19	Group supervision <i>Graduate Panel- Cara Huzinga and Abbey Russel</i>	Submit weekly log and journal
January 26 (Zoom)	Group Supervision Finish Lambie (2019)	Submit weekly log and journal
February 2	Group Supervision Technique Challenge	Submit weekly log and journal
February 9	Group supervision Discuss Program Audit/Evaluation	Submit weekly log and journal Program Audit/Evaluation Due
February 16 (Zoom)	Group supervision Comp Prep- no class	Submit weekly log and journal
February 23	Group Supervision Resume Roundtable	Submit weekly log and journal
March 2	Group supervision Interview Roundtable Videos	Submit weekly log and journal Mid-Semester Clinical Evaluation Due (Site Supervisor)
March 9	SPRING BREAK!	Enjoy your break!
March 16	Group Supervision Videos	Submit weekly log and journal submit Supervision Reflection Due Portfolio due
March 23	Group Supervision Videos Case Analysis Presentations	Submit weekly log and journal Individual Case Analysis due
March 30	Group supervision	Submit weekly log and journal

(Zoom)	Videos	Finalize and share Group and Classroom Flashlight Reports
April 6	Group supervision Videos	Submit weekly log and journal
April 14	SPRING BREAK!	Enjoy your break!
April 20	Group Supervision	Submit weekly log and journal
April 27	Group Supervision	Submit Site Supervisor Clinical Evaluation Submit signed Semester Hours

The instructor reserves the right to change this schedule

Capital University

Working in a School System EDUC 623-01

Fall 2022
4 Credit Hours /Hybrid
Class Time: Tuesdays 7:15-9:30 pm

Robyn Walsh, Ph.D.
Assistant Professor, LC 201
rwalsh12@capital.edu
Office hours by appt.

Course Description:

This course will help school counselors navigate working in a school system. Emphasis is placed on understanding the learning and education process of students K-12, the roles of teachers, administration, and parents on this process, and how the school counselor aids and collaborates with these various stakeholders. Creating high quality school counseling programs is highlighted including program advocacy, student advocacy, social justice issues in schools, and programs/techniques relevant to various populations.

Course Objectives (based on CACREP standards):

Students will...

- Gain a foundational understanding of the multiple professional roles of a school counselor through consultation and collaboration with the school, parent, and community (2.F.1.b) (5.G.1.d) (5.G.2.b)
- Have the general framework for understanding differing abilities and strategies for differentiated interventions (2.F.3.h).
- Analyze and use data in counseling (2.F.8.i.)
- Understand ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (2.F.8.j.)
- Understand models of school counseling programs and P-12 comprehensive career development (5.G.1.b;c.)
- Become knowledgeable about the history and philosophy of the profession of school counseling. (2.F.1.a) (5.G.1.a)
- Become knowledgeable on the school counselor's roles and responsibilities as a member of the school community and school leadership team. (2.F.1.c) (5.G.2.a;d.)
- Know school counselor roles in consultation with families, p-12 and postsecondary school personnel, and community agencies (5.G.2.b.)
- Know school counselor roles as leaders, advocates, and systems change agents in P-12 schools (5.G.2.f.)
- Know characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (5.G.2.g.)
- Knowledge of qualities and styles of effective leadership in schools (5.G.2.j.)

- Locate community resources and referral sources (5.G.2.k.)
- Understand legal and ethical considerations specific to school counseling (5.G.2.n.)
- Knows how to develop school counseling program mission statements and objectives (5.G.3.a.)
- Know how to design and evaluate school counseling programs (5.G.3.b.)
- Understands core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (5.G.3.c.)
- Understand developmentally appropriate interventions to promote academic development (5.G.3.d.)
- Develop techniques for personal/social counseling in school settings (5.G.3.f.)
- Understand strategies to facilitate school and postsecondary transitions (5.G.3.g.), approaches to increase promotion and graduation (5.G.3.i.), and interventions to promote college and career readiness (5.G.3.j.)
- Develop knowledge of skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (5.G.3.h.)
- Understand strategies for implementing and coordinating peer intervention programs (5.G.3.m.)
- Learn to use of accountability data to inform decision making (5.G.3.n.) and to advocate for programs and students (5.G.3.o)

Signature Learning Outcomes

Capital University is committed to a liberal education that readies students for every arena of life. The curriculum is structured around the School of Education (SOE) Program Learning Outcomes (PLOs) that are delivered through majors, minors, foundational courses, and co-curricular experiences. The PLOs represent what students are able to do at the conclusion of a program and are achieved as the culmination of multiple courses and activities. The following course has Counselor Education specific PO's aligned with the SOE PLO's and CACREP standards.

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	2.F.1.a., 2.F.1.b., 5.G.1.a., 5.G.2.n., 5.G.3.d., 5.G.3.g., 5.G.3.i., 5.G.3.j., 5.G.3.n., 5.G.3.o.	Chapter and Article Readings
#2. Demonstrate and	Students will demonstrate	2.F.3.e.,	Scenarios

Apply Knowledge of Diversity in Learners, Learning, and Assessment.	professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.	2.F.3.h., 2.F.3.i., 5.G.2.g., 5.G.2.i., 5.G.2.k., 5.G.3.h.	
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	2.F.8.i., 2.F.8.j., 5.G. 1.b., 5.G.1.d., 5.G. 2.a, f., 5.G.3.a., 5.G.3.b., 5.G.3.c., 5.G.3.f., 5.G.3.m	Comprehensive School Counseling Program Project
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.	2.F.8.i., 2.F.8.j., 5.G. 1.b., 5.G.1.d., 5.G. 2.a, f., 5.G.3.a., 5.G.3.b., 5.G.3.c., 5.G.3.f., 5.G.3.m	Comprehensive School Counseling Program Project
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.	N/A	Scenarios Chapter and Article Readings

Required Texts and Readings

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

Erford, B.T (2019). *Transforming the school counseling profession*. (5th ed.). Upper Saddle River, New Jersey: Pearson.

Articles

- Bemak, F., Williams, J., & Chung, R. (2014). Four critical domains of accountability for school counselors. *Professional School Counseling, 18*, 100 – 110.
- Castleman, B. L., & Page, L. C. (2015). Summer nudging: Can personalized text messages and peer mentor outreach increase college going among low-income high school graduates?. *Journal of Economic Behavior & Organization, 115*, 144-160.
- Cressey, J. M., Whitcomb, S. A., McGilvray-Rivet, S. J., Morrison, R. J., & Shander-Reynolds, K. J. (2014). Handling PBIS with care: Scaling up to school-wide implementation. *Professional School Counseling, 18*(1), 90-99.
- Dahir, C. A., Burnham, J. J., Stone, C. B., & Cobb, N. (2010). Principals as partners: Counselors as collaborators. *Nassp Bulletin, 94*(4), 286-305.
- Dunn, M. E., Shelnut, J., Ryan, J. B., & Katsiyannis, A. (2017). A systematic review of peer-mediated interventions on the academic achievement of students with emotional/behavioral disorders. *Education and Treatment of Children, 40*(4), 497-524.
- Hume, K., Campbell, J. M., & Reschly, A. (2019). Peer interventions for students with Autism Spectrum Disorder in school settings: Introduction to the special issue. *School Psychology Review, 48*(2) 115-121.
- Zyromski, B., Hudson, T. D., Baker, E., & Granello, D. H. (2019). Guidance counselors or school counselors: How the name of the profession influences perceptions of competence. *Professional School Counseling, 22*(1), 2156759X19855654.

Podcasts (feel free to skip first 5 minutes of these- usually intros)

- Allen, K. (2021). *VSCA SCOPE Podcast: Revamping a SC Program from Drive-by to Comprehensive with Loren Watson*. Retrieved from <https://podcasts.apple.com/us/podcast/revamping-sc-program-from-drive-by-to-comprehensive/id1447045479?i=1000517824356>
- Allen, K. (2019). *VSCA SCOPE Podcast: Classroom Lessons Reimagined with Deb Andersen*. Retrieved from <https://podcasts.apple.com/us/podcast/classroom-lessons-reimagined-with-deb-andersen/id1447045479?i=1000441851417>
- Allen, K. (2019). *VSCA SCOPE Podcast: Creative Career Conversations with April Corbin and Shannon Edwards*. Retrieved from <https://podcasts.apple.com/us/podcast/creative-career-conversations-april-corbin-shannon/id1447045479?i=1000452953020>

Allen, K. (2019). *VSCA SCOPE Podcast: Equity and access for all with Valerie Keating*. Retrieved from <https://www.buzzsprout.com/232403/1539379>

Allen, K. (2019). *VSCA SCOPE Podcast: Why should I RAMP? with Paige Absalo*. Retrieved from <https://podcasts.apple.com/us/podcast/why-should-i-ramp-interview-with-paige-abasolo/id1447045479?i=1000428578958>

Instruction Methods

Lectures
Online activities
Podcasts
Readings
Presentations
Small Group Discussions

Assignment Descriptions

Attendance/Participation (10 points) All students are expected to be present and on time for every scheduled class time. Additionally, it is expected that students will remain for the duration of the scheduled class time and have read the required readings for that week. Tardiness or absences exceeding two class meetings are sufficient grounds for failure of this course. If a student misses 1 class or is not actively participating (sleeping, doing other work on the computer, etc), he or she will lose 1 point per class. Please see the instructor if there are problems with either of these issues so that arrangements may be made. The instructor expects all cell phones are silent and put away unless it is an emergency and the instructor is made aware of before the class. If a student checks their phone during class, the instructor reserves the right to take away a point for participation.

CACREP: 2.F.1.a., 2.F.1.b., 5.G.1.a., 5.G.2.n., 5.G.3.d., 5.G.3.g., 5.G.3.i., 5.G.3.j., 5.G.3.n., 5.G.3.o.

Scenarios (30 points)

Five times throughout the semester, students will be expected to prepare responses to a scenario provided. These responses should be backed by research with at least 3 references, using APA format and be professionally written or annotated depending on the week (we will alternate).

These responses should be 2-4 pages if written and 2-3 if annotated and are worth 6 points each.

CACREP: 2.F.3.e., 2.F.3.h., 2.F.3.i., 5.G.2.g., 5.G.2.k., 5.G.3.h.

Online Class Activities (10 points)

Four times this semester the class will not meet “face-to-face” or online via zoom. In lieu of this experience, students will be required to complete 6-8 hours of an online activity in place of class. Each of these activities will be available the week before and each will be worth 2.5 points.

Online class assignments must also be due by the time agreed upon with the instructor or else they will lose 1 point per delayed day.

CACREP: 2.F.3.e., 2.F.3.h., 2.F.3.i., 5.G.2.g., 5.G.2.k., 5.G.3.h.

Comprehensive School Counseling Program Project (50 points)

Students will design a school counseling program (elementary, middle or high) using an existing school data set and ASCA documentation. This will include resources, mission/vision statements, group and classroom plans, interventions, and resources. See Rubric for details! A presentation on your plan will be recorded and delivered to the class.

CACREP: 2.F.8.i., 2.F.8.j., 5.G. 1.b., 5.G.1.d., 5.G. 2.a, f., 5.G.3.a., 5.G.3.b., 5.G.3.c., 5.G.3.f., 5.G.3.m

NOTE: All papers and essays need to be in proper APA format. Papers handed in that are not in this format will **NOT** be accepted. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

Grading Breakdown:

Attendance and Class Participation	10 Points
Prepared Scenarios	30 points
Comprehensive School Counseling Program	50 Points
Online Class Activities	10 points
Total	100 Points

Basic Grading Scale

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

Summary of Estimated Outside Requirements

The university Credit Hour and Syllabus Format Policy requires that each course syllabus contain a statement about the work required outside of class/direct instruction (a minimum of two hours per credit hour per week) as well as information about course assignments, examinations, and related course activities.

Estimated Hours of Work Required Outside of Direct Instruction		
Assignment	Details	Hours
Readings	25 chapters, articles, or webinars at 1.5-2 hours each	38-50 hours
Scenarios	Five evidence-based responses written or annotated from articles at 5-6 hours each	25-30 hours

CSCP Program	Submit all four sections with required resources via a created website at 8-10 hours each section	32-40 hours
Online Class Activities (ASCA Videos, Webinar, Leadership Assignment, College and Career Planning Video, SPED Video, MTSS Video)	Four times a semester at 4-6 hours each	16-24 hours
Total hours outside of direct instruction		108-144 hours

General guidelines: in a 15-week semester, the total hours of work required outside of direct instruction would be: (**highlight in bold** the number of credit hours for the course)

- 1-hour course: 30 hours
- 2-hour course: 60 hours
- 3-hour course: 90 hours
- 4-hour course: 120 hours**

ACADEMIC SUCCESS

- Blackmore Library
- 614-236-6327
- academicsuccess@capital.edu
- www.capital.edu/academic-success
- Academic Success provides a wide range of academic support services to complement and enhance students' efforts to become more skilled and confident independent learners. Free services include the following: one-on-one and small group Peer Tutoring to guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, and developing more effective study strategies for courses; the Writing Center, which assists students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting; Academic Coaching, which assists students with developing enhanced strategies for navigating online learning, time management, organization, test preparation and test-taking strategies, and goal setting; and Supplemental Instruction (SI) for select courses, provides weekly, peer-facilitated opportunities for students to engage in activities that will not only help them master the material in challenging courses, but will also help them become more effective learners. Students can schedule tutoring, writing, or coaching appointments through TutorTrac (tutortrac.capital.edu) and view the current SI session schedule on the Academic Success web site.

ACCESSIBILITY SERVICES

- Ruff Learning Center
- 614-236-6611
- accessibilityservices@capital.edu

- www.capital.edu/about-capital/accessibility-services
- Capital University welcomes individuals with disabilities. To ensure access, and in accordance with Title III of the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973, Capital University provides reasonable accommodations and support services to qualified individuals with disabilities. Accessibility Services provides individualized services for students, employees, and community members with disabilities. Please refer to the above-linked webpage to learn more about requesting housing and academic accommodations, utilizing the Testing Center, securing an interpreter, and other services for individuals with a disability.

TITLE IX AND SEXUAL HARASSMENT

- Ruff Learning Center
- 614-236-6904
- titleIX@capital.edu
- www.capital.edu/title-ix-and-sexual-harassment
- Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct. All members of the University community, including students, faculty, staff, guests, and visitors are expected to conduct themselves in a manner that does not infringe upon the rights of others. The University offers prevention and outreach programs to educate the University community about sexual misconduct and discrimination. Resources and reporting options are available to the University community by contacting the Title IX Coordinator.

DIVERSITY AND INCLUSION

- Student Union
- 614-236-6181
- odi@capital.edu
- www.capital.edu/diversity-and-inclusion
- Capital University wants to know you and cultivate a college experience that accepts, respects, and celebrates you. Diversity and Inclusion provides educational and cultural leadership for university initiatives aimed at supporting and developing a diverse and inclusive community.

CENTER FOR HEALTH AND WELLNESS

- Kline Health Center
- 614-236-6114
- chw@capital.edu
- www.capital.edu/health
- The Center for Health and Wellness provides a comprehensive array of medical and mental-health services that will aid in the assessment, treatment, prevention, and promotion of health and wellness on campus.

STUDENT SUCCESS

- Ruff Learning Center

- 614-236-6871
- success@capital.edu
- www.capital.edu/student-success
- Student Success is here to help all students navigate the university, overcome barriers to success, and achieve their personal and academic goals to get the most out of their time at Capital. If concerns arise, the Student Success team provides support, advocacy, and connection to campus resources and also empowers students to achieve success both inside and outside the classroom through the success coaching program.

ACADEMIC INTEGRITY

- Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

Course Outline

Week	Method	Class	CACREP Standards (Assessed by)	Assignments Due
1 (8/23)	FTF	Course Syllabus Profession of School Counseling Data-Driven Programing	2.F.1.a., 5.G.1.a (scenarios)	Erford Ch. 1
2 (8/30)	FTF	Characteristics of a CSCP Advocacy (watch before) Start ASCA Zymroski et al. (2019) discussion Annotated Bib Review	2.F.1.b., 5.G.1.d., 5.G.2.b. (CSCP)	Erford Ch. 2 & 9 Zymroski et al. (2019)
3 (9/6)	Online	ASCA National Model (cont) Videos- ASCA Webinar- ASCA 4th Edition	2.F.1.c., 5.G.2.a.b;d. (CSCP)	Erford Ch. 3 ASCA Define
4 (9/13)	FTF	Define & Deliver School Profiles & Data Gaps Scenario discussion- CSCP <i>Guest Lecture- Sarah Henry</i>	5.G.3.a., 5.G.3.m. (CSCP/ scenarios)	Erford Ch. 4 Bemak et al. (2014) ASCA Deliver Scenarios Week 4 (annotated)
5 (9/20)	Online	College & Career Planning <i>Guest Lecture- Nicole Hansginer (College/Career Prep) & Elizabeth Bambacus (First Gen College Students)</i>	5.G 1.b;c., 5.G.3.d.,g.i.,j (CSCP/ scenarios/ online activity)	Erford Ch. 11-12 Career Conversations Podcast
6 (9/27)	Online	Catch up w/ Dr. W from 7-8 pm Leadership Development & School Counselors Scenarios- College and Career	5.G.2.f., 5.G.2.j. (CSCP/ scenarios/ online activity)	Review Erford Ch. 9 Leadership Articles Scenarios Week 6 (written)
7 (10/4)	FTF	Core Curriculum Design How to Write a Lesson Plan (MO's) Review Project/Forms	5.G.3.c., 5.G.3.m. (CSCP)	Erford Ch. 10 ASCA Manage Classroom Lessons Reimagined Podcast
8 (10/11)	FTF	Individual Interventions Threat Assessments Scenario Discussion- Responsive Services	5.G.2.g., 5.G.2.k (CSCP/ scenarios)	Erford Ch. 13 Intro/Define Due Scenarios Week 8 (annotated)

9 (10/18)	OFF	Work Session on Projects		Work with your group on project
10 (10/25)	FTF	Finish Risk Assessments Manage & Assess (Data/Program Review- Review Templates) Program Review PPT	2.F.3.h., 2.F.8.i.,j., 5.G.3.b, 5.G.3.n.,o (CSCP/ scenarios)	Erford Ch. 5 & 14 ASCA Assess Why Should I RAMP? Podcast Dahir et al. (2010)
11 (11/1)	FTF	Scenario Discussion- Consultation School Counseling Interventions- MTMDSS, RTI, PBIS, & Peer Interventions (article discussions)	5.G.3.f. (Online activity)	Castleman & Page (2015) Dunn et al. (2017) Hume & Campbell (2019) Scenarios Week 11 (written)
12 (11/8)	Online	Special Education ‘Quick Hits’ <i>with Sara Anton</i> <i>Guest Lecture- Jasmine Bates</i> <i>(MTSS)</i> Webinar- Proactive Counseling in the Aftermath of a Racial Event Work on projects!	5.G.3.h. (CSCP/online activity)	Erford Ch. 16 Manage Due
13 (11/15)	FTF	Culturally Competent School Counseling Ethics/ Ethical Activity Scenario Discussion- Ethics	5.G.2.n. (CSCP/Online Activity)	Erford Ch. 7 & 8 Equity and Access for All Podcast Scenarios Week 13 (annotated)
14 (11/22)	OFF	THANKSGIVING		ENJOY TIME WITH FAMILY! Deliver Due
15 (11/29)	FTF	Podcast discussion Catch up (Scenarios/Ethics/Needs Assessments) Work session on projects	CATCH UP	Revamping a CSCP Podcast
16	FTF	CSCP Presentations	5.G.3.m.	Assess/Resources

(12/6)			(CSCP)	(Final CSCP due)
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The instructor reserves the right to change this schedule

Document History: Approved by [Department of Education] Faculty 5/1/19

Capital University

Counseling through the Lifespan EDUC 634-01

Spring 2023

2 Credit Hours/Hybrid

Class Time: Tuesday 4:30pm-6:45pm

Dr. Robyn Walsh, Ph.D.

Office hours: By appt

Course Description:

This course evaluates major theories of working with special populations throughout various stages of development and life circumstances. Physical, psychological, cognitive, social, and moral considerations are investigated. Special populations include, children, adolescents, elderly, LGBTQ populations, racial/ethnic groups, homeless, mentally challenged, and the military and veterans among others. Issues specific to gender groups will also be explored.

Course Objectives (based on CACREP standards):

Students Will:

- Understand ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (2.F.3.i.)
- Understand developmentally relevant counseling treatment or intervention plans (2.F.5.i.)
- Have an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including multicultural and pluralistic trends, characteristics and concerns within and among diverse groups nationally and internationally (2.G.2.a)
- Examine the nature and needs of persons at all developmental levels and in multicultural contexts (2.G.3)
- Analyze the theories of individual and family development and transitions across the life span (2.G.3.a)
- Understand the theories of learning and personality development, including current understandings about neurobiological behavior (2.G.3.b)
- Display knowledge of the effects of crises, disasters, and other trauma-causing events on persons of all ages (2.G.3.c)
- Understand a general framework for understanding exceptional abilities and strategies for differentiated interventions (2.G.3.e)
- Identify theories for facilitating optimal development and wellness over the life span (2.G.3.h)

Signature Learning Outcomes

Capital University is committed to a liberal education that readies students for every arena of life. The curriculum is structured around the School of Education (SOE) Program Learning Outcomes (PLOs) that are delivered through majors, minors, foundational courses, and co-curricular experiences. The PLOs represent what students are able to do at the conclusion of a

program and are achieved as the culmination of multiple courses and activities. The following course has Counselor Education specific PO's aligned with the SOE PLO's and CACREP standards.

SOE Program Learning Outcomes	Counselor Education Program Outcomes	Key Performance Indicator	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.		2.G.2.a.; 2.G.3.a	Readings
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.		2.G.3.a.b.,g., h.,i.,2.F.5.h.	Readings Final
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	KPI # 5: A general framework for understanding differing abilities and strategies for differentiated interventions	2.G.3.a.b.,g., h.,i.,2.F.5.h.	Case Conceptualization

#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.		2.G.3.a.b.,g., h.,i.,2.F.5.h.	Readings Case Conceptualization Final
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.		N/A	

Required Text:

Wong, D. W., Hall, K.R., and Wong Hernandez, L. (2020). *Counseling Individuals Through the Lifespan*. Sage Publications.

Articles:

Dray, J., Bowman, J., Campbell, E., Freund, M., Wolfenden, L., Hodder, R. K., & Small, T. (2017). Systematic review of universal resilience-focused interventions targeting child and adolescent mental health in the school setting. *Journal of the American Academy of Child & Adolescent Psychiatry*, 56(10), 813-824.

Feliciano, C., & Rumbaut, R. G. (2019). The evolution of ethnic identity from adolescence to middle adulthood: The case of the immigrant second generation. *Emerging Adulthood*, 7(2), 85-96.

Flynn, M., & Rudolph, K. D. (2014). A prospective examination of emotional clarity, stress responses, and depressive symptoms during early adolescence. *The Journal of Early Adolescence*, 34(7), 923-939.

Fullen, M. C. (2019). Defining wellness in older adulthood: Toward a comprehensive framework. *Journal of Counseling & Development*, 97(1), 62-74.

- Fullen, M. C., & Gorby, S. R. (2016). Reframing resilience: Pilot evaluation of a program to promote resilience in marginalized older adults. *Educational Gerontology, 42*(9), 660-671.
- Goodman, J. H. (2019). Perinatal depression and infant mental health. *Archives of Psychiatric Nursing, 33*(3), 217-224.
- Jones, R. B., Thapar, A., Stone, Z., Thapar, A., Jones, I., Smith, D., & Simpson, S. (2018). Psychoeducational interventions in adolescent depression: a systematic review. *Patient Education and Counseling, 101*(5), 804-816.
- Kranz, D., & Pierrard, M. (2018). Beyond coming out: Relations between lesbian and gay identity formation and psychosocial well-being in young and middle adulthood. *Psychology of Sexual Orientation and Gender Diversity, 5*(3), 283.
- Mahalik, J. R., Levine Coley, R., McPherran Lombardi, C., Doyle Lynch, A., Markowitz, A. J., & Jaffee, S. R. (2013). Changes in health risk behaviors for males and females from early adolescence through early adulthood. *Health Psychology, 32*(6), 685.
- Sitnick, S. L., Galán, C. A., & Shaw, D. S. (2019). Early childhood predictors of boys' antisocial and violent behavior in early adulthood. *Infant Mental Health Journal, 40*(1), 67-

Assignment Descriptions

Participation: All students are expected to be present and on time for every scheduled class time. Additionally, it is expected that students will remain for the duration of the scheduled class time and complete the required reading for that week. Tardiness or absences exceeding two class meetings are sufficient grounds for failure of this course. If a student misses a class or is not actively participating (sleeping, doing other work on the computer, using cell phone, etc), he or she will lose 2 points per class. Online class assignments must also be due by the time agreed upon with the instructor or else they will lose 1 point per delayed day. The instructor expects that all cell phones are silent and put away unless it is an emergency and the instructor is made aware of before the class. Please see the instructor if there are problems with either of these issues so that arrangements may be made.

Online Notes: For the online classes and movie reflection, students are required to submit a 2-3 page notes document showing the student is actively engaged in the material and showcases relevant information that can be used when working with clients in that population/developmental phase (starting with “counseling issues” in each chapter...this is when what you learned in human development should really start to tie in!). A half page should also be completed for each article reading. These pages should be uploaded under “Assignments” as they are completed.

CACREP: 2.G.2.a., 2.G.3.a.,2.G.3.b., 2.G.3.g., 2.G.3.h., 2.G.3.i.

Case Conceptualization: Throughout the course, you will develop a comprehensive case conceptualization of a client you are working with in practicum. This case conceptualization contains three (3) parts that, upon completion, will leave you with a comprehensive portfolio of articles, resources, and clinical tools to effectively treat a client. You will share these resources with the class.

CACREP: 2.G.3.a.b.,g.,h.,i.

Part I: Client Presentation (10 pts): Use the following steps to complete your client presentation:

1. Identifying a development stage from the stages listed in the “Topics” section of the course. Give a brief discussion of what you can expect from working with a client in this stage.
2. Identify the presenting concern for an individual within the identifying developmental stage selected in step 1.
3. Write a brief description of the client (2-3 pages; Non-APA formatting). Save the document as a word processing document (.doc; .dox; etc.), with the file name LASTNAME_Part1 and place it in the assignment folder on iLearn by the due date listed in the syllabus. The description should include the following information (If the information is not relevant to the client, that should be noted):
 - a. Basic Demographic and Identity Information
 - b. Presenting Concerns
 - c. Duration and Intensity of Concern
 - d. Relevant History
 - e. AOD Us
 - f. Suicidal Ideation/Homicidal Ideation
 - f. Diagnosis – (You choose the diagnosis)
 - g. Client Goals for Counseling

Part 2: Evidence Based Treatment (20 pts): During this step, you will collect information regarding evidenced-based treatment for your presenting client. Identify **5 peer-reviewed articles**, published within the last 10-years, relating to the treatment of your client. Once you have identified the articles, complete the following:

1. Read the Article
2. Complete an informal summary of the article (note format; about 2-3 paragraphs) focusing on EBT, goals for counseling, and key principles when counseling the individual in that stage of the life-span.
3. Repeat for all 5 articles
4. Submit all articles and notes via iLearn (LASTNAME_Article1; LASTNAME_Notes1)

Part 3: Clinical Tools (20 pts): In this part of the assignment, you will identify five clinical resources that may be useful for the treatment of your client's presenting concern. These resources should be rooted in evidenced based treatment (your research articles) and should be developmentally appropriate for the given stage of the life-span. Once you have identified your resource(s), complete the following steps:

1. Write a paragraph summary of the resource(s), including:
 - a. Name
 - b. Citation (if necessary)
 - c. Primary purpose/goal of the resource
 - d. Basic summary of how the resource works (Be specific- if you are talking about a specific theoretical orientation, tell me what techniques you would use and how it informs treatment. Outline this so a peer can have a "toolbox" of activities)
 - e. When would the resource work best
2. Submit a single word document with the summary of all 5 resources, and any relevant information/documents for the resource. Place the in the assignment folder for part III on ilearn (LASTNAME_Part3)

Part 4: Class Presentation (10 pts): In a 10-minute, professional case conceptualization, you will present to your classmates your entire case conceptualization. Your presentation must include:

1. Client Presentation (Part I)
2. Presentation of Relevant Research for the presenting concern within the presenting stage of the life-span (Part II)
3. Clinical Tools with practical strategies that you will be able to provide to your classmates as resources to add to their toolbox.
4. If you go over 10 minutes, you lose a point for every minute over!

Final Exam: There will be a final exam worth 20 pts given on the last day of class that will go over all material covered in the chapters. This exam will be timed for 45 minutes.

CACREP: 2.G.2.a., 2.G.3.a.,2.G.3.b., 2.G.3.g., 2.G.3.h., 2.G.3.i., 2.G.5.H

Grading Breakdown

Case: Part 1	10
Case: Part 2	20
Case: Part 3	20

Case: Part 4	10
Online Notes	20
Final Exam	20

Basic Grading Scale

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

Summary of Estimated Outside Requirements

The university Credit Hour and Syllabus Format Policy requires that each course syllabus contain a statement about the work required outside of class/direct instruction (a minimum of two hours per credit hour per week) as well as information about course assignments, examinations, and related course activities.

Estimated Hours of Work Required Outside of Direct Instruction		
Assignment	Details	Hours
Readings	9 chapters @ 1.5-2 hours each; articles @ 1 hour each	18-25 hours
Case Conceptualization	Four parts and a presentation	20-30 hours
Online Notes Assignments	Reflections on movie shown in class as well as chapter and article reflections for online classe	6-8 hours
Final Exam	Studying for exam	6-10 hours
Total hours outside of direct instruction		50-73 hours

General guidelines: in a 15-week semester, the total hours of work required outside of direct instruction would be: (**highlight in bold** the number of credit hours for the course)

- 1-hour course: 30 hours
- 2-hour course: 60 hours**
- 3-hour course: 90 hours
- 4-hour course: 120 hours

ACADEMIC SUCCESS

- Blackmore Library
- 614-236-6327
- academicsuccess@capital.edu

- www.capital.edu/academic-success
- Academic Success provides a wide range of academic support services to complement and enhance students' efforts to become more skilled and confident independent learners. Free services include the following: one-on-one and small group Peer Tutoring to guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, and developing more effective study strategies for courses; the Writing Center, which assists students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting; Academic Coaching, which assists students with developing enhanced strategies for navigating online learning, time management, organization, test preparation and test-taking strategies, and goal setting; and Supplemental Instruction (SI) for select courses, provides weekly, peer-facilitated opportunities for students to engage in activities that will not only help them master the material in challenging courses, but will also help them become more effective learners. Students can schedule tutoring, writing, or coaching appointments through TutorTrac (tutortrac.capital.edu) and view the current SI session schedule on the Academic Success web site.

ACCESSIBILITY SERVICES

- Ruff Learning Center
- 614-236-6611
- accessibilityservices@capital.edu
- www.capital.edu/about-capital/accessibility-services
- Capital University welcomes individuals with disabilities. To ensure access, and in accordance with Title III of the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973, Capital University provides reasonable accommodations and support services to qualified individuals with disabilities. Accessibility Services provides individualized services for students, employees, and community members with disabilities. Please refer to the above-linked webpage to learn more about requesting housing and academic accommodations, utilizing the Testing Center, securing an interpreter, and other services for individuals with a disability.

TITLE IX AND SEXUAL HARASSMENT

- Ruff Learning Center
- 614-236-6904
- titleIX@capital.edu
- www.capital.edu/title-ix-and-sexual-harassment
- Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct. All members of the University community, including students, faculty, staff, guests, and visitors are expected to conduct themselves in a manner that does not infringe upon the rights of others. The University offers prevention and outreach programs to educate the University community about sexual misconduct and discrimination. Resources and reporting options are available to the University community by contacting the Title IX Coordinator.

DIVERSITY AND INCLUSION

- Student Union
- 614-236-6181

- odi@capital.edu
- www.capital.edu/diversity-and-inclusion
- Capital University wants to know you and cultivate a college experience that accepts, respects, and celebrates you. Diversity and Inclusion provides educational and cultural leadership for university initiatives aimed at supporting and developing a diverse and inclusive community.

CENTER FOR HEALTH AND WELLNESS

- Kline Health Center
- 614-236-6114
- chw@capital.edu
- www.capital.edu/health
- The Center for Health and Wellness provides a comprehensive array of medical and mental-health services that will aid in the assessment, treatment, prevention, and promotion of health and wellness on campus.

STUDENT SUCCESS

- Ruff Learning Center
- 614-236-6871
- success@capital.edu
- www.capital.edu/student-success
- Student Success is here to help all students navigate the university, overcome barriers to success, and achieve their personal and academic goals to get the most out of their time at Capital. If concerns arise, the Student Success team provides support, advocacy, and connection to campus resources and also empowers students to achieve success both inside and outside the classroom through the success coaching program.

ACADEMIC INTEGRITY

- Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

Tentative Course Schedule

Date	Method	Class	CACREP Standards (Assessed by)	Due
March 8	FTF	Syllabus Review 'When the Bough Breaks' viewing	2.F.5.h., 2.G.2.a., 2.G.3.a.,2.G.3.b., 2.G.3.g., 2.G.3.h., 2.G.3.i. (Case Conceptualization/ Final)	None
March 15	FTF	Toddlerhood Preschool	2.F.5.h, 2.G.2.a., 2.G.3.a.,2.G.3.b., 2.G.3.g., 2.G.3.h., 2.G.3.i. (Case Conceptualization/ Final)	Chapters 5-6 When the Bough Breaks Reflection/Notes Case: Part 1
March 22	Online	Middle Childhood Early Adolescence	2.F.5.h, 2.G.2.a., 2.G.3.a.,2.G.3.b., 2.G.3.g., 2.G.3.h., 2.G.3.i. (Case Conceptualization/ Final)	Chapters 7-8 Notes
March 29	FTF	Late Adolescence Early Adulthood	2.F.5.h, 2.G.2.a., 2.G.3.a.,2.G.3.b., 2.G.3.g., 2.G.3.h., 2.G.3.i. (Case Conceptualization/ Final)	Chapters 9-10 iLearn articles Notes Case Part 2
April 5	FTF	Middle Adulthood	2.F.5.i., 2.G.2.a., 2.G.3.a.,2.G.3.b., 2.G.3.g., 2.G.3.h., 2.G.3.i. (Case Conceptualization/ Final)	Chapter 11 iLearn articles Notes Case Part 3
April 12	OFF	Enjoy your Easter!		
April 19	FTF	Late Adulthood Oldest-Elder Adulthood Presentations (start)	2.G.2.a., 2.G.3.a.,2.G.3.b., 2.G.3.g., 2.G.3.h., 2.G.3.i., 2.F.5. h. (Case Conceptualization/ Final)	Chapters 12-13 Notes Case Part 4
April 26	FTF	Presentations (finish) Final due by April 29th at 11:59 pm		Final Exam

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The instructor reserves the right to change this schedule

Document History: Approved by [Department of Education] Faculty 5/1/19

Capital University

Clinical Assessment and Evaluation

School of Education

EDUC 644 (Hybrid Course)

Fall 2022

2 Credit Hours

Class Time: Tuesday 4:30-6:45

Classroom: Ruff 201

Online Office: <https://capital.zoom.us/j/98531186429>

Sean R. Gorby, Ph.D, LPCC

sgorby2@capital.edu (740) 438-7119

Office: Ruff Learning Center 231

Office Hours: By Appointment

COURSE DESCRIPTION:

This course provides students with a theoretical and experiential understanding of clinical assessment tools. Common assessments such as the personality inventories, diagnostic tests, intelligence/cognitive assessments, and projective tests will be examined. Students will learn how to properly administer, evaluate, and interpret several assessments.

LEARNING OBJECTIVES:

According to CACREP (the Council for Accreditation of Counseling and Related Educational Programs, *Accreditation Standards*, 2016), this course will address the following concepts for Section 2, Item F, Topic 7: Assessment and Testing:

Students will cover the following standards:

- Explore historical perspectives concerning the nature and meaning of assessment (II.F.7.a)
- Methods of effectively preparing for and conducting initial assessment meetings (II.F.7.b)
- procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (II.F.7.c)
- Procedures for identifying trauma and abuse and for reporting abuse (II.F.7.d)
- Use of assessments for diagnostic and intervention planning purposes (II.F.7.e)
- Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (II.F.7.f)
- Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (II.F.7.g)
- Reliability and validity in the use of assessments (II.F.7.h)
- Use of assessments relevant to academic/educational, career, personal, and social development (II.F.7.i)
- Use of environmental assessments and systematic behavioral observations (II.F.7.j)
- Use of symptom checklists, and personality and psychological testing (II.F.7.k)
- Use of assessment results to diagnose developmental, behavioral, and mental disorders (II.F.7.l)

- Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (II.F.7.m)

KPI ASSESSED IN THIS COURSE:

- KPI #12: Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide – Assessed via Final Exam

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Key Performance Indicators	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.			
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.	II.F.7.m		Assessment Project (all parts); Class Presentation
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	II.F.7.a II.F.7.b II.F.7.c II.F.7.d II.F.7.e II.F.7.f II.F.7.g II.F.7.h II.F.7.i II.F.7.j II.F.7.k	KPI #12	Assessment Project (all parts); Class Presentation; Final

		II.F.7.1		
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.			
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.	II.F.7.m		Assessment Project (all parts); Class Presentation; Final

REQUIRED TEXT:

Hays, D. G. (2017). *Assessment in Counseling: Procedures and Practices* (6th Ed.). Alexandria, VA: American Counseling Association. ISBN: 978-1-55620-368-8

Articles:

American Counseling Association. (2014). *ACA Code of Ethics*. Alexandria, VA: Author.

Granello, D. H. (2010). The process of suicide risk assessment: Twelve Core Principles. *Journal of Counseling and Development, 88*, 363-371.

Granello, D. H. (2010). A suicide crisis intervention model with 25 practical strategies for implementation. *Journal of Mental Health Counseling, 32*(3), 218-235.

Peterson, C. H., Lomas, G. I., Neukrug, E. S., & Bonner, M. W. (2014). *Journal of Counseling and Development, 92*, 90-98. doi: 10.1002/j.1556-6676.2014.00134.x

Naugle, K. A. (2009). Counseling and testing: What counselors need to know about state laws on assessment and testing. *Measurement and Evaluation in Counseling and Development, 42*(1), 31-35. doi: 10.1177/0748175609333561

Tyler, L. E (1984). Testing the test: What tests don't measure. *Journal of Counseling and Development, 63*, 48-50.

Ohio Rev. Code Ann § 4757-5-05

SUPPLEMENTAL READING:

Freeburg, M. N., & Van Winkle, J. L. (2011). Increasing intake interview skills: A creative approach. Retrieved from http://counselingoutfitters.com/vistas/vistas11/Article_33.pdf

Fruhauf, S., Figlioli, P., Oehler, D., & Caspar, F. (2015). What to expect in the intake interview? Impression management tactics of psychotherapy patients. *Journal of Social and Clinical Psychology, 34*(1), 28-49.

Groth-Marnat, G. (2009). *Handbook of Psychological Assessment* (5th Ed.) New Jersey: Wiley & Sons, Inc.

ASSESSMENTS COVERED IN THIS COURSE:

SCL-90-R: Symptom Checklist 90 Revised
 BSI: Brief Symptom Inventory
 BSI 18: Brief Symptom Inventory 18
 QOLI: Quality of Life Inventory
 BAI: Beck Anxiety Inventory
 BDI-II: Beck Depression Inventory II
 BBHI 2: Brief Battery for Health Improvement 2
 BHI 2: Battery for Health Improvement 2
 WIAT-III: Wechsler Individual Achievement Test
 BASC-3: Behavior Assessment System for Children
 BHS: Beck Hopelessness Scale
 BSS: Beck Scale for Suicide Ideation
 C-SSRS: Columbia Suicide Severity Rating Scale

EMAIL COMMUNICATION: In an effort to maintain balance and uphold the principles and domains of wellness in my own life, **I DO NOT CHECK MY EMAIL ON THE WEEKENDS.** Additionally, I will respond to all emails that warrant a response, meaning, there is some form of inquiry articulated in the email. Due to the large amount of emails received on a daily basis, the time to respond to all emails adds up. If your email does not contain a specific inquiry or request, I may not respond. **PLEASE ALLOW UP TO 48-HOURS FOR A RESPONSE.** If I have not followed up in 48-hours, feel free to send a follow-up email.

******Please take note of this policy as it may mean late inquiries due to procrastination may go unanswered until after course deadlines.*****

GRADING: For this course, grades will be awarded based on an additive grade model. This means that points will be awarded to you based on your learning. Throughout the course, you will have opportunities to demonstrate your learning and critical thinking as it relates to assessment in counseling. Points will be added to an overall score that, at the end of the semester, will reflect a numerical grade. This may be a different system than you are familiar with, a system that deducts points when expectations are not met. The additive grade model is a direct reflection of your growth in learning and your ability to demonstrate that learning.

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

ASSIGNMENTS:

Assessment Project:

For this project, you will begin by identifying an assessment from the list of assessments covered in this course. Assessment selection will occur during M2. You will become the class expert on this assessment, using this assessment for all 3 parts of the assessment project outlined below.

Part I – Assessment (10pts):

You will administer the assessment to one of your classmates. Once you administer the assessment, you will write a reflection journal (2 pages max) where you will reflect upon: the assessment, what was easy during administration, what was difficult during the administration, your observations of the client and what to be aware of for future administrations, and your overall thoughts on how it may or may not aid the counselor and the counseling process.

Part II – Assessment Report (25pts):

Following the assessment, you will score and interpret the results. You will then communicate the results through a 5-8 page written Assessment Report. For the Assessment Report, you will follow the outline proposed by Hays (2017) Chapter 15. A sample Assessment Report can be found on iLearn.

Part III – Assessment Interpretation Interview (10pts):

Finally, once the assessment has been administered and the Assessment Report written, you will conduct an Assessment Interpretation Interview with your “client.” This Assessment Interpretation should follow the structure outlined in Hays (2017) Chapter 15. Upon completing the assessment interpretation interview, you will complete a one (1) page reflection journal on your experience communicating the assessment results, including what was difficult about interpreting or communicating the results to the client.

Justification: This assignment is designed as a comprehensive evaluation of your ability to apply course content to clinical practice. In order to accurately assess client and do so in a way that is valuable and informative to both you and the client. The assessment process includes assessment, interpretation, AND integration through an accurate and comprehensible report (verbal and/or written). Assessments are incomplete and even harmful to the client if we are not able to accurately assess, accurately interpret, and accurately integrate that into the treatment plan. This assignment gives you the opportunity for real-life application.

CACREP: II.F.7.m; II.F.7.a; II.F.7.b; II.F.7.c; II.F.7.d; II.F.7.e; II.F.7.f; II.F.7.g; II.F.7.h; II.F.7.i; II.F.7.j; II.F.7.k; II.F.7.l

Assessment Completion (5pts):

To experience the client’s prospective of completing an assessment, you will complete one (1) assessment administered by a colleague for their portion of the assessment project. Once you complete the assessment, you will complete a reflection journal of you experience, including: your experience of the assessment, what was difficult, and if you were administering this assessment to a future client what would you do the same/different, or what is something that you need to be intentional about?

Class Presentation (20pts):

In a 15 minute presentation, you will take the opportunity to introduce the class to the assessment you administered. The whole goal of your presentation is to demonstrate this: is your assessment a “good” assessment, and for who/what situation is the assessment “good” for. The presentation of the instrument, and in turn how we determine if an assessment is “good” and applicable, should include: 1) a brief history of the instrument; 2) how it was designed and for what purpose(s); 3) its validity and reliability ratings; 4) the norming process including what sample(s) it was normed with. Additional information should include: 1) how the instrument compares to other assessment options, 2) the cost; and 3) strengths and weakness that you encountered when you administered the assessment. There is no specific format for the presentation, however, please prepare some artifact (PowerPoint, word document, graphic handout, etc.) that will be posted to the “Presentation” discussion board as a continued resource for you and your classmates. Please post the artifact prior to the class in which you present. Your presentation will be scheduled based on the type of assessment and in conjunction with the class topic (i.e. if your assessment is a suicide or risk assessment, you will present during the week we cover suicide risk assessment).

CACREP: II.F.7.m; II.F.7.a; II.F.7.b; II.F.7.c; II.F.7.d; II.F.7.e; II.F.7.f; II.F.7.g; II.F.7.h; II.F.7.i; II.F.7.j; II.F.7.k; II.F.7.l

Final (30pts):

A final test will be given to assess your knowledge and comprehension of assigned readings and class lectures.

CACREP: II.F.7.m; II.F.7.a; II.F.7.b; II.F.7.c; II.F.7.d; II.F.7.e; II.F.7.f; II.F.7.g; II.F.7.h; II.F.7.i; II.F.7.j; II.F.7.k; II.F.7.l

NOTE: No written assignments for this class are required to be in APA formatting. Assessment reports will be evaluated based on formatting found in the text.

ATTENDANCE: This course is designed for learning to take place in community. You will learn from others and others will have the opportunity to learn from you. In order for this communal learning to take place, you must be present. Without your attendance (physical presence) and active participation (no cell phones or non-academic use of electronics) in class, your learning and the learning of others will be diminished.

Based on the additive grade model implemented in this course, you will have a chance to earn participation points every class you are present and actively participating in your own learning and the learning of others. 2 point will be earned for each class in which you are physically present; an additional 2 points will be earned for each class in which you are an active participant in the learning community (4pts x 6 classes = possible 24 points earned).

GRADE BREAKDOWN:

Assessment Project (Part I):	10pts
Assessment Project (Part II):	25pts
Assessment Project (Part III):	10pts
Assessment Completion	5pts
Class Presentation	20pts
Final	30 pts
Attendance (4pts x 5 classes):	20pts
Max Possible:	120pts

Estimating Hours of Work Required Out of Class		
Assignment/Artifact	Details	Hours
Reading	7 modules @ 4 hrs each	28
Assessment Project (Part I)	Assessment Admin (1 hr); Reflection (1 hr)	2
Assessment Project (Part II)	Scoring (1 hr); Report (10hr)	11
Assessment Project (Part III)	Interview (1 hr); Reflection (1hr)	2
Assessment Completion		1
Class Presentation Prep		8
Final Preparation and Final	Prep (7 hr); Final (3hr)	8
Total hours of work required		60

General guidelines: in a 15-week semester, the total hours of work required outside of class would be:

- 1-hour course: 30 hours
- 2-hour course: 60 hours
- 3-hour course: 90 hours
- 4-hour course: 120 hour

Theme	Date	Method	Topic	Readings Due	Assignments Due
Foundations of Assessment	M1 8/23	FTF	Syllabus Use of Assessment in Counseling The Assessment Process	Hays: CH 1 & 2	
	M2 8/30	FTF	Measurement Concepts Understanding and Transforming Raw Scores *Assessment Signups	Hays: CH 5 & 6 iLearn: Peterson et al (2014); Tyler (1984)	
	M3 9/6	Online	Foundations of Assessment in Counseling Ethical, Legal, and Professional Considerations Multicultural Considerations	Hays: CH 3 & 4 iLearn: Naugle (2009)	
Initial Psychological Assessment	M4 9/13	FTF	Assessment Results Initial Psychological Assessment Intake Interview MSE Screening Inventories	Hays: CH 15 & CH 7	Part I Presentations: SCL-90-R BSI QOLI
	M5 9/20	FTF	Initial Psychological Assessment DSM-V Substance Abuse and Mental Health Assessment	Ch 7 & 8	Assessment Completion Presentations: BAI BDI-II SCARED
Types of Assessment	M6 9/27	Online	Assessment of Intelligence Ability Testing: Academic Aptitude and Achievement Assessment	CH 9 & 10	Part II Presentations: WIAT-III BASC-3 BBHI 2
	M7 10/4	FTF	Suicide Risk Assessment	iLearn: Granello (2010); Granello (2010)	Presentations: BHS BSS C-SSRS
	M8 10/11	Online	Part III and Final		Part III

NOTE: Instructor reserves the right to change the structure of the semester with advanced notice to the class.

****Final Exam will be open at the start of M8 and will remain open until Sunday 10/16 at 11:59pm****

Capital University requests the following information be included on all course syllabi and is language provided by the university

Academic Integrity

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Classroom Privacy

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

COVID-19 Procedures

The health and safety of students, faculty, staff and visitors on our campuses is our top priority. In response to the current COVID-19 pandemic, the Capital community will be working together to support compliance with recommended health and safety standards to optimize the learning experience while minimizing health risks. The Capital Cares requirements for the health of our community may be accessed here, with important details related to in-person classes provided below:

1. Complete daily temperature and symptom check as requested. Anyone experiencing one or more COVID-19 symptoms should not be on campus or, if a resident, should not be outside their residence hall room and should contact a medical provider and follow their guidance.

Please, inform your instructor prior to the beginning of class if your screening indicates the need for further evaluation and that you will not be in class.

2. Mask Policy

The new requirement for masks, beginning immediately, is:

- **Indoors:** Masks must be worn by all students, faculty, staff, and visitors, regardless of vaccination status, while in public indoor spaces on all campuses, including in classrooms, libraries, studios, labs, offices, and common areas. Vaccinated individuals may remove face coverings when seated in a private office occupied by one person or at a workstation, provided that there is separation from other seated people. In University dining spaces, masks should be worn until seated. When in athletic or workout facilities, masks should be worn unless actively engaged in physical activity. All community members may remove face coverings in their personal living space on campus.
- **Outdoors:** Masks are not required but are recommended if in a crowd or unable to maintain physical distancing.
- **At the Center for Health and Wellness:** Masks are required in the student health center regardless of vaccination status.
- **On Transportation:** Masks must be worn when two or more people travel on University vans and buses (University-owned or rented) and on other public transportation.

Diversity Statement

The University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Title IX and Sexual Harassment

Ruff Learning Center

614-236-6904

titleIX@capital.edu

www.capital.edu/title-ix-and-sexual-harassment

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Use of Electronics

The use of electronic devices such as cell phones during class time is prohibited unless permission from the instructor is explicitly given.

Support Services

Academic Success

Blackmore Library

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Blackmore Library

From online databases and e-books to thousands of books and periodicals, the [Blackmore Library](#) is your first stop for all your research needs. Librarians are available to help you in your search. And as a member of the shared OhioLINK Catalog, you'll have access to more than 40 million library items located throughout the state.

Center for Health and Wellness

Kline Health Center

614-236-6114

chw@capital.edu

www.capital.edu/health

The Center for Health and Wellness provides a comprehensive array of medical and mental-health services that will aid in the assessment, treatment, prevention, and promotion of health and wellness on campus. You may experience situations or face personal challenges that affect academic progress, social development, or emotional wellbeing. Some of these situations are expected and even beneficial, while others may lead to stress, anxiety, depression, alcohol and other drug use, changes in eating patterns, family of origin issues, loss, sleep difficulties, relationship problems, trauma, feelings of hopelessness, and suicidal thoughts.

DIVERSITY AND INCLUSION

Student Union
614-236-6181
odi@capital.edu
www.capital.edu/diversity-and-inclusion

Capital University wants to know you and cultivate a college experience that accepts, respects, and celebrates you. Diversity and Inclusion provides educational and cultural leadership for university initiatives aimed at supporting and developing a diverse and inclusive community.

Safety and Emergency Procedures

The mission of the [Department of Public Safety](#) at Capital University is to provide a safe and secure environment for the university community and all its members, and provide a variety of services, which enhance the quality of life on campus (236-6666 or 236-6504 phone).

Student Success

Ruff Learning Center
614-236-6871
success@capital.edu
www.capital.edu/student-success

Student Success is here to help all students navigate the university, overcome barriers to success, and achieve their personal and academic goals to get the most out of their time at Capital. If concerns arise, the Student Success team provides support, advocacy, and connection to campus resources and also empowers students to achieve success both inside and outside the classroom through the success coaching program.

University Bookstore

Capital University [Bookstore online](#) is your place for official Capital University textbooks, gear and supplies. Buy or sell used and new textbooks, find official Capital University gear, and purchase software and gifts - all online.

Withdrawal

Failure to attend class does not constitute official withdrawal from the course and may result in a failing grade. Official withdrawal requires that the student submit a completed “Change of Registration” form to the Registrar by the published deadline.

University Mission

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Thinking critically
- Reasoning logically

- Communicating clearly
- Provides for personal growth by encouraging, enabling, and celebrating learning
- Prepares individuals to be knowledgeable, independent, critical thinkers— educated for lives of leadership and service in an increasingly diverse society
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- Thinking critically
- Reasoning logically
- Communicating clearly

Students also will be encouraged to:

- Develop their leadership and service potentials
- Become independent, lifelong learners
- Develop a sense of values that guides personal decision making and develop intercultural competencies and the ability to work in diverse groups.

Goals of Graduate Program/Education Department

The university and the department strive to offer a personalized learning environment with a focus on excellent teaching, research opportunities, and mentorship. Faculty use multiple approaches to teaching, and they model caring and commitment as they assist students to advance as professional educators. Department faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The department faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional organizations. The following goals for candidates provide the foundation for the commitment and work of the department:

- **Goal #1** Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge
- **Goal #2** Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment
- **Goal #3** Demonstrate and Implement Knowledge of Curriculum & General Pedagogy to Impact Student Learning
- **Goal #4** Participate in Collaboration, Employ Effective Communication, & Create an Engaging Educational Environment
- **Goal #5** Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher

Capital University

Wellness and Prevention Counseling

School of Education

EDUC 654-01 (Hybrid Course)

Summer 2022

2 Credit Hours

Class Time: Tuesday 7:15-9:30

Classroom: Ruff 202

Michael S. Lewis, Ph.D., LPCC-S

mlewis7@capital.edu (614) 429-7441

Office: Ruff Learning Center 230

Office Hours: By Appointment

Course Description:

This course provides instruction on how to include holistic wellness practices into client treatment. Examples of areas explored include mindfulness techniques, stress reduction and management strategies, value and moral exploration, and goal setting among others. Focus is on treating the whole person through the dimensions of physical, mental, emotional, vocational, spiritual, familial, social, and recreational selves.

Course Objectives (based on CACREP standards):

Students Will:

- Explore strategies for personal and professional self-evaluation and implications for practice (2.F.1.k)
- Become knowledgeable of and learn to implement self-care strategies appropriate to the counselor role (2.F.1.l)
- Know ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (2.F.3.i)
- Analyze evidence-based counseling strategies and techniques for prevention and intervention (2.F.5.j)
- Learn and practice techniques and interventions for prevention and treatment of a broad range of mental health issues (5.C.3.b)

Signature Learning Outcomes

Capital University is committed to a liberal education that readies students for every arena of life. The curriculum is structured around the School of Education (SOE) Program Learning Outcomes (PLOs) that are delivered through majors, minors, foundational courses, and co-curricular experiences. The PLOs represent what students are able to do at the conclusion of a program and are achieved as the culmination of multiple courses and activities. The following course has Counselor Education specific PO's aligned with the SOE PLO's and CACREP standards.

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	2.F.1.k., 2.F.1.l., 2.F.3.i., 2.F.5.j., 5.C.3.b.	Chapter and Article Readings; Final Examination
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.	2.F.3.i.	Final Examination
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	2.F.1.k., 2.F.1.l.	Holistic Wellness Evaluation; Individual Wellness Plan
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.	N/A	
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.	N/A	Attendance and Participation

Required Texts and Readings

Ohr, J.H., Clarke, P.H., & Conley, A.H. (2018). *Wellness counseling: A holistic approach to prevention and intervention*. Hoboken, NJ: Wiley

Articles

- Avera, J. et al. (2015). Transitioning into wellness: Conceptualizing the experiences of transgender individuals using a wellness model. *Journal of LGBT Issues in Counseling*, 9(4), 273–287.
- Ghiya, G. D. (2019) Promoting spiritual health and holistic wellness. *Journal of Health Management*, 21(2), 230–233.
- Leppma, M. & Young, M. E. (2016). Loving-kindness meditation and empathy: A wellness group intervention for counseling students. *Journal of Counseling and Development*, 94(3), 297–305.
- Myers, J. E., Luecht, R. M., & Sweeney, T. J. (2004). The factor structure of wellness: Re-examining theoretical and empirical models underlying the wellness evaluation of lifestyle (WEL) and the five-factor wei. *Measurement and Evaluation in Counseling and Development*, 36(4) 194-204.
- Myers, J. E., & Sweeney, T. J. (2004). The indivisible self: An evidence-based model of wellness. *Journal of Individual Psychology*, 60(3), 234-245.
- Myers, J. E., Sweeney, T. J., & Witmer, J. M. (2000). The Wheel of Wellness counseling for wellness: A holistic model for treatment planning. *Journal of Counseling & Development*, 78, 251–266.
- Roach, L. F. & Young, M. E. (2007). Do counselor education programs promote wellness in their students? *Counselor Education and Supervision*, 47, 29-45.
- Savolaine, J. & Granello, P.F. (2002) The function of meaning and purpose for individual wellness. *Journal of Humanistic Counseling, Education & Development*, 41(2), 178-189.
- Testa, D. & Sangganjanavanich, V.F. (2016) Contribution of mindfulness and emotional intelligence to burnout among counseling interns. *Counselor Education and Supervision*, 55, (2), 95–108

Websites and other resources

<https://www.mindgarden.com/159-wellness-evaluation-of-lifestyle>

<https://www.superbetter.com>

Instruction Methods

Lecture
Online activities
Personal assessment
Text and article readings
Group Discussions

Assignment Descriptions

* This class is 2 credits for 6 weeks, and therefore students should plan to engage in course work outside of class time for at least 10 hours each week. *

Holistic Wellness Evaluation: Complete a self-evaluation using the Wellness Evaluation of Lifestyle (5F). Assess each component of the wellness wheel and mark areas of strength and need. Write a reflective report on your findings including insights gained and ideas around change if change may be needed. Each dimension of wellness should be covered with at least 1-2 paragraphs. Include your profile with the report.

CACREP: 2.F.1.k.

Wellness Plan: Create a personal wellness plan, challenging using the SMART goals format. Develop at least three goals and accompanying objectives. These should relate to the wellness evaluation previously completed. A reflection on your plan and goal process and attempts will be completed at the end of the course

CACREP: 2.F.1.k.

Article Reviews: You will read two articles from the list above and respond with a 3-4 page critique with your **own** insights, thoughts, questions, and/or concerns. This should not be a summarization of the article but rather your reflections and reactions to the content.

CACREP: 2.F.1.l., 2.F.3.i.

Final Exam: Comprehensive examination covering all material from coursework. May also include information from text, handouts, presentations, or lectures.

CACREP: 2.F.1.l., 2.F.3.i., 2.F.5.j., 5.C.3.b.

Participation: Active participation and attention is expected during all class time. The professor reserves the right to deduct points from a student's overall grade based on attendance and active participation. Please refer to attendance expectations below.

CACREP: 2.F.1.k., 2.F.1.l., 2.F.3.i., 2.F.5.j., 5.C.3.b.

NOTE: All papers and essays need to be in proper APA format. Papers handed in that are not in this format will **NOT** be accepted. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

Holistic Wellness Evaluation

Go to <https://www.mindgarden.com/159-wellness-evaluation-of-lifestyle> and purchase the “Report About Me” for \$15. If this is cost prohibitive, please let me know.

Complete the self-evaluation. This will create a report that outlines and scores your wellness domains. This comes from the indivisible self theory and model so the wellness domains will vary from what we specifically talk about in class.

Write a reflection based on this report noting areas of strength and need. Cover each component outlined in the report in 1-2 paragraphs.

Turn in this reflection including the evaluation on 6/6 by midnight.

Wellness Plan

Create a personal wellness plan by developing three SMART goals. There are templates in iLearn and a lecture there to help guide you in how to do this. These goals can be written out in narrative form or using the template but all should cover the SMART format. Be as detailed in your goal outlines as possible as this helps with accountability and follow-through.

Turn in these three goals on 5/30 by midnight for feedback

Work to progress in these goals throughout the semester. Some goals may understandably extend past the end of the course given the nature of the goal. This is not a problem. The purpose is to develop goals, work to progress, and reflect on the process.

Turn in a reflection of your experience both in creating the goals and your work in progressing by 6/27 at midnight. There is no page requirement but should include reflection on all three goals.

Grading Breakdown

Holistic Wellness Evaluation:	20%
Wellness Plan:	20%
Article Reviews:	25%
Final Examination:	25%
Participation:	10%

Attendance Expectations: All students are expected to be present and on time for every scheduled class time face-to-face. Additionally, it is expected that students will remain for the duration of the scheduled class time. The course instructor reserves the right to deduct points for tardiness or partial attendance to face-to-face meetings. Tardiness or absences exceeding one class meeting are sufficient grounds for failure of this course. The expectation is to reserve any potential need for an absence from class for emergency situations only. Additionally, students are expected to engage in online discussion, forums, videos, and other materials in the week it is provided. These include online lectures, forum discussions, response/reflection submissions, and other material/assignments as posted that week. It is the student’s responsibility

to communicate tardiness and absences with the instructor. Attendance also means that students are actively engaged in class – students should not be otherwise engaged with non-course material, cellphones (which should be silenced), or otherwise disengaged. Please see the instructor if there are problems or concerns with your ability to adhere to this policy so that arrangements may be made.

Basic Grading Scale

93-100%	A	77-79.99%	C+	Below 60%	F
90-92.99%	A-	73-76.99%	C		
87-89.99%	B+	70-72.99%	C-		
83-86.99%	B	67-69.99%	D+		
80-82.99%	B-	60-66.99%	D		

Course Schedule (FTF = Face to face class/ O = Online Content)

Week	Class	CACREP Standard (Assessed By)	Readings/Assignments Due
1 (5/17) FTF	Introduction to Wellness and Evaluation Individual Wellness Assessment Theories of Wellness Trends in Health and Wellness Stress Responses and Management Deep Breathing	2.F.1.k, 2.F.1.l, 2.F.3.i 5.C.3.b (wellness plan/reflection, final, article reviews)	Ohrt et al 1-3
2 (5/24) FTF	Dimensions and Models of Wellness Mind/Intellectual/Recreation Body/Physical Autogenics	2.F.1.1, 5.C.3.b (wellness plan/reflection, final, article reviews)	Ohrt et al 4-8 Wellness Plan Due (5/30)
3 (5/31) O	Utilizing Wellness Assessments SMART Goals Guided Imagery	2.F.1.1, 5.C.3.b (wellness plan/reflection, final, article reviews)	Ohrt et al 9-11 Holistic Wellness Evaluation Due (6/6)
4 (6/7) FTF	Spirituality Emotions/Feelings Connections/Family/Social/Vocational Progressive Muscle Relaxation	2.F.1.1, 5.C.3.b (wellness plan/reflection, final, article reviews)	Ohrt et al 4-8
5 (6/14) FTF	Preventive Self-Care Using Wellness Practices with Clients across the Lifespan Self-Hypnosis	2.F.1.1, 5.C.3.b, 2.F.5.j (wellness plan/reflection, final, article reviews)	Chosen Articles Ohrt et al 13-15 Article Reviews Due (6/20)
6 (6/21) O	Review and Assignment Completions	2.F.1.1, 5.C.3.b (wellness plan/reflection, final, article reviews)	Wellness Plan Reflection (6/27) Final Examination (6/25-6/27)

NOTE: Instructor reserves the right to change the structure of the semester with advanced notice to the class.

Document History: Approved by [School of Education] Faculty 5/1/2020

Summary of Estimated Outside Work Requirements

The university Credit Hour and Syllabus Format Policy requires that each course syllabus contain a statement about the work required outside of class/direct instruction (a minimum of two hours per credit hour per week) as well as information about course assignments, examinations, and related course activities.

Estimated Hours of Work Required Outside of Direct Instruction		
Assignment	Details	Hours
Holistic Wellness Evaluation	Personally, assess holistic wellness using the wellness model demonstrated in class	8-10 hours
Wellness Plan	Develop a SMART goal plan based on the holistic wellness assessment and attempt to complete three goals. Write a reflection on the experience	15-18 hours
Textbooks	11 total chapters at 1.5-2 hours each and articles	21-28 hours
Final Examination	Study and preparation	8-10 hours
Total hours outside of direct instruction		52-66 hours

General guidelines: in a 15-week semester, the total hours of work required outside of direct instruction would be: (**highlight in bold** the number of credit hours for the course)

- 1-hour course: 30 hours
- 2-hour course: 60 hours**
- 3-hour course: 90 hours
- 4-hour course: 120 hours

Academic Integrity

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

Classroom Privacy

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

COVID-19 Procedures

The health and safety of students, faculty, staff and visitors on our campuses is our top priority. In response to the current COVID-19 pandemic, the Capital community will be working together to support compliance with recommended health and safety standards to optimize the learning experience while minimizing health risks. The Capital Cares requirements for the health of our community may be accessed here, with important details related to in-person classes provided below:

1. **Complete daily temperature and symptom check as requested.** Anyone experiencing one or more COVID-19 symptoms should not be on campus or, if a resident, should not be outside their residence hall room and should contact a medical provider and follow their guidance. Please, inform your instructor prior to the beginning of class if your screening indicates the need for further evaluation and that you will not be in class.
2. **Wear face coverings.** All members of the Capital community are required to wear face coverings while in classrooms or any other shared space, including specified public or

common-use areas where physical distancing guidelines cannot be followed. No one, instructor or student, is to attend in-person classes without properly wearing a face covering that covers the person's nose, mouth, and chin.

3. **Maintain physical distancing.** All students, faculty, staff, and guests are required to maintain a safe distance from one another. Physical distancing is to be maintained in all indoor and outdoor spaces which are owned or controlled by Capital. Stay at least 6 feet (about 2 arms' length) from other people, do not gather in groups, stay out of crowded places and avoid mass gatherings. Please, sit in only designated areas in class and do not move chairs or desks in classrooms or common spaces. Do not congregate in groups within hallways and common areas within academic buildings during transition to and from classroom activities.
4. **Practice good hand hygiene.** Individuals should wash their hands with soap and water for at least 20 seconds as often as possible or use personal hand sanitizers containing at least 60% alcohol. Hand sanitizer stations are available throughout the campus.
5. **Disinfect your classroom space.** Students and faculty are responsible for disinfecting areas within their workspaces by cleaning these at the beginning and end of each class. This includes desk tops, seats, and equipment used during class. Disinfectant supplies will be provided. If paper towels or wipes are used to disinfect, they must be discarded in a trash receptacle immediately after use.
6. **Online course etiquette.** Online classrooms are still classrooms. Code of conduct and appropriate behavior is expected. Dress and classroom behavior should be considered the same as if in person. When online, except in special circumstances, you should have video on, have the participants and chatroom up, and be engaged in the online content. Try to place yourself in a learning environment that will allow you to focus without distractions and use headphones with mics if possible. Be prepared to interact more intentionally in the classroom as it can be easy to not have your voice heard. Use the participants tab to raise your hand or unmute your mic when you have questions, comments, or concerns.

Disability Services

Capital University is committed to providing reasonable accommodations for students with disabilities. If you are seeking academic accommodations, you are required to register with the Office of Disability Services (ODS). To receive academic accommodations for this class, please register with ODS and meet with me at the beginning of the semester. Further information may be obtained by contacting Disability Services by email (disabilityservices@capital.edu) or by telephone (614.236.6611). This syllabus is available in alternate format upon request.

Diversity and Inclusion

Diversity and inclusion are essential to Capital University's mission of transforming lives through higher education. Diversity refers to the differences that exist among people. Inclusion denotes the proactive behaviors that facilitate an environment that allows each person to feel welcomed and affirmed. Our community:

- Values and creates a welcoming and supportive environment that honors and engages the many aspects of diversity and dignity for all.
- Intentionally seeks to attract, nurture, and retain diverse students, faculty, and staff.
- Fosters acceptance, respect, and appreciation of all persons regardless of background as vital elements of our university community.
- Celebrates our commonalities and unique differences and asserts that diversity broadens learning, stimulates creativity, and promotes the exchange of ideas.

The Office of Diversity and Inclusion is on the first floor of the Student Union. All students are welcome.

Diversity Statement

The University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Title IX – Sexual Harassment, Discrimination, and Misconduct

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct and harassment. If you have experienced an incident of sex or gender-based discrimination, harassment, or sexual misconduct, we encourage you to report it. Capital University faculty are committed to supporting students, however, please understand that faculty are “responsible employees” of the University and must report incidents of sex- or gender-based discrimination, harassment, and sexual misconduct to the Title IX Coordinator, Dr. Jennifer Speakman. If you would like to make a confidential report, please refer to Capital University's Sex- or Gender-Based Discrimination, Harassment, and Sexual Misconduct policy for more information on reporting options: <http://www.capital.edu/Title-IX-and-Sexual-Harassment/>.

Use of Electronics

The use of electronic devices such as cell phones during class time is prohibited unless permission from the instructor is explicitly given.

Support Services

Academic Success: Academic Success (Blackmore Library, 2nd floor) assists all students in becoming more confident, independent lifelong learners. In order to be even more accessible to all students, we have adopted a new, expanded services model that includes both online and in-person support. Our free academic support services for students include the following:

- The **Tutoring Center** provides content area tutoring for most courses in both online and in-person formats. Peer Tutors guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, developing more effective study strategies for the course, and more. All sessions are by appointment, and many sessions can be either one-on-one or in small groups. We offer online and in-person options for one-on-one tutoring sessions, while all group sessions are conducted online.
- The **Supplemental Instruction (SI)** program supports historically challenging courses. SI Leaders typically attend class meetings, then plan and facilitate regular, organized group study sessions each week. SI sessions are open to all students in the supported courses and are designed for students to engage in activities that will not only help them master the course material, but will also help them become more effective learners. SI-supported courses for Fall 2020 are BIOL 151, BUS 211, CHEM 150, MATH 120, MATH 230, and NURS 326. All SI sessions are conducted online to accommodate larger groups; no appointment is necessary. The fall SI schedule can be viewed at <https://www.capital.edu/supplemental-instruction/>.
- The **Writing Center** serves as a resource for students engaged in any stage of the writing process for assignments in any course. Writing Consultants assist students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting (APA, MLA, and Chicago style). The goal of the Writing Center is to guide students in developing the skills necessary to become more knowledgeable and confident writers. Both online and in-person writing consultations are available.
- The **Academic Coaching** program assists students with developing enhanced college-level strategies for navigating online learning, time management, organization, test preparation and test-taking strategies, goal setting, and more. Academic Coaches are trained in key student learning and development theories to inform their work in helping students become more successful in their studies. Both online and in-person coaching sessions are available.

Students can easily schedule appointments for online and in-person tutoring, writing, and coaching sessions by logging into tutortrac.capital.edu and clicking on “Search Availabilities.” Appointments can also be made by emailing academicsuccesssws@capital.edu or calling our Reception desk at 614-236-6327. Online sessions are conducted using the Zoom platform (students can join sessions directly through the TutorTrac interface), and in-person sessions are held in Academic Success (with social distancing and other guidelines in place). For additional

information about Academic Success programs and services, contact Director Bruce Epps at bepps@capital.edu or 614-236-6461.

Blackmore Library

From online databases and e-books to thousands of books and periodicals, the [Blackmore Library](#) is your first stop for all your research needs. Librarians are available to help you in your search. And as a member of the shared OhioLINK Catalog, you'll have access to more than 40 million library items located throughout the state.

Center for Health and Wellness

You may experience situations or face personal challenges that affect academic progress, social development, or emotional wellbeing. Some of these situations are expected and even beneficial, while others may lead to stress, anxiety, depression, alcohol and other drug use, changes in eating patterns, family of origin issues, loss, sleep difficulties, relationship problems, trauma, feelings of hopelessness, and suicidal thoughts. Capital University faculty and staff are committed to your health and therefore the university offers a variety of confidential services to help you through difficult times. These services include individual and group counseling, consultations, mental health screenings, and crisis intervention. These services are provided by staff who welcome all students and embrace a philosophy respectful of students' cultural and religious backgrounds, as well as being sensitive to differences in race, ability, gender identity, and sexual orientation. You can reach Capital University's Center for Health and Wellness by phone 614-236-6114, by email chw@capital.edu, or in person at the Kline Center. 24-hour mental health support is available by calling the Center for Health and Wellness, 614-236-6114.

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Capital University is committed to supporting your success as a student and as a person. We recognize that you may encounter challenges or barriers to success for which there is no clear solution or place to go for help. Student Success is here to work through these challenges with you and guide you to the best resources available, to help you stay on a consistent path to success. You can reach Student Success at success@capital.edu or 614-236-6871. Instructors also care about your success so there may be instances when they reach out to Student Success if they have a concern about your success and have not been able to reach you to discuss it directly.

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Goals of Graduate Program/School of Education

The university and the school strive to offer a personalized learning environment with a focus on excellent teaching, research opportunities, and mentorship. Faculty use multiple approaches to teaching, and they model caring and commitment as they assist students to advance as professional educators. Education faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional organizations. The following goals for candidates provide the foundation for the commitment and work of the school:

- **Goal #1** Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge
- **Goal #2** Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment
- **Goal #3** Demonstrate and Implement Knowledge of Curriculum & General Pedagogy to Impact Student Learning
- **Goal #4** Participate in Collaboration, Employ Effective Communication, & Create an Engaging Educational Environment
- **Goal #5** Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher

Document History: Approved by [School of Education] Faculty 5/1/20

**Capital University
Advanced Assessment
EDUC 664**

Fall 2022
2 Credit Hours
Class Time: Wednesday 7:15pm – 9:30pm
Room: LC 07
Hybrid Format

Sean Gorby, Ph.D, LPC
sgorby2@capital.edu
Office: LC 231
Phone: 614-236-7107

Office Hours: Tuesdays and Thursdays 2-4pm (by appointment)
<https://capital.zoom.us/j/98531186429>

COURSE DESCRIPTION:

This course provides a further examination of assessment tools specific to clinical mental health counseling. Advanced personality inventories, diagnostic tests, intelligence/cognitive assessments, and projective tests will be examined and students will learn how to properly administer, evaluate, and interpret several assessments in mock psychological examinations and how to write clinical evaluations.

LEARNING OBJECTIVES:

According to CACREP (the Council for Accreditation of Counseling and Related Educational Programs, *Accreditation Standards*, 2016), this course will address the following concepts for Section 2, Item F, Topic 7: Assessment and Testing:

Students will cover the following standards:

- Explore historical perspectives concerning the nature and meaning of assessment (II.F.7.a)
- Methods of effectively preparing for and conducting initial assessment meetings (II.F.7.b)
- procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (II.F.7.c)
- Use of assessments for diagnostic and intervention planning purposes (II.F.7.e)
- Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (II.F.7.f)
- Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (II.F.7.g)
- Reliability and validity in the use of assessments (II.F.7.h)
- Use of assessments relevant to academic/educational, career, personal, and social development (II.F.7.i)

- Use of environmental assessments and systematic behavioral observations (II.F.7.j)
- Use of symptom checklists, and personality and psychological testing (II.F.7.k)
- Use of assessment results to diagnose developmental, behavioral, and mental disorders (II.F.7.l)
- Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (II.F.7.m)

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.		
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.		
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	II.F.7.a II.F.7.b II.F.7.c II.F.7.e II.F.7.f II.F.7.g II.F.7.h II.F.7.i II.F.7.j II.F.7.k II.F.7.l	Assessment Administration Assessment Reports Attendance and Participation
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.		

Environment.			
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.	II.F.7.m	

REQUIRED TEXT/RESOURCES:

Hays, D. G. (2017). *Assessment in Counseling: Procedures and Practices* (6th Ed.). Alexandria, VA: American Counseling Association. ISBN: 978-1-55620-368-8

Butcher, J. N., Graham, J. R., Ben-Porath, Y. S., Tellegen, A., Dahlstrom, W. G., & Kaemmer, B. (2001). *MMPI-2 (Minnesota Multiphasic Personality Inventory-2): Manual for administration, scoring, and interpretation, revised edition*. Minneapolis: University of Minnesota Press. (Provided by Capital Counselor Ed. Assessment Library).

Derogatis, L. R. (1993). *Brief Symptom Inventory: Administration, scoring, and procedures manual*. PsychCorp. (Provided by Capital Counselor Ed. Assessment Library).

Murray, H.A., & Harvard University (1943). *Thematic Apperception Test manual*. Cambridge, Mass.: Harvard University Press. (Provided by Capital Counselor Ed. Assessment Library).

SUPPLEMENTAL READING:

Groth-Marnat, G. (2009). *Handbook of Psychological Assessment* (5th Ed.) New Jersey: Wiley & Sons, Inc.

EMAIL COMMUNICATION: In an effort to maintain balance and uphold the principles and domains of wellness in my own life, **I DO NOT CHECK MY EMAIL ON THE WEEKENDS**. Additionally, I will respond to all emails that warrant a response, meaning, there is some form of inquiry articulated in the email. Due to the large amount of emails received on a daily basis, the time to respond to all emails adds up. If your email does not contain a specific

inquiry or request, I may not respond. **PLEASE ALLOW UP TO 48-HOURS FOR A RESPONSE.** If I have not followed up in 48-hours, feel free to send a follow-up email.

******Please take note of this policy as it may mean late inquiries due to procrastination may go unanswered until after course deadlines.*****

GRADING: For this course, grades will be awarded based on an additive grade model. This means that points will be awarded to you based on your learning. Throughout the course, you will have opportunities to demonstrate your learning and critical thinking as it refers to legal and ethical issues in counseling. Points will be added to an overall score that, at the end of the semester, will reflect a numerical grade. This may be a different system than you are familiar with, a system that deducts points when expectations are not met. The additive grade model is a direct reflection of your growth in learning and your ability to demonstrate that learning.

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

ASSIGNMENTS:

ASSESSMENT ADMINISTRATIONS AND REPORTS (x3):

Throughout the semester you will complete three (3) assessment administrations and three (3) assessment reports on one pseudo-client. For the first administration and report, you will conduct the BSI. For the second administration and report, you will administer the MMPI-II. For the third administration and report, you will administer the MCMI. Each administration will be to the same pseudo-client. You will generate only one report, adding to the report after each new administration.

ATTENDANCE:

This course is designed for learning to take place in community. You will learn from others and others will have the opportunity to learn from you. In order for this communal learning to take place, you must be present. Without your attendance (physical presence) and active participation (no cell phones or non-academic use of electronics) in class, your learning and the learning of others will be diminished. Additionally, you as a counselor trainee are training to be a helping profession responsible for the treatment and diagnosis of clients in need. Attendance in professional counseling courses is required to evaluate the readiness and preparedness of each student to enter the profession.

Based on the additive grade model implemented in this course, you will have a chance to earn participation points every class you are present and actively participating in your own learning and the learning of others. Two (2) point will be earned for each class in which you are physically present; an additional 2 points will be earned for each class in which you are an active participant in the learning community (4pts x 6 classes = **possible 24 points earned**).

NOTE: All assessment reports need to follow formatting outlined in Chapter 15 of Hays text. Papers handed in that are not in this format will **NOT** be accepted. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

GRADE BREAKDOWN:

Assessment Administration (10 pts x3):	30pts
Assessment Reports (15pts x3):	45pts
Attendance (4pts x 6 classes):	24pts
Max Possible:	99pts

Estimating Hours of Work Required Out of Class		
Assignment/Artifact	Details	Hours
Reading	6 modules @ 4 hrs each	24
BSI Administration		2
MMPI Administration		5
MCMI Administraiton		5
Assessment Report	3 reports @ 5 hrs per report	15
Assessment Scoring	3 hrs per assessment	9
Total hours of work required		60

General guidelines: in a 15-week semester, the total hours of work required outside of class would be:

- 1-hour course: 30 hours
- 2-hour course: 60 hours**
- 3-hour course: 90 hours
- 4-hour course: 120 hour

Date	Method	Topic	Readings Due	Assignments Due
M1 10/25	FTF	Syllabus BSI Film: <i>Persona: The Dark Truth Behind Personality Tests</i>		
M2 11/1	FTF	MMPI-II	Hays Ch 13	BSI Administration
M3 11/8	Online	MMPI-II Administration	Pearson Assessment: MMPI-II Manual	Report #1 Due
M4 11/15	FTF	MMPI-II Scoring	Pearson Assessment: MMPI-II Manual	MMPI-II Administration
No Class – Happy Thanksgiving Assignment: MCMI Administration				
M5 11/29	FTF	MCMI	Pearson Assessment: MCMI	Report #2 Due
M6 12/6	FTF	MCMI: Q Global Scoring and Administration	Pearson Assessment: MCMI	
M7 12/13	Online	Projective Assessments - TAT	iLearn: TAT Manual	Report #3 Due

Capital University requests the following information be included on all course syllabi

COVID-19 Procedures

The health and safety of students, faculty, staff and visitors on our campuses is our top priority. In response to the current COVID-19 pandemic, the Capital community will be working together to support compliance with recommended health and safety standards to optimize the learning experience while minimizing health risks. The Capital Cares requirements for the health of our community may be accessed here, with important details related to in-person classes provided below:

1. **Complete daily temperature and symptom check as requested.** Anyone experiencing one or more COVID-19 symptoms should not be on campus or, if a resident, should not be outside their residence hall room and should contact a medical provider and follow their guidance. Please, inform your instructor prior to the beginning of class if your screening indicates the need for further evaluation and that you will not be in class.
2. **Wear face coverings.** All members of the Capital community are required to wear face coverings while in classrooms or any other shared space, including specified public or common-use areas where physical distancing guidelines cannot be followed. No one, instructor or student, is to attend in-person classes without properly wearing a face covering that covers the person's nose, mouth, and chin.
3. **Maintain physical distancing.** All students, faculty, staff, and guests are required to maintain a safe distance from one another. Physical distancing is to be maintained in all indoor and outdoor spaces which are owned or controlled by Capital. Stay at least 6 feet (about 2 arms' length) from other people, do not gather in groups, stay out of crowded places and avoid mass gatherings. Please, sit in only designated areas in class and do not move chairs or desks in classrooms or common spaces. Do not congregate in groups within hallways and common areas within academic buildings during transition to and from classroom activities.
4. **Practice good hand hygiene.** Individuals should wash their hands with soap and water for at least 20 seconds as often as possible or use personal hand sanitizers containing at least 60% alcohol. Hand sanitizer stations are available throughout the campus.
5. **Disinfect your classroom space.** Students and faculty are responsible for disinfecting areas within their workspaces by cleaning these at the beginning and end of each class. This includes desk tops, seats, and equipment used during class. Disinfectant supplies will be provided. If paper towels or wipes are used to disinfect, they must be discarded in a trash receptacle immediately after use.

ACADEMIC INTEGRITY

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's

work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

TITLE IX – SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct and harassment. If you have experienced an incident of sex or gender-based discrimination, harassment, or sexual misconduct, we encourage you to report it. Capital University faculty are committed to supporting students, however, please understand that faculty are “responsible employees” of the University and must report incidents of sex- or gender-based discrimination, harassment, and sexual misconduct to the Title IX Coordinator, Dr. Jennifer Speakman. If you would like to make a confidential report, please refer to Capital University's Sex- or Gender-Based Discrimination, Harassment, and Sexual Misconduct policy for more information on reporting options: <http://www.capital.edu/Title-IX-and-Sexual-Harassment/>.

CLASSROOM POLICY

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

COPYRIGHT

The lectures, classroom activities, and all materials associated with this class and developed by the instructor are copyrighted in the name of the professor.

DIVERSITY STATEMENT

Capital University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Capital University prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Diversity and Inclusion: Diversity and inclusion are essential to Capital University's mission of transforming lives through higher education. Diversity refers to the differences that exist among people. Inclusion denotes the proactive behaviors that facilitate an environment that allows each person to feel welcomed and affirmed. Our community:

- Values and creates a welcoming and supportive environment that honors and engages the many aspects of diversity and dignity for all.
- Intentionally seeks to attract, nurture, and retain diverse students, faculty, and staff.
- Fosters acceptance, respect, and appreciation of all persons regardless of background as vital elements of our university community.
- Celebrates our commonalities and unique differences and asserts that diversity broadens learning, stimulates creativity, and promotes the exchange of ideas.

The Office of Diversity and Inclusion is on the first floor of the Student Union. All students are welcome.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

SPECIAL ACCOMODATIONS

Capital University is committed to providing reasonable accommodations for students with disabilities. If you are seeking academic accommodations you are required to register with the Office of Disability Services (ODS). To receive academic accommodations for this class, please

register with ODS and meet with me at the beginning of the semester. Further information may be obtained by contacting Dr. Jennifer Speakman, Assistant Provost and Disability Services Director, by email (jspeakman@capital.edu) or by telephone, 614-236-7127. This syllabus is available in alternate format upon request.

USE OF ELECTRONICS

The use of electronic devices such as cell phones during class time is prohibited unless permission from the instructor is explicitly given.

SUPPORT SERVICES

Academic Success

Academic Success (Blackmore Library, 2nd floor) assists all students in becoming more confident, independent lifelong learners. In order to be even more accessible to all students, we have adopted a new, expanded services model that includes both online and in-person support. Our free academic support services for students include the following:

- The **Tutoring Center** provides content area tutoring for most courses in both online and in-person formats. Peer Tutors guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, developing more effective study strategies for the course, and more. All sessions are by appointment, and many sessions can be either one-on-one or in small groups. We offer online and in-person options for one-on-one tutoring sessions, while all group sessions are conducted online.
- The **Supplemental Instruction (SI)** program supports historically challenging courses. SI Leaders typically attend class meetings, then plan and facilitate regular, organized group study sessions each week. SI sessions are open to all students in the supported courses and are designed for students to engage in activities that will not only help them master the course material, but will also help them become more effective learners. SI-supported courses for Fall 2020 are BIOL 151, BUS 211, CHEM 150, MATH 120, MATH 230, and NURS 326. All SI sessions are conducted online to accommodate larger groups; no appointment is necessary. The fall SI schedule can be viewed at <https://www.capital.edu/supplemental-instruction/>.
- The **Writing Center** serves as a resource for students engaged in any stage of the writing process for assignments in any course. Writing Consultants assist students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting (APA, MLA, and Chicago style). The goal of the Writing Center is to guide students in developing the skills necessary to become more knowledgeable and confident writers. Both online and in-person writing consultations are available.
- The **Academic Coaching** program assists students with developing enhanced college-level strategies for navigating online learning, time management, organization, test preparation and test-taking strategies, goal setting, and more. Academic Coaches are trained in key student learning and development theories to inform their work in helping students become more successful in their studies. Both online and in-person coaching sessions are available.

Students can easily schedule appointments for online and in-person tutoring, writing, and coaching sessions by logging into tutortrac.capital.edu and clicking on “Search Availabilities.” Appointments can also be made by emailing academicsuccesssws@capital.edu or calling our Reception desk at 614-236-6327. Online sessions are conducted using the Zoom platform (students can join sessions directly through the TutorTrac interface), and in-person sessions are held in Academic Success (with social distancing and other guidelines in place). For additional information about Academic Success programs and services, contact Director Bruce Epps at bepps@capital.edu or 614-236-6461.

Blackmore Library

From online databases and e-books to thousands of books and periodicals, the [Blackmore Library](#) is your first stop for all your research needs. Librarians are available to help you in your search. And as a member of the shared OhioLINK Catalog, you’ll have access to more than 40 million library items located throughout the state.

University Bookstore

Capital University [Bookstore online](#) is your place for official Capital University textbooks, gear and supplies. Buy or sell used and new textbooks, find official Capital University gear, and purchase software and gifts - all online.

Center for Health and Wellness

You may experience situations or face personal challenges that affect academic progress, social development, or emotional wellbeing. Some of these situations are expected and even beneficial, while others may lead to stress, anxiety, depression, alcohol and other drug use, changes in eating patterns, family of origin issues, loss, sleep difficulties, relationship problems, trauma, feelings of hopelessness, and suicidal thoughts. Capital University faculty and staff are committed to your health and therefore the university offers a variety of confidential services to help you through difficult times. These services include individual and group counseling, consultations, mental health screenings, and crisis intervention. These services are provided by staff who welcome all students and embrace a philosophy respectful of students’ cultural and religious backgrounds, as well as being sensitive to differences in race, ability, gender identity, and sexual orientation. You can reach Capital University’s Center for Health and Wellness by phone 614-236-6114, by email chw@capital.edu, or in person at the Kline Center. 24-hour mental health support is available by calling the Center for Health and Wellness, 614-236-6114.

Safety and Emergency Procedures

The mission of the [Department of Public Safety](#) at Capital University is to provide a safe and secure environment for the university community and all its members, and provide a variety of services, which enhance the quality of life on campus (236-6666 or 236-6504 phone).

Withdrawal

Failure to attend class does not constitute official withdrawal from the course and may result in a failing grade. Official withdrawal requires that the student submit a completed “Change of Registration” form to the Registrar by the published deadline.

Student Success

Capital University is committed to supporting your success as a student and as a person. We recognize that you may encounter challenges or barriers to success for which there is no clear solution or place to go for help. Student Success is here to work through these challenges with you and guide you to the best resources available, to help you stay on a consistent path to success. You can reach Student Success at success@capital.edu or 614-236-6871. Instructors also care about your success so there may be instances when they reach out to Student Success if they have a concern about your success and have not been able to reach you to discuss it directly.

UNIVERSITY MISSION

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Thinking critically
- Reasoning logically
- Communicating clearly
- Provides for personal growth by encouraging, enabling, and celebrating learning
- Prepares individuals to be knowledgeable, independent, critical thinkers— educated for lives of leadership and service in an increasingly diverse society
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- Thinking critically
- Reasoning logically
- Communicating clearly

Students also will be encouraged to:

- Develop their leadership and service potentials
- Become independent, lifelong learners
- Develop a sense of values that guides personal decision-making and develop intercultural competencies and the ability to work in diverse groups.

Goals of Graduate Program/Education Department

The university and the department strive to offer a personalized learning environment with a focus on excellent teaching, research opportunities, and mentorship. Faculty use multiple approaches to teaching, and they model caring and commitment as they assist students to advance as professional educators. Department faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The department faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional

organizations. The following goals for candidates provide the foundation for the commitment and work of the department:

Goal #1 Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge

Goal #2 Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment

Goal #3 Demonstrate and Implement Knowledge of Curriculum & General Pedagogy to Impact Student Learning

Goal #4 Participate in Collaboration, Employ Effective Communication, & Create an Engaging Educational Environment

Goal #5 Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher

Capital University
Theories of Counseling Supervision
EDUC 684-M101

Spring 2023
Ruff Learning Center, 07
2 Credit Hours - Hybrid
Class Time: Thur 7:15-9:30

Michael S. Lewis, Ph.D., LPCC-S
Office: Ruff Learning Center, 230
mlewis7@capital.edu
614-429-7441

Office Hours: Tuesdays and Thursdays 2 pm-4:30 pm and virtually as scheduled
Virtual Appointments please use this link: <https://capital.zoom.us/j/7766567273>

Course Description:

This course provides an overview of counselor development theories, cognitive complexity, and supervision strategies including techniques and assessments. Role-plays and case studies will be used to deepen learning. Focus on counselor remediation will also be included.

Course Objectives (based on CACREP standards):

Students Will:

- Gain foundational knowledge of the role of counseling supervision (2.F.1.m.)
- Develop a framework for theories, models, and strategies for understanding and practicing consultation (2.F.5.c.)
- Develop strategies for interfacing with integrated behavioral health care professionals (5.C.3.d.)

Signature Learning Outcomes

Capital University is committed to a liberal education that readies students for every arena of life. The curriculum is structured around the School of Education (SOE) Program Learning Outcomes (PLOs) that are delivered through majors, minors, foundational courses, and co-curricular experiences. The PLOs represent what students are able to do at the conclusion of a program and are achieved as the culmination of multiple courses and activities. The following course has Counselor Education specific PO's aligned with the SOE PLO's and CACREP standards.

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	5.C.3.d.	Examination questions
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.		
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	2.F.1.m.	Supervision with peers
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.	2.F.5.c.	Examination questions
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.		

Required Texts and Readings

Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of Clinical Supervision (6th ed.)*. Columbus: Pearson.

Granello, D. H. (2000). Encouraging the cognitive development of supervisees: Using Bloom's taxonomy in supervision. *Counselor Education & Supervision, 46*(1), 31-46.

McAdams III, C. R. Foster, V. A. & Ward (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education & Supervision, 46*, 212-229.

Recommended Texts and Readings

Borders, L. D., & Brown, L. L. (2005). *The New Handbook of Counseling Supervision*. New York: Routledge

Neufeldt, S. A. (2007). *Supervision Strategies for the First Practicum Experience (3rd ed.)*. Virginia: American Counseling Association.

Other materials and handouts will be given to students throughout the course. Students are responsible for reading such materials as required. It is expected that students enrolled in this course will engage in a minimum of two hours of out-of-class student work per credit hour per week related to the course

Instructional Methods

Lectures
Instructional modules
Online activities
Dyad practice
Readings and research
Reflection

Assignment Descriptions

* This class is 2 credits for 8 weeks, and therefore students should plan engage in course work outside of class time for at least 9 hours each week. *

Supervision Styles Paper: A 5-7-page paper evaluating your perceived strengths, weaknesses, and how these relate to your scores on the *Supervisor Styles Inventory*, *Supervisor Emphasis Rating Form-Revised*, and *The Brief Supervisory Alliance Scale*.

CACREP: 2.F.1.m., 2.F.5.c.

Supervision and Reflection Papers: See below

CACREP: 2.F.1.m., 2.F.5.c.

Final Exam: Comprehensive examination covering all material from coursework. May also include information from text, handouts, presentations, or lectures.

CACREP: 2.F.1.m., 2.F.5.c., 5.C.3.d.

Participation: Active participation and attention is expected during all class time. The professor reserves the right to deduct points from a student's overall grade based on participation.

NOTE: All papers and essays need to be in proper APA format. Papers handed in that are not in this format will **NOT** be accepted. Additionally, all work should reflect the quality of a professional in the counseling field including respect for diversity as stated in the ACA Human Rights Statement of Diversity. No late work will be accepted unless previously arranged with the professor.

Grading Breakdown

Supervision Styles:	30%
Supervision and Reflections:	30%
Final Exam:	30%
Participation:	10%

Attendance Expectations: All students are expected to be present and on time for every scheduled class time face-to-face. Additionally, it is expected that students will remain for the duration of the scheduled class time. The course instructor reserves the right to deduct points for tardiness or partial attendance to face-to-face meetings. Tardiness or absences exceeding one class meeting are sufficient grounds for failure of this course. The expectation is to reserve any potential need for an absence from class for emergency situations. Additionally, students are expected to engage in online discussion, forums, videos, and other materials in the week it is provided. These include online lectures, forum discussions, response/reflection submissions, and other material/assignments as posted that week. It is the student's responsibility to communicate tardiness and absences with the instructor. Please see the instructor if there are problems or concerns with your ability to adhere to this policy so that arrangements may be made.

Basic Grading Scale

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

Supervision and Reflection Papers: Each student has been paired with a peer as co-supervisors of either a dyad or triad. You are required to meet with your dyadic or triadic supervisee's bi-weekly (beginning in week two) for 90 minutes each session (total of three sessions). The session should be focused on supervisee's development and progression of client work. After each meeting, please submit a 2-3-page reflective paper and evaluation of your week's supervision work. Below are the groupings:

Morgan Racik	Nationwide Children's	Regan Morgan	Nationwide Children's
Erin Sullivan	Nationwide Children's	Megan Siviula	Nationwide Children's
		Maddy Schroeder	Nationwide Children's

Sara Stacy	Middle School	Megan Hernandez	Canal Winchester
Savanna Gazdik	Watterson High School	Madison Weyer	Canal Winchester
		Nicole Wilson	Canal Winchester

Tristan Lynxwiler	Buckeye Ranch	Mariah Davis	Buckeye Ranch
Adriane Swetland	Keller Counseling	Stephanie Stevens	Nationwide Children's
		Sara Howes	Nationwide Children's

Abby Ruble	Capital Counseling	Kathleen Gibbs	Ohio Dominican
Malaun Huff	After the Storm	Tori Abell	CCAD
		Bailey Murphy	Ohio Dominican

Amy Lindsey	Bluestone Counseling	Christopher Wolford	Darby Creek
Georgia Kinch	Bluestone Counseling	Imani Yahya	Holistic Consultants
		Brittney Young	Holistic Consultants

Celena Tunila	Keller Counseling	Roxy Kovaleski	Alfa Counseling
Hunter Bracale	Gestalt Columbus	Katelyn Neighbarger	Alfa Counseling
		Tiffany Shields	Rikki Grace Counseling

Jocee Janicki	Restorative Pathways	Jordan Redman	Serenity Behavioral Health
Courtney Montanye	After the Storm	Mara White	Mount Carmel

Wendy Pendleton	Emily Program	Benjamin Coppock	Maryhaven
Lindsay Steele	After the Storm	Nora Flanagan	Maryhaven

Course Schedule

Week 1 Jan 12	FTF	Read Chapter B&G 1	Introduction to Supervision
Week 2 Jan 19	FTF	Read Chapter B&G 11 McAdams, Foster, Ward	Ethical & Legal Considerations in Supervision
Week 3 Jan 26	O	Read Chapter B&G 2-3 Granello	Theories & Models of Supervision
Week4 Feb 2	FTF		Theories & Models of Supervision
Week 5 Feb 9	FTF	Read Chapter B&G 4-6 App A – Lea & Angela	Supervisory Relationships Multicultural Supervision
Week 6 Feb 16	O	Read Chapter B&G 9-10 App. B	Group Supervision and Interventions Evaluation
Week 7 Feb 23	FTF	Read Chapter B&G 7-8 App A – Omar and Mandy	Group Supervision and Interventions Evaluation Individual Supervisory Experience Supervision Styles Paper Due (2/26)
Week 8 Mar 2	FTF	Read Chapter B&G 7, 11	Supervision Styles – Pulling it Together Final Exam (Mar 3-5)

NOTE: Instructor reserves the right to change the structure of the semester with advanced notice to the class.

Academic Integrity

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

Classroom Privacy

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

ACCESSIBILITY SERVICES

Ruff Learning Center

614-236-6611

accessibilityservices@capital.edu

www.capital.edu/about-capital/accessibility-services

Capital University welcomes individuals with disabilities. To ensure access, and in accordance with Title III of the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of

1973, Capital University provides reasonable accommodations and support services to qualified individuals with disabilities. Accessibility Services provides individualized services for students, employees, and community members with disabilities. Please refer to the above-linked webpage to learn more about requesting housing and academic accommodations, utilizing the Testing Center, securing an interpreter, and other services for individuals with a disability.

DIVERSITY AND INCLUSION

Student Union

614-236-6181

odi@capital.edu

www.capital.edu/diversity-and-inclusion

Capital University wants to know you and cultivate a college experience that accepts, respects, and celebrates you. Diversity and Inclusion provides educational and cultural leadership for university initiatives aimed at supporting and developing a diverse and inclusive community.

Diversity Statement

The University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

TITLE IX – SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT

Ruff Learning Center

614-236-6904

titleIX@capital.edu

www.capital.edu/title-ix-and-sexual-harassment

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct and harassment. If you have experienced an incident of sex or gender-based discrimination, harassment, or sexual misconduct, we encourage you to report it. Capital University faculty are committed to supporting students, and all University faculty are “responsible employees” of the University and must report incidents of sex- or gender-based discrimination, harassment, and sexual misconduct of the Title IX Coordinator, Deanna Wagner. Reporting options (including anonymous options), campus resources, confidential support contact information, supportive measures and community resources can be found here: <https://www.capital.edu/about-capital/title-ix-and-sexual-harassment/>. Please contact titleix@capital.edu with any questions.

Use of Electronics

The use of electronic devices such as cell phones during class time is prohibited unless permission from the instructor is explicitly given. Laptops are permitted for notetaking and review of course materials. Please refrain from engaging in outside of class activities such as emails, social media, and group messaging during class time.

Support Services

ACADEMIC SUCCESS

Blackmore Library

614-236-6327

academicsuccess@capital.edu

www.capital.edu/academic-success

Academic Success provides a wide range of academic support services to complement and enhance students' efforts to become more skilled and confident independent learners. Free services include the following: one-on-one and small group Peer Tutoring to guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, and developing more effective study strategies for courses; the Writing Center, which assists students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting; Academic Coaching, which assists students with developing enhanced strategies for navigating online learning, time management, organization, test

preparation and test-taking strategies, and goal setting; and Supplemental Instruction (SI) for select courses, provides weekly, peer-facilitated opportunities for students to engage in activities that will not only help them master the material in challenging courses, but will also help them become more effective learners. Students can schedule tutoring, writing, or coaching appointments through TracCloud (tutortrac.capital.edu) and view the current SI session schedule on the Academic Success web site.

Blackmore Library

From online databases and e-books to thousands of books and periodicals, the [Blackmore Library](#) is your first stop for all your research needs. Librarians are available to help you in your search. And as a member of the shared OhioLINK Catalog, you'll have access to more than 40 million library items located throughout the state.

CENTER FOR HEALTH AND WELLNESS

Kline Health Center
614-236-6114
chw@capital.edu
www.capital.edu/health

The Center for Health and Wellness provides a comprehensive array of medical and mental-health services that will aid in the assessment, treatment, prevention, and promotion of health and wellness on campus.

You may experience situations or face personal challenges that affect academic progress, social development, or emotional wellbeing. Some of these situations are expected and even beneficial, while others may lead to stress, anxiety, depression, alcohol and other drug use, changes in eating patterns, family of origin issues, loss, sleep difficulties, relationship problems, trauma, feelings of hopelessness, and suicidal thoughts. Capital University faculty and staff are committed to your health and therefore the university offers a variety of confidential services to help you through difficult times. These services include individual and group counseling, consultations, mental health screenings, and crisis intervention. These services are provided by staff who welcome all students and embrace a philosophy respectful of students' cultural and religious backgrounds, as well as being sensitive to differences in race, ability, gender identity, and sexual orientation. You can reach Capital University's Center for Health and Wellness by phone 614-236-6114, by email chw@capital.edu, or in person at the Kline Center. 24-hour mental health support is available by calling the Center for Health and Wellness, 614-236-6114.

Safety and Emergency Procedures

The mission of the [Department of Public Safety](#) at Capital University is to provide a safe and secure environment for the university community and all its members, and provide a variety of services, which enhance the quality of life on campus (236-6666 or 236-6504 phone).

STUDENT SUCCESS

Ruff Learning Center
614-236-6871
success@capital.edu
www.capital.edu/student-success

Student Success is here to help all students navigate the university, overcome barriers to success, and achieve their personal and academic goals to get the most out of their time at Capital. If concerns arise, the Student Success team provides support, advocacy, and connection to campus resources and also empowers students to achieve success both inside and outside the classroom through the success coaching program.

University Bookstore

Capital University [Bookstore online](#) is your place for official Capital University textbooks, gear and supplies. Buy or sell used and new textbooks, find official Capital University gear, and purchase software and gifts - all online.

Withdrawal

Failure to attend class does not constitute official withdrawal from the course and may result in a failing grade. Official withdrawal requires that the student submit a completed “Change of Registration” form to the Registrar by the published deadline.

University Mission

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Thinking critically
- Reasoning logically
- Communicating clearly
- Provides for personal growth by encouraging, enabling, and celebrating learning
- Prepares individuals to be knowledgeable, independent, critical thinkers— educated for lives of leadership and service in an increasingly diverse society
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- Thinking critically
- Reasoning logically
- Communicating clearly

Students also will be encouraged to:

- Develop their leadership and service potentials
- Become independent, lifelong learners
- Develop a sense of values that guides personal decision making and develop intercultural competencies and the ability to work in diverse groups.

Goals of Graduate Program/Education Department

The university and the department strive to offer a personalized learning environment with a focus on excellent teaching, research opportunities, and mentorship. Faculty use multiple approaches to teaching, and they model caring and commitment as they assist students to advance as professional educators. Department faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The department faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional organizations. The following goals for candidates provide the foundation for the commitment and work of the department:

- **Goal #1** Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge
- **Goal #2** Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment
- **Goal #3** Demonstrate and Implement Knowledge of Curriculum & General Pedagogy to Impact Student Learning
- **Goal #4** Participate in Collaboration, Employ Effective Communication, & Create an Engaging Educational Environment
- **Goal #5** Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher

Document History: Approved by [Department of Education] Faculty 5/1/21

Capital University

Trauma and Crisis Counseling

School of Education

EDUC 694 (Hybrid Course)

Fall 2022

2 Credit Hours

Class Time: Wednesday 7:15pm – 9:30pm

Classroom: Ruff 202

Online Office: <https://capital.zoom.us/j/98531186429>

Sean R. Gorby, Ph.D, LPCC

sgorby2@capital.edu (740) 438-7119

Office: Ruff Learning Center 231

Office Hours: By Appointment

COURSE DESCRIPTION:

This course provides specialized instruction clinical mental health counseling students on how theory, interventions and treatment of traumatic events and clients facing crisis. Students will explore areas such as grief, traumatic event response (i.e. PTSD diagnosis), psychotic breaks and other emergency situations, and responding to tragedy, terrorism, and natural disaster events as a clinician. Students who complete will be eligible to become a Red Cross Disaster Mental Health Volunteer.

LEARNING OBJECTIVES:

According to CACREP (the Council for Accreditation of Counseling and Related Educational Programs, *Accreditation Standards*, 2016), this course will address the following concepts:

Students Will:

- The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated. Behavioral health care systems, including interagency and interorganizational collaboration and consultation (II.F.1.b)
- Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (II.F.1.c)
- Self-care strategies appropriate to the counselor role (II.F.1.1.)
- Help-seeking behaviors of diverse clients (II.F.2.f)
- Suicide prevention models and strategies (II.F.5.1)
- Crisis Interventions, trauma-informed, and community-based strategies, such as Psychological First Aid (II.F.5.m)
- Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (II.F.7.c)
- Procedures for identifying trauma and abuse and for reporting abuse (II.F.7.d)
- Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (V.C.2.d)
- Impact of Crisis and Trauma on individuals with mental health diagnoses (V.C.2.f)
- Impact of biological and neurological mechanisms on mental health (V.C.2.g.)

SOE Program Learning Outcomes	Counselor Education Program Outcomes	CACREP Standards	Assessment Method
#1. Exhibit Thorough Content Knowledge Within Their Content Area	Students will obtain theoretical knowledge in the areas of individual and group counseling, human development, multicultural and career counseling that is grounded in research and reflective of current national and state standards.	II.F.1.b II.F.1.c II.F.5.1 II.F.5.m V.C.2.d V.C.2.f V.C.2.g	Self-Care Reflection and Handout Community Agency Interview Trauma-Focused Training and Reflection Final Paper
#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.	Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.	II.F.1.1 II.F.2.F	Self-Care Reflection and Handout Final Paper
#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.	Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.	II.F.7.c II.F.7.d	Trauma-Focused Training and Reflection Final Paper
#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.	Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.	II.F.1.b II.F.1.c	Community Agency Interview
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.	Students will continue their personal and professional development by adhering to the professional ethical codes of professional counseling organizations and the counselor education program dispositions.		

KPI Assessed:

KPI # 9: Crisis intervention, trauma-informed, and community-based strategies, such as

Psychological First Aid

REQUIRED TEXT:

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author.

SUPPLEMENTAL READING:

Black, L. L. and Flynn, S. V. (2021). Crisis, Trauma, and Disaster: A Clinician's Guide. Sage. ISBN: 9781483369037

Ratts, M.J., Singh, A.A., Nassar-McMillan, S., Butler, S.K., McCullough, J.R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. Journal of Multicultural Counseling and Development, 44, 28-48. DOI: 10.1002/jmcd.12035.

EMAIL COMMUNICATION: In an effort to maintain balance and uphold the principles and domains of wellness in my own life, **I DO NOT CHECK MY EMAIL ON THE WEEKENDS.** Additionally, I will respond to all emails that warrant a response, meaning, there is some form of inquiry articulated in the email. Due to the large amount of emails received on a daily basis, the time to respond to all emails adds up. If your email does not contain a specific inquiry or request, I may not respond. **PLEASE ALLOW UP TO 48-HOURS FOR A RESPONSE.** If I have not followed up in 48-hours, feel free to send a follow-up email.

******Please take note of this policy as it may mean late inquiries due to procrastination may go unanswered until after course deadlines.******

GRADING: For this course, grades will be awarded based on an additive grade model. This means that points will be awarded to you based on your learning. Throughout the course, you will have opportunities to demonstrate your learning and critical thinking as it refers to trauma and crisis issues in counseling. Points will be added to an overall score that, at the end of the semester, will reflect a numerical grade. This may be a different system than you are familiar with, a system that deducts points when expectations are not met. The additive grade model is a direct reflection of your growth in learning and your ability to demonstrate that learning.

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

ASSIGNMENTS:

ASSIGNMENTS/EXAMINATIONS

Reading Assignments:

Reading are listed in the “Readings Due” and should be completed prior to the start of the listed module. It is expected that students will integrate their readings into class activities, written submissions, and their developing understanding of counseling and the role counseling plays in human change. Outside of the required texts listed above, readings will be posted periodically on iLEARN (as well as other resource materials) and should be checked at the start of each module (the module starts at the beginning of the module class).

Self-Care Reflection and Handout:

Each student will identify one brief (less than one hour) self care strategy that they have found personally useful and will develop a one page (single side) handout for the class describing how to conduct this self care activity. Handouts will be presented to the class during Module 3.

Additionally, students will write a brief 1-2 page reflection describing the following:

- How do you recognize anxiety and stress in your life (somatic, psychological, emotional, relational cues)?
- What strategies have you found personally effective in managing stress and burnout?
- Other than classmates, what are your sources of strength and support (internal, familial, social, spiritual, community, etc.)?
- Which topics in this course are you most concerned about in terms of stress and/or trauma reactivation?
- Should you feel yourself getting upset or overwhelmed in class, what will you do in the moment to take care of yourself?

CACREP: II.F.1.b; II.F.1.c; II.F.5.l; II.F.5.m; V.C.2.d; V.C.2.f; V.C.2.g; II.F.1.l; II.F.2.f

II.F.2.F

Community Agency Interview:

Select a community agency that works with trauma cases and employs mental health professionals. Conduct an interview (30-45 minutes) with a mental health professional who is trained as a LPC or LPCC in Ohio. Before calling to arrange an appointment, research the organization. Most have websites or annual reports you can review. Include the following questions in your interview, but feel free to ask other questions as time and interest permit. Be very considerate of the interviewee's time, and thank them!

- How did you choose professional counseling as your profession?
- How do you approach your work with regard to crisis intervention and trauma treatment?
- How do you think your work influences individuals, families, and communities at the local, regional, and/or national or international levels? (Depending on the type of interview you are conducting)
- Please discuss specific considerations (barriers, strengths) when working with diversity (e.g. culture, age, and gender differences)?
- What are your favorite and most challenging aspects of your position as an LPC/C?
- How do you manage self-care?

Write a 4 page summary of the interview. The paper should discuss information collected in the interview, your personal response/reactions, and how this interview may influence your career direction, as well as demonstrate an understanding of the importance of self-care strategies to avoid counselor burnout. ****Must include a minimum of three peer reviewed, counseling references to support your summary and reflection. APA FORMATTING REQUIRED****

CACREP: II.F.1.b; II.F.1.c; II.F.5.l; II.F.5.m; V.C.2.d; V.C.2.f; V.C.2.g;

Online Trauma-Focused Training and Reflection Paper:

You will complete a minimum of 3-5 hour web-based training or trauma focused skills demonstration. After completing the training, write a 3-4 page self-reflection on the training you completed and describe the Mental Health Counselor role as a member of an interdisciplinary response team.

Consider:

TF-CBT Web 2.0: <https://tfcbt2.musc.edu/introduction?locale=en>

- 11 learning modules
- \$35
- Certificate upon completion

Crisis & Trauma Resource Institute: <https://ctrinstitute.com/resources/>

- Free resources – new webinar offered each month
- Paid webinars for specific topics of interest

12 Core Concepts – NCTSN: <https://www.nctsn.org/resources/training>

- Free online training about child traumatic stress

Skills for Psychological Recovery (SPR) - NCTSN:

<https://learn.nctsn.org/enrol/index.php?id=535>

- 5 hour interactive online course
- Free
- Learn to help survivors gain skills to manage distress and cope with post-disaster stress and adversity

Psychological First Aid (PFA) Online: <https://learn.nctsn.org/enrol/index.php?id=596>

- Free
- 5 hours
- Learn ways to apply PFA principles in different post-disaster scenarios

CACREP: II.F.1.b; II.F.1.c; II.F.5.l; II.F.5.m; V.C.2.d; V.C.2.f; V.C.2.g; II.F.1.l; II.F.2.f; II.F.7.c; II.F.7.d

Final Paper:

Students will write a 5-7 page double-spaced paper on some aspect of trauma counseling, disaster mental health, or crisis intervention of their choosing using a minimum of four (4) peer reviewed references in addition to course texts. Two (2) of the four (4) peer reviewed references must be from Professional Counseling journals.

- Topic must be relevant to population with whom you currently work or plan to work
- Content must connect to your own experience, worldview, or theoretical orientation
- Content must address larger social/political/cultural factors
- Must address connection between content and Professional Counselor Identity
- Must address connection between content and foundational tenets of Professional Counseling
- Content must address implication for future counseling research and practice
- Must address implications for your own future practice

CACREP: II.F.1.b; II.F.1.c; II.F.5.l; II.F.5.m; V.C.2.d; V.C.2.f; V.C.2.g; II.F.1.l; II.F.2.f; II.F.7.c; II.F.7.d

ATTENDANCE:

This course is designed for learning to take place in community. You will learn from others and others will have the opportunity to learn from you. In order for this communal learning to take place, you must be present. Without your attendance (physical presence) and active participation (no cell phones or non-academic use of electronics) in class, your learning and the learning of others will be diminished. Additionally, you as a counselor trainee are training to be a helping profession responsible for the treatment and diagnosis of clients in need. Attendance in professional counseling courses is required to evaluate the readiness and preparedness of each student to enter the profession.

Based on the additive grade model implemented in this course, you will have a chance to earn participation points every class you are present and actively participating in your own learning and the learning of others. 2 point will be earned for each class in which you are physically present; an additional 2 points will be earned for each class in which you are an active participant in the learning community (4pts x 6 classes = **possible 24 points earned**).

PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Self-Care Reflection and Handout	10pts
Community Agency Interview	10pts
Online Trauma-Focused Training and Reflection	40pts
Final Paper	30pts
Attendance (max 4pts/week x 5 weeks)	20pts
<hr/>	
Maximum Points	110pts

Estimating Hours of Work Required Out of Class		
Assignment/Artifact	Details	Hours
Reading	7 modules @ 4 hrs each	28
Self-Care Reflection and Handout		2
Community Agency Interview	Interview (2 hr); Reflection (8 hr)	10
TF Training and Reflection		10
Final Paper		14
Total hours of work required		64

General guidelines: in a 15-week semester, the total hours of work required outside of class would be:

- 1-hour course: 30 hours
- 2-hour course: 60 hours
- 3-hour course: 90 hours
- 4-hour course: 120 hour

Date	Method	Topic	Readings Due	Assignments Due
M1 10/26	FTF	Syllabus Review The Human Stress Response		
M2 11/2	FTF	Elements of Crisis Intervention	CH 1	Self-Care Reflection and Handout
M3 11/9	Online	Safety Concerns in Crisis Situations Ethical and Legal Considerations in Crisis Counseling	CH 2 CH 3	
M4 11/16	FTF	Essential Crisis Interventions	CH 4	Community Agency Interview
11/23		No Class – Happy Thanksgiving		
M5 11/30	FTF	Development and Protective Factors of Trauma Related Disorders	DSM-5: Trauma and Stressor Related Disorders	Final Paper
M6 12/7	FTF	Tx for Trauma and Trauma Related Disorders: EMDR	iLearn (URL)	Training Completion and Reflection
M7 12/14	Online	Loss, Grief, and Bereavement	CH 5	

Capital University requests the following information be included on all course syllabi

COVID-19 Procedures

The health and safety of students, faculty, staff and visitors on our campuses is our top priority. In response to the current COVID-19 pandemic, the Capital community will be working together to support compliance with recommended health and safety standards to optimize the learning experience while minimizing health risks. The Capital Cares requirements for the health of our community may be accessed here, with important details related to in-person classes provided below:

1. **Complete daily temperature and symptom check as requested.** Anyone experiencing one or more COVID-19 symptoms should not be on campus or, if a resident, should not be outside their residence hall room and should contact a medical provider and follow their guidance. Please, inform your instructor prior to the beginning of class if your screening indicates the need for further evaluation and that you will not be in class.
2. **Wear face coverings.** All members of the Capital community are required to wear face coverings while in classrooms or any other shared space, including specified public or common-use areas where physical distancing guidelines cannot be followed. No one, instructor or student, is to attend in-person classes without properly wearing a face covering that covers the person's nose, mouth, and chin.
3. **Maintain physical distancing.** All students, faculty, staff, and guests are required to maintain a safe distance from one another. Physical distancing is to be maintained in all indoor and outdoor spaces which are owned or controlled by Capital. Stay at least 6 feet (about 2 arms' length) from other people, do not gather in groups, stay out of crowded places and avoid mass gatherings. Please, sit in only designated areas in class and do not move chairs or desks in classrooms or common spaces. Do not congregate in groups within hallways and common areas within academic buildings during transition to and from classroom activities.
4. **Practice good hand hygiene.** Individuals should wash their hands with soap and water for at least 20 seconds as often as possible or use personal hand sanitizers containing at least 60% alcohol. Hand sanitizer stations are available throughout the campus.
5. **Disinfect your classroom space.** Students and faculty are responsible for disinfecting areas within their workspaces by cleaning these at the beginning and end of each class. This includes desk tops, seats, and equipment used during class. Disinfectant supplies will be provided. If paper towels or wipes are used to disinfect, they must be discarded in a trash receptacle immediately after use.

ACADEMIC INTEGRITY

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's

own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

TITLE IX – SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct and harassment. If you have experienced an incident of sex or gender-based discrimination, harassment, or sexual misconduct, we encourage you to report it. Capital University faculty are committed to supporting students, however, please understand that faculty are “responsible employees” of the University and must report incidents of sex- or gender-based discrimination, harassment, and sexual misconduct to the Title IX Coordinator, Dr. Jennifer Speakman. If you would like to make a confidential report, please refer to Capital University’s Sex- or Gender-Based Discrimination, Harassment, and Sexual Misconduct policy for more information on reporting options: <http://www.capital.edu/Title-IX-and-Sexual-Harassment/>.

CLASSROOM POLICY

Observation and evaluation of any classroom (including those on-line) by any observer or evaluator requires the prior notification and mutual agreement of the class instructor and the observer or evaluator. Furthermore, recording of classroom activities by any electronic means, by students, other faculty, university administrators, or others, requires permission of the instructor. All students in a class must be informed if permission has been given for a class to be recorded. An instructor may copyright classroom lectures and associated course materials. Under no circumstances may verbatim recording of copyrighted classroom lectures and materials by electronic or any other means (including note taking) be conducted for 1) sale, whether or not it is for educational benefit, or 2) for the educational benefit of those not enrolled in the class. This does not apply to non-verbatim notes taken by students.

COPYRIGHT

The lectures, classroom activities, and all materials associated with this class and developed by the instructor are copyrighted in the name of the professor.

DIVERSITY STATEMENT

Capital University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect

among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Capital University prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Diversity and Inclusion: Diversity and inclusion are essential to Capital University's mission of transforming lives through higher education. Diversity refers to the differences that exist among people. Inclusion denotes the proactive behaviors that facilitate an environment that allows each person to feel welcomed and affirmed. Our community:

- Values and creates a welcoming and supportive environment that honors and engages the many aspects of diversity and dignity for all.
- Intentionally seeks to attract, nurture, and retain diverse students, faculty, and staff.
- Fosters acceptance, respect, and appreciation of all persons regardless of background as vital elements of our university community.
- Celebrates our commonalities and unique differences and asserts that diversity broadens learning, stimulates creativity, and promotes the exchange of ideas.

The Office of Diversity and Inclusion is on the first floor of the Student Union. All students are welcome.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

SPECIAL ACCOMODATIONS

Capital University is committed to providing reasonable accommodations for students with disabilities. If you are seeking academic accommodations you are required to register with the Office of Disability Services (ODS). To receive academic accommodations for this class, please register with ODS and meet with me at the beginning of the semester. Further information may be obtained by contacting Dr. Jennifer Speakman, Assistant Provost and Disability Services

Director, by email (jspeakman@capital.edu) or by telephone, 614-236-7127. This syllabus is available in alternate format upon request.

USE OF ELECTRONICS

The use of electronic devices such as cell phones during class time is prohibited unless permission from the instructor is explicitly given.

SUPPORT SERVICES

Academic Success

Academic Success (Blackmore Library, 2nd floor) assists all students in becoming more confident, independent lifelong learners. In order to be even more accessible to all students, we have adopted a new, expanded services model that includes both online and in-person support. Our free academic support services for students include the following:

- The **Tutoring Center** provides content area tutoring for most courses in both online and in-person formats. Peer Tutors guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, developing more effective study strategies for the course, and more. All sessions are by appointment, and many sessions can be either one-on-one or in small groups. We offer online and in-person options for one-on-one tutoring sessions, while all group sessions are conducted online.
- The **Supplemental Instruction (SI)** program supports historically challenging courses. SI Leaders typically attend class meetings, then plan and facilitate regular, organized group study sessions each week. SI sessions are open to all students in the supported courses and are designed for students to engage in activities that will not only help them master the course material, but will also help them become more effective learners. SI-supported courses for Fall 2020 are BIOL 151, BUS 211, CHEM 150, MATH 120, MATH 230, and NURS 326. All SI sessions are conducted online to accommodate larger groups; no appointment is necessary. The fall SI schedule can be viewed at <https://www.capital.edu/supplemental-instruction/>.
- The **Writing Center** serves as a resource for students engaged in any stage of the writing process for assignments in any course. Writing Consultants assist students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting (APA, MLA, and Chicago style). The goal of the Writing Center is to guide students in developing the skills necessary to become more knowledgeable and confident writers. Both online and in-person writing consultations are available.
- The **Academic Coaching** program assists students with developing enhanced college-level strategies for navigating online learning, time management, organization, test preparation and test-taking strategies, goal setting, and more. Academic Coaches are trained in key student learning and development theories to inform their work in helping students become more successful in their studies. Both online and in-person coaching sessions are available.

Students can easily schedule appointments for online and in-person tutoring, writing, and coaching sessions by logging into tutortrac.capital.edu and clicking on “Search Availabilities.” Appointments can also be made by emailing academicsuccesssws@capital.edu or calling our Reception desk at 614-236-6327. Online sessions are conducted using the Zoom platform (students can join sessions directly through the TutorTrac interface), and in-person sessions are held in Academic Success (with social distancing and other guidelines in place). For additional information about Academic Success programs and services, contact Director Bruce Epps at bepps@capital.edu or 614-236-6461.

Blackmore Library

From online databases and e-books to thousands of books and periodicals, the [Blackmore Library](#) is your first stop for all your research needs. Librarians are available to help you in your search. And as a member of the shared OhioLINK Catalog, you’ll have access to more than 40 million library items located throughout the state.

University Bookstore

Capital University [Bookstore online](#) is your place for official Capital University textbooks, gear and supplies. Buy or sell used and new textbooks, find official Capital University gear, and purchase software and gifts - all online.

Center for Health and Wellness

You may experience situations or face personal challenges that affect academic progress, social development, or emotional wellbeing. Some of these situations are expected and even beneficial, while others may lead to stress, anxiety, depression, alcohol and other drug use, changes in eating patterns, family of origin issues, loss, sleep difficulties, relationship problems, trauma, feelings of hopelessness, and suicidal thoughts. Capital University faculty and staff are committed to your health and therefore the university offers a variety of confidential services to help you through difficult times. These services include individual and group counseling, consultations, mental health screenings, and crisis intervention. These services are provided by staff who welcome all students and embrace a philosophy respectful of students’ cultural and religious backgrounds, as well as being sensitive to differences in race, ability, gender identity, and sexual orientation. You can reach Capital University’s Center for Health and Wellness by phone 614-236-6114, by email chw@capital.edu, or in person at the Kline Center. 24-hour mental health support is available by calling the Center for Health and Wellness, 614-236-6114.

Safety and Emergency Procedures

The mission of the [Department of Public Safety](#) at Capital University is to provide a safe and secure environment for the university community and all its members, and provide a variety of services, which enhance the quality of life on campus (236-6666 or 236-6504 phone).

Withdrawal

Failure to attend class does not constitute official withdrawal from the course and may result in a failing grade. Official withdrawal requires that the student submit a completed “Change of Registration” form to the Registrar by the published deadline.

Student Success

Capital University is committed to supporting your success as a student and as a person. We recognize that you may encounter challenges or barriers to success for which there is no clear solution or place to go for help. Student Success is here to work through these challenges with you and guide you to the best resources available, to help you stay on a consistent path to success. You can reach Student Success at success@capital.edu or 614-236-6871. Instructors also care about your success so there may be instances when they reach out to Student Success if they have a concern about your success and have not been able to reach you to discuss it directly.

UNIVERSITY MISSION

Transforming lives through higher education

By drawing upon its Lutheran heritage of free inquiry, Capital University:

- Thinking critically
- Reasoning logically
- Communicating clearly
- Provides for personal growth by encouraging, enabling, and celebrating learning
- Prepares individuals to be knowledgeable, independent, critical thinkers— educated for lives of leadership and service in an increasingly diverse society
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged through our Lutheran heritage of free inquiry.

University Learning Goals

Capital University prepares a diverse student body for life and work through undergraduate and graduate curricula that balance liberal studies with professional and career fields. Through an extensive curriculum and numerous student-centered activities, the effectiveness of which is assessed, Capital University students will develop skills in:

- Thinking critically
- Reasoning logically
- Communicating clearly

Students also will be encouraged to:

- Develop their leadership and service potentials
- Become independent, lifelong learners
- Develop a sense of values that guides personal decision-making and develop intercultural competencies and the ability to work in diverse groups.

Goals of Graduate Program/Education Department

The university and the department strive to offer a personalized learning environment with a focus on excellent teaching, research opportunities, and mentorship. Faculty use multiple approaches to teaching, and they model caring and commitment as they assist students to advance as professional educators. Department faculty are dedicated to ongoing professional development around educational policies and practices so as to provide a meaningful professional development program for candidates. The department faculty have established strong partnerships and collegial relationships with P-12 constituents and other professional

organizations. The following goals for candidates provide the foundation for the commitment and work of the department:

Goal #1 Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge

Goal #2 Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment

Goal #3 Demonstrate and Implement Knowledge of Curriculum & General Pedagogy to Impact Student Learning

Goal #4 Participate in Collaboration, Employ Effective Communication, & Create an Engaging Educational Environment

Goal #5 Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher