Capital University
Introduction to Counseling Profession
EDUC-503

2 Credit Hours

Robyn Walsh, Ph.D.
Assistant Professor
rwalsh12@capital.edu
Office Hours: Tuesday-Thursday 2-4 by appt.

Course Description:

This course introduces students to the profession of counseling through exploring the important elements of programs and models. The course will cover the processes, principles, and practices of effective counseling in relation to the developmental needs of students. During this course, topics such as ethics and multicultural counseling will be briefly introduced. The class will be presented in a hybrid format, with face-to-face meetings noted in the course schedule.

Course Objectives (based on CACREP standards):

Students Will:

- Become knowledgeable about the history and philosophy of the profession of counseling and in their specialty areas (2.F.1.a, 5.C.1.a, 5.G.1.a)
- Gain an understanding of the role and process the counselor embodies through advocacy for the profession and clients (2.F.1.d.;e., 5.G.2.f)
- Become aware of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues, as well as the current labor market opportunities (2.F.1.f-h.)
- Demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling (2.F.1.i., 5.C.2.k, 5.G.2.l)
- Understand technology’s impact on the counseling profession (2.F.1.j.)
- Demonstrate strategies for personal and professional self-evaluation and implications for practice (2.F.1.k)
- Understand self-care strategies appropriate to the counselor role and the importance of supervision in the profession (2.F.1.l;m)
- Understand theories and models related to mental health counseling (5.C.1.b.)
- Understand the roles and settings of clinical mental health counselors (5.G.2.a)
- Understand the strategies to advocate for persons with mental health issues (5.C.3.e.)
- Understand the role of the school counselor as leaders, advocates, and systems change agents in P-12 schools (5.G.2.a.)

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

<table>
<thead>
<tr>
<th><strong>SOE Program Learning Outcomes</strong></th>
<th><strong>Counselor Education Program Outcomes</strong></th>
<th><strong>Key Performance Indicator</strong></th>
<th><strong>CACREP Standards</strong></th>
<th><strong>Assessment Method</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Exhibit Thorough Content Knowledge Within Their Content Area</td>
<td>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.</td>
<td>#1: The role and process of the professional counselor advocating on behalf of the profession</td>
<td>2.F.1.i., 2.F.1.f-h, 5.C.2.k., 5.G.2.l., 2.F.1.d, 2.F.1.e, 5.G.2.f</td>
<td>Current Trend Paper</td>
</tr>
<tr>
<td>#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.</td>
<td>Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.</td>
<td>N/A</td>
<td>2.F.1.k., 2.F.1.l., 2.F.1.m.</td>
<td>Initial Reflection Wellness Plan</td>
</tr>
<tr>
<td>#3. Demonstrate and Implement Knowledge of Curriculum</td>
<td>Students will demonstrate competency in counseling and</td>
<td>N/A</td>
<td>2.F.1.a., 2.F.1.j., 2.F.1.k., 2.F.1.l., Elevator</td>
<td>Reading Quizzes</td>
</tr>
</tbody>
</table>

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EDUC 503: August 2020
<table>
<thead>
<tr>
<th>Within Their Content Area to Impact Student or Client Outcomes.</th>
<th>assessment skills to impact student and client outcomes in academic, personal, or career areas.</th>
<th>2.F.1.m., 5.C.1.a., 5.G.1.a.</th>
<th>Speech Activity</th>
</tr>
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<td>#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.</td>
<td>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.</td>
<td>#2: Demonstrate awareness of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</td>
<td>5.C.2.k., 2.F.1.i., 2.F.1.f-h, 2.F.1.d, 2.F.1.e, 5.G.2.f, 5.G.2.l.</td>
</tr>
</tbody>
</table>

**Texts and Materials (Required)**


*You may also get the 4th edition*

*You will need to create an evaluation account at TaskStream. A one year subscription costs $50. Once you have created an account, you must email Beth Sweeney at esweeney@capital.edu. *

**Additional Articles**


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. It is expected that students enrolled in this course will engage in a minimum of two hours of out-of-class work per credit hour per week related to the course.

**Instructional Methods**
The course material is delivered through lectures, presentations, videos, small/large group discussions, reflections, and online quizzes.

**Assignment Descriptions**

*This class is [2] credits for 8 weeks, and therefore students should plan to engage in course work outside of class time for an average of [8] hours each week.*

**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. 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 or you have not watched the recorded videos, you will lose 1 point 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.

**Initial Reflection**: All students will write a 2-3 page double-spaced reflection about what led them to the profession of counseling. It is important to note that you may use first-person in this paper. Students are not required to utilize APA for this reflection. You will be graded on the depth of your reflection.

**Wellness plan**: Identify three activities in which you will engage throughout the semester and your master’s program, including one activity related to mindfulness and supervision. Create a PowerPoint, with pictures, in which you identify your three activities, describe your wellness history, and plan to progress this semester. The PowerPoint will be shared in class in a 5 minute presentation.

**Counselor Interview**: Develop 10 to 15 questions to use in an interview with a professional school counselor or mental health counselor. Your questions and interviewee contact information are due by the 3rd week of class. Please place a copy of the questions in the iLearn drop box for approval. You will need to obtain written permission to record your interview. After conducting the interview, you will need to listen to your interview and write a 3 to 5 page double-spaced reaction paper explaining the experience and what you learned (see rubric). The approved interview questions and reaction paper needs to be compiled into one document for final submission.

**Elevator Speech Activity**: Describe the work of school or mental health counselors (your specialty) in 60 seconds. Compare and contrast the role of a counselor with the roles of other mental health professionals. This will be due in class.

**Chapter Reading Quizzes**: Twice a semester, a brief quiz with 10 questions will be posted to assess students’ understanding of the topics discussed. The quizzes will be available online through iLearn but will be taken during the beginning of class. Quiz questions will be presented in multiple choice format, and only reflect the readings due from the last quiz up until that week (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. Quizzes cannot be made up after the due date and do not qualify for the late attendance policy.

**Online Class Activities**: We will meet twice online in lieu of our face-to-face/zoom class meetings. For each of these classes you will be required to submit an online activity, reflection,
or presentation to earn up to 5 points for each class. More information will come the week before the class.

**Current Issue Research Paper OR Presentation**: Students will examine the counseling literature and investigate recent issues and trends within the profession. Students should prioritize literature found in counseling periodicals (e.g., Professional School Counseling or American Counseling Association). Upon selecting an issue or trend of interest, students will write a 5-7 page paper, utilizing American Psychological Association (APA) format, or a 10 slide presentation, discussing this issue or trend in greater detail. See rubric for how to meet standards in paper or presentation format.

**Note**: All papers and essays need to be in proper APA format unless noted in the description. 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 and as stated in ASCA National School Counseling Model. Additionally, all work should adhere to the ASCA Ethical Standards for School Counselors. All written work will be evaluated for both content and form. As a graduate student, you must write in well-structured sentences and paragraphs. Your work must be clearly organized. In addition, be sure to proofread your work carefully. Please be sure to review specific requirements and/or rubrics prior to completing assignments. Late work is subject to daily score penalties unless previously arranged with the professor. Completion of all work is necessary. Failure to submit the assignment(s) may result in failure of course.

**Grading Breakdown**
- Counselor Interview 20
- Chapter Quizzes 20
- Current Issues Paper 20
- Participation 10
- Online Class Activities 10
- Reflection 10
- Wellness Plan/Presentation 5
- Elevator Speech Activity 5

**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

**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 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
• 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.
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<thead>
<tr>
<th>Date</th>
<th>Method</th>
<th>Class</th>
<th>Due</th>
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<tr>
<td>August 25</td>
<td>FTF</td>
<td>Syllabus Review&lt;br&gt;Foundations Advocacy</td>
<td>Chapter 1, 14-15</td>
</tr>
<tr>
<td>September 1</td>
<td>FTF</td>
<td>Prof. Organizations (watch before) Ethics&lt;br&gt;<em>Practice informed consent</em></td>
<td>Chapters 2-3&lt;br&gt;&lt;b&gt;Personal Reflection due&lt;/b&gt;</td>
</tr>
<tr>
<td>September 8</td>
<td>Online</td>
<td>Quiz 1-5&lt;br&gt;Theories of Counseling&lt;br&gt;The Counseling Process</td>
<td>Chapters 4-5&lt;br&gt;&lt;b&gt;Interview Questions due&lt;/b&gt;</td>
</tr>
<tr>
<td>September 15</td>
<td>FTF</td>
<td>Counseling Microskills&lt;br&gt;Crisis Prevention/Intervention (watch before)&lt;br&gt;<em>Practice basic listening</em></td>
<td>Chapter 6-7</td>
</tr>
<tr>
<td>September 22</td>
<td>FTF</td>
<td>Mental Health Counseling&lt;br&gt;School Counseling&lt;br&gt;Interview Presentations (group)</td>
<td>Chapters 8-9&lt;br&gt;Webinar- &lt;a&gt;School Counselor vs. Mental Health Counselor Interview due&lt;/a&gt;</td>
</tr>
<tr>
<td>September 29</td>
<td>Online</td>
<td>Quiz 6-11&lt;br&gt;Human Development&lt;br&gt;Multicultural Counseling&lt;br&gt;Elevator Speech Activity (recorded)</td>
<td>Chapters 10-11&lt;br&gt;&lt;b&gt;Elevator Speech due&lt;/b&gt;&lt;br&gt;<em>October 1st Practicum application due via TaskStream</em></td>
</tr>
<tr>
<td>October 6</td>
<td>FTF</td>
<td>Assessment Supervision&lt;br&gt;<em>Practice supervision session</em></td>
<td>Chapters 12-13&lt;br&gt;&lt;b&gt;Wellness Plans due&lt;/b&gt;</td>
</tr>
<tr>
<td>October 13</td>
<td>FTF</td>
<td>Accountability in Counseling&lt;br&gt;Presentation in small groups</td>
<td>Chapter 16&lt;br&gt;&lt;b&gt;Current Issues due&lt;/b&gt;</td>
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</tbody>
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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
Personality & Human Development
EDUC 513

2 Credit Hours

Michael S. Lewis, Ph.D., LPCC-S
mlewis7@capital.edu (614) 429-7441
Office Hours: Tu 11am-4pm

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/veterans among others. There will be a focus on exploring counseling interventions and strategies that are appropriate for life stages and various populations. Additionally, students will gain an enhanced knowledge of their own developmental processes in order to understand the developmental challenges faced by others.

Course Objectives (based on CACREP standards):

Students Will:

- Utilize strategies for personal and professional self-evaluation and implications for practice (2.F.1.k.)
- Analyze the theories of individual and family development and transitions across the life span (2.F.3.a.)
- Understand theories of learning (2.F.3.b.)
- Have a foundational knowledge of biological, neurological, and physiological factors that affect human development, functioning, and behavior (2.F.3.e.)
- Create a general framework for understanding differing abilities and strategies for differentiated interventions (2.F.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.
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<th>Assessment Method</th>
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<td>#1. Exhibit Thorough Content Knowledge Within Their Content Area</td>
<td>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.</td>
<td>2.F.3.a., 2.F.3.b., 2.F.3.e., 2.F.3.h.</td>
<td>CYOA, Final Examination</td>
</tr>
<tr>
<td>#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.</td>
<td>Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.</td>
<td>2.F.1.k.</td>
<td>Life Reflection Paper</td>
</tr>
<tr>
<td>#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.</td>
<td>Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.</td>
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<td>#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.</td>
<td>Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in K-12 school and counseling settings.</td>
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<tr>
<td>#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.</td>
<td>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.</td>
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</table>

**Required Texts and Materials**

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

Life Review Paper

Each week the student will add 1 ½-2 pages to an autobiography, using the material from that week's chapters in the text, the lectures, and one's own reflections, memory, etc. The object of this autobiography is to connect theory to real-life examples and to help the students learn about their own developmental process so they can generalize this understanding to their future clients. Specific concepts should be referenced in the reflection. These additions will be submitted weekly.

CACREP: 2.F.1.k.

Choose Your Own Adventure

Pick two of the following assignments to complete. Outside references may or may not be necessary, but APA format should still be applied.

- **CHILDREN’S BOOKS REVIEW**: A review and comparison of two current children’s books [2000-present] and two children’s books published prior to 1990. Discuss the ways the developmental issues of and responses to the children in the books are portrayed, and what changes you would make to each book.
- **INTERNET RESOURCES**: Pick a developmental topic of your choice. Research the Internet and locate 10 resources related to this topic. Summarize what the resource is, assistance provided, and contact information, [do NOT cut and paste web summary; this is to be in your own words), evaluate the strengths and limits of each resource.
- **GENDER ROLES ON TELEVISION**: Watch a sampling of four popular TV shows considered prime-time or major streaming titles. At least two should be from before 1995 and two from after 2010. Compare and contrast: the number of male and female characters, their occupations, how they are portrayed, and their personality characteristics.
- **CONTEMPORARY CONCERNS IN THE MEDIA**: Monitor at least three different popular news websites (i.e. CNN, Google, Huffington Post, NYT), for a week, and discuss the number and types of stories that reflect each of the following concerns: health and well-being, parenting and education, sociocultural contexts and diversity, and social policy and report your findings.
- **LITERATURE REVIEW**: Think of a developmental question you would like to answer, and locate and review 5 journal articles, 2009-present, in which the question is addressed. Discuss why you were interested in this question and what you learned.
- **SONG LYRIC VALUES**: Pick two current mainstream songs and two songs prior to 1990 that were considered popular. Evaluate each set of lyrics for sexism, ageism, attitudes toward love, work, and life, and general values. Discuss the similarities and differences you found, any current events that may have influenced the lyrics during the period they were written, and what your projection is as to how lyrics may change in the next 10 years.

CACREP: 2.F.3.a., 2.F.3.b.
Final Exam

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

CACREP: 2.F.3.a., 2.F.3.b., 2.F.3.e., 2.F.3.h.

*Check Syllabus 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 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. 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. Please be sure to review specific requirements and/or rubric prior to completing each assignment (available on iLearn). No late work will be accepted unless previously arranged with the professor.

Grading Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Review Essay</td>
<td>25%</td>
</tr>
<tr>
<td>CYOA</td>
<td>40%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100 %</td>
<td>C</td>
<td>77-79 %</td>
<td>A-</td>
<td>70-72 %</td>
</tr>
<tr>
<td>A-</td>
<td>90-92 %</td>
<td>B</td>
<td>67-69 %</td>
<td>B+</td>
<td>87-90 %</td>
</tr>
<tr>
<td>B</td>
<td>88-86 %</td>
<td>C-</td>
<td>73-76 %</td>
<td>B</td>
<td>80-82 %</td>
</tr>
<tr>
<td>B-</td>
<td>67-69 %</td>
<td>D</td>
<td>60-66 %</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below 60%</td>
<td></td>
<td>F</td>
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</tr>
</tbody>
</table>
**Course Schedule** (FTF = In class O = Online Class)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/12</td>
<td>Read 1 &amp; 2</td>
<td>Introduction of Self and Class Expectations, Introduction to Life Span Theories</td>
</tr>
<tr>
<td>1</td>
<td>1/19</td>
<td>Read 3-5</td>
<td>Cognitive &amp; Emotional Development in the Early Years, Socialization in the Early Years</td>
</tr>
<tr>
<td>2</td>
<td>1/26</td>
<td>Read 6 &amp; 7</td>
<td>Middle Childhood Development</td>
</tr>
<tr>
<td>3</td>
<td>1/26</td>
<td>Read 6 &amp; 7</td>
<td>Middle Childhood Development</td>
</tr>
<tr>
<td>4</td>
<td>2/2</td>
<td>Read 8-10</td>
<td>Gender &amp; Peer Relations, Adolescent Development</td>
</tr>
<tr>
<td>5</td>
<td>2/9</td>
<td>Read 11-13</td>
<td>Young &amp; Middle Adulthood, Life Review Paper Due</td>
</tr>
<tr>
<td>6</td>
<td>2/16</td>
<td>Read 14-15</td>
<td>Late Adulthood, Living Well</td>
</tr>
<tr>
<td>7</td>
<td>2/23</td>
<td></td>
<td>CYOA Due and Discussion</td>
</tr>
<tr>
<td>8</td>
<td>3/2</td>
<td></td>
<td>Final Examination</td>
</tr>
</tbody>
</table>

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

This course helps students understand the basics of the research process and statistics in the social and behavioral sciences. Students will interpret and critically analyze research and learn to be discerning on the literature they consume. Common foundational statistical analyses and computations such as principles of central tendency, standard deviation, statistical standardization (i.e. t-tests, ANOVA), reliability, and validity among others. Research procedures will be explored including participant selection and ethics.

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 8: Research and Program Evaluation.

Students Will:

- Demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation (II.F.8)
- Explore and explain the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (II.F.8.a)
- Develop the ability to identify evidence-based counseling practices (II.F.8.b)
- Understand needs assessments (II.F.8.c)
- Understand the development of outcome measures for counseling programs (II.F.8.d)
- Learn how to use research to evaluate counseling interventions and programs (II.F.8.e)
- Learn qualitative, quantitative, and mixed research methods (II.F.8.f)
- Identify designs used in research and program evaluation (II.F.8.g)
- Identify and understand statistical methods used in conducting research and program evaluation (II.F.8.h)
- Identify and understand analysis and use of date in counseling (II.F.8.i)
- Understand ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies (II.F.8.j)

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.

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<th>Counselor Education Program Outcomes</th>
<th>CACREP Standards</th>
<th>Assessment Method</th>
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<td>#1. Exhibit Thorough Content Knowledge Within Their Content Area</td>
<td>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.</td>
<td>II.F.8.a II.F.8.c II.F.8.d II.F.8.f II.F.8.g</td>
<td>Exam 1 Exam 2 Final Exam</td>
</tr>
<tr>
<td>#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.</td>
<td>Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.</td>
<td>II.F.8.e</td>
<td>Exam 1 Exam 2 Final Exam Group Research Project</td>
</tr>
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<td>#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.</td>
<td>Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.</td>
<td>II.F.8.b II.F.8.h II.F.8.i</td>
<td>SumCRIT Group Research Project</td>
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<td>#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.</td>
<td>Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.</td>
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<td>Students will continue their personal and professional development by adhering to the professional ethical</td>
<td>II.F.8.j</td>
<td>Exam 1 Final Exam</td>
</tr>
<tr>
<td>Profession.</td>
<td>codes of professional counseling organizations and the counselor education program dispositions.</td>
<td></td>
<td></td>
</tr>
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**REQUIRED TEXT:**

**SUPPLEMENTAL READINGS:**

**RECOMMENDED READINGS:**


ASSIGNMENTS:

SumCRIT: Two goals of good scholarly writing are: 1) Summarize the material; 2) Provide critical evaluation of the material within the context of the global conversation surrounding the topic. Great scholarly writing does this in as minimal words as possible (as I am sure you all know, being concise is difficult). This assignment will help develop your ability to summarize scholarly research, critically evaluate the study, and communicate in a clear and concise way.

Throughout the semester, you will complete two (2) SumCRITs. Your SumCRIT will be a max of 3 pages and will summarize and critique a peer reviewed research article (assigned to you by Dr. Gorby based on Part III of your group proposal project). After reading the article, you will:

SUMMARIZE (Aim for 1 Paragraph each):
1. Goal of the study – Main overarching goal (global), and specific research goals (local)
2. Study Design and Methodology (Sample size, sampling method, research methodology, variables, assessments, data collection etc.)
3. Results

CRITICAL ANALYSIS:
1. Strengths of the Study/Research Design and Methodology
2. Weaknesses of the Study

Group Research Proposal
*Groups will be assigned prior to the start of M3*

Part I: Prepare for the literature search by identifying key terms (or phrases) for a comprehensive and effective search of the research literature of an issue or topic(s) that spark your interest. Specifically, you should identify your search terms (don’t forget to check with the thesaurus) and how they will be combined for searching. Be aware that additional terms will almost certainly arise during the search. Additionally, identify the following information that is informing the search terms: 1) Topic area; and 2) The practical or overarching problem within the topic area (what you hope to explore in the literature). *This part of the project will be submitted individually*

Part II: The research question, or the statement of a research problem. This should be in question or interrogative form. You may select any problem of interest; you will profit most if you select an area where you have a genuine question. This need not be exclusively counseling. If the question is relevant to a particular population, you should note this. Also note why you are interested in this topic and why this is a significant problem (if it is not already clear). *This part of the project will be submitted as a group*

Part III: The literature review. Now that you have developed your group research question, update your search terms from Part I and, as a group, create a new set of search terms. Each individual should then find two (2) empirical research articles. Compile all articles in a bibliography (APA format) identifying what group member is responsible for each
article/reference. Submit the bibliography as a word document with the file name: Group #_Bibliography. Also, submit an individual copy of all the articles in pdf format with the file name: Group #_Article # *This part of the project will be submitted as a group*

Part IV: The final research proposal. Following Example B (pp. 108-109 of Johnson and Christensen) in your text, and using the strategies discussed in chapter 5, write your final research proposal. *This part of the project will be submitted as a group*

Midterm Exam: Examination covering material covered to this point in the coursework. May also include information from text, handouts, presentations, or lectures. This exam is to be completed individually and WITHOUT the aid of any external resources. Closed-book exam.

Final Exam: Comprehensive examination covering all material from coursework. May also include information from text, handouts, presentations, or lectures. This exam is to be completed individually and WITHOUT the aid of any external resources. Closed-book exam.

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 7 classes = possible 28 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. Additionally, no late work will be accepted unless previously arranged with the professor.
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)
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.

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<td>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.</td>
<td>Chapter and Article Readings; Role-plays and recordings; Self-evaluations; Research Paper; Examinations; Theoretical Orientation Reflection; Participation</td>
</tr>
<tr>
<td>#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.</td>
<td>Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.</td>
<td>2.F.1.j., 2.F.7.b.</td>
<td>Self-evaluations; Examinations</td>
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<td>#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.</td>
<td>Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.</td>
<td>2.F.5.a., 2.F.5.b., 2.F.5.g., 2.F.5.n., 2.F.7.c.</td>
<td>Role-plays and recordings; Research Paper; Self-evaluations; Theoretical Orientation Reflection; Participation</td>
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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.l., 2.F.7.c. Conference Reflection; Role-plays and recordings; Self-evaluations;

**Required Texts and Readings**


**Recommended Articles**


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

Recording #3-4 (audio): 20-25 minutes in length; continuation of prior sessions concerns, continued evidence of attending skills.

Recording #5-6 (video): 25-35 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 27th-29th, 2020) 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.

*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%

**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.
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 with core values. Their 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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**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 of the counseling profession such as ethics, diagnosis, treatment, theory, diversity, and/or novel research and should also connect to your development as a student and professional. You will prepare a synthesis of the research in preparation of the examination. At the midpoint, you will submit an outline with references. From these, the instructor will select three questions for the examination. On the day and time of the examination, you will be asked to write full responses to the three questions you were given.

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.
Capital University
Theories and Techniques of Group Counseling
EDUC 533

4 Credit Hours

Michael S. Lewis, Ph.D., L.P.C.C.-S.
mlewis7@capital.edu
614-429-7441

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
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<th>Counselor Education Program Outcomes</th>
<th>CACREP Standards</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Exhibit Thorough Content Knowledge Within Their Content Area</td>
<td>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.</td>
<td>2.F.6.a, 2.F.6.g.</td>
<td></td>
</tr>
<tr>
<td>#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.</td>
<td>Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.</td>
<td>2.F.6.c., 2.F.6.d., 2.F.6.g., 2.F.6.h.</td>
<td></td>
</tr>
<tr>
<td>#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.</td>
<td>Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.</td>
<td>2.F.6.f., 2.F.6.h.</td>
<td></td>
</tr>
<tr>
<td>#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.</td>
<td>Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.</td>
<td>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.</td>
<td>2.F.6.g.</td>
<td></td>
</tr>
</tbody>
</table>
**Required Texts and Readings**


**Recommended Text**


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

**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

**Group Leadership:** You will be asked to lead/co-lead a group session. 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 and the specific theory you’re assigned.

**CACREP:** 2.F.6.d.

**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.


**Journal:** You will keep a journal of your group experience and reflections of being a group member and/or leader. Journal 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**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Leadership:</td>
<td>15 %</td>
</tr>
<tr>
<td>Group Plan:</td>
<td>30 %</td>
</tr>
<tr>
<td>Midterm Examination:</td>
<td>15 %</td>
</tr>
<tr>
<td>Final Examination:</td>
<td>20 %</td>
</tr>
<tr>
<td>Journal/Participation:</td>
<td>20 %</td>
</tr>
</tbody>
</table>

**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.
Capital University
Counseling Children & Adolescents
EDUC 543

2 Credit Hours/Hybrid

Robyn Walsh, Ph.D.
Assistant Professor
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)
- Interventions to promote academic development (5.G.3.d.)
- Techniques of personal/social counseling in school settings (5.G.3.f.)
- Strategies to facilitate school and postsecondary transitions (5.G.3.g.)
- 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)
- School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (2.F.5.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.

<table>
<thead>
<tr>
<th>SOE Program Learning Outcomes</th>
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<tbody>
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<td>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.</td>
<td>5.G.2.e., 2.F.5.m., 2.F.7.c., 2.F.7.d.</td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ACE Online Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NCTSN Online Training</td>
</tr>
<tr>
<td>#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.</td>
<td>Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.</td>
<td>5.G.2.g., 5.G.2.h., 5.G.3.h.</td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mental Health Diagnostic Presentation</td>
</tr>
<tr>
<td>#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.</td>
<td>Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.</td>
<td>2.F.5.m., 2.F.7.c., 2.F.7.d., 5.G.2.e., 5.G.3.d., 5.G.3.g.</td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ACE Online Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NCTSN Online Training</td>
</tr>
<tr>
<td>#5. Display</td>
<td>Students will continue their</td>
<td>2.F.5.m.,</td>
<td>Readings</td>
</tr>
</tbody>
</table>
Dispositions, 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.

2.F.7.c., 5.G.2.e.

Scenarios

Texts and Materials (Required)


Required Readings/Podcasts:


Preventing Adverse Childhood Experiences training (5 lessons):
https://vetoviolence.cdc.gov/apps/aces-training/?fbclid=IwAR1iYFL1kuPZW3OEqfWt_5NH37fql53PeMF38wV6ECr1Hq7Akns9GtwHE#/top

*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**

*This class is [2] credits for 8 weeks, and therefore students should plan to engage in coursework outside of class time for an average of [8] hours each week.*

**Participation/Readings:** 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 assigned readings 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, 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. 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. 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.

**Annotated Bibliographies:** This assignment is designed to supplement the course content with additional resources from professional journals to share with your cohort. Please write THREE annotations per submission (see course schedule for due dates) on three different topics: (1) play therapy, (2) bibliotherapy, (3) music therapy, (4) art therapy, or (5) one other creative technique/approach, of your choice, for counseling children and adolescents that can aid in academic, social/emotional, and career development (e.g. sand therapy, journaling, etc.). Please include specific techniques a counselor can use on the topic. Example of how to write: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html

**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 and will be conducted during our first class.

**ACE Online Training:** 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.

**Mental Health Diagnostic Presentation:** Select a mental health diagnosis that may be present in children or adolescents. Create a presentation that outlines the following:

1. The diagnostic criteria for the disorder per the DSM 5
2. Prevalence of the disorder
3. Examine links to academic achievement, social, or behavioral problems in regards to the developmental level of a child with the disorder
4. A review of possible medications used to treat the disorder. Include information on possible side-effects and cautions.
5. Explanation of how a school counselor/mental health counselor can assist working with a student with this diagnosis. Include techniques, theories, or other resources.
6. Create a chart outlining 3-5 appropriate play, art, music, bibliotherapy or any creative counseling activities that can be used in the counseling process. The following format for the chart is provided as an example only (see below). Feel free to create your own.
<table>
<thead>
<tr>
<th>AGE GROUP</th>
<th>NAME &amp; DESCRIPTION OF THE ACTIVITY (citation provided)</th>
<th>RATIONALE FOR USING THIS ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>When Something Terrible Happens: Children Can Learn to Cope with Grief Marge Heegaard (1991) Minneapolis, MN: Woodland Press Select appropriate workbook pages for the child with whom I am working.</td>
<td>● Teaches basic concepts about trauma ● Provides opportunities to express feelings about the event ● May reveal misconceptions about the event ● Develop coping skills</td>
</tr>
</tbody>
</table>

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

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 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 weekly score penalties (-10% days 1-7) 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
Annotated Bibliographies 30
NTSN Online Session 20
ACE Online Training 20
Research Presentation 20
Participation 10
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

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 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
- 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.
# Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Method</th>
<th>Class</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 20</td>
<td>Online</td>
<td>Course overview</td>
<td>NTSN Online Session due after class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NTSN Online Session</td>
<td></td>
</tr>
<tr>
<td>October 27</td>
<td>FTF</td>
<td>Mental Health “Middle School” Discussion</td>
<td>Chapter 17 PODCAST: <a href="#">This American Life “Middle School”</a> Annotated Bibliography #1</td>
</tr>
<tr>
<td>November 3</td>
<td>Online</td>
<td>ACE Online Training and Reflection</td>
<td></td>
</tr>
<tr>
<td>November 10</td>
<td>FTF</td>
<td>Trauma Informed Care</td>
<td>McLennan et al. (2020)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Burke-Harris TED Talk</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ACE Discussion</td>
<td></td>
</tr>
<tr>
<td>November 17</td>
<td>FTF</td>
<td>Play Therapy Scenarios</td>
<td>Fazio-Griffith &amp; Ballard (2014)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Davis, Smith-Adcock, &amp; Town (2019)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="#">Play Therapy Podcast</a> (start at 20:00)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Annotated Bibliography #2</td>
</tr>
<tr>
<td>November 24</td>
<td>No Class</td>
<td>HAPPY THANKSGIVING!</td>
<td>Enjoy time with family and friends!</td>
</tr>
<tr>
<td>December 1</td>
<td>Zoom</td>
<td>Specialized Needs Risk Assessments practice</td>
<td>Chapter 15 Granello (2010)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ASCA Webinar- <a href="#">Supporting Students after Crisis and Loss</a> OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ASCA Webinar- <a href="#">Counseling Kids in Crisis</a></td>
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<td>Annotated Bibliography #3</td>
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<td>December 8</td>
<td>Zoom</td>
<td>Presentations/Annotated Bib Sharing</td>
<td>Research Presentation</td>
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<td>Course feedback</td>
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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
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.l.)
- 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**

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.

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

Required Texts and Readings


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


**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.  

**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.  
Meeting Reflection: You will attend two open 12-step meetings of your choice (i.e. AA, NA, Al-Anon, OLGA). 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.

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.
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.)
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<td>II.F.1.e II.F.1.k II.F.2.f II.F.2.g II.F.2.h</td>
<td>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</td>
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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.

REQUIRED TEXT:


ONE of the following self-selected books:


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


2020 List:
*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)

2019 List:
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
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 balck kids sitting together in the cafeteria? And other conversations about race – Beverly Tatum


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 in order to create and sustain humanizing relationships built upon trust and respect for one another.

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, etc.), please feel free. Just ensure
that you upload the document as a pdf or jpeg with the title “lastnameillustration” (i.e. Gorbyillustration.pdf)

Justification: In order to better understand diverse others, we must first understand the diversity within ourselves. Additionally, in order 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

**External Book Review:**

So as 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.
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.

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.

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. (2 pages maximum; S/U only)

<table>
<thead>
<tr>
<th>IDENTITY (address one of your identity constructs for each row)</th>
<th>How you became aware of this identity</th>
<th>Social messages about this identity; what did others say about this identity?</th>
<th>Can you advocate for others based on some dimension of this identity?</th>
<th>How will this effect your ability to counsel others?</th>
<th>How this intersects with my other identities</th>
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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), 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?

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.

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 3-5 minutes 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.

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.

-Not required for SP 2021 due to global pandemic

**Part 2:** You will attend two (2) additional immersion experiences lead by Dr. Gorby. As a group, we will attend a house of worship for 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 in an effort 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.

**Legislative Advocacy Day:** On April 13th, 2021, 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 2-3 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 rational 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 the identification of help-seeking behaviors of that population.
4. Referring to the MCSJCC Part IV section E “Public Policy,” develop an advocacy plan for how you, and other counselors, could continue to advocate for that issue. Throughout the day at LAD you will have several opportunities to engage in conversations with colleagues,
OCA leadership, and government officials that may help you conceptualize and develop a plan for advocacy.

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. 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. 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 other, areas of future development that you hope to foster, and the progression of your fears, worries, and anxieties after LAD.
Capital University  
Family Systems and Couples Counseling  
EDUC 554  

2 Credit Hours  

Dr. Sean Gorby, Ph.D, LPC  
sgorby2@capital.edu  
Office: LC 231  
Phone: 614-236-7107  

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)

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<td>Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.</td>
<td>Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#5. Display</td>
<td>Students will continue their                                                                  V.F.2.n</td>
<td>Case</td>
<td></td>
</tr>
</tbody>
</table>
REQUIRED RESOURCES:

Text:


Television Show:


Podcast:

Additional Resources:


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 other additional resources available via the World Wide Web, including McGoldrick and Gerson’s *Genograms: Assessment and Intervention*.

**Case Conceptualization:** Students will complete 4 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 theory/process discussed in M4). 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
**Session Reflections:** Twice during the semester, you will listen to an episode of *Where Should We Begin*, a podcast by Ester Perel. After listening to an episode of the podcast, 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.

**Treatment Technique and Presentation:** Students will 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 5–10-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.
Capital University  
Consultation and Collaboration  
EDUC 563  

4 Credit Hours  

Robyn Walsh, Ph.D., LPSC  
Assistant Professor  
rwalsh12@capital.edu

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**

<table>
<thead>
<tr>
<th>SOE Program Learning Outcomes</th>
<th>Counselor Education Program Outcomes</th>
<th>Key Performance Indicator</th>
<th>CACREP Standards</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Exhibit Thorough Content Knowledge Within Their Content Area</td>
<td>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.</td>
<td>N/A</td>
<td>2.F.1.c., 2.F.5.c., 5.G.1.d.</td>
<td>Readings</td>
</tr>
<tr>
<td>#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.</td>
<td>Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.</td>
<td>N/A</td>
<td>2.F.5.c., 5.G.1.b.</td>
<td>Readings</td>
</tr>
<tr>
<td>#3. Demonstrate and Implement Knowledge of</td>
<td>Students will demonstrate competency in</td>
<td>N/A</td>
<td>5.G.1.d., 5.G.2.b., 5.G.2.e.,</td>
<td>Crisis Response In-Service</td>
</tr>
</tbody>
</table>
Curriculum Within Their Content Area to Impact Student or Client Outcomes.
counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.  

Presentations


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  

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  

Parent Workshop

Required Texts and Readings


Recommended Text

Crisis Articles:


Social Justice Articles:


**Recommended or supplemental readings:**


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

**Assignment Descriptions**

*This class is [4] credits for 15 weeks, and therefore students should plan to engage in course work outside of class time for at least [6] hours each week.*

**Participation/Takeaways:** Since this class will be self-paced, the instructor expects that students will complete a “Takeaway” reflection on the ideas and points from the chapters due each module (There will be 7 “takeaways” worth 2 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. This will be used as a foundation for the in-class meetings as well. Takeaways should be 1-2 pages. These are due before the in-class meeting scheduled after the module.

**Chapter Quizzes:** After reading the chapters for the week, 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 that module (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 (45 minutes). There will be 5 quizzes available for students to take throughout the semester worth 5 points each.

**Parent Workshop Presentation:** This is a group 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.

**Crisis Response In-Service Presentation:** Students will work in groups 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.

**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**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Parent Workshop</td>
<td>30</td>
</tr>
<tr>
<td>Crisis Response In-Service</td>
<td>30</td>
</tr>
<tr>
<td>Participation/Takeaways</td>
<td>15</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**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

**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 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
- 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14</td>
<td>Syllabus Overview</td>
<td>Chapter 1-2</td>
</tr>
<tr>
<td></td>
<td>School Counselors Addressing Needs</td>
<td>Chowela et al. (2016)</td>
</tr>
<tr>
<td></td>
<td>An Expanding Perspective</td>
<td>Quiz #1</td>
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<td></td>
<td></td>
<td>Takeaways</td>
</tr>
<tr>
<td>January 21</td>
<td>School Counselors and Social Justice</td>
<td>Social Justice Articles</td>
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<td></td>
<td></td>
<td>Takeaways</td>
</tr>
<tr>
<td>January 28</td>
<td>Beyond Intervention to Prevention</td>
<td>Chapter 3-5</td>
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<tr>
<td></td>
<td>Counseling as a Paradigm</td>
<td>Quiz #2</td>
</tr>
<tr>
<td></td>
<td>Multidimensional, Integrated Model</td>
<td>Takeaways</td>
</tr>
<tr>
<td>February 4</td>
<td>In class exercises (2.2, 3.1, 4.2, 5.1)</td>
<td>Project work</td>
</tr>
<tr>
<td></td>
<td>Project work</td>
<td>Walker, Shenker, &amp; Hoover-Dempsey (2010)</td>
</tr>
<tr>
<td>February 11</td>
<td>The Process of Consultation</td>
<td>Chapter 6-7</td>
</tr>
<tr>
<td></td>
<td>Counselors as Agents for Change</td>
<td>Quiz #3</td>
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<tr>
<td></td>
<td>Project work</td>
<td>Takeaways</td>
</tr>
<tr>
<td>February 18</td>
<td>Parent Workshop group work</td>
<td></td>
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<tr>
<td>February 25</td>
<td>In class exercises (6.1, 7.1, 7.4)</td>
<td>Parent Workshop</td>
</tr>
<tr>
<td></td>
<td>Presentations</td>
<td>Presentations Due</td>
</tr>
<tr>
<td>March 4</td>
<td>Working with Resistance</td>
<td>Chapter 8-10</td>
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<td></td>
<td>Ethical Considerations</td>
<td>Quiz #4</td>
</tr>
<tr>
<td></td>
<td>Level III: Client-Focused; Recording data, ABCs, strategies</td>
<td>Takeaways</td>
</tr>
<tr>
<td>March 11</td>
<td>Crisis and Consultation</td>
<td>Crisis Articles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Takeaways</td>
</tr>
<tr>
<td>March 18</td>
<td>In class exercises (8.1-8.3, 9.1-9.2, Case of Samantha)</td>
<td>Project work</td>
</tr>
<tr>
<td></td>
<td>Project work</td>
<td></td>
</tr>
<tr>
<td>March 25</td>
<td>Level II: Consultee Focused</td>
<td>Chapter 11-12</td>
</tr>
<tr>
<td></td>
<td>Level 1: System-Focused</td>
<td>Quiz #5</td>
</tr>
<tr>
<td></td>
<td>School Wide PBIS</td>
<td>Takeaways</td>
</tr>
<tr>
<td>April 1</td>
<td>In class exercises (11.2, 11.3, 11.4, 12.2)</td>
<td>Project work</td>
</tr>
<tr>
<td>April 8</td>
<td>NO CLASS- Spring Break!!!</td>
<td></td>
</tr>
<tr>
<td>April 15</td>
<td>Crisis Response group work</td>
<td>Chapter 13</td>
</tr>
</tbody>
</table>
| April 22 | Applying What We Know- Case Study (in class)  
Crisis Presentations | Crisis Response Presentations Due |
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.l.)
- 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

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<td>II.C.2.i II.F.1.b II.F.1.i II.F.5.d V.C.2.l V.C.2.m V.G.2.l V.G.2.n V.C.2.k</td>
</tr>
<tr>
<td>KPI #2</td>
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#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.

<table>
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</tr>
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<td>KPI #2</td>
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</tbody>
</table>

**REQUIRED TEXT:**


**SUPPLEMENTAL READING:**


**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.

**ASSIGNMENTS:**

**WEEKLY CONVENERS:**

Description: Each week, 2 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
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.

**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 appropriate APA formatting. 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.

**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.

**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.

**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.


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**

**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 .dox extension, please let me know prior to submission.**
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<tr>
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<th>Details</th>
<th>Hours</th>
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<td>Course Reading</td>
<td>12 modules @ 5 hrs each</td>
<td>60</td>
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<td>Convener Assignment</td>
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<td>6</td>
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<tr>
<td>Film Evaluation</td>
<td>Movie (2hr); Paper (10hr)</td>
<td>12</td>
</tr>
<tr>
<td>Board Meeting</td>
<td>Meeting (5 hrs); Reflection (1.5hr)</td>
<td>6.5</td>
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<tr>
<td>Class Presentation</td>
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<td>10</td>
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<tr>
<td>Final Exam</td>
<td>Prep (1.5hr/week = 22.5); Final (3hr)</td>
<td>25.5</td>
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<tr>
<td><strong>Total hours of work required</strong></td>
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<td><strong>120</strong></td>
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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 hours
COURSE DESCRIPTION:

This course provides a broad examination of career development and decision making models. Vocational choice theories, assessments, techniques will be explored, demonstrated, and practiced. The relationship between career choice and personal lifestyle preferences, strengths, and aptitudes will be evaluated. The roles of family, technology, education, and life roles will be added to deepen career exploration theories and ideals. Self-exploratory activities and assessments are part of 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 for Section 2, Item F, Topic 4: Career Development:

Students Will:
- Explore theories and models of career development, counseling, and decision making (II.F.4.a)
- Summarize approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (II.F.4.b)
- Analyze the processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (II.F.4.c)
- Explain approaches for assessing the conditions of the work environment on clients’ life experiences (II.F.4.d)
- Be able to utilize strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (II.F.4.e)
- Incorporate strategies for career development program planning, organization, implementation, administration, and evaluation (II.F.4.f)
- Investigate strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy (II.F.4.g)
- Prepare strategies for facilitating client skill development for career, educational, and life-work planning and management (II.F.4.h)
- Synthesize methods of identifying and using assessment tools and techniques relevant to career planning and decision making (II.F.4.i)
- Understand fully ethical and culturally relevant strategies for addressing career development (II.F.4.j)

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<td>#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.</td>
<td>Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.</td>
<td>II.F.4.j</td>
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<td>#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.</td>
<td>Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.</td>
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<td>Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.</td>
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**REQUIRED TEXT:**
ASSIGNMENTS:

**Multicultural Career Counseling Center Project:** Students will be assigned to work in groups of two (2) to three (3) to develop and design a career counseling center for a specific group (elementary, middle/junior high, high school, college or vocational/technical school, private practice, employment agency, or a business), using a multicultural/diversity approach. Each group will give a 20-25 minute presentation in class on the date assigned. Rubric and instructional video is located on iLearn.

**Personal Career Counseling Portfolio:** Student will explore their own career development and future plans and present it in a “portfolio” format. This assignment will be comprised of:

1. Job Posting
2. Cover Letter
3. Resume
4. Assessments/Inventory (x2)
5. Supplemental Information

The goal for this assignment is to provide you the opportunity to explore your own career development while generating artifacts that will serve you as you search for a job in the counseling field. For this assignment you will self-administer, score and interpret two (2) assessments or inventories (i.e. Self-Directed Search (SDS), Myers Briggs Type Inventory (MBTI), O*Net inventory). You may wish to include additional interest and value measures in your portfolio. Apply and discuss one career theory and/or decision-making model that supports your career development history, present, and future plans. Additionally, the portfolio will include a resume that you could use at the time of your graduation. Identify target jobs that you might like to apply for and list your personal strengths that you can “sell” to this employer. Prepare a letter of application (cover letter) utilizing those strengths. Include anything else that you think/feel is meaningfully related to your career development.

**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.
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Capital University
Advanced Techniques of Individual and Group Counseling
EDUC 574

2 Credit Hours
Hybrid

Dr. Sean Gorby, Ph.D, LPC
sgorby2@capital.edu
Office: LC 231
Phone: 614-236-7107

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.c)
- 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.)
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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:


Additional Resources:


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 2-3 hours of out-of-class student work per credit hour per week related to the course.

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 two of those assignments, LAD and Mental Health Awareness Presentations. These two assignments are outlined below. You will design the final assignment, which will need final approval from me by the end of the 2nd week of the course.

Dates for the Learning Contract:
Meet with Instructor to discuss contract = Completed by the end of M2 – 3/25
Submitted Final Contract for Approval = By M3 – 4/1

ASSIGNMENTS:

Legislative Advocacy Day (April 13th): You are required to attend OCA’s LAD. This year it is held virtually on April 13th. 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.

Mental Health Awareness – Group Presentations:
Option 1: LGBTQ+ and Mental Health Panel (Angel, Sarah V, Jason, Sarah S.)
Option 2: Mental Health Awareness – Fisher Catholic High School Presentation (Cassie, Celeste, Nicole)

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.

Course Topics:
- Types of groups and approaches to group formation
- Mental Health Advocacy
- Identify 2nd and 3rd line therapeutic interventions
- Explore and discuss individual techniques for specific therapeutic interventions
- Increase ability to write notes (clinical language, what to include/brevity, what is the purpose of the notes,
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- CPT Codes and billing for third party reimbursement (an overview)
- Increase ability to be fully present with clients while remains fully present while outside of work – burnout; healing the healer; can we/how do we not bring out “stuff to work” and our “work to stuff”
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- 24 hours after trauma: what do we do? What happens?
Capital University
Diagnosis of Mental and Emotional Disorders
EDUC 584

4 Credit Hours

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

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, medical, 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.

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<td>Examinations, Movie Review, Cheat sheets, Biopsychosocial</td>
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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. | |


| #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.

Required Texts and Readings


Recommended Articles & Readings


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

Cheat sheets: As a group, you will be assigned disorder or group of disorders, for which you will create a cheat sheet for the rest of the class. Assignment description details and choice of diagnoses are below.

Movie Review: Choose a movie from the selection provided and complete a 6-8 page review focusing on diagnostics of the primary character. Assignment description details and choice of movies are below.

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

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

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.
Capital University
Clinical Mental Health Counseling Practicum
EDUC 594

4 Credit Hours

Dr. Sean Gorby, Ph.D, LPC
sgorby2@capital.edu
Office: LC 231
Phone: 614-236-7107

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)

<table>
<thead>
<tr>
<th>SOE Program Learning Outcomes</th>
<th>Counselor Education Program Outcomes</th>
<th>CACREP Standards</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Exhibit Thorough Content Knowledge Within Their Content Area</td>
<td>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.</td>
<td>2.F.1.m 3.B 3.H 3.I</td>
<td>Midterm and Final Evaluations Supervision Session/Tapes</td>
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<tr>
<td>#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.</td>
<td>Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.</td>
<td>2.F.1.m 3.B 3.H 3.I</td>
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<td>#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.</td>
<td>Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.</td>
<td>2.F.1.m 3.B 3.H 3.I</td>
<td>Midterm and Final Evaluations Supervision Session/Tapes</td>
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<td>#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.</td>
<td>Students will continue their personal and professional development by adhering to the professional ethical codes of professional</td>
<td>2.F.1.m 3.A 3.B 3.C 3.H</td>
<td>Midterm and Final Evaluations Supervision Tapes</td>
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</tbody>
</table>
REQUIRED TEXT:


SUPPLEMENTAL READING:


You will need to create an evaluation account at [TaskStream](https://www.taskstream.com). A one year subscription costs $50. Once you have created an account, you must email Beth Sweeney at esweeney@capital.edu.

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. If you are unable to attend class 1 hour of peer supervision will be required by supervision partner (2nd year supervision student). A supervision note of that session is due within 1 week (7 days) or the peer supervision session.

**Peer Supervision:** You are required to complete four 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 reviewed by the instructor only. Vlogs will be submitted via iLearn 24-hours prior to class (Tuesday at 4:40pm).

**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 submitted by the student, site-supervisor, and faculty. Successful completion of this course is predicated on satisfactory final evaluations, despite final point accumulation.
Capital University  
School Counseling Practicum  
EDUC 603  

4 Credit Hours/In Person  

Robyn Walsh, Ph.D.  
rwalsh12@capital.edu  
Office Hours: By appt.  

Sarah Geiger  
SGeiger9@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, a 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.

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<td>AOCC Proposal</td>
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<td>Individual, Group, and Core Curriculum Requirements</td>
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<td>#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.</td>
<td>Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.</td>
<td>2.F.1.m, 3.B., 3.H., 3.I.</td>
<td>Midterm and Final Evaluations, Supervision Sessions/Tapes, AOCC Proposal</td>
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**Required Reading:**


**Additional articles/recommended readings:**


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 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 APRIL 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:** 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 2-3 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 instructor prior to implementation (see rubric)
- 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. Student descriptive data must be de-identified (see rubric)
- 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.

Prepare and submit a proposal for the All Ohio Counselors Conference. This is due the last class with proof of online submission. Consult with your instructor on topics/ideas before submission. The link for proposals will be provided once released.

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

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Midterm Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>Final Evaluation</td>
<td>10</td>
</tr>
</tbody>
</table>
AOCC Proposal | 5 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 | 105 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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
<td>87-90%</td>
<td>B+</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>B</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>C</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>C-</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>D</td>
<td>60-66%</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>F</td>
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**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: 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/](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](http://tutortrac.capital.edu) and clicking on “Search Availabilities.” Appointments can also be made by emailing [academicsuccess@capital.edu](mailto:academicsuccess@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](mailto: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/](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
- 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.
## Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Practicum Site</th>
<th>Class</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 13</td>
<td>Shadow and observe</td>
<td>Course and syllabus overview</td>
<td>Read Luke &amp; Benard (2011) &amp; Thompson, Frick, &amp; Trice-Black (2011)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional expectations</td>
<td>Supervision Agreement Pt 1 (site sup info)</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Proof of liability insurance</td>
</tr>
<tr>
<td>Jan 20</td>
<td>Draft practicum plan and weekly schedule</td>
<td>Talk about feelings regarding site/first week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draft practicum plan and weekly schedule</td>
<td>What is supervision?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draft practicum plan and weekly schedule</td>
<td>Wellness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draft practicum plan and weekly schedule</td>
<td>Professional expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draft practicum plan and weekly schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 27</td>
<td>Finalize practicum plan and weekly schedule</td>
<td>Discuss school compositions</td>
<td>Submit weekly log and journal</td>
</tr>
<tr>
<td></td>
<td>Select core curriculum session topics, small group topics, individuals for</td>
<td>Discuss Ethics, Confidentiality, Crisis Management, and Suicide Assessments</td>
<td>School Composition due Introductory Letter due</td>
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<tr>
<td></td>
<td>counseling, etc.</td>
<td></td>
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<tr>
<td></td>
<td>Review sample permission letters for individual, group, and core curriculum</td>
<td>Group Supervision</td>
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<td></td>
<td>sessions on school letterhead.</td>
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<tr>
<td></td>
<td>Discuss and research school composition (including data)</td>
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<tr>
<td></td>
<td>Shadow and observe</td>
<td></td>
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<tr>
<td>Feb 3</td>
<td>Draft practicum plan and weekly schedule</td>
<td>ASCA National Model</td>
<td>Submit weekly log and journal</td>
</tr>
<tr>
<td></td>
<td>Sample permission letters for individual reviewed by on-site supervisor and</td>
<td>Direct hour activities</td>
<td>Supervision Agreement Pt 2 (Plans)</td>
</tr>
<tr>
<td></td>
<td>sent home</td>
<td></td>
<td>Permission Letters Due</td>
</tr>
<tr>
<td></td>
<td>Send home classroom guidance</td>
<td></td>
<td>Begin videotape(s)</td>
</tr>
<tr>
<td></td>
<td>Draft practicum plan and weekly schedule</td>
<td>Discuss practicum plans and topics for individual counseling</td>
<td></td>
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<td></td>
<td>informational letters</td>
<td>Classroom guidance and group counseling plans</td>
<td></td>
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<tr>
<td></td>
<td>Obtain student referrals for individuals and groups</td>
<td>Group Supervision</td>
<td></td>
</tr>
<tr>
<td>Feb 10</td>
<td>Begin direct services</td>
<td>Discuss pre &amp; post-tests and measurable objectives</td>
<td>Submit weekly log and journal</td>
</tr>
<tr>
<td></td>
<td>Begin videotaping</td>
<td></td>
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<tr>
<td></td>
<td>Continue supervision</td>
<td></td>
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</tr>
<tr>
<td>Date</td>
<td>Activities</td>
<td>Discussion Points</td>
<td>Next Steps</td>
</tr>
<tr>
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<td>------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Feb 17</td>
<td>Continue direct services</td>
<td>Discuss Mission &amp; Vision Statements</td>
<td>Prepare videotape(s)</td>
</tr>
<tr>
<td></td>
<td>Continue videotaping</td>
<td></td>
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<tr>
<td></td>
<td>Continue supervision</td>
<td>Group Supervision</td>
<td></td>
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<tr>
<td>Feb 24</td>
<td>Continue direct services</td>
<td>Group supervision</td>
<td>Prepare videotape(s)</td>
</tr>
<tr>
<td></td>
<td>Continue videotaping</td>
<td></td>
<td>Submit weekly log and journal</td>
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<tr>
<td></td>
<td>Continue supervision</td>
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<td></td>
<td>Core Curriculum Session Plans Due</td>
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<tr>
<td>Mar 3</td>
<td>No Class</td>
<td>Group supervision</td>
<td>Submit weekly log and journal</td>
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<td></td>
<td><em>Individual meetings w/ instructor</em></td>
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<td>Theory Based Interventions</td>
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<tr>
<td>Mar 10</td>
<td>Continue direct services</td>
<td>Group supervision</td>
<td>Prepare videotape(s)</td>
</tr>
<tr>
<td></td>
<td>Continue videotaping</td>
<td></td>
<td>Submit weekly log and journal</td>
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<td></td>
<td>Continue supervision</td>
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<td></td>
<td>Monitor direct and indirect hours</td>
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<td>School Leadership &amp; Accountability</td>
<td>MIDTERM EVALS DUE</td>
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<tr>
<td>Mar 17</td>
<td>Continue direct services</td>
<td>Group supervision</td>
<td>Prepare videotape(s)</td>
</tr>
<tr>
<td></td>
<td>Continue videotaping</td>
<td></td>
<td>Submit weekly log and journal</td>
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<tr>
<td></td>
<td>Continue supervision</td>
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<tr>
<td></td>
<td></td>
<td>Discuss Diversity</td>
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<tr>
<td>Mar 24</td>
<td>Continue direct services</td>
<td></td>
<td>Submit weekly log and journal</td>
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<tr>
<td></td>
<td>Continue videotaping</td>
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<td></td>
<td>Continue supervision</td>
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<td></td>
<td>Monitor direct and indirect hours</td>
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<td></td>
<td>Final Individual, Core Curriculum Lessons and</td>
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<td></td>
<td></td>
<td>Group Plans Due</td>
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<tr>
<td>Mar 31</td>
<td>Continue direct services</td>
<td></td>
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<tr>
<td></td>
<td>Continue videotaping</td>
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<td></td>
<td>Continue supervision</td>
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<td></td>
<td></td>
<td></td>
<td>Prepare videotape(s)</td>
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<td></td>
<td>Submit weekly log and journal</td>
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<td></td>
<td></td>
<td></td>
<td>Talk about AOCC</td>
</tr>
<tr>
<td>Date</td>
<td>Activity Details</td>
<td>Proposals</td>
<td>Notes</td>
</tr>
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<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Apr 7</td>
<td>SPRING BREAK!</td>
<td>Get hours at schools if you can/want to</td>
<td></td>
</tr>
<tr>
<td>Apr 14</td>
<td>Continue direct services, Continue videotaping, Continue supervision</td>
<td>Group supervision, Data presentations</td>
<td>Prepare videotape(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DATA Presentations Due</td>
<td>Submit weekly log and journal</td>
</tr>
<tr>
<td>Apr 21</td>
<td>Wrap-Up/Closure</td>
<td>Final group supervision</td>
<td>AOCC Proposal</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Submit weekly log and journal</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Submit signed summary of hours</td>
</tr>
<tr>
<td>Apr 28</td>
<td>Individual Meetings with instructor</td>
<td></td>
<td>Individual Evaluation Meetings- Email me to schedule!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FINAL EVALS DUE- BY Site Sup. and for Site Sup.</td>
</tr>
</tbody>
</table>

**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
Course Description:

This course complements 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.

<table>
<thead>
<tr>
<th>SOE Program Learning Outcomes</th>
<th>Counselor Education Program Outcomes</th>
<th>CACREP Standards</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Exhibit Thorough Content Knowledge Within Their Content Area</td>
<td>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.</td>
<td>3.J.; 3.K.; 3.L.; 3.D.; 3.E.; 5.C.1.b.</td>
<td>Midterm and Final Evaluations; Client Work; Theoretical Perspective; Video Journal; Participation</td>
</tr>
<tr>
<td>#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.</td>
<td>Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.</td>
<td>3.J.; 3.K.; 3.C.</td>
<td>Midterm and Final Evaluations; Video Journal</td>
</tr>
<tr>
<td>#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.</td>
<td>Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.</td>
<td>3.J.; 3.K.; 3.L.; 3.E.; 3.B.; 5.C.3.b.</td>
<td>Midterm and Final Evaluations; Client Work; Case Studies</td>
</tr>
</tbody>
</table>
#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.

<p>| | | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>3.J.; 3.K.; 2.F.1.i.</td>
<td>Midterm and Final Evaluations; Case Studies</td>
<td></td>
</tr>
</tbody>
</table>

**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

**Recommended Articles & Readings**


**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 to 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.


**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.

CACREP:

**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:** In the first half and second half of the course, 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. You will present your video in class with areas of “Go” “Slow” and “No” highlighted. This material will be used to elicit feedback and answer questions.


**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.


**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.
**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:

- 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 (3E)
- 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**

<table>
<thead>
<tr>
<th>SOE Program Learning Outcomes</th>
<th>Counselor Education Program Outcomes</th>
<th>Key Performance Indicator</th>
<th>CACREP Standards</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Exhibit Thorough Content Knowledge Within Their Content Area</td>
<td>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.</td>
<td>KPI #1: The role and process of the professional counselor advocating on behalf of the profession</td>
<td>2.F.5.a.</td>
<td>Midterm and Final Evaluations</td>
</tr>
<tr>
<td></td>
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<td>KPI # 10: Approaches to group formation, including recruiting, screening, and selecting members</td>
<td>3.E</td>
<td>Group Plans</td>
</tr>
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<td></td>
<td>KPI # 11: Types of groups and other considerations that affect conducting groups in varied settings.</td>
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<td></td>
</tr>
<tr>
<td>#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.</td>
<td>Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.</td>
<td>KPI #5: A general framework for understanding differing abilities and strategies for differentiated interventions</td>
<td>Midterm and Final Evaluation</td>
<td></td>
</tr>
</tbody>
</table>
| #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.  
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, Ethical Standards, and Responsibilities of the Profession. | Students will continue their personal and professional development by adhering to the | KPI #12: Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or | 3.A.  
Midterm and Final Evaluation  
Liability Insurance |
Required Texts:


Additional articles/recommended readings:


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.

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 if it has expired since fall. CACREP: 3.A.*

3. **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.

4. **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.

5. **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 the last week of class.

6. **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 now due Wednesday by 11:59 PM so instructors can read them before class on Thursdays.*

7. **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 22. Note: Keep copies of these logs.**

8. **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 11th**.

8. **Job Interview Artifacts/Portfolio** – Create a portfolio that you might present on a job interview **due on March 11th**, 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 25th. CACREP: 2.F.5.a; 5.G.3.h.

10. **Group Counseling**:
    
    C. 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 university and site supervisor.** The plan must include a statement of purpose/rationale, measurable objectives, assessment instruments for evaluation. See rubric for details. Plans are due for approval before implementing groups. 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. Core curriculum data presentation due April 1st or 14th.

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 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 data presentation due April 1st or 14th.
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. 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 student by. 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.**

**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

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
- 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14</td>
<td>Course and syllabus overview Data Overview Lambie et al. (2019)</td>
<td>Submit weekly log and journal</td>
</tr>
<tr>
<td>January 21</td>
<td>Group supervision All classes with Dr. Kassoy</td>
<td>Submit weekly log and journal</td>
</tr>
<tr>
<td>January 28</td>
<td>Group Supervision</td>
<td>Submit weekly log and journal</td>
</tr>
<tr>
<td>February 4</td>
<td>Group Supervision First Year Panel (Eric, Zach, Jazzlyn, Jordan, Kassie, Halle)</td>
<td>Submit weekly log and journal</td>
</tr>
<tr>
<td>February 11</td>
<td>Group supervision Discuss Program Audit/Evaluation</td>
<td>Submit weekly log and journal</td>
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<tr>
<td></td>
<td><strong>Program Audit/Evaluation Due</strong></td>
<td></td>
</tr>
<tr>
<td>February 18</td>
<td>Group supervision</td>
<td>Submit weekly log and journal</td>
</tr>
<tr>
<td>February 25</td>
<td>Group Supervision</td>
<td>Submit weekly log and journal</td>
</tr>
<tr>
<td>March 4</td>
<td>No class</td>
<td>Submit weekly log and journal</td>
</tr>
<tr>
<td>March 11</td>
<td>Group supervision Interview Practice</td>
<td>Submit weekly log and journal</td>
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<tr>
<td></td>
<td><strong>Portfolio due</strong></td>
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<tr>
<td></td>
<td><strong>Mid-Semester Clinical Evaluation Due (Site Supervisor)</strong></td>
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<tr>
<td>March 18</td>
<td>Group Supervision</td>
<td>Submit weekly log and journal submit</td>
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<tr>
<td>March 25</td>
<td>Group Supervision Case Analysis Presentations</td>
<td>Submit weekly log and journal</td>
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<tr>
<td></td>
<td><strong>Individual Case Analysis due</strong></td>
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<tr>
<td>April 1</td>
<td>Group supervision Group and Core curriculum Data Presentations</td>
<td>Submit weekly log and journal</td>
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<tr>
<td></td>
<td><strong>Finalize and share Group and Classroom Data Reports</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
</tr>
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<td>-----------------------------------------------------------------------</td>
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<tr>
<td>April 8</td>
<td>SPRING BREAK!</td>
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<tr>
<td>April 15</td>
<td>Group supervision</td>
<td>Submit weekly log and journal</td>
</tr>
<tr>
<td></td>
<td>Group and Core Curriculum Data Presentations</td>
<td>Finalize and share <strong>Group and Classroom Data Reports</strong></td>
</tr>
<tr>
<td>April 22</td>
<td>Group Supervision</td>
<td>Submit signed <strong>Semester Hours Summary</strong></td>
</tr>
<tr>
<td></td>
<td>Catch up (if needed)</td>
<td>All journal prompts must be completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submit <strong>Site Supervisor Clinical Evaluation</strong></td>
</tr>
</tbody>
</table>

*The instructor reserves the right to change this schedule*
Capital University
Working in a School System
EDUC 623

4 Credit Hours

Robyn Walsh, Ph.D.
Assistant Professor
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)
- Know the biological, neurological, and physiological factors that affect human development, functioning, and behavior (2.F.3.e)
- Have the general framework for understanding differing abilities and strategies for differentiated interventions (2.F.3.h).
- Develop ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (2.F.3.i)
- 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.)
- Understand 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.)
- 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.

<table>
<thead>
<tr>
<th>SOE Program Learning Outcomes</th>
<th>Counselor Education Program Outcomes</th>
<th>CACREP Standards</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Exhibit Thorough Content Knowledge Within Their Content Area</td>
<td>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.</td>
<td>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.,</td>
<td>Chapter and Article Readings</td>
</tr>
<tr>
<td>#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.</td>
<td>Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.</td>
<td>2.F.3.e., 2.F.3.h., 2.F.3.i., 5.G.2.g., 5.G.2.i., 5.G.2.k., 5.G.3.h.</td>
<td>Special Populations Presentation</td>
</tr>
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</tr>
<tr>
<td>#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.</td>
<td>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.</td>
<td>N/A</td>
<td>Chapter and Article Readings</td>
</tr>
</tbody>
</table>

**Required Texts and Readings**


**Articles**


**Podcasts**


**Instruction Methods**
Lectures  
Online activities  
Podcasts  
Readings  
Presentations  
Small Group Discussions

**Assignment Descriptions**
*This class is [4] credits for 15 weeks, and therefore students should plan to engage in course work outside of class time for an average of [8] hours each week.*

**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. 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 or if you do not watch the videos assigned for that week, you will lose 1 point. 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 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.

**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.

**Online Class Activities (15 points)**
Five 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 3 points.

**Comprehensive School Counseling Program Project (30 points)**
Students will work in teams to design and deliver 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.

**Special Population/Topic Presentation (15 points)**
Your special population/topic can focus on disabilities, giftedness, gender identity, or English language learners. If there is another topic you are interested in, Dr. Walsh can give approval.

Possible disabilities include: Autism Spectrum Disorders, Asperger’s Syndrome, Specific Learning Disability (Reading), Specific Learning Disability (Math), Attention Deficit Disorder, Emotional Disability, Intellectual Disability, Traumatic Brain Injury, Developmental Delay, Sensory Disabilities, Cerebral Palsy, or Speech-Language Impairment.

Students will deliver a 10 minute presentation based on their research, including:

- definition, description and frequency of this population;
- possible presenting issues, signs, symptoms, or areas of concern at school and at home;
- what educators should be aware of and know about this population;
- recommendations from research regarding how teachers, counselors, and parents can support these students;
- myths & stereotypes;
- local and on-line helpful resources for school counselors with a brief description and how to access;
- examples of how you might advocate for these students;
- examples of how you might consult with families, school personnel or community agencies regarding these students; and
- include 5 recent references, with least 3 from peer-reviewed journals in the field of counseling in your bibliography. Other sources may come from credible websites, organizations, etc. CITE WITHIN YOUR PRESENTATION AND ON YOUR HANDOUT!
- Students must provide a 1-2 page (front and back) school counselor summary sheet for classmates, including resources.

**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:**

<table>
<thead>
<tr>
<th>Attendance and Class Participation</th>
<th>10 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared Scenarios</td>
<td>30 points</td>
</tr>
</tbody>
</table>
### Special Population Research Presentation
- **15 Points**

### Comprehensive School Counseling Program
- **30 Points**

### Online Class Activities
- **15 points**

**Total**: **100 Points**

### Basic Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-90%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

### 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 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/](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](http://tutortrac.capital.edu) and clicking on “Search Availabilities.” Appointments can also be made by emailing [academicsuccesssws@capital.edu](mailto: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/](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
- 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.
## Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Method</th>
<th>Class</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1 (8/25) | FTF | Course Syllabus  
Profession of School Counseling  
Data-Driven Programing | Dollarhide Ch. 1  
Erford Ch. 1  
Zymroski & Mariani Ch. 1 |
| 2 (9/1) | FTF | Characteristics of a CSPC  
Advocacy (watch before)  
Start ASCA  
Zymroski et al. (2019) discussion | Dollarhide Ch. 2-5  
Erford Ch. 2 & 9  
Zymroski et al. (2019) |
| 3 (9/8) | Online | ASCA National Model (cont)  
Videos- ASCA, Z&M book (Dr. Walsh)  
Webinar- [ASCA 4th Edition](#) | Erford Ch. 3  
ASCA Define  
Z & M Ch. 2-4 |
| 4 (9/15) | FTF | Deliver and Manage School Profiles/ASCA Documents  
Review Project  
Scenario discussion- CSCP | Dollarhide Ch. 7-10  
Erford Ch. 4  
ASCA Deliver and Manage  
Z & M Ch. 5  
**Scenarios Week 4 (annotated)** |
| 5 (9/22) | FTF | Core Curriculum  
Classroom Discussion  
How to Write a Lesson Plan (MO’s)  
Z&M Book Review | Z & M Ch. 6  
Erford Ch. 10  
[Classroom Lessons](#)  
[Reimagined Podcast](#) |
| 6 (9/29) | Online | Leadership Development & School Counselors | Review Dollarhide Ch. 5  
Review Erford Ch. 9  
Leadership Articles  
[Intro/Define Due](#) |
| 7 (10/6) | FTF | Manage and Assess (DATA REVIEW)  
*Guest Lecture- Jackie Slemaker (RAMP and Consultation)*  
Scenario Discussion | Dollarhide Ch. 6 & 11  
Erford Ch. 5 & 14  
ASCA Assess  
[Why Should I RAMP? Podcast](#)  
Dahir et al. (2010)  
**Scenarios Week 7 (written)** |
| 8 (10/13) | Online | Work Session | Work with your groups  
Manage Due |
| 9 (10/20) | FTF | Individual Interventions  
Threat Assessments | Erford Ch.13  
**Scenarios Week 9** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Format</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 (10/27)</td>
<td>FTF</td>
<td>Scenario Discussion- Responsive Services</td>
<td>(annotated)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Counseling Interventions-CICO, RTI, PBIS, &amp; Peer Interventions (article discussion)</td>
<td>Dunn et al. (2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work on projects!</td>
<td>Hume &amp; Campbell (2019)</td>
</tr>
<tr>
<td>11 (11/3)</td>
<td>Online</td>
<td>Special Education ‘Quick Hits’ with Sara Anton</td>
<td>Review Articles from Week 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest Lecture- Jasmine Bates (MTSS)</td>
<td>Erford Ch. 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Webinar- Proactive Counseling in the Aftermath of a Racial Event</td>
<td>Deliver Due by 11:59 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work on projects!</td>
<td></td>
</tr>
<tr>
<td>12 (11/10)</td>
<td>FTF</td>
<td>College &amp; Career Planning Scenario Discussion- College and Career</td>
<td>Erford Ch. 11-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest Lecture- Nicole Hansginer (College/Career Prep) &amp; Elizabeth Bambacus (First Gen College Students)</td>
<td>Career Conversations Podcast</td>
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<tr>
<td></td>
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<td></td>
<td>Scenarios Week 12 (written)</td>
</tr>
<tr>
<td></td>
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<tr>
<td>13 (11/17)</td>
<td>FTF</td>
<td>Culturally Competent School Counseling Ethics/ Ethical Activity (Flipped Classroom)</td>
<td>Dollarhide Ch. 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scenario Discussion- Ethics</td>
<td>Erford Ch. 7 &amp; 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Equity and Access for All Podcast</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Scenarios Week 13 (annotated)</td>
</tr>
<tr>
<td>14 (11/24)</td>
<td>OFF</td>
<td>THANKSGIVING</td>
<td>Work on Special Populations Assess/Resources (Final CSCP due)</td>
</tr>
<tr>
<td>15 (12/1)</td>
<td>Online</td>
<td>Eric Mecca- Equity and Antiracism</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work session on projects/presentation</td>
<td></td>
</tr>
<tr>
<td>16 (12/8)</td>
<td>Online</td>
<td>CSCP and Special Pop Presentations</td>
<td>Special Population Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>All presentations need to be uploaded by 7:00 pm</em></td>
</tr>
</tbody>
</table>
Capital University
Counseling through the Lifespan
EDUC 634

2 Credit Hours/Hybrid
Dr. Robyn Walsh, Ph.D., LPSC

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:
- 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.
<table>
<thead>
<tr>
<th>SOE Program Learning Outcomes</th>
<th>Counselor Education Program Outcomes</th>
<th>Key Performance Indicator</th>
<th>CACREP Standards</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Exhibit Thorough Content Knowledge Within Their Content Area</td>
<td>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.</td>
<td>2.G.2.a.; 2.G.3.</td>
<td>Readings</td>
<td></td>
</tr>
<tr>
<td>#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.</td>
<td>Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.</td>
<td>2.G.3.a,b,c,e,h.</td>
<td>Readings, Final</td>
<td></td>
</tr>
<tr>
<td>#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.</td>
<td>Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.</td>
<td>KPI # 5: A general framework for understanding differing abilities and strategies for differentiated interventions</td>
<td>2.G.3.a,b,c,e,h.</td>
<td>Case Conceptualization</td>
</tr>
<tr>
<td>#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.</td>
<td>Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and</td>
<td>2.G.3.a,b,c,e,h.</td>
<td>Readings, Case Conceptualization, Final</td>
<td></td>
</tr>
</tbody>
</table>
#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:**


**Articles:**


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 demonstrated learning. Throughout the course, you will have opportunities to demonstrate your learning, critical thinking, cognitive, affective, and behavioral development as it refers to counseling throughout the lifespan. 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 the opportunity to generate up to 100 pts.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>77-79% C+</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>73-76% C</td>
</tr>
<tr>
<td>B+</td>
<td>87-90%</td>
<td>70-72% C-</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>67-69% D+</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>60-66% D</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Estimated Hours of Work Required Outside of Direct Instruction</th>
<th>Assignment</th>
<th>Details</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Readings</td>
<td>16 chapters @ 1.5-2 hours each; webinar @ 1 hour</td>
<td>25-33 hours</td>
</tr>
<tr>
<td></td>
<td>Initial Reflection</td>
<td>Submit a reflection on goals for profession</td>
<td>2-3 hours</td>
</tr>
<tr>
<td></td>
<td>Reading Quizzes</td>
<td>Study and taking quizzes</td>
<td>2-4 hours</td>
</tr>
<tr>
<td></td>
<td>Counselor Interview</td>
<td>Create questions, interview a counselor, and write up a 5 to 7 page paper</td>
<td>20-30 hours</td>
</tr>
<tr>
<td></td>
<td>Total hours outside of direct instruction</td>
<td></td>
<td>49-70 hours</td>
</tr>
</tbody>
</table>
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

Assignment Descriptions

Case Conceptualization:

Throughout the course, you will develop a comprehensive case conceptualization of a pseudo client. This case conceptualization is comprised of three (3) parts that, upon completion, will leave you with a comprehensive portfolio of articles, resources, and clinical tools to effectively treat

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.
2. Identify a presenting concern for an individual within the identifying developmental stage selected in step 1.
3. Write a brief description of the pseudo client (1-2 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 Use
   f. Suicidal Ideation/Homicidal Ideation
   g. Diagnosis – (You choose the diagnosis)
   h. Client Goals for Counseling

Part 2: Evidenced Based Treatment (20 pts): During this step, you will collect information regarding evidenced based treatment for your presenting client. Identify 3 peer-reviewed articles, published within the last 10-years, relating to the treatment of your pseudo 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 3 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 three clinical resources that may be useful for the treatment of your pseudo 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
   e. When would the resource work best

2. Submit a single word document with the summary of all 3 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. You will record your presentation and drop the recorded presentation into the assignment for part 4 on iLearn. This can be a video recording of you, or may be an audio recording of your voice with some visual presentation (PowerPoint, etc.). Or, let your creative juices flow and generate a new and awesome way to communicate the information in a 10-15 minute visual artifact (movie or other visual representation). 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.

Place a copy of your presentation in the assignment folder on iLearn with the file name LASTNAME_Part4

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 is open notes/book and students are to use their notes pages to help but not each other. This exam will be timed for 45 minutes.

Participation/Notes Pages: All students are expected to actively engage in each module/week. For every module completed, students will earn 4 points (there are 5 modules- not counting first class meeting and final exam). Each chapter in the module requires a 1-2 page notes document submitted showing that the student is actively engaged in the material and showcases relevant information that can be used when working with clients in that population. A half page should also be completed for each article reading. These pages can be used for the final exam and should be uploaded under “Assignments” as they are completed.

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.
<table>
<thead>
<tr>
<th>Grading Breakdown</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1:</td>
<td>10 pts</td>
</tr>
<tr>
<td>Part 2:</td>
<td>20 pts</td>
</tr>
<tr>
<td>Part 3:</td>
<td>20 pts</td>
</tr>
<tr>
<td>Part 4:</td>
<td>10 pts</td>
</tr>
<tr>
<td>Final Examination:</td>
<td>20 pts</td>
</tr>
<tr>
<td>Participation:</td>
<td>20 pts</td>
</tr>
<tr>
<td>Total:</td>
<td>100</td>
</tr>
</tbody>
</table>
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Homework Due</th>
</tr>
</thead>
</table>
| 1 (March 9) | Intro: Syllabus Review  
Conception and Prenatal Development  
Infancy  
Dark Side of the Full Moon - Viewing | None | None |
| 2 (March 16) | Toddlerhood  
Preschool: Early School Age (Ages 3-6) | Chapters 5 & 6 | Case: Part I |
| 3 (March 23) | Middle Childhood (Ages 6-12)  
Early Adolescence (Ages 13-18) | Chapters 7 & 8  
iLearn Articles | |
| 4 (March 30) | Late Adolescence (Ages 19-25)  
Early Adulthood (Ages 26-35) | Chapters 9 & 10  
iLearn Articles | Case: Part II |
| (April 6) | NO CLASS – EASTER BREAK | | |
| 5 (April 13) | Middle Adulthood (Ages 36-60) | Chapter 11  
iLearn Articles | |
| 6 (April 20) | Late Adulthood (Ages 61-75)  
Oldest-Old Elderhood (Ages 75 and Over) | Chapters 12-13  
iLearn Articles | Case: Part III |
| 7 (April 27) | Final | iLearn Final | |
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 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/](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
- 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.
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

<table>
<thead>
<tr>
<th>SOE Program Learning Outcomes</th>
<th>Counselor Education Program Outcomes</th>
<th>CACREP Standards</th>
<th>Key Performance Indicators</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Exhibit Thorough Content Knowledge Within Their Content Area</td>
<td>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.</td>
<td></td>
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<tr>
<td>#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.</td>
<td>Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.</td>
<td></td>
<td>II.F.7.m</td>
<td></td>
</tr>
<tr>
<td>#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.</td>
<td>Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.</td>
<td>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</td>
<td>KPI #12</td>
<td>Assessment Project (all parts); Class Presentation; Final</td>
</tr>
<tr>
<td>#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.</td>
<td>Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.</td>
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<tr>
<td>#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.</td>
<td>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.</td>
<td>II.F.7.m</td>
<td>Assessment Project (all parts); Class Presentation; Final</td>
<td></td>
</tr>
</tbody>
</table>

**REQUIRED TEXT:**

**Articles:**


Ohio Rev. Code Ann § 4757-5-05
SUPPLEMENTAL READING:


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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
<td>77-79%</td>
<td>C+</td>
<td>Below 60%</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
<td>73-76%</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>87-90%</td>
<td>B+</td>
<td>70-72%</td>
<td>C-</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>83-86%</td>
<td>B</td>
<td>67-69%</td>
<td>D+</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>80-82%</td>
<td>B-</td>
<td>60-66%</td>
<td>D</td>
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</tbody>
</table>

ASSIGNMENTS:

Assessment Project:
For this project, you will begin by identifying an assessment used to for either school counseling or clinical mental health counseling. You may choose a free assessment accessible online, an assessment available to you from your internship placement, or one available to you through Capital (Dr. Gorby). Your assessment **must be approved by Dr. Gorby by the start of M3**. To get your assessment approved, send an email with the following info: 1) Name of Assessment, 2) reason for selecting the assessment, and 3) how you will access the assessment (i.e. Free open source, internship, Dr. G, etc.)

**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.

**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 10 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 a brief history of the instrument, how it was designed and for what purpose(s), its validity and reliability ratings, and how it was normed. Additional information may include how the instrument compares to other assessment options, the cost, strengths and weakness that you encountered when you administered the assessment, etc. 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).

Final (30pts):
A final test will be given to assess your knowledge and comprehension of assigned readings and class lectures.

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.

<table>
<thead>
<tr>
<th>Assignment/Artifact</th>
<th>Details</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>7 modules @ 4 hrs each</td>
<td>28</td>
</tr>
<tr>
<td>Assessment Project (Part I)</td>
<td>Assessment Admin (1 hr); Reflection (1 hr)</td>
<td>2</td>
</tr>
<tr>
<td>Assessment Project (Part II)</td>
<td>Scoring (1 hr); Report (10hr)</td>
<td>11</td>
</tr>
<tr>
<td>Assessment Project (Part III)</td>
<td>Interview (1 hr); Reflection (1hr)</td>
<td>2</td>
</tr>
<tr>
<td>Assessment Completion</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Class Presentation Prep</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Final Preparation and Final</td>
<td>Prep (7 hr); Final (3hr)</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total hours of work required</strong></td>
<td></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

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 hours
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.
<table>
<thead>
<tr>
<th>SOE Program Learning Outcomes</th>
<th>Counselor Education Program Outcomes</th>
<th>CACREP Standards</th>
<th>Assessment Method</th>
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<tbody>
<tr>
<td>#1. Exhibit Thorough Content Knowledge Within Their Content Area</td>
<td>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.</td>
<td>2.F.1.k., 2.F.1.l., 2.F.3.i., 2.F.5.j., 5.C.3.b.</td>
<td>Chapter and Article Readings; Final Examination</td>
</tr>
<tr>
<td>#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.</td>
<td>Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.</td>
<td>2.F.3.i.</td>
<td>Final Examination</td>
</tr>
<tr>
<td>#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact</td>
<td>Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.</td>
<td>2.F.1.k., 2.F.1.l.</td>
<td>Holistic Wellness Evaluation; Individual Wellness Plan</td>
</tr>
<tr>
<td>Student or Client Outcomes.</td>
<td></td>
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</tr>
<tr>
<td>#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an</td>
<td>Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.</td>
<td>N/A</td>
<td>Attendance and Participation</td>
</tr>
<tr>
<td>Inclusive and Engaging Environment.</td>
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<tr>
<td>#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.</td>
<td>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.</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

**Required Texts and Readings**

Articles


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.


**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.


**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](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.
Capital University
Exceptionalities in Counseling
EDUC 663

2 Credit Hours

Sarah N. Geiger, Licensed Professional School Counselor
sgeiger9@capital.edu (614) 429-7441
Office Hours: By Appointment

Course Description:
This course provides school counselors a foundational understanding on working with students with exceptionalities ranging from intellectual, learning, emotional, or behavioral disabilities, disorders affecting children and adolescents such as autism spectrum disorders or ADHD, and gifted and talented populations. An overview of the special education field is provided with emphasis on how school counselors can create programs to aide in the social/emotional support, learning, and development of these populations.

Course Objectives (based on CACREP standards):

Students Will:
- Examine school counselor roles as leaders, advocates, and systems change agents in P-12 schools (5.G.2.a)
- Examine school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (5.g.2.b)
- Explore and identify characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (5.g.2.g)
- Have knowledge of common medications that affect learning, behavior, and mood in children and adolescents (5.G.2.h)
- Learn and evaluate interventions to promote academic development (5.G.3.d)
- Critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (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 and CACREP standards.
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<th>Assessment Method</th>
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<td>#1. Exhibit Thorough Content Knowledge Within Their Content Area</td>
<td>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.</td>
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<td>Exam</td>
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<td>#2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, and Assessment.</td>
<td>Students will demonstrate professional, personal, and cultural self-awareness and knowledge about how it influences their service delivery.</td>
<td>5.G.3.d., 5.G.3.h., 5.G.2.b., 5.G.2.g., 5.G.2.h.</td>
<td>Readings Class participation</td>
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<td>#3. Demonstrate and Implement Knowledge of Curriculum Within Their Content Area to Impact Student or Client Outcomes.</td>
<td>Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.</td>
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<td>Case Conceptualization</td>
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<td>#4. Participate in Collaboration, Employ Effective Communication Skills, and Create an Inclusive and Engaging Environment.</td>
<td>Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.</td>
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<td>Case Conceptualization</td>
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<td>#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.</td>
<td>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.</td>
<td>5.G.2.a.</td>
<td>Exam</td>
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**Required Texts and Readings**
Assignment Descriptions

Exceptional Student Case Conceptualization: In small groups, you will be assigned a specific exceptionality. Your assignment is to explore the approaches that adhere to best practices for these students. This should be grounded in theory, include the primary diagnostics that inform their exceptionality, treatment and intervention practices that encompass intellectual, social, emotional, and other needs. The roles of school counselors, parents, faculty, staff, and administration should be covered. 10-12 resources should inform your conceptualization. You will present this case to the class in a 20-25 minute presentation and Q&A.

Interview: Conduct an interview with a student that is or has been identified with an exceptionality and their parents. Develop 12-15 pertinent questions ahead of the interview and spend time getting to understand the family. Your recorded interview will be viewed in class and discussed.

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

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

<table>
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<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Case Conceptualization</td>
<td>40%</td>
</tr>
<tr>
<td>Interview</td>
<td>20%</td>
</tr>
<tr>
<td>Final Examination:</td>
<td>30%</td>
</tr>
<tr>
<td>Participation:</td>
<td>10%</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Letter</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>77-99%</td>
</tr>
<tr>
<td>B+</td>
<td>87-90%</td>
<td>70-72%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>67-69%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>60-66%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td></td>
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<tr>
<td>C</td>
<td>73-76%</td>
<td></td>
</tr>
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<td>67-69%</td>
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<tr>
<td>D</td>
<td>64-66%</td>
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**Course Schedule**

Week 1  Chapters 1, 3  Class Expectations & Review Syllabus  Purpose of Special Education  Collaborating with Families

Week 2  Chapters 4-5  Intellectual and Learning Disabilities

Week 3  Chapters 6, 8  Emotional, Communication, and Behavioral Disorders

Week 4  Chapter 7, 11  Disorders Affecting Children and Adolescents

| Interviews Discussed |

Week 5  Chapters 9-10, 12  Physical Disabilities

Week 6  Chapter 13  Gifted and Talented  Twice Exceptionalities

Week 7  Presentation of Case Conceptualizations

Week 8  Final Examination

**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 5/1/2019
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)

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<td>Assessment Administration Assessment Reports Attendance and Participation</td>
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Responsibilities of the Profession.

the professional ethical codes of professional counseling organizations and the counselor education program dispositions.

**REQUIRED TEXT/RESOURCES:**


**SUPPLEMENTAL READING:**


**ASSIGNMENTS:**

**ASSESSMENT ADMINISTRATIONS AND REPORTS (x3):**

Throughout the semester you will complete three (3) assessment administrations and three (3) assessment reports on three different pseudo-clients. For the first administration and report, you will conduct the MMPI-II. For the second administration and report, you will administer the MMPI-II and the TAT. For the third administration and report, you will administer the MMPI-II, the APT, and the SBI.
Capital University
Theories of Counseling Supervision
EDUC 684

2 Credit Hours

Michael S. Lewis, Ph.D., L.P.C.C.-S.
mlewis7@capital.edu
614-429-7441

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

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<td>Supervision with peers</td>
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Required Texts and Readings


Recommended Texts and Readings


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 6 weeks, and therefore students should plan to engage in coursework outside of class time for at least 4 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:** Each student will be assigned a practicum supervisee to meet with bi-weekly. After each meeting, please submit a 1-3-page reflective paper and evaluation on the week’s supervision work.

**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.
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.)
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<td>Self-Care Reflection and Handout Community Agency Interview Trauma-Focused Training and Reflection Final Paper</td>
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<td>II.F.1.III.F.2.F</td>
<td>Self-Care Reflection and Handout Final Paper</td>
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<td>Students will demonstrate competency in counseling and assessment skills to impact student and client outcomes in academic, personal, or career areas.</td>
<td>II.F.7.c II.F.7.d</td>
<td>Trauma-Focused Training and Reflection Final Paper</td>
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<td>Students will demonstrate consultation and collaboration skills that ensure an inclusive environment in k-12 school and counseling settings.</td>
<td>II.F.1.b II.F.1.c</td>
<td>Community Agency Interview</td>
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<td>#5. Display Dispositions, Ethical Standards, and Responsibilities of the Profession.</td>
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**REQUIRED TEXT:**


SUPPLEMENTAL READING:


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 upon the completion of class for the previous module).

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?

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**

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:
https://learn.netsn.org/enrol/index.php?id=38 Psychological First Aid

https://tfcbt2.musc.edu/ Trauma Focused CBT (includes a $35 charge and certification upon completion)
https://www.udemy.com/course/certified-family-trauma-professional-cftp/ Certified Family Trauma Professional (CFTP) ($20.99 – Meets requirements for Certified Trauma Support Specialist certification available through the Trauma Institute International)

https://www.udemy.com/course/certified-trauma-support-specialist/ Certified Trauma Support Specialist ($18.99 – Meets requirements for Certified Trauma Support Specialist certification available through the Trauma Institute International)


**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