



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

CED 603: Introduction to Clinical Mental Health Counseling

ASYNCHRONOUS ONLINE

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

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

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

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

Phone: (989)774-6439

E-mail: arneklak@cmich.edu

BULLETIN DESCRIPTION:

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

PREREQUISITIES, PRE/CO-REQUISITES, RECOMMENDED:

None

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTBOOKS:

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

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

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

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

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

Online Courses – Engagement/Confidentiality Requirements

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

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

METHODS OF INSTRUCTION:

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

STUDENT LEARNING COURSE OBJECTIVES:

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

Learning Objectives (LO)
1. Articulate knowledge of the history of professional counseling and the development of the mental health counseling field.
2. Theories and models related to clinical mental health counseling
3. Legal and ethical considerations specific to clinical mental health counseling
4. Formulate ideas about what it means to be a professional counselor and the process of developing a professional identity.
5. Analyze current political, social, economic and cultural challenges facing professional counselors and clients in a diverse society.
6. Distinguish between national and state licensure laws, certification, and accreditation processes.
7. Differentiate the world views and cultural influences of client and counselor and how these views may impact counseling techniques.
8. Evaluate one's own beliefs and attitudes in the process of becoming a professional counselor.
9. Explain the basic tenets and functions of professional counselors who work in community agencies.
10. Analyze the impact of stress and wellness on individuals and organizations.
11. Propose how counselors can utilize technology in the counseling profession.
12. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

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

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Clinical Mental Health Counseling 5.C.1.a.	History and development of clinical mental counseling
Clinical Mental Health Counseling 5.C.1.b.	Theories and models related to clinical mental health counseling
Clinical Mental Health Counseling 5.C.2.a.	Roles and settings of clinical mental health counselors

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

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

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

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

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

3. Fill-In Study Guide (4 points)

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

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

As a professional foundations course, this class involves extensive discussion and in-depth feedback regarding the various issues/topics important to our profession. Because we are not seated in the classroom with this possibility, the purpose of the discussion board will serve as our way of connecting, sharing ideas, and processing the content. During the designated weeks, there will be a Discussion Board prompt provided based on the content covered. There are five prompts throughout the 8-weeks. You will respond to each

component of the prompt in complete sentences/thoughts with appropriate grammar (3 points). **You are highly encouraged to support your thoughts/positions with APA citations.** While I will not conduct a word count on your post, I will be looking for honest reflection and evidence that you understand the literature and concepts.

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

5. Position Paper (8 points)

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

6. Professional Disclosure Statement (5 points)

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

7. Counseling Setting Informational Interview (10 points)

As a way to expose you the variety of settings available within the counseling profession, the purpose of this assignment is to get you out into the field to be able to ask question to those doing the work. *I challenge you to really think about where you want to work in the field and why.* Each student will choose a setting that they want to learn more about, and then identify a representative of the setting to interview. **A counselor (LLPC or LPC) is preferred.** Settings might include: private practice, community mental health agency, hospital, contracted counselor through a school or doctor's office, Veterans Administration (VA), hospice, substance abuse facility, in-patient psychiatric unit, residential treatment facility, etc. It is the student's responsibility to identify a site and a person to interview. The interview questions/protocol can be found under the "Informational Interview" tab in Bb. In addition to questions about the setting, issues faced by the client population and/or setting will be addressed. Additionally, questions regarding advocacy and social justice are included. The answers for these three questions will assist with the Advocacy in Action Proposal due the following week. The final report should be written as question→answer style for the actual interview and follow-up questions.

8. Advocacy in Action (10 points)

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

for feedback before the assigned date.

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

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

Your presentation should include the following:

- **Title Slide**
- **Table of Contents or Agenda**
- **Rationale Slide** (why are you interested in this topic and/or why does it warrant further investigation)
- Include **definitions** or parameters of how you will define your group,
- **History/Background Information/Notable events/Diversity Considerations** for your group (i.e., population size, demographics, historical progression, diversity and/or cultural factors that may affect treatment, define who is included?),
- **Legal & Ethical Considerations** (i.e., legislative action on behalf of the group, applicable ethical codes/protections),
- **Communication strategies** (i.e., How can I effectively work with this group as a counselor? What do I need to know about this group in order to improve my experience with them? What should I avoid?)
- **Best or most appropriate theories/ interventions for the group** (i.e., What will or will not work for this group? Who needs to be involved in service delivery? What format? Which theories and models are considered best practices for this diagnosis/population?)
- **Create a brief client scenario using the biopsychosocial model/template** based on a client from your chosen population. Use the information you have learned to inform this process. Include the scenario on the slide with discussion points for the class.
- **Provide the treatment plan and rationale for your client** from the case scenario activity. This should include the goals, objectives, and mental health service delivery modalities most appropriate for your client’s case (i.e. what services would they benefit from and why?) See template for more information.
- **Summary or Conclusion Slide highlighting main points**
- **Reference Page (Include at least 4 credible academic articles from journals or published books and at least 3 other credible sources- not wikipedia).**

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

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

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

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

Some other tips to guide your work:

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

EXTRA CREDIT OPPORTUNITY:

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

COURSE EVALUATION:

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

GRADUATE GRADING SCALE:

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

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

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

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

COURSE SCHEDULE/TASKS:

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

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

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

				yourself with where things are.
Week 1 M 5/2- S 5/8	Historical Perspectives of CMHC; What we do as counselors	5.C.1.a 5.C.2.a	Read Chapters 2 & 7	<ul style="list-style-type: none"> • Discussion Board #1 (4 points) • Complete Fill-In Study Guide (4 points)
Week 2 M 5/9- S 5/15	Ethical & Legal Aspects of Counseling; Professional Practice in Multicultural Contexts	5.C.2.l 5.C.2.j	Read Chapters 6 & 10	<ul style="list-style-type: none"> • Post Researched Presentation Topics in Discussion Board • Complete Quiz #2 (3 points) • Submit Position Paper (10 points) • Chat Session #1 Wednesday May 11 6:00-7:00pm EST
Week 3 M 5/16- S 5/22	Theoretical Foundations & Theories of Counseling for Clinical Mental Health Counselors	5.C.1.b	Read Chapters 3 & 4	<ul style="list-style-type: none"> • Discussion Board #2 (4 points)
Week 4 M 5/23- S 5/29	Accreditation, Education, & Licensure	5.C.2.k 5.C.2.i	Read Chapter 5	<ul style="list-style-type: none"> • Complete Quiz 3 (3 points) • Submit Professional Disclosure Statement (5 points) • Complete Mid-Term Evaluation • Chat Session #2 Tuesday May 24 7:30-8:30pm EST
Week 5 M 5/30- S 6/5	Advocacy, Collaboration, & Social Justice	5.C.2.i	Read module articles/materials	<ul style="list-style-type: none"> • Discussion Board #3 (4 points) • Submit Counselor Settings Interview Paper (10 points)
Week 6 M 6/6- S 6/12	Professional Identity; Professional Associations;	5.C.2.i 5.C.2.k	Read module articles/materials	<ul style="list-style-type: none"> • Complete Quiz 4 (3 points) • Submit Advocacy In Action Activity (10 points) • Chat Session #3 Sunday June 12 6:30-7:30pm EST
Week 7 M 6/13- S 6/19	Employment Settings & Delivery Modalities; Managed Care & Third Party Reimbursement	5.C.2.c 5.C.2.m	Read Chapters 8 & 11	<ul style="list-style-type: none"> • Discussion Board #4 (4 points) • Submit final Researched Presentation (25 points)

Week 8 M 6/20- FRIDAY 6/24 @ 11:59pm	Legislation & Government Policy; Court- Referred Clients; The Future of the Profession	5.C.2.i 5.C.3.c	Read module contents. Read “ <i>Guidelines for Court-Involved Therapy</i> ” Read Chapter 13	<ul style="list-style-type: none"> • Discussion Board #5 (4 points): Provide feedback on 2 of your peer’s Research Presentations • Complete Evaluation of course submitted by Global Campus
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CACREP #	CACREP STANDARD	ASSIGNMENT/ ASSESSMENT
CMHC 5.C.1.a.	History and development of clinical mental counseling	Discussion Board, Quiz
CMHC 5.C.1.b.	Theories and models related to clinical mental health counseling	Position Paper, Discussion Board; Researched Presentation
CMHC 5.C.2.a.	Roles and settings of clinical mental health counselors	Quiz Counselor Settings Interview
CMHC 5.C.2.c.	Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks	Counselor Setting Informational Interview; Discussion Board, Quiz
CMHC 5.C.2.i.	Legislation and government policy relevant to clinical mental health counseling	Research Presentation; Advocacy in Action
CMHC 5.C.2.j.	Cultural factors relevant to clinical mental health counseling	Quiz, Position Paper
CMHC 5.C.2.k.	Professional organizations, preparation standards, and credentials relevant to clinical mental health counseling	Professional Disclosure Statement; Quiz; Discussion Board
CMHC 5.C.2.l.	Legal and ethical considerations specific to clinical mental health counseling	Quiz, Research Presentation
CMHC 5.C.2.m.	Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.	Discussion Board; Quiz
CMHC 5.C.3.c	Strategies for interfacing with the legal system regarding court-referred clients	Quiz; Research Presentation

UNIVERSITY POLICIES & ASSISTANCE:

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at [Academic Integrity Policy \(22, 04-05\).pdf](#)

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

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

religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/docs/default-source/president's-division/general-counsel/administrative-policy-docs/3/p030169fe828ac-92ab-4ef6-8107-99a5a125fadb.pdf?sfvrsn=c96abf70_16

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

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

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

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/docs/default-source/academics/registrar's-office/fall/incomplete-or-deferred-grade-form.pdf?sfvrsn=53feb2ee_2

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a graduate level course; therefore, the expectation is present that the student will know and effectively utilize APA formatting and citation guidelines and is able to articulate their thoughts with clarity. For additional information and to submit work, please visit <https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center>

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

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

SPECIFIC COURSE POLICIES:

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

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

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

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

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

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

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



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

**CED 604: Introduction to School Counseling
Fall/Spring 202X**

ASYNCHRONOUS ONLINE

Instructor:
Office Hours:
Office Location:
Email:
Phone:

BULLETIN DESCRIPTION:

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

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

None.

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTBOOKS:

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

Dahir, C. A., & Stone, B. S. (2023). *The transformed school counselor*. (4th ed.). Boston, MA: Cengage.

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

RECOMMENDED TEXTBOOK:

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

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:**ONLINE REQUIREMENTS:**

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

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

Online Courses – Engagement/Confidentiality Requirements

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

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

METHODS OF INSTRUCTION:

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

STUDENT LEARNING COURSE OBJECTIVES:

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

Learning Objectives (LO)	
1.	Analyze the basic philosophical aspects of elementary and secondary school counseling in the context of the American educational system.
2.	Critique the basic counseling concepts, strategies, theories, and techniques suitable to K-12 counseling programs.
3.	Integrate knowledge of the achievement gap and the impact on diverse populations and analyze appropriate interventions.
4.	Critique the role of school counselors as leaders, advocates, consultants, coordinators, collaborators, and managers of resources.
5.	Apply ethical reasoning to the complex legal and ethical issues that arise in school counseling situations.
6.	Integrate knowledge of the ASCA National Model of School Counseling in the development of a comprehensive school counseling program.
7.	Analyze data as a means of driving decision-making in school counseling programs.
8.	Analyze the needs of students with disabilities and means of providing effective services.
9.	Distinguish the historical issues which influence today's educational climate, especially with regard to the topic of safety in school environments.
10.	Integrate the basic components of a developmental career and college readiness program for all students in the development of a comprehensive school counseling program.

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

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
School Counseling 5.G.1.a	History and development of school counseling
School Counseling 5.G.1.b	Models of school counseling programs
School Counseling 5.G.2.a	School counselor roles as leaders, advocates, and systems change agents in P-12 schools
School Counseling 5.G.2.b	School counselor roles in consultation with families, school personnel, and community agencies
School Counseling 5.G.2.d	School counselor roles in school leadership and multidisciplinary teams

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

ASSIGNMENTS:**1. Reading Assignments:**

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

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

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

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

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

4. WebEx Live Meeting (1 @ 2 points)

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

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

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

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

- Students will conduct a **phone or WebEx interview** with a school counselor about the school counselor's role and function in their school and in relation to the children they serve. Please be courteous and considerate of the school counselor's time when you schedule the interview. The following questions must be included in your interview:

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

7. Comprehensive School Counseling Program (20 points):

- Students will work in **groups of four** to develop a **Comprehensive School Counseling Program (CSCP)** for an elementary school, a middle school OR a high school. Your project should follow the ASCA National Model guidelines, which we will be studying this semester. **Detailed information and an outline are posted on Blackboard, and we will discuss the project further**

during the WebEx Live Supervision Session. Students will utilize Microsoft OneNote Online to develop the project, which should be submitted electronically via the submission link provided in the Blackboard shell. Please plan to start working on this project early and use the skills of each group member wisely. There are many parts of the project that must be pulled together, and the most successful groups are those whose members are able to collaborate effectively.

- Please note the following:
 - **Week 1:** Sign up for a group
 - **Week 2:** Identify a group leader. The group leader will create a new OneNote Online and share the link with edit permission to group members. Please see the step-by-step guide and sample provided in the Blackboard shell.
 - **Week 3:** The group leader will **submit the view-only link** for your group's OneNote Online to the instructor.
 - **Weeks 3-7:** Work with your group members to complete this project. Start early! The group members will also complete a separate Mindsets & Behaviors Classroom Lesson (names, domains, and topics due by end of Week 2), to be included with the CSCP. See more information below and under the "Mindsets & Behaviors Classroom Lesson" button on the left menu in the Blackboard shell.
 - **Week 7:** Submit the view-only link for your group's OneNote Online again, by the end of Week 7, to inform the instructor that your work is ready for evaluation. Your work will be evaluated using the rubric provided in the Blackboard shell.
8. **Mindsets & Behaviors Classroom Lesson (20 points):**
- **Topic Submission (Due Week 2)**
 - Identify the target grade level (elementary, middle, or high school); the grade level must be the same as the grade level chosen for the CSCP
 - Identify the topic of the presentation
 - Identify the ASCA Domain to be addressed (academic, career, or social/emotional)
 - Identify the ASCA Mindsets & Behaviors to be integrated into the lesson plan
 - **Mindsets & Behaviors Classroom Lesson (Due Week 5):** The CSCP group members will work together to create an **M & B Classroom Lesson** on a topic that is pertinent to the grade level and school population. The M & B Classroom Lesson must include the following:
 - A **Lesson Plan** that integrates specific ASCA Mindsets & Behaviors
 - The Lesson Plan must be included in OneNote Online in the specified location
 - A **Pre/Post-Test** that could be used to assess learning accomplished by members of the targeted grade level
 - Please include five multiple choice or true/false questions in your pre/post-test
 - The pre/posttest must be included in the CSCP OneNote Online in the specified location
 - A **Mindsets & Behaviors Power Point Presentation** (12-15 slides total) that presents relevant age-appropriate information about the topic
 - The **Power Point should be narrated** as though it were being presented to the chosen grade level (no more than one minute per slide). All group members should participate in the narration. Options for audio narration are provided in the Blackboard shell under the Mindsets & Behaviors Classroom tab.
 - The narrated Power Point must be included in the CSCP OneNote Online in the specified location.
 - **The Power Point must also be submitted via the Blackboard submission link in Week 5 AND uploaded to the Discussion Board in Week 5.**
 - **The Mindsets & Behaviors Power Point Presentation must include:**
 - **Slide #1:** Title slide that identifies topic of presentation and group members' names (1 slide)
 - **Slide #2:** Table of contents or agenda (1 slide)

- **Slide #3:** ASCA domain AND the Mindsets & Behaviors that will be integrated into the lesson AND the target age/grade level – grade level must be the same as that chosen for the CSCP (1 slide)
 - **Slides #3-4:** Mindsets & Behaviors Lesson Plan (1-2 slides)
 - Must use the Mindsets & Behaviors Lesson Plan Template, which may be found in the OneNote Online template
 - Must tie presentation topic to specific ASCA Mindsets & Behaviors
 - **Slides #5-6:** Pre-test/Post-test (1-2 slides)
 - Must include five T/F or multiple-choice questions that assess the attitude, knowledge, and skill of the target age/grade level, with respect to the chosen topic
 - **Slides # 7-13:** Content of the lesson (6-7 slides)
 - Should reflect one of the three ASCA Domains – academic, career, or social/emotional
 - Should present information that ties the presentation topic to the specific Mindsets & Behaviors that have been chosen
 - Should provide age-appropriate information that fills a gap in attitude, knowledge, and or skills of the target age/grade level
 - Must use at least four (4) high quality resources to gather information; may include .gov or .edu websites or peer-reviewed articles
 - **Slide #14:** Conclusion (1 slide)
 - Pull together the presentation to provide a final summary of the content to solidify learning for the targeted age/grade level
 - **Slide #15:** References (1 slide)
 - Include all resources you have used and use APA style to cite
- **PLEASE NOTE:**
 - APA citation style must be used throughout the Power Point to give proper credit to cited authors/websites
 - Slides should not be overloaded with information – include the most important information and use appropriate slide headings
 - Include any additional information in the narration, but keep time to no more than one minute per slide
 - Include a minimum of four (4) high-quality resources
 - Grading rubric provided in Blackboard indicates full breakdown of points; however, please note the following:
 - Topic submission (include group member name(s) and domain) in Week 2 (1 point)
 - Mindsets & Behaviors Power Point Presentation uploaded to DB #5 by end of Week 5 (1 point)
 - **PRESENTATION EXAMPLES:**
 - A presentation on study skills to a group of ninth grade students who did poorly in the first grading period of the academic year (ACADEMIC DOMAIN)
 - A presentation on social skills to a group of fifth grade girls who have been disruptive in class (SOCIAL/EMOTIONAL DOMAIN)

COURSE EVALUATION:

1. **Quizzes** (20 points; 5 @ 4 points each)
2. **Discussion Board** (15 points; 5 @ 3 points each)
3. **WebEx Live Meeting** (2 points)
4. **WebEx Live Supervision Session** (3 points)
5. **School Counselor Interview Paper** (20 points)
6. **Mindsets & Behaviors Classroom Lesson** (20 points)
7. **Comprehensive School Counseling Program** (20 points)

GRADING SCALE:

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

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

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

COURSE TIMELINE:

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

WEEK	TOPIC	CACREP SC STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
0	Getting Started! Working in Today's Schools	5.G.1.a, 5.G.2.1	Syllabus & Bb Tutorials. Dahir & Stone: Ch. 1. Savickas (2011).	- DB #1: Self Intro
1	Counseling Theory in Schools & Counseling Practice in Schools	5.G.3.f	Dahir & Stone: Chs. 2-3. Halcomb-McCoy: Chs. 1-2. ASCA: Section 1.	- Quiz #1 - Live Session - Sign up for CSCP group
2	School Counselors as Leaders and Members of Multidisciplinary Teams & School Counselors as Advocates	5.G.2.a, 5.G.2.d, 5.G.2.j, 5.G.2.f	Dahir & Stone: Chs. 4-5. Halcomb-McCoy: Chs. 3-4. ASCA: Section 2.	- DB #2 - Quiz #2 - Identify leader for CSCP OneNote Online - Mindsets & Behaviors Classroom Lesson: Name(s)/Domain/ Topic
3	Legal and Ethical Issues for School Counselors & Implementing the ASCA National Model	5.G.2.n, 5.G.1.b, 5.G.3.a, 5.G.3.b, 5.G.3.c	Dahir & Stone: Chs. 6-7. Halcomb-McCoy: Ch. 5. ASCA: Section 3.	- DB #3 - School Counselor Interview Paper - CSCP leader submits OneNote Link and Names

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

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

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
School Counseling 5.G.1.a	History and development of school counseling	-Quizzes
School Counseling 5.G.1.b	Models of school counseling programs	-Quizzes
School Counseling 5.G.2.a	School counselor roles as leaders, advocates, and systems change agents in P-12 schools	-Discussion Board -Quizzes -School Counselor Interview Paper
School Counseling 5.G.2.b	School counselor roles in consultation with families, school personnel, and community agencies	-Quizzes -School Counselor Interview Paper
School Counseling 5.G.2.d	School counselor roles in school leadership and multidisciplinary teams	-Quizzes -School Counselor Interview Paper
School Counseling 5.G.2.f	Competencies to advocate for school counseling roles	-Discussion Board -Quizzes -School Counselor Interview Paper
School Counseling 5.G.2.j	Qualities and styles of effective leadership in schools	-Quizzes
School Counseling 5.G.2.l	Professional organizations, preparation standards, and credentials relevant to the practice of school counseling	-Quizzes -School Counselor Interview Paper
School Counseling 5.G.2.n	Legal and ethical considerations specific to school counseling	-Quizzes -School Counselor Interview Paper
School Counseling 5.G.3.a	Development of school counseling program mission statements and objectives	-Comprehensive School Counseling Program

School Counseling 5.G.3.b	Design and evaluate school counseling programs	-Comprehensive School Counseling Program
School Counseling 5.G.3.c	Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	-Comprehensive School Counseling Program -Mindsets & Behaviors Classroom Lesson
School Counseling 5.G.3.f	Techniques of personal/social counseling in school settings	-Quizzes
School Counseling 5.G.3.l	Techniques to foster collaboration and teamwork within schools	-Quizzes
School Counseling 5.G.3.n	Use of accountability data to inform decision making	-Quizzes -Comprehensive School Counseling Program

Late Work Policy

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

1. For each 24-hour period after the date specified, the final achievable grade will be reduced 5%.
2. No assignments may be turned in any later than 7 days after the scheduled due date.
3. Late assignments may be emailed to armbr1ew@cmich.edu to assure a time and date stamp.
4. If you feel you have extenuating circumstances, please see the instructor.
5. If you are going to miss a test due to a university-excused absence, please let instructor know ahead of time so that arrangements can be made.

Attendance Policy

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

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at [Academic Integrity Policy \(22, 04-05\).pdf](#)

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

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/docs/default-source/president's-division/general-counsel/administrative-policy-docs/3/p030169fe828ac-92ab-4ef6-8107-99a5a125fbdb.pdf?sfvrsn=c96abf70_16

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

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

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

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/docs/default-source/academics/registrar's-office/fall/incomplete-or-deferred-grade-form.pdf?sfvrsn=53feb2ee_2

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a graduate level course; therefore, the expectation is present that the student will know and effectively utilize APA formatting and citation guidelines and is able to articulate their thoughts with clarity. For additional information and to submit work, please visit <https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center>

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

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



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

CED 610: Career Counseling

ASYNCHRONOUS ONLINE

Instructor: Allison Arnekrans

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

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

Email: arneklak@cmich.edu

Phone: 989-774-6439

BULLETIN DESCRIPTION:

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

PREREQUISITES, CO-REQUISITES, RECOMMENDED:

None

RATIONALE FOR COURSE LEVEL:

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

COURSE TEXTS:

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

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

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

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

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

Online Courses – Engagement/Confidentiality Requirements

All students attending any live online (synchronous) classes or sessions are expected to turn on their camera during the entire class and engage in group discussions and/or chat during the class time. Students should ensure they are attending in a private space with minimal distractions. Students may not attend class while driving, or as a passenger

in a car. Students attending a synchronous class should log in on time, let the instructor know if experiencing technical difficulties, and remain respectful and professional when typing into the chat.

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

METHODS OF INSTRUCTION

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

STUDENT LEARNING OBJECTIVES

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

Learning Objectives (LO)	
1.	Articulate the salient differences and similarities between the major theorists in the history of career development.
2.	Differentiate the strengths and weaknesses among major theories of career development.
3.	Apply the stages of career development.
4.	Incorporate career development theory in designing a comprehensive program of career counseling for students and adults including placement issues and follow-up procedures.
5.	Select, administer, and interpret appropriate career interest inventories.
6.	Evaluate the credibility and usefulness of various occupational and educational resource information.
7.	Facilitate career exploration and career decision-making using career development techniques.
8.	Assess career counseling needs from varying multicultural groups.

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

The following CACREP standards will be addressed:

CACREP Standard #	
Professional Counseling Identity 2F4a	Theories and models of career development, counseling, and decision-making
Professional Counseling Identity 2F4b	Approaches for conceptualizing the interrelationships among and between work, family, and other life roles and factors
Professional Counseling Identity 2F4c	Processes for identifying and utilizing career, vocational, educational, occupational and labor market information resources, technology, and information systems
Professional Counseling Identity 2F4d	Approaches for assessing the conditions of the work environment on clients' overall life experiences
Professional Counseling Identity 2F4e	Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
Professional Counseling Identity 2F4f	Strategies for career development program planning, organization, implementation, administration, and evaluation
Professional Counseling Identity 2F4g	Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
Professional Counseling Identity 2F4h	Strategies for facilitating client skill development for career, educational, and life-work planning and management

Professional Counseling Identity 2F4i	Methods of identifying and utilizing assessment tools and techniques relevant to career planning and decision making
Professional Counseling Identity 2F4j	Ethical and culturally relevant strategies for addressing career development
School Counseling 5G1c	Models of P-12 comprehensive career development
School Counseling 5G3e	Use of developmentally appropriate career counseling interventions and assessments.

COURSE ASSIGNMENTS

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

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

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

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

a. **Assignment #1:** After reviewing the module about multicultural and ethical considerations in career counseling, you will complete a case study assignment to apply what you have learned about these concepts. The case study and related questions will be provided, and you will complete the answers right on the form. Use complete sentences with appropriate grammar and writing style. **This assignment is due in Week 3.**

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

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

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

a. During the one-hour chat session, we will discuss weekly topics/due dates, answer questions from the text or about activities, and identify key issues within the subject matter. **Please note that access to a microphone or a headset is required for the chat sessions.**

b. If you need to miss a live chat session for an emergency or planned situation (**communicated to the instructor in advance**), you may complete an alternative to the chat session by reviewing the recorded session, under "Chats" → "Recordings." **After reviewing the session:**

- i. Post a summary of the session (what it was about);
- ii. Identify three things that you have learned; and
- iii. Indicate anything that is still unclear to you.

c. Make your posting to the "Chat Alternatives" Discussion Forum located within the Discussion Board.

d. Chat Session Dates are posted under the weekly assignments and are scheduled at various times/days to accommodate for the most schedules.

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

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

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

Chapter 10: *Career Development Interventions in Elementary Schools*

Chapter 11: *Career Development Interventions in Middle Schools*

Chapter 12: *Career Development Interventions in High Schools*

Chapter 13: *Career Development Interventions in Higher Education*

Chapter 14: *Career Development Interventions in Community Settings*

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

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

*****SCHOOL COUNSELING STUDENTS:** Please create a career counseling program to facilitate across the lifespan of a student throughout grades P-12. Make sure to be clear about the appropriate use of career

counseling interventions and assessments based on age and developmental level. This will inform your understanding of the models of P-12 comprehensive career development options.

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

COURSE EVALUATION:

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

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

Total Points Possible: 100 points

COURSE GRADE:

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

100-93%	A
92-90%	A-
89-87%	B+
86-83%	B

82-80%	B-
79-77%	C+
76-73%	C
72 and below: failing	E

COURSE SCHEDULE:

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

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
Week 0 M 4/25-S 5/1	Pre-Course Activities		“Week 0 Introduction Lecture” to become acquainted with Career Counseling.	<ul style="list-style-type: none"> - Run the system requirement test - Read or watch the Blackboard tutorials - Review the course syllabus - Post your self-introduction to the Discussion Board - Review the contents of the Bb shell to familiarize yourself with where things are.
Week 1 M 5/2-S 5/8	Intro. To Career Development Interventions; Interrelationships between work, family, and other life roles	PCI 2F4b	Read Chapters 1 & 8 in NB text	<ul style="list-style-type: none"> - Chat Session #1: WED May 4 @ 6:30pm EST - Recording Preparation: Identify mock client and schedule time to meet, prepare questions
Week 2 M 5/9-S 5/15	Designing, Implementing, and Evaluating Career Development Programs	PCI 2F4f	Read Chapter 9 in the NB text	<ul style="list-style-type: none"> - Quiz #1 - Recorded Clinical Interview #1
Week 3 M 5/16-S 5/22	Multicultural & Ethical Considerations in Career Counseling; Client Advocacy	PCI 2F4j PCI 2f4g	Read Chapters 4 & 15 in NB text	<ul style="list-style-type: none"> - Case Study #1 - Part I: Career Program
Week 4 M 5/23 S 5/29	Career Counseling Theories & Models	PCI 2F4a	Read Chapter 2 in NB text	<ul style="list-style-type: none"> - Quiz #2 - Chat Session #2: MON May 23 @ 7pm EST - Complete mid-term evaluation of course and instruction in Week 4 folder.
Week 5 M 5/30- S 6/5	Career Counseling Theories & Models	PCI 2F4a	Read Chapter 3 in NB text	<ul style="list-style-type: none"> - Recorded Clinical Interview #2
Week 6 M 6/6-	Assessment Tools and Techniques	PCI 2F4d PCI 2F4e	Read Chapter 5 in NB text	<ul style="list-style-type: none"> - Quiz #3 - Case Study #2

S 6/12	(e.g., abilities, interests, values, personality, work environment, life experience etc.)	PCI 2F4i SC 5G3e		- Chat Session #3: - SAT June 11 @ 10am EST
Week 7 M 6/13- S 6/19	Career Interventions and Programs for P-12 & Higher Education	SC 5G1c PCI 2F4f	Read/Review Chapters 10, 11, 12, 13, 14 in the NB text	- Part II Career Program
Week 8 M 6/20- FRIDAY 6/24 @ 11:59pm	Resources, Technology, and Information Systems; Skill Development	PCI 2F4c PCI 2F4h	Read Chapters 6 & 7 in the NB text	- Quiz #4 - Internet Scavenger Hunt Provide any relevant course feedback under Week 8 in the Discussion Board, and carefully respond to the Course Evaluation emailed to you by Global Campus.

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity 2F4a	Theories and models of career development, counseling, and decision-making	Quiz; Case Study; Chat Session
Professional Counseling Identity 2F4b	Approaches for conceptualizing the interrelationships among and between work, family, and other life roles and factors	Case Study; Session Recording
Professional Counseling Identity 2F4c	Processes for identifying and utilizing career, vocational, educational, occupational and labor market information resources, technology, and information systems	Internet Scavenger Hunt; Quiz
Professional Counseling Identity 2F4d	Approaches for assessing the conditions of the work environment on clients' overall life experiences	Quiz; Session Recording
Professional Counseling Identity 2F4e	Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Case Study; Session Recording
Professional Counseling Identity 2F4f	Strategies for career development program planning, organization, implementation, administration, and evaluation	Career Program
Professional Counseling Identity 2F4g	Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	Case Study; Quiz
Professional Counseling Identity 2F4h	Strategies for facilitating client skill development for career, educational, and life-work planning and management	Career Assessment Report; Session Recording
Professional Counseling Identity 2F4i	Methods of identifying and utilizing assessment tools and techniques relevant to career planning and decision making	Case Study; Session Recording; Quiz
Professional Counseling Identity 2F4j	Ethical and culturally relevant strategies for addressing career development	Case Study; Chat Session

School Counseling 5G1c	Models of P-12 comprehensive career development	Career Program
School Counseling 5G3e	Use of developmentally appropriate career counseling interventions and assessments.	Case Study; Career Program

UNIVERSITY POLICIES & ASSISTANCE

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

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

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

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20202016%20-%20Final%20Version.pdf>

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

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

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20202016%20-%20Final%20Version.pdf>

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

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

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

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

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

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

SPECIFIC COURSE POLICIES

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

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

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

Expectations for the Student: The instructor of this course will communicate with students through the **CMU-issued email only**, as well as through Blackboard announcements, and discussion board posts. Students are encouraged to check their email and to review the course Blackboard site on a daily basis. Be mindful of set deadlines and ask questions when necessary. Email me if you will not be in class on a certain date. You must be self-motivated and self-

disciplined to keep yourself on schedule with readings, activities, and assignments, etc. Additionally, it is your responsibility to discuss issues related to the course or instruction with the instructor as soon as possible.

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

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

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



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

**CED 615: Postsecondary Planning for School Counselors:
Fall/Spring 202X**

ASYNCHRONOUS ONLINE

Instructor:

Office Hours:

Office Location:

Email:

Phone:

BULLETIN DESCRIPTION:

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

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: CED 604.

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTBOOK:

Curry, J. R., & Milsom, A. (2021). *Career and college readiness counseling in P-12 schools* (3rd ed.). New York, NY: Springer Publishing Company.

RECOMMENDED TEXTBOOKS:

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

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

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

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

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

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

Online Courses – Engagement/Confidentiality Requirements

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

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

METHODS OF INSTRUCTION:

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

STUDENT LEARNING COURSE OBJECTIVES:

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

Learning Objectives (LO)	
1.	Create a college-going culture in the schools he or she will serve.
2.	Facilitate participation in academic programs that will provide preparation for postsecondary education and successful careers.
3.	Facilitate participation in extracurricular activities that will enhance leadership skills and increase school and community engagement.
4.	Integrate experiences and information that inform choices about postsecondary education options and potential careers.
5.	Assist in preparation for and participation in college and career assessments.
6.	Articulate the costs of postsecondary education and facilitate the financial aid and scholarship application processes.
7.	Apply the postsecondary education application and admissions processes.
8.	Provide resources that will enable successful transition from high school to postsecondary education.
9.	Articulate the value and importance of postsecondary planning for their future students.
10.	Reflect upon the role and function of different educational professionals in the postsecondary planning process.
11.	Evaluate the meaning of equity and the importance of access to postsecondary education for all of their future students.

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

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
School Counseling 5.G.2.c	School counselor roles in relation to college and career readiness
School Counseling 5.G.3.d	Interventions to promote academic development
School Counseling 5.G.3.g	Strategies to facilitate school and postsecondary transitions
School Counseling 5.G.3.i	Approaches to increase promotion and graduation rates

School Counseling 5.G.3.j	Interventions to promote college readiness
School Counseling 5.G.3.k	Strategies to promote equity in student achievement and college access
School Counseling 5.G.3.o	Use of data to advocate for programs and students

ASSIGNMENTS:**1. Reading Assignments**

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

2. Quizzes (20 points)

- Quizzes will cover the required reading materials and provide students an opportunity to test their knowledge in several important areas of postsecondary planning. **Students must complete all six (6) quizzes but may drop the lowest score.**

3. Discussion Board (21 points)

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

4. WebEx Live Sessions (9 points)

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

5. Postsecondary Informational Interview Paper (20 points)

- Students will interview **one** of the following postsecondary specialists and write a 4–5-page paper summarizing the experience:
 - i. Military Recruiter
 - ii. Community College Admissions Officer
 - iii. Four-year College/University Admissions Officer
- The paper should be 4-5 pages in length and should include the following:
 - i. Introduction (purpose, who you interviewed, their job position, where they work, what population they work with, what you hoped to find out)
 - ii. The interview questions you asked the interviewee. Please have at least 10 questions ready in advance. You may not need them all, but it is best to be prepared. You must include the following questions:
 - a. How does the interviewee interact with high school counselors and high school students?

- b. What postsecondary educational opportunities do they offer high school students?
 - iii. The answers provided by the interviewee and what you learned
 - iv. Your reaction to what you learned from the interviewee, including how it will impact your approach to postsecondary planning
 - v. Conclusion (summary and integration of the information)
 - **Please note:**
 - i. Paper must be typed and presented in APA (7th ed.) style
 - ii. Headings **must** be used for organization and clarification
6. **Final Project** (30 points)
- The **purpose** of the assignment is to develop an **in-service presentation** that addresses one aspect of the achievement gap and provides an intervention plan that will help to level the playing field and assist all students to graduate career and college ready. **CED 615 students will create a Power Point presentation that could be used to educate and inform a target audience about the needs of a hypothetical school with regard to postsecondary planning, within a specific cultural or achievement-related context.**
 - Students will:
 - i. Identify the target grade level (elementary, middle, or high school).
 - ii. Identify the target audience (school counselors, teachers, or administrators).
 - iii. Identify a specific cultural or achievement-related context that could impact career and college readiness in the school (e.g., race/ethnicity, SES, ability, gender, etc.).
 - iv. Identify a topic or “problem” related to postsecondary planning that could impact the trajectory toward college and career readiness (e.g., concerns related to academics, career knowledge, college admissions tests, standardized test scores, college applications, financial aid, or transition to college, etc.).
 - v. Create a **narrated** Power Point presentation (**13-15 slides**) appropriate for use with the target audience (school counselors, teachers, or administrators). Please see options for narration under the Final Project tab in Blackboard. **No more than one minute of narration per slide, please!**
 - Power Point presentation must include:
 - i. Title slide (1 slide)
 - ii. Table of contents or agenda (1 slide)
 - iii. Description of target grade level and target audience (1 slide)
 - iv. Description of the cultural or achievement-related context to be explored in the presentation (2-3 slides)
 - a. Include at least **2 peer-reviewed resources** to provide background information for this part of the presentation.
 - v. Description of the topic or “problem” related to postsecondary planning that will be addressed (2-3 slides)
 - a. Include at least **2 peer-reviewed resources** to provide background information for this part of the presentation
 - vi. Integration of the cultural/achievement-related context and the topic/problem (2-3 slides)
 - a. For example, how do the context and topic influence each other? What is the potential achievement gap? What is the impact on students’ ability to get into college down the road? What are the barriers that students might face? What data is important and why?
 - vii. Improvement Plan (2-3 slides)
 - a. Include at least four (4) intervention ideas related to postsecondary planning
 - b. Use interventions that are both creative and realistic
 - c. Include ways that data can be used to help close the achievement gap
 - d. Keep in mind the target audience
 - viii. Conclusion (1 slide)

- a. Pull together your presentation to provide a final summary of the problem and what you would like to do about it
 - ix. Reference list (1 slide)
 - a. Include all resources you have used (at least 4 peer-reviewed articles)
 - b. Use APA style
- **PLEASE NOTE:**
 - i. APA citation style must be used throughout the Power Point to give proper credit to cited authors
 - ii. Slides should not be overloaded with information – include the most important information and use appropriate slide headings
 - iii. Include any additional information in the narration, but keep time to no more than one minute per slide
 - iv. Include a minimum of four (4) peer-reviewed articles as resources
 - v. See grading rubric in Blackboard for full breakdown of points; however, please note the following:
 - a. Topic submission (2 points)
 - b. Peer reviews (2 @ 1.5 points each; 3 points total)
- **PRESENTATION EXAMPLES:**
 - i. A presentation to school counselors in the district about improving the low math scores of high school Latina girls in order to help them graduate career and college ready.
 - ii. A presentation to administrators about creating a college-going culture in your elementary school, which has the lowest standardized test scores in the district and serves primarily students from a low SES.

COURSE EVALUATION:

1. **Quizzes** (20 points; 6 @ 4 points each with lowest score dropped)
2. **Discussion Board** (21 points; 7 @ 3 points each)
3. **WebEx Live Sessions** (9 points; 3 @ 3 points each)
4. **Postsecondary Informational Interview Paper** (20 points)
5. **Final Project** (30 points; includes 2 points for topic submission and 3 points for two peer reviews)

GRADING SCALE:

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

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

COURSE TIMELINE:

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

DATE	TOPIC	CACREP STANDARD	READING ASSIGNMENT	ASSIGNMENT DUE
Week 0	*Current Trends in CCR		Curry Ch. 1	*DB 1
Week 1	*Creating a College-Going Culture *Professional Preparation	School Counseling 5.G.2.c	Curry Chs. 2 & 3 Blackboard readings	*Quiz 1 *DB 2 *Submit topic for Final Project
Week 2	*Cultural Considerations *Data and equity in career planning	School Counseling 5.G.3.i 5.G.3.k 5.G.3.o	Curry Ch. 4 Blackboard readings	*Quiz 2 *DB 3
Week 3	*Assessment/Evaluation *Curriculum Development	School Counseling 5.G.3.j	Curry Chs. 5 & 6 Blackboard readings	*Quiz 3 *DB 4
Week 4	*CCR for Grades P-5	School Counseling 5.G.3.j	Curry Chs. 7, 8, & 9 Blackboard readings	*Quiz 4 *DB 5 *Postsecondary Informational Interview Paper
Week 5	*CCR for Grades 6-9	School Counseling 5.G.3.j 5.G.3.d	Curry Chs. 10, 11, & 12 Blackboard readings	*Quiz 5
Week 6	*CCR for Grades 10-12 *College admissions tests *College applications	School Counseling 5.G.3.j	Curry Chs. 13, 14, & 15 Blackboard readings	*Quiz 6
Week 7	*Understanding and assisting with the financial aid process *Making postsecondary choices	School Counseling 5.G.3.j	Blackboard readings	*DB 6 *Final Project
Week 8	*Transitions	School Counseling 5.G.3.g	Blackboard readings	*DB 7 *Peer Reviews

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
School Counseling 5.G.2.c	School counselor roles in relation to college and career readiness	Readings Quizzes Final Project
School Counseling 5.G.3.d	Interventions to promote academic development	Readings Quizzes Final Project
School Counseling 5.G.3.g	Strategies to facilitate school and postsecondary transitions	Readings Quizzes Final Project

School Counseling 5.G.3.i	Approaches to increase promotion and graduation rates	Readings Quizzes Final Project
School Counseling 5.G.3.j	Interventions to promote college readiness	Readings Quizzes Final Project
School Counseling 5.G.3.k	Strategies to promote equity in student achievement and college access	Readings Quizzes Final Project
School Counseling 5.G.3.o	Use of data to advocate for programs and students	Readings Quizzes Final Project

Late Work Policy

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

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

Attendance Policy

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

Active Engagement Requirement

For financial aid eligibility purposes, it is important that you **begin** participation in your course(s). Participation is defined by active engagement in the instructional activity related to the course of study. For example, this could mean attending a lecture where interaction between the instructor or students can occur or through handing in homework, taking a quiz, or posting information/comments on the course web platform. Participation is not just logging into the online platform and not engaging. *Please remain aware of due dates and deadlines associated with your course(s).* If you do not begin participating in your course(s) by the **2nd Friday of the term/module that your course falls into**, you will be administratively dropped from that course, and your financial aid will be re-evaluated, which may have an impact on your eligibility. This follows federal regulations as an institution must document a student began participation in their course(s) for the purpose of establishing financial aid eligibility.

University Policies and Assistance

UNIVERSITY POLICIES & ASSISTANCE:

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at [Academic Integrity Policy \(22, 04-05\).pdf](#)

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

<https://www.cmich.edu/student-life/student-support-services/student-disability-services> Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/docs/default-source/president's-division/general-counsel/administrative-policy-docs/3/p030169fe828ac-92ab-4ef6-8107-99a5a125fadb.pdf?sfvrsn=c96abf70_16

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

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

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

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/docs/default-source/academics/registrar's-office/fall/incomplete-or-deferred-grade-form.pdf?sfvrsn=53feb2ee_2

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a graduate level course; therefore, the expectation is present that the student will know and effectively utilize APA formatting and citation guidelines and is able to articulate their thoughts with clarity. For additional information and to submit work, please visit <https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center>

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

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



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

CED 617: The Counseling Supervisor

ASYNCHRONOUS ONLINE

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

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

Email: child3k@cmich.edu

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

BULLETIN DESCRIPTION:

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

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: Graduate Status

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTBOOKS/MATERIALS:

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

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

Association for Counselor Education and Supervision (1993). *Ethical guidelines for counseling supervisors*. Retrieved from the World Wide Web (see section F):
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Counseling Association (2014). *Code of Ethics*. Retrieved from:
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

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

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

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

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

STUDENT LEARNING COURSE OBJECTIVES:

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

Learning Objectives (LO)	
1.	Explain the definitions and purpose of clinical counseling supervision.
2.	Differentiate between the supervision approaches based on the supervisee's developmental needs and the identified client issues (e.g., psychotherapeutic, behavioral, integrative, developmental, etc.).
3.	Apply appropriate supervisory interventions in dyadic and group supervision settings.
4.	Analyze the legal and ethical issues involved in supervising counselors-in-training (CITs) and new professionally licensed counselors.
5.	Describe and show relevance of the use of technological aids in facilitating supervision.
6.	Articulate the differences in evaluation procedures and instruments to determine supervisee goal attainment.
7.	Conduct case conceptualizations using the various supervision approaches sensitive to age, gender, and cultural diversity.

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

The following CACREP standards will also be addressed:

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

Professional Counseling Identity 2.F.5.e	The impact of technology on the counseling process
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ASSIGNMENTS:**1) Discussion Board Reflection Posts (6 posts @ 4 points each- 24 points)**

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

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

- a. There will be two (2) one-hour chat sessions scheduled during the semester. Times/dates are listed in the syllabus course outline and will be held on **Sundays from 4:00pm-5:00pm ET**.
- b. Chat Sessions will be conducted through *WebEx*. Every chat session will be archived so you can listen to a recorded session to get caught up if you do have to miss the live session. Please complete the systems check and practice with WebEx before our first chat session to increase your competence and confidence with this system. *If multiple people are unable to attend a specific scheduled chat session, the instructor reserves the right to adjust the date/time to accommodate the most people.*
- c. During the one hour chat session, we will discuss a specific topic, answer questions from the text or about activities, and identify key issues within the subject matter. I will provide the topics in the syllabus and any materials necessary to assist with our discussion.
- d. If you need to miss a live chat session for an emergency or planned situation (communicated to the instructor in advance), you may complete the chat alternative assignment by reviewing the recorded sessions. **This can only be done to supplement ONE missed chat session per person and is worth 3 points (reduced from 5)**. Once the chat is complete, I will send you a link to the recorded session. After watching the recording, post the following:
 - i. a summary of the session (what it was about),
 - ii. identify three things you have learned or will reflect on further, and
 - iii. indicate anything that is still unclear or that you have questions about.
- e. **Please purchase or borrow a headset, or utilize a laptop with microphone software as it is nearly impossible to participate solely through the chat function.**

3) Case Study Assignment (10 points)

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

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

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

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

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

- Title Slide with title, name, date, course
 - Agenda or Table of Contents Slide (what do you plan to do)
 - Purpose of supervision, definition of supervisor/supervisee
 - Think about it: What did you need most as an intern or new professional when first starting off? How do you plan to account for this in your own supervisory process?
 - Verbally articulate your general approach to supervision (listing of the theories/techniques you will use in list form)
 - Introduction to the theory/model (original theorist/creator, define, pictures/graphs, theoretical foundation etc.)
 - Any supplementary supervision methods or techniques you plan to employ in your approach to supervision with original citations
 - Explanation of how you will balance your theory with the supervisee's theoretical orientation given what you know about your supervisee's developmental process
 - Multicultural, legal, and ethical considerations to be mindful of
 - Reference Page (Include use at least 4 credible academic articles from journals/books and at least 3 other credible sources- not wikipedia).
- 2) When reviewing your presentation, I will be focusing my attention on how well it communicates: a) an understanding of the material and your chosen topic b) appropriate use and synthesis of reference materials, c) use of APA formatting, and d) appropriate presentation formatting. Presentations should be submitted into the ***Bb Discussion Forum AND in Assignments function in Bb in Week 5***. Title your post as (First Name_Last Name: Topic). You should attach your presentation to your post in a way that allows people to view it as a slideshow. I do not like to post a min/max slide count as your topic will dictate how many slides are needed, but most people tend to stay between 15-20.
- 3) **Narrate** your presentation using "narrate slides" in PowerPoint or use another medium to record (e.g. Panopto Chipcast, MP4, Camtasia etc.)
- 4) There should be enough information on the slides that one can easily gain knowledge. **Avoid copying/pasting long paragraphs and quotes from sources.** Be creative and informative while also considering the visual appeal to your participants. Think about how to incorporate graphs, tables, graphics, or other animations.
- 5) This should be a practical presentation. Put yourself in the shoes of a clinical director in an agency asked to provide information about supervision topics. Think applicable suggestions and useful information.
- 6) Students will be able to turn in a draft of their presentation during Week 3 by Sunday before night to receive feedback. This is highly encouraged!
- 7) **A rubric is posted in Bb to help you understand the requirements and expectations for this assignment. Please review before submission.**
- 8) **Presentation Feedback (6 points):** After turning your presentation into Assignment AND the Discussion Board in Week 5, you will review 2 of your peer's presentations

through Bb Discussion Board and provide comments/feedback related to their researched presentation. Feedback should be more than “good job” or “good idea.”

5) Supervision Manual (30 points)

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

To supervise in the state of Michigan, a supervision-specific Professional Disclosure Statement is required. Unlike a typical disclosure statement, the Supervision PDS explains your approach to supervision (e.g., theory/technique) and includes special considerations for your supervisee (e.g., your contact information, what to do in a crisis, evaluation methods etc.). We will discuss the PDS during our first chat session, but then refer to the Week 7 module as both an example and a template version of this specifically formatted PDS is included for your review.
 - v. **Supervision Contract (5 points)**

Upon completion of this course, you will have reflected on your approach to supervision as well as become organized to begin the supervision process on your own. One essential document that will assist you in providing ethical and legal supervision is the *Supervision Contract*. Important components of the contract include: hours verification, discussing the purpose of supervision, identifying roles/responsibilities, establishing fee schedule, and determining liability etc. Examples of this document are included in the Week 7 module.
 - vi. **Supervision Record Form**
 1. This form follows the case overview for each client in a supervisee’s caseload, providing an ongoing record of every supervision discussion relating to that client. The form updates client progress since the last case review, facilitates the documentation of supervisor recommendations regarding the case, and alerts the supervisor to current risk management issues. Examples of forms can be found in the *Supervision Manual* folder.
 - vii. **Hours Log**
 1. Discuss the process of how hours will be kept track of and recorded for the purposes of your supervision.

2. Questions to consider:

- a. How will you keep track of your supervisee's progress within your supervision? Is this your responsibility or is it your supervisee's responsibility?
- b. Is your supervisee a new professional or a practicum or internship student? How might the difference between these change the way you structure your paperwork?
- c. Is there a place to sign each form? Is your form electronic or paper?

3. Include copy of the log

viii. **Evaluation Forms**

- a. First discuss the process of how you will evaluate your supervisee over the length of your supervision timeline. Include a brief narrative of your evaluation plan, including any specific summative/formative evaluation tools. Make sure to provide credit to the sources you utilize.
- b. Questions to consider:
- c. How will you effectively evaluate your supervisee?
- d. Are there formal mid-term or final evaluations you will use?
- e. Self-assessment procedures? Peer-assessment procedures?

6) **Extra Credit (5 points)**

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

COURSE EVALUATION:

Discussion Board Posts (24 points)

Chat Sessions (10 points)

Case Study Assignment (10 points)

Philosophy/Theory of Supervision Presentation (26 points)

Supervision Manual (30 points)

TOTAL: 100 POINTS

GRADING SCALE:

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

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

COURSE TIMELINE:

CED 617 The Counseling Supervisor - Summer 2022

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

DATE	TOPIC	CACREP STANDARD	READING ASSIGNMENT	ASSIGNMENT DUE
Week 0 04/25- 05/02	Pre-Course Activities		B&GY Chapter 1	<ul style="list-style-type: none"> • Check System Requirements • Read the course syllabus/get organized • Discussion Board #1: Intro • Test WebEx • Review Bb shell contents
Week 1 05/02- 05/8	Introduction Purpose of Supervision Roles & Function of Supervisors	PCI 3.F.1.b PCI 2.F.1.m	Campbell Chapters 1 & 2	<ul style="list-style-type: none"> • Discussion Board #2: Reflection questions • Due 5/8/22
Week 2 05/09- 05/15	Supervision Theories & Models		B&GY Chapters 2 & 3	<ul style="list-style-type: none"> • Discussion Board #3: Choose your Presentation topic • Due 5/15/22
<i>Week 2</i> <i>05/15</i>	<i>CHAT SESSION #1</i> <i>Sunday 4pm ET</i>			<ul style="list-style-type: none"> • <i>Chat Topic: What is the role of the relationship in supervision? & Professional Disclosure Statement Overview</i>
Week 3 05/16- 05/22	Supervision Methods & Techniques		Campbell Chapters 4 & 6 (pgs. 113-132 only in Ch. 6)	<ul style="list-style-type: none"> • Discussion Board #4 • Due 5/22/22
Week 4 05/23- 05/29	Ethical & Multicultural Considerations	PCI 2.F.2.c	B&GY Chapters 6 & 11 ACES Ethical Guidelines ACA Code of Ethics	<ul style="list-style-type: none"> • Case Study Assignment Due 5/29/22
Week 5 05/30- 06/05	Supervisee Relational & Developmental Considerations		B&GY Chapter 5 Campbell Chapter 5	<ul style="list-style-type: none"> • Philosophy of Supervision Presentations Due in Bb and DB • Due 6/5/22
Week 6 06/06- 06/12	Individual, Dyadic, & Group Supervision		B&GY Chapters 4, 8, & 9	<ul style="list-style-type: none"> • Discussion Board #5: Peer Feedback on Presentation

CED 617 The Counseling Supervisor - Summer 2022

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

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

CACREP Standard #	Standard Description	Assignment
Professional Counseling Identity 3.F.1.b	The multiple professional roles and functions of counselors across specialty areas and their relationships with other human service providers, including interagency and inter-organizational collaboration and consultation	Discussion Board; Chat Session
Professional Counseling Identity 2.F.1.m	The role of counseling supervision in the profession	Plan/Theory of Supervision Presentation
Professional Counseling Identity 2.F.2.c	Multicultural counseling competencies	Case Study Assignment
Professional Counseling Identity 2.F.5.e	The impact of technology on the counseling process	Supervision Manual

Individual Course Considerations

Instructor's Responsibilities

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

Student's Responsibilities

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

UNIVERSITY POLICIES & ASSISTANCE:

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at [Academic Integrity Policy \(22, 04-05\).pdf](#)

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

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/docs/default-source/president's-division/general-counsel/administrative-policy-docs/3/p030169fe828ac-92ab-4ef6-8107-99a5a125fbdb.pdf?sfvrsn=c96abf70_16

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

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

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

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without

fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/docs/default-source/academics/registrar's-office/fall/incomplete-or-deferred-grade-form.pdf?sfvrsn=53feb2ee_2

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a graduate level course; therefore, the expectation is present that the student will know and effectively utilize APA formatting and citation guidelines and is able to articulate their thoughts with clarity. For additional information and to submit work, please visit <https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center>

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

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

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

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

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

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



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

CED 641: Introduction to Counseling for Addictions

ASYNCHRONOUS ONLINE

Instructor: Office Hours: virtual via webex, please email to set an appointment

Office Location: Email: erber1n@cmich.edu

Phone:

WebEX Meeting Room:

BULLETIN DESCRIPTION:

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

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

N/A

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTBOOKS:

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

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

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

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

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

Online Courses – Engagement/Confidentiality Requirements

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

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

confidentiality during live online class will be removed from the course.

Blackboard:

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

METHODS OF INSTRUCTION:

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

STUDENT LEARNING COURSE OBJECTIVES:

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

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

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

The following CACREP standards will be addressed:

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

ASSIGNMENTS:

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

Discussion Board Forums have been created throughout this 8-week course to both reflect on content, engage in discussion and participation, as well as the space to reflect on any general course-related questions. Each post is worth four (4) points and will be graded on the content, your thoughtfulness, and responding to each part of the prompt. Please type out, review, and correct your responses before submitting. While there is no grade-related requirement to provide feedback on the comments of others in the Discussion Board, you are encouraged to review the responses of others as this is a learning community. **Discussion Board posts should be posted on or before 12midnight on Sunday of the assigned Week.**

2. 12-step Paper (12 points)

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

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

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

4. Group Presentation (10 points)

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

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

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

Slide 1: Title Slide (include group member names)

Slide 2: Agenda/Table of Contents

Slide 3: Information on topic from text

Slide 4: Information on topic from references sources

Slide 5: Information on topic from website

Slide 6-8: use more slides if needed, but the presentation should not just be list of written information, use picture, links, and integrate material.

Final Slide: reference list

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

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

- 5. Comprehensive Paper – Case Analysis of the book “Wishful Drinking” (30 pts)** *As the key assessment in this course, you will read the book “Wishful Drinking” and write an APA-formatted 7-10 page analysis paper. Please see the template in Appendix A and rubric on Blackboard.*

- 6. Chat Sessions (3 sessions; OPTIONAL)**

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

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

COURSE EVALUATION

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

Total: 100 points

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

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

COURSE TIMELINE:

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

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

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

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

University Policies and Assistance

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

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

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at [Academic Integrity Policy \(22-04-05\).pdf](#)

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

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/docs/default-source/president's-division/general-counsel/administrative-policy-docs/3/p030169fe828ac-92ab-4ef6-8107-99a5a125fadb.pdf?sfvrsn=c96abf70_16

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

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

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

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and

conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/docs/default-source/academics/registrar's-office/fall/incomplete-or-deferred-grade-form.pdf?sfvrsn=53feb2ee_2

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a graduate level course; therefore, the expectation is present that the student will know and effectively utilize APA formatting and citation guidelines and is able to articulate their thoughts with clarity. For additional information and to submit work, please visit <https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center>

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

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

SPECIFIC COURSE POLICIES

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

Learning Environment: This course is designed to provide all students with a safe, respectful learning environment in which everyone is comfortable expressing their thoughts, beliefs, values, and opinions. Therefore, you are expected to contribute to the learning environment by remaining open-minded of other's values/beliefs, thoughtful of other's feelings and cultures, flexible with the learning process, and professional by maintaining other's confidentiality.

Throughout the course, you will be expected to reflect on and engage in discussions on class material, sharing your thoughts and differences of opinion. Disagreeing with ideas, holding alternative views and challenging the status quo are all a part of the learning process. This course will be a safe and welcoming learning environment for everyone regardless of ethnicities, sexual orientations, gender identities, ages, religions, economic classes, and ability statuses. To ensure a safe learning environment, I will monitor your contributions to the learning environment and appropriate actions will be taken for individuals who do not contribute to a safe, respectful learning environment.

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

provide relevant information for you.

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

Additionally, it is your responsibility to discuss issues related to the course or instruction with the instructor as soon as possible.

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

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

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

Appendix A

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

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

Development

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

Culture

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

Neurological Concerns

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

Legal & Ethical Issues

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

Treatment Settings

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

12-Step Support

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

References

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

Appendix B

Instructions for 12-Step Meeting Reaction Paper

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

GUIDELINES:

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

4. Surprises?

- c. Clarify how you may incorporate the use of support groups in working with clients.
- d. Reference Page (if needed)

Appendix C Stop/Start Reaction Journal

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

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

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

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

Stop/Start Journal Rubric

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



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

CED 642: Neuropsychopharmacology

ASYNCHRONOUS ONLINE

Instructor: Kimberly Childers

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

Email: child3k@cmich.edu

BULLETIN DESCRIPTION:

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

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

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

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTBOOKS:

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

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

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

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

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

Online Courses – Engagement/Confidentiality Requirements

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

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

METHODS OF INSTRUCTION:

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

STUDENT LEARNING COURSE OBJECTIVES:

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

Learning Objectives (LO)	
1.	Describe the major classifications of legal and illegal psychoactive substances.
2.	Explain the basic cell structure, major neurotransmitters, and their function, as well as the effect of psychoactive substances upon them.
3.	Evaluate both pharmacological and non-pharmacological treatments for clients suffering from dependence on psychoactive substances
4.	Apply the different definitions and philosophies surrounding the concept of “addiction.”
5.	Describe the behavioral manifestations of neurotransmitters and the process of neurotransmission.
6.	Articulate contemporary methods of care and treatment, both traditional and emerging, with both pharmacological and non-pharmacological approaches.

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

The following CACREP standards also will be addressed:

CACREP Standard #	CACREP Standard
Addictions 5.A.1.e	Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others
Addictions 5.A.2.b	Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders
Addictions 5.A.2.c	Factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders
Addictions 5.A.2.g	Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process
Addictions 5.A.2.h	Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
Addictions 5.A.2.i	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i>
Addictions 5.A.2.j	Cultural factors relevant to addiction and addictive behavior
Addictions 5.A.3.c	Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal
Addictions 5.A.3.d	Techniques and interventions related to substance abuse and other addictions
Addictions 5.A.3.f	Strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction

ASSIGNMENTS (100 points total)

- 1. Presentation (15 points, one time during Week 5)**

Class presentations will be through the use of the Discussion Board and will be in groups. Students will ASSIGN THEMSELVES to one of the five groups provided below. The final deliverable presentation will be in a PowerPoint format and address the following:

- List ways to assess for symptoms of psychoactive substance toxicity, intoxication, and withdrawal.
- Describe techniques and interventions related to substance abuse and other addictions that can be gained from the information.
- Detail strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse.
- State three benefits of a life without an addiction to the identified substance.
- Identify how the counselor can create culturally and developmentally relevant education programs that raise awareness about the identified problem and support addiction and substance abuse prevention and the recovery process.

Your portion of the assignment is due to lead presenter Sunday, midnight, week 4. The lead presenter is to post PPT by Noon, Monday of week 5.

By the following Sunday, Midnight of Week 5, review at least one other group's presentation and post a 100-word (minimum) response using the text as a reference to further advance our understanding of the topic.

Grading Guidelines:

- Posts a PowerPoint presentation addressing each of the criteria above (10 points).
- Provides a robust response to another group presentation in a timely manner (5 points).

2. Article Review (10 points, one time per student) Due in either week 3, 5, or 7)

You will self-assign to a group. The group will assign a leader. Lead will be responsible for their portion of the review as well as collecting responses and submitting the discussion.

Using the CMU library (<https://www.cmich.edu/library/Pages/default.aspx>), each member will find a peer-reviewed full-text journal article from the past three years on your topic.

Each group member will read and summarize their article. The summary is to be one paragraph per article. Then, as a group, discuss how all the articles in combination do the following (Between 800 - 1,000 words total):

- Increase our understanding of the neurological, behavioral, psychological, physical and social effect of psychoactive substances and addictive disorders on those we treat and their families?
- What cultural factors do you see relevant to addiction and addictive behaviors?
- How do these results have implications for helping clients to identify the effect of addiction on life problems and the effects of continued harmful use or abuse?
- What technique or intervention related to substance abuse and other addictions can be gleaned from this research?

Group members will submit their portion of the review by Sunday, midnight, prior to the Monday due date. One member of the group will submit the final assignment to the discussion board by Monday, 12:00, noon.

Grading Guidelines:

- Addresses how information increases our understanding of addiction (2 points),
- Addresses cultural factors relevant to addiction (2 points),
- Addresses implications for clients in identifying effects of addiction (2 points),
- Addresses interventions or techniques relevant to addiction counseling (2 points),
- Group members submit their portion of the paper by Sunday, midnight (1 point)
- Discussion submitted in a timely manner (Monday, 12:00, noon) (1 point).
- Peer Comment Responses (6 points in each week where you are not the article presenter, total 12 points):

3. Peer Comments (12 points)

In the weeks when you are not presenting your review, you will provide a 200-400 word response about the articles presented.

As part of your response address all of these talking points:

- How did this information increase our understanding of the neurological, behavioral, psychological, physical and social effect of psychoactive substances and addictive disorders on those we treat and their families?
- What cultural factors do you see relevant to addiction and addictive behaviors?
- How do these results have implications for helping client to identify the effect of addiction on life problems and the effects of continued harmful use or abuse?
- What technique or intervention related to substance abuse and other addictions can be gleaned from this research?

Post your response by Wednesday 11:59 PM EST.

Grading Guidelines:

- Post a response by Wednesday, 11:59 PM EST (2 points)
- Post at least a 200-400-word response free of grammar and punctuation errors (2 points)
- Addresses all the talking-points (2 points)

4. Case Study (15 points; Week 7)

Case Study and Peer Review will be using Discussion Board. This is a group project, and you will assign yourself to a group. Sign-up for one of the cases below. Assign a group leader. Read the case study. As a group, answer the questions provided in the case study. Submit your portion of the assignment to the case study lead by Sunday, midnight, Week 6. The group lead will post one complete answer to the discussion board by Monday, 12:00 noon of Week 7. Provide at least a 300-word response to a different group case by Sunday, midnight, week 7.

In your response, provide the following:

- Do you agree or disagree with the suggested diagnosis?
- What other possible diagnoses might you suggest?
- Do you agree/disagree that medication should be prescribed for this diagnosis? Why?
- What potential co-occurring medical and/or psychological diagnoses do you see as possible in this case?

5. Exams (4 exams at 12 points each= 48 points)

Four multiple choice exams with 24 questions each will be scheduled throughout 8-week course. You will only have one attempt, so please begin the exam after you have done the assigned reading from the week. Content will be from the course text and other Bb materials.

COURSE EVALUATION:

Class Presentation	15 points
Article Review	10 points
Peer Comments	12 points
Case Study	15 points
Exams	48 points
TOTAL:	100 points

GRADING SCALE:

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

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

76-73%	C
72 and below: failing	E

COURSE TIMELINE

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

Week	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
0	Getting Started!		Syllabus and Bb tutorials	
10/25/21 to 10/31/21	Psychoactive drugs: Classification and history The neurochemistry and the physiology of addiction	Addictions 5.A.1.e Addictions 5.A.2.h	Chapter 1 & 2	Sign up for presentation and article review
11/1/21 to 11/7/21	Uppers	Addictions 5.A.1.e Addictions 5.A.2.j Addictions 5.A.3.c Addictions 5.A.3.d. Addictions 5.A.3.f Addictions 5.A.2.b Addictions 5.A.2.c Addictions 5.A.2.h Addictions 5.A.2.i	Chapter 3	Exam Chapters 1-3
11/8/21 to 11/14/21	Downers: Opiates/opioids & sedative-hypnotics	Addictions 5.A.1.e Addictions 5.A.2.j Addictions 5.A.3.c Addictions 5.A.3.d. Addictions 5.A.3.f Addictions 5.A.2.b Addictions 5.A.2.c Addictions 5.A.2.h Addictions 5.A.2.i	Chapter 4	Article Review 1
11/15/21 to 11/21/21	Downers: Alcohol	Addictions 5.A.1.e Addictions 5.A.2.j Addictions 5.A.3.c Addictions 5.A.3.d. Addictions 5.A.3.f Addictions 5.A.2.b Addictions 5.A.2.c Addictions 5.A.2.h Addictions 5.A.2.i	Chapter 5	Exam Chapters 4-5
11/22/21 to 11/28/21	All arounders	Addictions 5.A.1.e Addictions 5.A.2.j	Chapter 6	Article Review 2

		<p>Addictions 5.A.3.c Addictions 5.A.3.d. Addictions 5.A.3.f</p> <p>Addictions 5.A.2.b Addictions 5.A.2.c Addictions 5.A.2.h Addictions 5.A.2.i</p> <p>Addictions 5.A.2.g Addictions 5.A.3.d Addictions 5.A.3.c Addictions 5.A.3.f</p>		Class Presentation
11/29/21 to 12/5/21	Other drugs, other addictions	<p>Addictions 5.A.1.e Addictions 5.A.2.j Addictions 5.A.3.c Addictions 5.A.3.d. Addictions 5.A.3.f</p> <p>Addictions 5.A.2.b Addictions 5.A.2.c Addictions 5.A.2.h Addictions 5.A.2.i</p>	Chapter 7	Exam Chapters 6-7
12/6/21 to 12/12/21	Drug use and prevention: From cradle to grave Treatment	<p>Addictions 5.A.2.g Addictions 5.A.3.d Addictions 5.A.3.c Addictions 5.A.3.f Addictions 5.A.2.b Addictions 5.A.2.h Addictions 5.A.2.i</p>	Chapter 8 Chapter 9	Article Review 3 Case Study
12/13/21 to 12/17/21	Mental health drugs	<p>Addictions 5.A.2.b Addictions 5.A.2.c Addictions 5.A.2.h Addictions 5.A.2.i</p>	Chapter 10	Exam Chapters 8-10

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Addictions 5.A.1.e	Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others.	Readings Chapter 1-7 Article review 1-3
Addictions 5.A.2.b	Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders	Readings Chapter 1-7, 10 Exam 1, Exam 2, Exam 3, Exam 4
Addictions 5.A.2.c	Factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders	Readings Chapter 3-7, 10 Exam 1, Exam 2, Exam 3, Exam 4
Addictions 5.A.2.g	Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process	Readings Chapter 8-9 Presentation Exam 4
Addictions 5.A.2.h	Contraindications, indications, and psychopharmacological medications for appropriate medical referral and consultation	Readings Chapter 1-7, 10 Exam 1, Exam 2, Exam 3, Exam 4
Addictions 5.A.2.i	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i>	Readings Chapter 3-7; 10 Exam 1, Exam 2, Exam 3, Exam 4
Addictions 5.A.2.J	Cultural factors relevant to addiction and addictive behavior	Readings Chapter 3-8, 10 Article review 1-6
Addictions 5.A.3.c	Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal	Readings Chapter 8-10 Article review 1-6 Presentation Exam 4
Addictions 5.A.3.d	Techniques and interventions related to substance abuse and other addictions	Readings Chapter 8-9 Article review 1-6 Presentation Exam 4
Addictions 5.A.3.f	Strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction	Readings Chapter 8-10 Article review 1-6 Presentation Exam 4

University Policies and Assistance

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at [Academic Integrity Policy \(22, 04-05\).pdf](#)

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in

class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at <https://www.cmich.edu/student-life/student-support-services/student-disability-services> Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/docs/default-source/president's-division/general-counsel/administrative-policy-docs/3/p030169fe828ac-92ab-4ef6-8107-99a5a125fadb.pdf?sfvrsn=c96abf70_16

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

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

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

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

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

calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/docs/default-source/academics/registrar's-office/fall/incomplete-or-deferred-grade-form.pdf?sfvrsn=53feb2ee_2

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a graduate level course; therefore, the expectation is present that the student will know and effectively utilize APA formatting and citation guidelines and is able to articulate their thoughts with clarity. For additional information and to submit work, please visit <https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center>

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

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



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

CED 643: Etiology of Addiction

ASYNCHRONOUS ONLINE

Instructor: Rebecca Andrews, PhD, LPC, LBS, NCC, CCTP

Office Hours: By appointment via WEBEX

Email: andre2ra@cmich.edu

Phone: 814 853-8242

BULLETIN DESCRIPTION:

This course introduces students to the potential causes of and reasons for addiction. This course may be offered in an online format.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisites: CED 641

RATIONALE FOR COURSE LEVEL:

This course is designed only for graduate students because of the expected level of class participation and academic performance. This course builds upon prior coursework covered in CED 641.

REQUIRED TEXTBOOKS:

Lassiter, P.S., & Culbreth, J.R. (2018). Theory and practice of addiction counseling. Thousand Oaks, CA; Sage.

White, W.L. (2014). Slaying the dragon: The history of addiction treatment in America. Bloomington, IL; Chestnut Health Systems/Lighthouse Institute.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

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

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

Online Courses – Engagement/Confidentiality Requirements

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

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

METHODS OF INSTRUCTION:

Recorded Lecture	Online Discussions
Quizzes	Group Presentation
Papers	

STUDENT LEARNING COURSE OBJECTIVES:

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

Learning Objectives (LO)
1. Analyze the major theoretical orientation regarding the causes of psychoactive substance use: biological, psychological, and sociological.
2. Organize the historical social responses to addictive behaviors.
3. Recognize the various methods and strategies related to addictions: control, prevention, harm reduction, abstinence focus, treatment, and intervention.
4. Evaluate certain epidemiological patterns and social correlates impacting upon substance use.
5. Analyze the role that various theoretical models for human behavior may intersect with substance use among the population.

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

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Addiction Counseling 5.A.1.a	History and development of addiction counseling
Addiction Counseling 5.A.1.b	Theories and models of addiction related to substance use as well as behavioral and process addictions
Addiction Counseling 5.A.2.b	Potential for addictive disorders to mimic and/or co-occur with a variety of medical and psychological disorders
Addiction Counseling 5.A.2.c	Factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders
Addiction Counseling 5.A.2.d	Regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling
Addiction Counseling 5.A.2.f	Role of wellness and spirituality in the addiction recovery process

ASSIGNMENTS & COURSE EVALUATION:

1. Discussion Board Questions (12.5 pts – 1 Discussion question 2.5 points; 2 Discussion questions 5 points each)

Students will read and respond to essay questions related to both texts and respond to two other posts. Please see the grading rubric in Blackboard.

2. Online Quizzes (30 pts: 3 quizzes –10 points each)

Students will complete online quizzes as assigned on Blackboard. Each quiz will cover one or more book chapters of the texts. The quizzes are not timed, are multiple choice and can be taken two times. The highest earned grade will be recorded. All quizzes will open at the beginning of the course and will be available until midnight on the last day of class. Quizzes will not be re-opened for any reason including technological difficulties as students will have ample time to complete the quizzes.

3. Analysis of Celebrity Client Exercise (10 pts)

Students will choose a celebrity “client” with a publicly known addiction and identify possible co-occurring disorders. Using peer reviewed research, students will then identify the factors that put this individual at risk, including personality factors, the individual’s community and the individual’s multicultural identity; students will also examine how what factors in the person’s background, community or multicultural identity serve as protective factors. See the grading rubric in Blackboard.

4. Theory Group Presentation and Discussion (20 pts for presentation, 7.5 points for 3 discussions- 2.5 points per discussion)

The instructor will assign students to one of four groups and each group will choose one of four theories at the beginning of the semester. Students will prepare a Powerpoint presentation to explain the theory or model and present the Powerpoint using a platform like Zoom. Within the presentation, students will identify 4 interventions or approaches to apply to the treatment of one of the celebrity “clients.” Students will also participate in a discussion of the other three group presentations they do not present to give feedback to those groups. See the grading rubric in Blackboard.

5. Regulatory Paper (20 pts)

Students will write a 3–4-page paper identifying a regulation, rule, or law either past, present, or in process in legislation and explain how it influences the treatment of clients with substance use disorders or other addictions. See Blackboard for rubric.

Assignment	Points
Discussion Questions (3)	12.5
Quizzes (3)	30
Analysis of Celebrity Client Exercise	10
Group Presentation and Discussions	27.5
Regulatory Paper	20
Total	100

COURSE EVALUATION:

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

GRADING SCALE:

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

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

COURSE TIMELINE:

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

DATE	TOPIC	CACREP STANDARD	READING	ASSIGN DUE
<i>Week 0</i>			Syllabus Read Assignments on Blackboard	Discussion Question #1 Due 3rd Day of Semester
<i>Week 1</i>	History of Addiction Treatment Part I	AC 5.A.1.a	White: Ch. 10, 11, 21, 23	Discussion Question #2
<i>Week 2</i>	History of Addiction Treatment Part II, Co-occurring Disorders, Risk and Protective Factors for individuals, groups and communities *Live Chat Session: Thursday, January 20 th @ 6:00pm	AC 5.A.1.a AC 5.A.2.b AC 5.A.2.c	White: Ch. 26, 28 Article: Review of Risk and Protective Factors (pdf)	Quiz #1
<i>Week 3</i>	History of AA and other recovery groups, 12 Step Model	AC 5.A.1.b AC 5.A.2.f	White: Ch. 15 & 16	Analysis of Celebrity Client Exercise

<i>Week 4</i>	Biological Theory, Moral Model *Live Chat Session: Thursday, February 3 rd @ 6:00pm	AC 5.A.1.b	Lassiter: Ch. 2 (pg 39-44); Ch. 3 (pg. 47-52, pg. 62-69) White: pg. 438-39 Article: Disease or Choice (pdf)	Group Presentations: Group 1 & 2
<i>Week 5</i>	Minnesota Model, Harm Reduction Model	AC 5.A.1.b	Lassiter: Ch. 12 White: Ch. 20 pg. 261-277	Group Presentations: Group 3 & 4
<i>Week 6</i>	Rules and Regulations Influencing Addiction Policy	AC 5.A.2.d	White: pg. 150-152, 162-167, 375-379	Quiz #2
<i>Week 7</i>	Spirituality and Wellness, Licensure and Certification in Addictions Counseling *Live Chat Session: Thursday, February 24 th @ 6:00pm	AC 5.A.2.d AC 5.A.2.f	White: Ch. 26 pg. 389-91; Ch. 28 pg. 426-30 Article: Spirituality and Addiction	Discussion Question #3 Regulatory Paper
<i>Week 8</i>	Transtheoretical Model, Motivational Interviewing, and CBT: Transition to Treating Clients with Addictions	AC 5.A.1.b	Lassiter: Ch. 10, 11, 13	Quiz #3

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

CACREP Standard #	CACREP Standard	Assignment/Assessment
Addiction Counseling 5.A.1.a	History and development of addiction counseling	Quiz #1 Discussion Question #2
Addiction Counseling 5.A.1.b	Theories and models of addiction related to substance use as well as behavioral and process addictions	Quiz #2 Group Presentations

Addiction Counseling 5.A.2.b	Potential for addictive disorders to mimic and/or co-occur with a variety of medical and psychological disorders	Analysis of Celebrity Client Exercise Quiz #1
Addiction Counseling 5.A.2.c	Factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders	Analysis of Celebrity Client Exercise Quiz #1
Addiction Counseling 5.A.2.d	Regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling	Quiz #3 Regulatory Paper
Addiction Counseling 5.A.2.f	Role of wellness and spirituality in the addiction recovery process	Discussion Question #3 Quiz #3

Course Policies

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

Attendance & Class Participation: Students are expected log on and review all course materials at least every other day. The instructor will use statistical tracking to ensure students engage in the course.

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

Assignment Due Dates: All assignments are expected to be complete and submitted on time in accordance with the due dates listed on the Course Schedule. No make-up exams, nor incomplete ("I" grades) will be given, except in cases that involve specific, emergency-documented circumstances. "I" grades will not be given in lieu of a failing or poor grade.

All papers must comply with the American Psychological Association's Publication Manual – 6th edition. Failure to comply will result in loss of points on written work.

Late Written assignments: Written assignments are due at the start of the class on the due date. Late papers will lose one grade for each week late. Papers two weeks late will only be able to earn up to an 80%. No papers will be accepted after two weeks and/or the last day of class. Late papers with a documented medical excuse may have this penalty waived.

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

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

Technology Assistance

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

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instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning:

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

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

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

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

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

CED 644 Addictions Oriented Systems and Methods of Care

ASYNCHRONOUS ONLINE

Instructor: [REDACTED]

Office Hours: [REDACTED]

Email: [REDACTED]

Phone: [REDACTED]

BULLETIN DESCRIPTION:

This course will address addiction-oriented systems and proper methods of care, as well as assessment, wellness, and prevention. This course may be offered in an online format.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisites: CED 641

RATIONALE FOR COURSE LEVEL:

This course contains complex work that builds upon the basic knowledge and skills acquired in introductory courses within the Counseling Graduate program.

REQUIRED TEXTBOOKS:

Myers, L.P., & Salt, N.R. (2019). *Becoming an addictions counselor: A comprehensive text*. Burlington, MA: Jones & Bartlett Learning.

Perkinson, R.R. (2022). *Chemical dependency counseling: A practical guide*. (6th ed.). Los Angeles, CA; Sage Publications, Inc.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

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

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

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

Online Courses – Engagement/Confidentiality Requirements

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

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

METHODS OF INSTRUCTION:

Recorded Lecture	Online discussions
Quizzes	Case Conceptualizations
Role Plays	

STUDENT LEARNING COURSE OBJECTIVES

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

Learning Objectives (LO)
1. Describe the biopsychosocial model and principles of care and treatment planning.
2. Examine the accepted tools and instruments commonly utilized for diagnosis and treatment of addictions
3. Implement theoretical models and their associated techniques to the treatment of addictions.
4. Critique the various resources the community, social, and support networks that are available to clients in the overall treatment planning process.
5. Distinguish between components of diverse cultures and environments that are central to effective treatment planning and technique implementation.

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

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Addiction Counseling 5.A.1.d	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
Addiction Counseling 5.A.1.f	psychological tests and assessments specific to addiction counseling
Addiction Counseling 5.A.2.e	Importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process.
Addiction Counseling 5.A.2.g	Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.

Addiction Counseling 5.A.2.m	record keeping, third party reimbursement, and other practice and management considerations in addiction counseling
Addiction Counseling 5.A.3.a	screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments
Addiction Counseling 5.A.3.b	assessment of biopsychosocial and spiritual history relevant to addiction
Addiction Counseling 5.A.3.d	techniques and interventions related to substance abuse and other addictions
Addiction Counseling 5.A.3.e	Strategies for reducing the persisting negative effects of substance use, abuse, dependence and addictive behaviors
Addiction Counseling 5.A.3.f	strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction
Addiction Counseling 5.A.3.h	strategies for interfacing with the legal system and working with court referred clients
Addiction Counseling 5.A.3.g	Evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery

ASSIGNMENTS & COURSE EVALUATION:

1. Online Essay/Discussions (15 pts – 3 Discussion questions @ 5 points each): Students will read and respond to essay questions related to both texts and respond to four other posts. Please see the grading rubric in Blackboard.

2. Online Quizzes (15 pts: 3 quizzes – 5 points each)

Students will complete online quizzes as assigned on Blackboard. Each quiz will cover one or more book chapters of the text “Becoming an addiction counselor”. The quizzes are not timed, are multiple choice and can be taken two times. The highest earned grade will be recorded. All quizzes will open at the beginning of the course and will be available until midnight on the last day of class. Quizzes will not be re-opened for any reason including technological difficulties as students will have ample time to complete the quizzes.

3. Role Play Transcripts (20 pts – 10 points each).

Students will watch a film on an individual suffering from a substance abuse disorder and craft two role play transcripts. Each transcript should follow the template on Blackboard and should include 7 minutes of material.

- The first transcript will demonstrate how to conduct a stage of change assessment and a motivational interview based on the stage of change.
- The second transcript will demonstrate how to conduct both a cognitive restructuring and relapse prevention intervention with the same client. The cognitive restructuring intervention must demonstrate one intervention for helping clients identify the effects of addiction on life problems and effects of continued harmful use or abuse, and one intervention must demonstrate how to help clients realize the benefits of a life without addiction. The third intervention must demonstrate a relapse prevention intervention. Please see Blackboard for the grading rubric.
- Both transcripts will be turned in for faculty review with students able to adapt the transcripts based on feedback.

4. Video Role Play 1 (8 pts). Students will use WebEx, SKYPE, Zoom, Chipcast, or similar web-based recording application to create a role play of the first transcript on Motivational Interviewing and Stage of Change

Assessment. Students will be paired by the instructor; each student will submit a video as counselor and one as client. The “client” is not evaluated. The role play is evaluated on the accurate demonstration of the skills required in the transcript. The role play should demonstrate motivational interviewing skills and a stage of change assessment. Submitted videos where the client and counselor read from a script will not receive credit. This video is evaluated on body language, tone, and skill demonstration.

Students are evaluated based on the rubric on Blackboard. Students will submit the video for review and feedback. Students will sign up for one supervision session with faculty after the submission of the first video. This video is graded pass/fail based on level of effort.

5. Video Role Play 2 (12 pts). Students will use WebEx, SKYPE, Zoom, Chipcast, or similar web-based recording application to create a role play of the second transcript on Cognitive Restructuring and Relapse Prevention. Students will be paired by the instructor; each student will submit a video as counselor and one as client. The “client” is not evaluated. The role play is evaluated on the accurate demonstration of the skills required in the transcript. The cognitive restructuring intervention must demonstrate one intervention for helping clients identify the effects of addiction on life problems and effects of continued harmful use or abuse, and one intervention that demonstrates how to help clients realize the benefits of a life without addiction. The third intervention must demonstrate a relapse prevention intervention. Please see Blackboard for the grading rubric. Submitted videos where the client and counselor read from a script will not receive credit. This video is evaluated on body language, tone, and skill demonstration.

Students are evaluated based on the rubric on Blackboard.

6. Case conceptualization and Treatment Plan (30 pts.) Each student will follow the template on Blackboard and create a complete case conceptualization based on the film character used in the role play transcripts. This assignment will be due in 4 sections during the semester, with students able to update/rewrite until the final project is due at the end of the course. This assignment will include completing the following:

Section I: Introduction

- Introduction
- Resiliency - Developmentally and Culturally appropriate education programs that raise awareness and support addiction and substance abuse prevention
- Multicultural Concerns
- Legal & Ethical Concerns.

Section II: Assessment

- a biopsychosocial and spiritual history assessment
- A mental status exam
- Formal assessment
- a stages of change assessment
- DSM-5 Diagnosis
- ASAM severity index/Treatment setting
- Strengths

Section III – Treatment

- Psychopharmacological options.
- A treatment plan
- A sample progress note

Section IV – Ongoing Care

- Relapse Prevention Plan
- Developmentally and culturally appropriate education programs that support the recovery process for the individual and family.

Assignment	Points
Essay/Discussion Questions (3)	15
Quizzes (3)	15
Role Play Transcripts (2)	20
Role Play Video (first is pass/fail (5 pts) Second is 15 points.	20
Case Conceptualization	30
Total	100

COURSE EVALUATION:

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

GRADING SCALE:

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

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

COURSE TIMELINE:

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

DATE	TOPIC	CACREP STANDARD	READING	ASSIGN DUE
<i>Before Class</i>	Introduction			Self-Introduction & Film Choice
<i>Week 1</i>	Introduction to Treating Substance Abuse Disorders: Ethics	AC 5.A.3.f	Myers & Salt Ch 1 & 2	Discussion 1
<i>Week 2</i>	Screening, Assessment, Biopsychosocial Assessment and Diagnoses *Live Chat Session: Wednesday, March 15 th @ 5:30pm	AC 5.A.1.f AC 5.A.2.i AC 5.A.3.b AC 5.A.3.a	Myers & Salt – Ch 8 (to pg 157) Perkinson Ch 3	Quiz 1
<i>Week 3</i>	Stage of Change Assessment & Motivational Interviewing Counseling skills for substance abuse	AC 5.A.3.d AC 5.A.3.g	Myers & Salt Ch 3 & 4 Perkinson – Ch 1 Miller Video	Section I - CC Transcript 1
<i>Week 4</i>	Cognitive Restructuring & Relapse Prevention: Strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction *Live Chat Session: Wednesday, March 29 th @ 5:30pm	AC 5.A.3.e AC 5.A.3.f	Myers & Salt Ch 5 Perkinson Ch 5 & 8 Video demonstration of CBT	Transcript 2
<i>Week 5</i>	Treatment Planning & Record Keeping;	AC 5.A.1.d AC 5.A.2.m	Myers & Salt – Ch 8 (158-165) Perkinson Ch 4	Quiz 2 Section II CC Role Play Video (practice)
<i>Week 6</i>	Group and Family Treatment Strategies; Cultural and Developmentally appropriate education Programs to prevent substance abuse and support relapse prevention; Community Support	AC 5.A.2.e AC 5.A.2.g	Myers & Salt Ch 6 & 7	Section III -CC
<i>Week 7</i>	Barriers to Treatment; The Legal System; Co-occurring disorders *Live Chat Session: Wednesday, April 19 th @ 5:30pm	AC 5.A.3.h	Myers & Salt Ch 8 (167-168), 9 Perkinson Ch. 11	Discussion Question 2
<i>Week 8</i>	Special Populations; Adolescents & Adults	AC 5.A.2.g	Myers & Salt Ch 10	Quiz 3 Final Role Play Video Section IV - CC

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

CACREP Standard #	CACREP Standard	Assignment/Assessment
Addiction Counseling 5.A.1.d	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Essay Questions, Case Conceptualization and quizzes
Addiction Counseling 5.A.1.f	psychological tests and assessments specific to addiction counseling	Essay Questions, Case Conceptualization and quizzes
Addiction Counseling 5.A.2.e	Importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process.	Quiz, Essay Question and Case Conceptualization
Addiction Counseling 5.A.2.g	Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.	Quizzes & Case Conceptualization
Addiction Counseling 5.A.2.m	record keeping, third party reimbursement, and other practice and management considerations in addiction counseling	Quizzes and Case Conceptualization
Addiction Counseling 5.A.3.a	screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments	Essay Question, Quizzes & Case Conceptualization
Addiction Counseling 5.A.3.b	assessment of biopsychosocial and spiritual history relevant to addiction	Essay Question, Quizzes & Case Conceptualization
Addiction Counseling 5.A.3.d	techniques and interventions related to substance abuse and other addictions	Role Play transcript and video
Addiction Counseling 5.A.3.e	Strategies for reducing the persisting negative effects of substance use, abuse, dependence and addictive behaviors	Role Play transcript and videos, quizzes
Addiction Counseling 5.A.3.f	strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction	Role Play transcript and videos, quizzes.
Addiction Counseling 5.A.3.h	strategies for interfacing with the legal system and working with court referred clients	Essay Question, Quizzes & Case Conceptualization
Addiction Counseling 5.A.3.h	Evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery	Essay Question, Quizzes & Case Conceptualization

Course Policies

Attendance & Class Participation: Students are expected to engage in this online course fully, at least three times per week and review all required material. Using statistical tracking, the instructor will monitor students to ensure all material has been viewed and the student is logging in at regular intervals. Failure to log in will equate as lack of participation. Students who do not participate or review all materials will lose five points for lack of participation at the end of the course.

Technology: Please remember to use appropriate online etiquette. Write responses in full sentences, respond with appropriate tone and engage fully in the process. Students are expected to exhibit appropriate professional counselor behavior.

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

Assignment Due Dates: All assignments are expected to be complete and submitted on time in accordance with the due dates listed on the Course Schedule. No make-up exams, nor incomplete ("I" grades) will be given, except in cases that involve specific, emergency-documented circumstances. "I" grades will not be given in lieu of a failing or poor grade.

All papers must comply with the American Psychological Association's Publication Manual – 6th edition. Failure to comply will result in loss of points on written work.

Late Written assignments: Written assignments are due at the start of the class on the due date. Late papers will lose one grade for each week late. Papers two weeks late will only be able to earn up to an 80%. No papers will be accepted after two weeks and/or the last day of class. Late papers with a documented medical excuse may have this penalty waived.

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

Rewrites: All students are eligible to resubmit the writing assignments if turned in one week early, on time or one week late (grade penalty still applies). All rewrites must indicate what was changed through **comments in the document and highlighted changes**. Students must submit the original document and make changes based on ALL of the feedback/comments. Papers that only address one or two items will not be regraded. Papers without comments or highlights will not be regraded. Rewrites are due two weeks after the assignment due date at the start of class.

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

Technology Assistance

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

UNIVERSITY POLICIES & ASSISTANCE:

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at [Academic Integrity Policy \(22, 04-05\).pdf](#)

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in

class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found on the [Student Disabilities Services website](#). The SDS office hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. For more details, please review CMU's policy regarding [Accommodation of Religious Obligations](#).

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

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

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

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

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

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

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a graduate level course; therefore, the expectation is present that the

student will know and effectively utilize APA formatting and citation guidelines and is able to articulate their thoughts with clarity. For additional information and to submit work, please visit the [CMU Writing Center website](#).

Blackboard Tutorial: Students who are not familiar with Blackboard may access CMU's Knowledge Base for the most current [Bb tutorials](#).

Technology Support: If you experience technical difficulties using Blackboard contact the Office of Information Technology Help Desk by email at helpdesk@cmich.edu or by phone at 989-774-3662, or by using a variety of resources available on the [CMU Help Desk](#) website.



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

**CED 645: School Counseling Seminar
Fall/Spring 202X**

ASYNCHRONOUS ONLINE

Instructor:
Office Hours:
Office Location:
Email:
Phone:

BULLETIN DESCRIPTION:

This course utilizes discussion and individual investigation into topics and critical incidents germane to schools. Recommendations and solutions by professionals in the field are reviewed.

PRE-REQUISITES FOR THE COURSE:

Prerequisite: CED 604.

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTBOOKS:

Hinduja, S., & Patchin, J. W. (2015). *Bullying beyond the schoolyard: Preventing and responding to cyberbullying* (2nd ed.). Thousand Oaks, CA: Corwin.

Portman, T. A. A., Wood, C., & Fye, H. J., (2019). *Critical incidents in school counseling* (3rd ed.). Alexandria VA: American Counseling Association.

RECOMMENDED TEXTBOOK:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN 10: 1-4338-0561-8

OTHER REQUIREMENTS FOR THE COURSE:

ONLINE REQUIREMENTS:

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

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

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

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

METHODS OF INSTRUCTION:

Methods of instruction for this course may include reading assignments, student-developed Power Point presentations, discussion board activities, role-play video recordings, mock interviews, group activities, and guest lectures.

STUDENT LEARNING COURSE OBJECTIVES:

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

Learning Objectives (LO)	
1.	Analyze the major issues facing school counselors and the students they serve.
2.	Critique the institutional elements of school districts and other educational entities.
3.	Articulate the role and position of professional associations related to both education and the counseling profession.
4.	Apply increasing competency as a presenter and facilitator, a skill relevant to the role of the professional.
5.	Analyze the issues involved in the successful implementation of a comprehensive school counseling program.
6.	Apply accepted practices currently followed by school counselors in the field.
7.	Function as an informed and skilled practitioner of the current techniques and methods utilized by effective school counselors.

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

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

CACREP #	CACREP Standard
School Counseling 5.G.2.k	Community resources and referral sources
School Counseling 5.G.2.m	Legislation and government policy relevant to school counseling
School Counseling 5.G.3.h	Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
School Counseling 5.G.3.m	Strategies for implementing and coordinating peer intervention programs

ASSIGNMENTS:**1. Reading Assignments:**

- Students must read all assigned chapters in the required textbooks, as well as review the additional required reading and video materials posted on Blackboard, to prepare for engagement in Discussion Board Forums.
- Instructor may assign additional readings.

2. Discussion Board (5 @ 4 points each for a total of 20 points)

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

3. WebEx Live Sessions (3 @ 1-2 points each; 5 points total)

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

4. ASCA Position Paper (10 points):

- Students will read several ASCA positions from the ASCA website and **write a 3–4-page paper (APA 6th style)** integrating their knowledge of school counseling and their understanding of each ASCA position. The link to the ASCA positions is posted on Blackboard.
- **Please choose three ASCA positions** and discuss the following for each position:
 - How does the ASCA stance compare with your expectation of what school counselors actually do? How does each ASCA position impact your projected future functioning as a school counselor?
 - Discuss how each ASCA position you chose can help school counselors to understand the connections between social, familial, emotional, and/or behavior problems; and positively impact academic achievement for the students they serve.
- Please see the grading rubric posted on Blackboard for further clarification of the paper components.

5. Cyberbullying Paper (10 points):

- Students will read *Bullying beyond the schoolyard: Preventing and responding to cyberbullying* by Hinduja and Patchin and write **3- 4 pages (APA 6th style)** in response to this important work.
- Please include the following in your paper:
 - Title page
 - Brief overview (one-half page) of the book content

- Areas of agreement or disagreement with the authors
 - Discussion of role of the school counselor in relation to crisis and trauma in the school
 - Reference list (if sources are cited)
- Please see the grading rubric posted on Blackboard for further clarification of the paper components.

6. Mock Job Interview and Reflection Paper (15 points):

- Each student will participate in a recorded mock interview with a school counselor who practices in Michigan or any other state in the Union. You will record the mock interview via your WebEx personal room. For liability reasons, you may not go to the school for the mock interview with the school counselor.
- You should identify the school counselor you plan to work with **EARLY** in the term, explain the assignment, and obtain their permission to record the mock interview, which should take **no more than 20 minutes**. You should also give the school counselor a list of interview questions in advance (see below). If they have their own interview questions they would prefer to use, they are welcome to do that.
- After completion of the recorded mock job interview, students will write a **3–4-page (APA 6th style)** self-reflection of their performance in the interview. **The link to the WebEx recording must be included in the paper**, prior to uploading to the Blackboard shell.
- Please remember the following for your recorded mock interview:
 - Provide the school counselor with your resume, BEFORE the scheduled interview time
 - **PUSH THE RECORD BUTTON WHEN YOU BEGIN THE MOCK INTERVIEW.** If you forget to do this, you will have to do another interview.
 - After you have pushed the record button, please:
 - Introduce the school counselor (name, school, role in school, location, etc.)
 - State, **while the recording is in progress**, that you are video recording the mock interview. This is to document that you have informed the school counselor that the interview will be recorded.
- Please give the school counselor the following list of questions in advance. It is not necessary for the school counselor to ask every question on the list, but they should try to get through as many as possible in **NO MORE THAN 20 MINUTES**. Remember: if they have their own interview questions they would prefer to use, they are welcome to do that.
 - What are your qualifications for the job?
 - Why are you interested in this specific position?
 - What influenced you to become a school counselor?
 - How do you see the role of the school counselor in relation to teachers, administrators, and other counselors?
 - How do you plan to balance the daily needs of students and the paperwork required for school counselors?
 - How will you include the ASCA National Model in your work as a school counselor
 - How will you fit in with counselors who have many years of experience?
 - What are the most important characteristics of school counselors?
 - How do you handle stressful situations?
 - What do you know about 504 plans and IEPs?
 - What is your experience with cultural differences among children and adolescents in schools?

- What is your knowledge and/or experience with education technology platforms like PowerSchool?
 - What is a school counselor's role with regard to school violence prevention?
 - How would you implement and coordinate a peer intervention program?
- After you have completed the recorded mock job interview, you will write a **3–4-page (APA 6th style)** self-reflection of your performance in the interview. Please use a title page and a reference list (if citing sources) and include the following in your paper:
 - Professionalism
 - Provided resume
 - Used interviewer's name correctly
 - Dressed appropriately
 - Arrived on time
 - Pleasant and courteous
 - Expressed interest in the position
 - Interview skills
 - Answered questions adequately
 - Answered questions honestly
 - Demonstrated qualifications for the job, including educational and relevant work experience
 - Demonstrated knowledge of the specific school
 - Demonstrated knowledge of the specific job
 - Strengths and Weaknesses
 - Areas of greatest strength and areas of greatest weakness in the interview
 - Most difficult questions to answer
 - Easiest questions to answer
 - Overall assessment of performance
- **Be sure to include the link to the WebEx recording in your paper.**
- Be sure to include in your paper a copy of the thank-you note you wrote to the school counselor who interviewed you.
- Please see the grading rubric posted on Blackboard for further clarification of the paper components.

7. **Critical Incident Presentation and Role-Play (20 points):**

- Students will sign up to participate in a **group of three** to develop a Power Point presentation about one of the **“critical incident”** topics from the Portman, Wood, and Fye (2019) textbook. Please see the Blackboard sign-up page for your options. Students will sign up for their groups on Blackboard by the end of Week 0. The Power Point presentation should include **13-14 slides (NO MORE) and a student role play.**
- Please incorporate the following into your Power Point presentation:
 - **Slide 1:** Title slide
 - **Slides 2-5:** Background information about the **TOPIC** (not the critical incident)
 - Students must use a minimum of 4 peer-reviewed references and/or .gov/.edu websites when providing the background information
 - Please use citations within the Power Point slides to give credit where due
 - **Slide 6:** Brief bullet-point description of the critical incident
 - **Slide 7:** Brief bullet-point description of the two expert opinions
 - **Slide 8:** Ethical implications of the situation

- **Slide 10:** Labeled links to community resources and referral sources relevant to the situation
 - **Slide 11:** Description of how school counselors can address the connections between social, familial, emotional, and behavior problems related to your critical incident and academic achievement
 - **Slide 12:** Labeled WebEx recording link AND a written description of the role-play situation
 - Students may create their own “critical incident” for the role-play recording
 - Include the age of the student client and the “identities” of the other individuals participating in the role play
 - Briefly depict the incident in the role play and how you would resolve it
 - Students must post the WebEx recording link within the Power Point so the instructor can access it
 - **Slide 13:** Written description of how the group would resolve the critical incident depicted in the role-play recording
 - **Slide 14:** Reference list
- Each group should develop a **short role play (5-6 minutes NO MORE)** depicting a school situation similar to the critical incident you chose for your presentation. All three group members must play a part in the role play. One group member should play the school counselor, another should play the student client, and there are any number of possibilities for the third group member (e.g., principal, teacher, another student, parent, etc.). Use your imagination to create a scenario, briefly act it out, and demonstrate how you would resolve the situation.
 - Please see the grading rubric posted on Blackboard for further clarification of the paper components.
 - **Please post a copy of the Critical Incident Presentation and Role-Play to Discussion Board #5, in addition to uploading it to the assignment link in Blackboard.** This will be used for our final Discussion Board activity.

8. Educational Issue Presentation (20 points):

- Students will select and participate in a **group of three** to develop a Power Point presentation about an Educational Issue. Students will sign up for their groups on Blackboard by the end of Week 0. The goal of this presentation is to acquaint class members with topics which are not reviewed in the Critical Incidents textbook but are nonetheless important to the understanding of a school’s overall functioning. Students should create a Power Point presentation that illuminates the educational issue. Potential topics are listed below. If your group of three does not see its preferred topic on the Blackboard sign-up page, you may speak with the instructor; however, please note that some topics must be covered to align with accreditation standards.
 - Standardized testing
 - Grading and evaluation
 - Classroom management theories and techniques
 - Administrative concerns (discipline, attendance, and other school policies)
 - Legislative issues and government policies pertaining to school counselors
 - Teacher unions (history and impact on school climate and functioning)
 - Role of parents (from school boards to PTA to kindergarten moms)
 - Special education and 504 issues
 - Crisis response
 - Charter schools
 - Peer intervention programs
 - Working with “at-promise” students

- Because the topics are so diverse, students may have freedom to arrange the Power Point presentation in any way they feel best presents the information; however, please do include the following components:
 - Title slide
 - Background information
 - Relevant supplementary materials
 - At least four (4) peer-reviewed references and/or .gov/.edu websites
 - Reference list
- Please see the grading rubric posted on Blackboard for further clarification of the paper components.
- **Please post a copy of the Educational Issue Power Point presentation to Discussion Board #5, in addition to uploading it to the assignment link in Blackboard.** This will be used for our final Discussion Board activity.

EVALUATION:

Discussion Board (20 points)

WebEx Live Session (3 @ 1-2 points each; 5 points total)

ASCA Position Paper (10 points)

Cyberbullying Paper (10 points)

Mock Job Interview and Reflection Paper (15 points)

Critical Incident Presentation (20 points)

Educational Issues Presentation (20 points)

GRADING SCALE:

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

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

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

COURSE TIMELINE:

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

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
Week 0	-Getting Started -Role of a School Counselor -Student Religious Beliefs -Adverse Childhood Effects		Syllabus & Blackboard Tutorials Portman, Wood, & Fye: Chs. 3, 5, & 23	- DB #1: Self Intro - Sign up for Critical Incident Presentation - Sign up for Educational Issues Presentation
Week 1	-Supervisor Deficits -Sexual Abuse -When Cultures Collide		Portman, Wood, & Fye: Chs. 9, 11, & 13 Chs. Hinduja & Patchin: Chs. 1 & 2	-DB #2
Week 2	-School Counselor Impairment -LGBTQ Students -LGBTQ Advocacy	School Counseling 5.G.3.h	Portman, Wood, & Fye: Chs. 2, 6, & 12 Hinduja & Patchin: Chs. 3 & 4	-ASCA Position Paper - Live Session #1
Week 3	-Legislation and Government Policy -Suicide Risk -Career Development	School Counseling 5.G.2.m	Portman, Wood, & Fye: Chs. 8, 18, & 22 Hinduja & Patchin: Chs. 5 & 6	-DB #3
Week 4	-Peer Intervention Programs -Cyberbullying -Native Cultural Values -Bias-Based Bullying	School Counseling 5.G.3.m	Portman, Wood, & Fye: Chs. 24, 25, & 27 Hinduja & Patchin: Chs. 7	-DB #4 -Cyberbullying Paper -Live Session #2
Week 5	-Crisis and Self-Care -Community Tragedy -School Counseling Programs		Portman, Wood, & Fye: Chs. 4, 7, & 10	-Mock Job Interview and Reflection Paper
Week 6	-Limited Resources -Systemic Barriers -Residential Treatment Facility	School Counseling 5.G.2.k, 5.G.3.h,	Portman, Wood, & Fye: Chs. 14, 15, & 30	-Critical Incident Presentation -Live Session #3
Week 7	-Needs Assessment -Teacher Competence -Ninth Grade Gap		Portman, Wood, & Fye: Chs. 16, 19 & 21	-Educational Issues Presentation
Week 8	-School Counselor Boundaries -Impact of SES -Parental Rights		Portman, Wood, & Fye: Chs. 17, 26, & 29	-DB #5

*****Please note: Highlighted topics correspond with the Critical Incident Presentation topics.**

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
School Counseling 5.G.2.k	Community resources and referral sources	Critical Incident Presentation
School Counseling 5.G.2.m	Legislation and government policy relevant to school counseling	Discussion Board
School Counseling 5.G.3.h	Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Critical Incident Presentation ASCA Positions Paper
School Counseling 5.G.3.m	Strategies for implementing and coordinating peer intervention programs	Discussion Board

Late Work Policy

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

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

Attendance Policy

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

Active Engagement Requirement

For financial aid eligibility purposes, it is important that you **begin** participation in your course(s). Participation is defined by active engagement in the instructional activity related to the course of study. For example, this could mean attending a lecture where interaction between the instructor or students can occur or through handing in homework, taking a quiz, or posting information/comments on the course web platform. Participation is not just logging into the online platform and not engaging. *Please remain aware of due dates and deadlines associated with your course(s).* If you do not begin participating in your course(s) by the **2nd Friday of the term/module that your course falls into**, you will be administratively dropped from that course, and your financial aid will be re-evaluated, which may have an impact on your eligibility. This follows federal regulations as an institution must document a student began participation in their course(s) for the purpose of establishing financial aid eligibility.

UNIVERSITY POLICIES & ASSISTANCE:

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at [Academic Integrity Policy \(22, 04-05\).pdf](#)

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

Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568.
Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/docs/default-source/president's-division/general-counsel/administrative-policy-docs/3/p030169fe828ac-92ab-4ef6-8107-99a5a125fbdb.pdf?sfvrsn=c96abf70_16

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

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

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

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/docs/default-source/academics/registrar's-office/fall/incomplete-or-deferred-grade-form.pdf?sfvrsn=53feb2ee_2

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a graduate level course; therefore, the expectation is present that the student will know and effectively utilize APA formatting and citation guidelines and is able to articulate their thoughts with clarity. For additional information and to submit work, please visit <https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center>

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

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



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

**CED 651: Counseling Children and Adolescents
Fall/Spring 202X**

ASYNCHRONOUS ONLINE

Instructor:

Office Hours:

Office Location:

Email:

Phone:

BULLETIN DESCRIPTION:

This course provides students with specialized skills for counseling children and adolescents. It emphasizes the modification of interventions to meet the needs of young clients.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisites: None.

RATIONALE FOR COURSE LEVEL:

This is an advanced graduate course that provides specialized content in the field of child and adolescent counseling. It is designed only for graduate students because of the expected level of class participation and rigorous academic performance.

REQUIRED TEXTBOOKS:

Vernon, A., & Schimmel, C. J. (2019). *Counseling children and adolescents* (5th ed.). USA: Cognella Academic Publishing.

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

RECOMMENDED TEXTBOOK:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

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

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

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

Online Courses – Engagement/Confidentiality Requirements

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

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

METHODS OF INSTRUCTION:

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

STUDENT LEARNING COURSE OBJECTIVES:

Please note that this course is a pre-requisite and not a substitute for practice and supervised experience providing counseling services for children. Students with the intention of becoming competent child counselors should plan, in addition to obtaining an appropriate master's degree, to enroll in practicum and internships that will provide the necessary supervision.

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

Learning Objectives (LO)
1. Compare and contrast the major theories of child and adolescent development.
2. Apply developmentally appropriate strategies and techniques to the process of counseling children and adolescents.
3. Demonstrate through role-play the use of theory in counseling children and adolescents.
4. Access and utilize the appropriate state documentation to practice reporting child abuse and neglect.
5. Articulate the importance of diversity awareness in counseling children and adolescents.
6. Synthesize the ethical and legal implications of counseling children and adolescents.
7. Articulate symptoms and behaviors consistent with maltreatment, chemical dependency, bereavement, depression, and suicidal ideation.
8. Recognize symptoms and apply strategies for working with children with oppositional, defiant, and antisocial behaviors.

9. Apply strategies for dealing with closure when the counseling process ends.
10. Articulate the basic concepts related to effective parenting of children and adolescents.

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

The following CACREP standards will also be addressed:

CACREP #	CACREP Standard
School Counseling 5.G.2.h	Common medications that affect learning, behavior, and mood in children and adolescents
School Counseling 5.G.2.g	Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

ASSIGNMENTS:

1. Reading Assignments:

- Students must read all assigned chapters in the required textbooks, as well as review the additional required reading and video materials posted on Blackboard, to prepare for quizzes and engagement in Discussion Board Forums.
- Instructor may assign additional readings.

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

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

3. Discussion Board (7 @ 2 points each for a total of 14 points)

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

4. WebEx Live Sessions (3 @ 2 point each for a total of 6 points)

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

5. Child/Adolescent Counselor Interview and Summary Report (20 points)

- Students will conduct a **telephone or video conference interview** with an **agency or private practice clinician** regarding issues related to counseling children and adolescents and prepare a **4–5-page summary report** of the interview. Please be professional and considerate of the clinician's time and schedule as you make contact, plan, and conduct the interview. The 4-5-page summary report should be written in **APA style** and must have an **introduction** and a **conclusion**. In addition, you **must use APA-style headings** to make it clear that you have included **all the following sections**:
 - The type of professional interviewed

- The interviewee's experience counseling children/adolescents
- The interviewee's multicultural and diversity experience
- The primary mental health concerns seen in the interviewee's practice
- Ethical issues that arise in the interviewee's practice with children/adolescents
- The interviewee's perspective on how the setting in which they work influences their approach to working with children/adolescents
- The interviewee's perspective on other disciplines working with children (i.e., what is a private practice clinician's perspective on how agency counselors, social workers, or school counselors work with children?)
- The interviewee's perspective on how different types of practitioners (private practice/agency/school) can work collaboratively to assist children
- The student's impression of what it is like to work with children in the setting where the interviewee works and how different professionals can collaborate

- **Please review the rubric in advance to make sure you are including all necessary parts of the assignment.**

6. Child/Adolescent Counseling Role-Play Demonstration (20 points):

- This is an **INDIVIDUAL** assignment; however, students will work in dyads. Each student in the dyad will create their own video recording of a child or adolescent mini-session. These are to be **ROLE-PLAY** mini-sessions, **NOT** actual counseling sessions. Each mini session must be 5-7 minutes in length (no more) and should demonstrate the following (please see Chapters 2-7 of the Vernon and Schimmel text for further clarification):
 - Age-appropriate explanation of counseling (assent)
 - Age-appropriate explanation of limits of confidentiality
 - Age-appropriate development of rapport
 - Age-appropriate demonstration of a chosen theoretical approach

- Please note:
 - **Students must sign up for a dyad by Monday of Week 1.**
 - Each student will **create a child or adolescent client "persona"** for use in the role-play demonstration. Alternatively, students may use one of the case examples from the Kearney text. (Either way students must describe at the beginning of the role play, the client and their issue, the client's age, and the theoretical approach that will be taken.)
 - Students must **make the following clear at the beginning of the role play:**
 - **BRIEF** description of the child or adolescent client and their issue
 - Age of the child or adolescent client persona
 - Theoretical approach being taken

- Each student in the dyad will play both the role of the counselor **and** the role of the child or adolescent client. After the first "counselor" completes their mini-role-play session, the two students will switch, and the second "counselor" will do their own mini-role-play session. **Please record two separate videos.** You should end up with **TWO VIDEOS** and **TWO MINI-ROLE-PLAY SESSIONS**.

- Each student must upload their video to Blackboard via the submission link by the end of Week 5.

- **Please review the rubric in advance, to make sure you are including all necessary parts of the assignment.**

7. Child/Adolescent Issue - Power Point Presentation (20 points):

- Students will work in **groups of three (3)** to prepare a **12-16 slide Power Point Presentation** on a topic from the following list of issues that may be seen in childhood or adolescence. **OR**, students may choose their own topic (with instructor approval), if they prefer. **Students must sign up for groups by Monday of Week 1. Group topics must be chosen and submitted by the end of Week 1.** Each group must choose a different topic; topics are first come/first served.
 - Abuse and neglect (include mandated reporting and Act No. 238)
 - Use of medications in children and adolescents
 - Children of incarcerated parents
 - Children of deployed parents
 - Children in foster care
 - Suicide risk, assessment, and prevention
 - Substance abuse and process addictions in families
 - LGBTQIA+ children and adolescents
 - Impact of divorce on children and adolescents
 - Impact of racism on children and adolescents
 - Trauma and Adverse Childhood Experiences (ACEs)
 - Teen parenting
 - Grief and loss in children and adolescents
 - Bullying
 - Parent education/parenting skills
 - Culturally diverse children and adolescents
 - Children and adolescents from immigrant families

- The Power Point Presentation should include the following:
 - Background information about the problem
 - Characteristics of the problem/issue (2 slides)
 - Risk factors and warning signs (2 slides)
 - Developmental considerations (1-2 slides)
 - a. impact within family
 - b. impact on social life of child
 - c. impact on schoolwork
 - d. etc.
 - Multicultural/diversity considerations (1-2 slides)
 - Ethical considerations (1-2 slides)
 - Health and safety considerations (1-2 slides)
 - need for medical attention
 - need to report
 - need for external/internal resources
 - need for oversight/supervision
 - need for education
 - etc.
 - Theoretical approach (1 slide)
 - Indicate which theoretical approach you would take and use bullet points to provide a brief overview of the theory
 - Indicate what makes the theory appropriate for the issue you have chosen
 - Case study/counseling interventions
 - Create a short (one paragraph) case example of a child/adolescent with the issue you have chosen (1 slide)
 - Create bulleted list of potential interventions for working with the child/adolescent in your case study (1 slide)
 - a. See Vernon and Schimmel text for ideas
 - b. The interventions should be in alignment with the theory you have chosen
 - Reference list

- Include a reference list at the end of your Power Point (1 slide)
- Use at least three (3) high quality resources (not including textbook) that are either:
 - a. peer-reviewed journal articles
 - b. .org/.gov/.edu websites
- One member of the group must:
 - Upload the Power Point to Blackboard via the submission link by the **end of Week 7**.
 - Upload the Power Point to the DB #7 forum by the **end of Week 7**.
- During Week 8, all students must review and post comments on at least two other Power Point Presentations that have been uploaded to the DB #7 forum.
- **Please review the rubric in advance, to make sure you are including all necessary parts of the assignments.**

COURSE EVALUATION:

1. **Quizzes** (20 points; 5 @ 4 points each)
2. **Discussion Board** (14 points; 7 @ 2 points each)
3. **WebEx Live Sessions** 6 points; 3 @ 2 points each)
4. **Child/Adolescent Counselor Interview Paper** (20 points)
5. **Child/Adolescent Counseling Demonstration** (20 points)
6. **Child/Adolescent Issue - Power Point Presentation** (20 points)

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

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

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

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

COURSE OUTLINE:

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

WEEK	TOPIC	CACREP SC STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
0	Getting Started!		Syllabus & Bb Tutorials.	- DB #1: Self Intro

				- Sign up for Counseling Demonstration Dyads - Sign up for PPT Groups
1	- Practical Applications of Developmental Theory - The Individual Counseling Process (including closure) - Ethics and Mandated Reporting - Sexual Maltreatment	5.G.2.g	Vernon & Schimmel: Chs. 1-2. Kearney: Ch. 13.	- DB #2 - Quiz #1 - Live Session #1 - Submit PPT Topics
2	- Creative Arts Interventions - Play Therapy - Social Anxiety/Pediatric Condition	5.G.2.g	Vernon & Schimmel: Chs. 3-4. Kearney: Chs. 2 & 12.	- DB #3 - Quiz #2
3	- Solution-Focused Brief Counseling - Reality Therapy - Eating Disorders/Substance Use Disorder	5.G.2.g	Vernon & Schimmel: Chs. 5-6. Kearney: Ch. 5 & 9.	- DB #4 - Live Session #2 - Child/Adolescent Counselor Interview Paper
4	- Rational-Emotive Behavior Therapy - Medication Use in Children and Adolescents - Depression/Bipolar Disorder	5.G.2.g 5.G.2.h	Vernon & Schimmel: Ch. 7. Kearney: Chs. 3-4.	- DB #5 - Quiz #3
5	- Counseling Children and Adolescents with Exceptionalities - Counseling Children and Adolescents from Diverse Backgrounds - Autism	5.G.2.g	Vernon & Schimmel: Chs. 8 & 9. Kearney: Ch.11.	- Live Session #3 - Child/Adolescent Counseling Demonstration
6	- Counseling from a Growth Mind-Set Perspective - Counseling At-Risk Children and Adolescents - ADHD/Learning Disorder	5.G.2.g	Vernon & Schimmel: Chs. 10 & 11. Kearney: Chs. 6 & 7.	- DB #6 - Quiz #4
7	- Small Group Counseling - Working with Parents		Vernon & Schimmel: Chs. 12 & 13.	- Child/Adolescent Issue - PPT Presentation
8	- Working with Families - Conduct Disorder/Family Conflict and ODD	5.G.2.g	Vernon & Schimmel: Chs. 14. Kearney: Chs. 8 & 10.	- DB #7 - Quiz #5

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
School Counseling 5.G.2.h	Common medications that affect learning, behavior, and mood in children and adolescents	Discussion Board Quizzes

School Counseling 5.G.2.g	Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	Discussion Board Child/Adolescent Concern - Power Point Presentation Quizzes
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Late Work Policy

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

1. For each 24-hour period after the date specified, the final achievable grade will be reduced 5%.
2. No assignments may be turned in any later than 7 days after the scheduled due date.
3. Late assignments may be emailed to armbr1ew@cmich.edu to assure a time and date stamp.
4. If you feel you have extenuating circumstances, please see the instructor.
5. If you are going to miss a test due to a university-excused absence, please let instructor know ahead of time so that arrangements can be made.

Attendance Policy

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

Active Engagement Requirement

For financial aid eligibility purposes, it is important that you **begin** participation in your course(s). Participation is defined by active engagement in the instructional activity related to the course of study. For example, this could mean attending a lecture where interaction between the instructor or students can occur or through handing in homework, taking a quiz, or posting information/comments on the course web platform. Participation is not just logging into the online platform and not engaging. *Please remain aware of due dates and deadlines associated with your course(s).* If you do not begin participating in your course(s) by the **2nd Friday of the term/module that your course falls into**, you will be administratively dropped from that course, and your financial aid will be re-evaluated, which may have an impact on your eligibility. This follows federal regulations as an institution must document a student began participation in their course(s) for the purpose of establishing financial aid eligibility.

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religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/docs/default-source/president-s-division/general-counsel/administrative-policy-docs/3/p030169fe828ac-92ab-4ef6-8107-99a5a125fadb.pdf?sfvrsn=c96abf70_16

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

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

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

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/docs/default-source/academics/registrar-s-office/fall/incomplete-or-deferred-grade-form.pdf?sfvrsn=53feb2ee_2

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a graduate level course; therefore, the expectation is present that the student will know and effectively utilize APA formatting and citation guidelines and is able to articulate their thoughts with clarity. For additional information and to submit work, please visit <https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center>

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

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



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

CED 668 Family Counseling & Therapy

Instructor: Sheri Pickover, PhD, LPC

Office Hours: Tuesdays 12-3pm; Wednesdays 2-3:30pm

Office Location: Education and Human Services Building #354

Email: picko1s@cmich.edu

Phone: (989) 774-3709

BULLETIN DESCRIPTION:

This course involves the application of counseling skills and interventions using systems and post-modern theories of marriage, couple, and family therapy.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

None

RATIONALE FOR COURSE LEVEL:

This course requires counseling students to demonstrate knowledge and application of multiple family systems theories. Student must be able to synthesize various theories, formulate treatment plans, implement interventions, and evaluate treatment outcomes.

REQUIRED TEXTBOOKS:

Nichols, M.P. & Davis, S.D. (2021) *Family therapy: Concepts and methods*. Pearson.

Napier, A. & Whitaker, C. (2017). *The family crucible*. Harper Perennial.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

All students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to install or arrange for the installation of specific browser plug-ins (such as WebEx) and/or client side software (such as PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools <https://www.cmich.edu/offices-departments/office-information-technology/help-desk> Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's authorized learning management system. Course evaluations (i.e. written assignments, papers, examination and presentations) will be posted by faculty and students in the authorized learning management system using a Central Michigan University Global ID.

Online Courses – Engagement/Confidentiality Requirements

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

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

METHODS OF INSTRUCTION:

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

STUDENT LEARNING COURSE OBJECTIVES:

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

Learning Objectives (LO)	
1.	Describe the history and development of marriage, couple and family counseling
2.	Describe, compare and contrast the theories and models of family systems, dynamics, marriage, couple and family counseling including modern and post-modern theories.
3.	Discuss the ethical and legal considerations and family law issues unique to the practice of marriage, couple and family counseling.
4.	Identify the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple and family counseling.
5.	Describe the roles and settings of marriage, couple and family counselors
6.	Apply the principles and models of assessment and case conceptualization from a systems perspective.
7.	Formulate and enact a treatment plan that incorporates theory specific techniques and interventions.

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

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
5.F.1.a	history and development of marriage, couple, and family counseling
5.F.1.b	theories and models of family systems and dynamics
5.F.1.c	theories and models of marriage, couple, and family counseling
5.F.1.e	principles and models of assessment and case conceptualization from a systems perspective
5.F.2.a	roles and settings of marriage, couple, and family counselors
5.F.2.n	professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling
5.F.2.o	ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling
5.F.3.c	techniques and interventions of marriage, couple, and family counseling

ASSIGNMENTS & COURSE EVALUATION:

1. Weekly Blog posts (7 points): Students will post on a weekly blog every week with reflections about that week's course material AND will post two comments to peer blogs for a total of three (3) posts per week or 24 total posts. Posts must be detailed and meaningful for credit.

2. Discussion and Book Reflections (13 pts): Students will engage in a weekly reflection with each other and will respond to discussion questions. Students will read the book “The Family Crucible” and will provide reflections on multiple chapters in an online discussion board. Students must respond to each other during the reflection.

3. Group Assignment: Create a family (10 points)

Students will work in small groups of four or five students and create a three generational family. The instructor will provide a basic outline, and each week in their own discussion group the group will create the family dynamics and system over a four-week period. Students may use their own family as a reference but are not required to do so. The final project will be a powerpoint that provides the family background.

4. Group Assignment: Family Therapy Role Play (25 points)

Once each small group has completed their “Create a Family” powerpoint the instructor will assign the groups to become each other’s family counselors. For example, Group A (family counselors) will be the family counselors for Group B (family clients) and Group B (family counselors) will be the family counselor for Group A (family clients).

Groups are not allowed to show their “counselors” the created powerpoint of their family.

Groups will role play a video recorded assessment interview with their “clients” and based solely on the interview; create a genogram. Students can use the website <https://www.familyecho.com> to create the genogram. The role play must be 7-10 minutes long. Shorter role plays will not receive credit, but longer role plays will not lose credit. Please note that the actual assessment interview may take much longer than 10 minutes; you are not required to record the entire meeting but should expect to complete an interview where you can gather all the required information for the genogram. One group member may take notes while another member interviews the "family" but members should not be building the genogram during the session. Group members will turn in the genogram along with a document that identifies the two theories that will be used for the interventions and a brief case conceptualization of the needs of the family based on each theory.

Each group will then role play two different interventions based on a specific family or couple theory and the needs of the family. Role plays may demonstrate co-counseling (two counselors in the session).

Each intervention role play must be 5-7 minutes for a total of 10-14 minutes, shorter videos will not be graded.

The first role play should demonstrate a modern theory (Bowenian, Structural or Strategic), the second role should demonstrate a postmodern theory (solution focused, narrative). Groups should identify which theory they are using at the start of the role play.

One role play must demonstrate family therapy, but the second role play can be family or couple.

Group members are expected to research interventions related to the theory being demonstrated. The role plays are graded on the accuracy of the interventions.

All group members must participate in the assignment; for example, two group members can role play the assessment while another two group members can role play one of the family interventions.

5. Video reflections (20 points)

Each student will watch a video of a Bowenian family therapy session and a Narrative couple therapy session and analyze each session based on the template on Blackboard.

6. Family/Couple Case Conceptualization Research Paper (20 points)

Students will select either the Bowen Family system Theory or Structural Family Systems Theory and use this theory to develop a case conceptualization and treatment plan for the family depicted in one of the following films: Boyhood, Soulfood, Joy Luck Club, Ordinary People, Mi Familia or the book, The Family Crucible. (students may choose another film depicting family functioning with approval from instructor). This is not a group assignment. Please follow the template on BB and the grading rubric on BB. This paper requires a minimum of 7 references, including your textbook and the ACA/ and or AAMFT code of ethics.

7. Quizzes (5 points – extra credit)

Students will complete 4 quizzes (20 questions each) that cover specific chapters in the textbook. Quizzes are not cumulative but must be completed by a specific due date. Quiz 1 covers Chapters 1-3; Quiz 2 covers Chapters 4-6; Quiz 3 covers chapters 7-9; and Quiz 4 covers Chapters 12-13.

Assignment	Points
Weekly Blog posts	7 points
Discussion Board & Book reflection assignments	13 points
Family/Couple Case conceptualization Research Paper	20 points
Video Reflections (2 @ 10 points each)	20 points
Group Assignment: Create A Family	15 points
Group Assignment: Family/Couple Therapy	25 points
Total	100 points
Extra Credit: Quizzes 4 @ 1 points each plus 1 point for completing all four quizzes.	5 points

COURSE EVALUATION:

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

GRADING SCALE:

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

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

COURSE TIMELINE:

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

DATE	TOPIC	CACREP STANDARD	READING	ASSIGNMENT DUE
<i>Week 1</i>	The history & development of family, couple and marriage therapy Live Synchronous Online Class	5.F.1.a	Nichols: Chapter 1 TFC: Chapter 1-6	Weekly reflection (DB #1)

<i>Week 2</i>	Fundamental Concepts	5.F.1.b	Nichols: Chapter 2 TFC: Chapter 7-11	DB #2 Weekly reflection
<i>Week 3</i>	Legal & Ethical Issues; Roles & Settings	5.F.2.o; 5.F.2.a	BB readings TFC: Chapter 12-16	DB#3 Weekly reflection
<i>Week 4</i>	Basic Techniques; Assessment & Conceptualizations	5.F.1.e	Nichols: Chapter 3	Create A family Quiz #1 Weekly reflection
<i>Week 5</i>	Bowen Systems Theory; Strategic Therapy, Structural Therapy	5.F.1.c; 5.F.3.c	Nichols: Chapter 4-6	Quiz #2 Video reflection #1 Weekly reflection
<i>Week 6</i>	Existential Family Therapy; Psychoanalytic Family/couple Therapy; CBT Couple/family therapy Mandatory Group Supervision	5.F.1.c; 5.F.3.c	Nichols: Chapter 7-9	Research Paper Quiz #3 Weekly reflection
<i>Week 7</i>	Solution Focused, Narrative	5.F.1.c; 5.F.3.c	Nichols: Chapter 12 & 13 TFC: Chapter 17-21	Video reflection #2 Weekly reflection
<i>Week 8</i>	Research on Family Interventions; Professional organizations & Credentialing	5.F.2.n	BB readings; Nichols: Chapter 15	Group Role Play; Quiz #4 DB #4 Weekly reflection

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

CACREP Standard #	CACREP Standard	Assignment
5.F.1.a	history and development of marriage, couple, and family counseling	Readings, weekly reflection
5.F.1.b	theories and models of family systems and dynamics	Readings, Research Paper, Group Assignments
5.F.1.c	theories and models of marriage, couple, and family counseling	Readings, Research Paper, Group Assignments
5.F.1.e	principles and models of assessment and case conceptualization from a systems perspective	Readings, weekly reflections, Research Paper, Group Assignments
5.F.2.a	roles and settings of marriage, couple, and family counselors	Readings, Weekly reflections
5.F.2.n	professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling	Readings, Research Paper
5.F.2.o	ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling	Reading, Research Paper
5.F.3.c	techniques and interventions of marriage, couple, and family counseling	Readings, Research Paper, Group Assignment

Course Policies

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

Attendance & Class Participation: Students are expected to engage in the online environment daily, attend the mandatory live sessions, and respond to peer or faculty communication within 24 hours. Reviewing materials is required; statistical tracking will be used to ensure students engage in the course. This class requires mandatory live online attendance. Missing one class will result in a 5-point penalty. Missing two classes will result in failure of the class.

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

Assignment Due Dates: All assignments are expected to be complete and submitted on time in accordance with the due dates listed on the Course Schedule. No make-up exams, nor incomplete ("I" grades) will be given, except in cases that involve specific, emergency-documented circumstances. "I" grades will not be given in lieu of a failing or poor grade.

All papers must comply with the American Psychological Association's Publication Manual – 7th edition. Failure to comply will result in loss of points on written work.

Late Written assignments: Written assignments are due at the start of the class on the due date. Late papers will lose 1 point for each day late. Papers one week late will only be able to earn up to an 80%. No papers will be accepted after one week and/or the last day of class. Late papers with a documented medical excuse may have this penalty waived.

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

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

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

Technology Assistance

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

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

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

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

of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/docs/default-source/academics/registrar's-office/fall/incomplete-or-deferred-grade-form.pdf?sfvrsn=53feb2ee_2

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a graduate level course; therefore, the expectation is present that the student will know and effectively utilize APA formatting and citation guidelines and is able to articulate their thoughts with clarity. For additional information and to submit work, please visit <https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center>

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

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



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

CED 679 Crisis & Trauma Counseling

ASYNCHRONOUS ONLINE

Instructor:
Office Hours:
Office Location:
Email:
Phone:

BULLETIN DESCRIPTION:

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

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

None

RATIONALE FOR COURSE LEVEL:

This course contains complex work that builds upon the basic knowledge and skills acquired in introductory courses within the Counseling Graduate program.

REQUIRED TEXTBOOKS:

James, R. K. (2016). *Crisis Intervention Strategies* (8th Ed.). Belmont, CA: Brooks/Cole.

Van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Viking.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

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

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

Online Courses – Engagement/Confidentiality Requirements

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

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

METHODS OF INSTRUCTION:

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

STUDENT LEARNING COURSE OBJECTIVES:

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

Learning Objectives (LO)	
1.	Articulate the salient differences between the fundamental concepts, theories, strategies, and counseling skills needed to conduct effective crisis intervention.
2.	Apply counseling intervention methodologies needed to effectively help individuals, groups, and organizations.
3.	Conceptualize ethical and legal issues through case studies and identify responsibilities pertinent to counseling practice in crisis situations.
4.	Summarize issues related to diversity and the practice of crisis counseling.
5.	Produce a program, related to the processes of prevention, intervention, and post-intervention in crisis counseling, that applies to an at-risk population.
6.	Assess individual's suicidal and homicidal risks and utilize intervention procedures with individuals at significant risk for these behaviors.

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

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Core 2.F.1.c.	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
Professional Counseling Identity 2.F.3.g	Students will describe the effects of crisis, disasters, and trauma on diverse individuals across the lifespan and then apply these effects to their own lives and the lives of their potential clients.
CMHC 5.C. 2.f	Impact of crisis on individuals with mental health diagnosis
CMHC 5.C.2.g	Impact of biological/neurological mechanisms on mental health
CMHC 5.C.3.d	Strategies for interfacing with integrating behavioral health care professionals
CMHC 5.C.3.e	Strategies to advocate for persons with mental health issues
Core 2.F.M.5	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

School Counseling 5.G.2.e	School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
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ASSIGNMENTS & COURSE EVALUATION:

1. Discussion and Bi-Weekly Reflections (25 pts): Students will respond to discussion questions and students will read the book “The body keeps the score” and will provide reflections on multiple chapters in an online discussion board. Students must respond to each other during the reflection. Discussion boards must demonstrate effort and be submitted on time. Late Discussion board posts will not receive any credit.

2. Comprehensive Paper – Research, Collaboration & Advocacy (30 points)

Each student **will work individually or in dyads (two students)** and will draft a comprehensive paper using a minimum of **10 recent (2010 or later)** peer reviewed scholarly references (the use of textbooks or websites is not allowed unless explicitly stated in the template instructions) on a crisis from multiple developmental and multicultural perspectives; and from the perspective of how to collaborate with other professionals and how to advocate for your client. This paper will include drafting a short crisis plan. Please note: This paper must be in APA 7th Edition Format: Double spaced with accurate references and a Running Head, but an abstract is not required. This assignment is a RESEARCH paper, it must be written in 3rd person and include no more than 2 quotes for the entire project (Parts 1-4). Opinion or statements not supported by research will not receive credit.

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

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

Students must choose a crisis based on their field of study i.e., school counseling track students must choose a school-based crisis, addiction track students must choose an addiction-based crisis and clinical mental health track students must choose an agency or community-based crisis.

This paper is divided into the following four sections:

Part I	The crisis – statistics, impact of lifespan, family and community, multicultural issues & addictions.
Part II	Crisis Intervention & Treatment – assessment, crisis intervention and treatment strategies, resiliency, and ethics
Part III	Collaboration & Advocacy – discusses who to collaborate with and how to engage them; types of advocacy including contacting advocacy agencies
Part IV	Crisis Plan – develop a crisis plan including referral lists Wellness & Reflection – discuss own wellness and reflection on paper.

Students will choose from a list of crises on Blackboard and follow the template on blackboard. This paper will be due in stages throughout the semester. Please see the rubric on Blackboard for detailed grading criteria. Please note this is a research paper. The paper should be written in APA 7th edition style, should not use more than 2 quotes per the entire project (all four parts) and should be written in third person.

3. Interview with Crisis Counselor (10 pts)

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

Students may contact the Veterans Administration, the Red Cross, the Salvation Army, or other agency that specializes in crisis work. Students on the school counseling track should seek out a school counselor who has navigated a crisis successfully. A student could also contact the Michigan Mental Health Counselor's Association for leads, as well as the American Counseling Association, the National Association of Addiction Counselors, the American School Counselor Association or the American Mental Health Counselors Association. A therapist who works in private practice does not meet the requirement for this assignment.

Students may not interview a faculty member of CMU's counseling program, a fellow student in CMU or another counseling program, or a CMU employee to complete this assignment. If a student already works in the mental health field, the student must interview someone outside his/her job.

Students must include the interviewee's contact information, including phone number and email so the instructor can verify that the interview occurred.

4. Crisis Role Play 1 (10 points)

Students will be paired into dyads or groups of four. Each dyad or group will watch a film that demonstrates a person in crisis and then every student in the dyad or group will submit a recorded role play acting as a crisis counselor for the person in the film. Choose a time when the client is in an actual crisis, not after the crisis has passed.

Each student will submit a video role play demonstrating how to successfully assist a client in crisis. Students will be assigned to crisis topics in pairs. Each student in the pair will submit a role play as "counselor" and then act as "client" with the partner (Each student submits a role play as counselor for evaluation/grading).

For example: Student A and Student B are assigned to work together. Student A acts as a crisis counselor and Student B acts as the client in crisis. Only Student A is graded. Then, student B acts as a crisis counselor and Student A acts as the client in crisis. Only Student B is graded. The student acting as "client" is not graded, only the counselor. The first role play should be 5-7 minutes long. Shorter videos will not receive credit. Each role play must include 1) a demonstration of specific crisis intervention strategies using psychological first aid, and 2) a demonstration of getting the client to safety and/or a breach of confidentiality. All students will role play a crisis with a potential suicidal and/or addiction crisis.

Students will complete a TRIAGE ASSESSMENT and then record the role play with a partner in the class using Webex, Zoom or Skype. Then students will evaluate their own skills and identify their own strengths and areas for growth. Please use the template on Blackboard.

The first role play will be graded pass/fail based on level of effort and the rubric on Blackboard.

Recordings should be uploaded to Blackboard or shared via OneDrive, Dropbox, Google Drive, Youtube, or shared with Panopto. Students who require technical assistance should contact the helpdesk before the video is due. Please ensure recordings are readily accessible. Consider sending it to your partner first to ensure it opens easily and plays before turning in the assignment. If the instructor cannot access the recording, it will not be graded. The student is responsible for ensuring that the tape has adequate sound and meets the length requirement. Tapes that are not audible will not receive credit.

5. Crisis Role Play 2 (15 points)

Students will be paired into dyads or groups of four. Each dyad or group will watch a film that demonstrates a person in crisis and then every student in the dyad or group will submit a recorded role play acting as a crisis counselor for the person in the film. Choose a time when the client is in an actual crisis, not after the crisis has passed.

The second role play will include both a crisis intervention and a 2-minute demonstration of treating some form of trauma symptom with a body-based intervention.

Each student will submit a video role play demonstrating how to successfully assist a client in crisis. Students will be assigned to crisis topics in pairs. Each student in the pair will submit a role play as “counselor” and then act as “client” with the partner. The student acting as “client” is not graded, only the counselor.

The first part of the role play should be 5 minutes. The first part of the role demonstrates psychological first aid techniques and a demonstration of getting the client to safety and/or a breach of confidentiality. Then, the role play should transition to an imagined session four weeks after the crisis even and should demonstrate a 2-minute body-based intervention (must include more than just a breathing exercise). Shorter videos will not receive credit.

Students will complete a TRIAGE ASSESSMENT and then record the role play with a partner in the class using Webex, Zoom or Skype. The student will evaluate his/her own skills and identify areas of strength and areas for growth. Please use the template on Blackboard. Chipcast, a CMU recording software available to students, will transcribe videos. Please contact the helpdesk if you want to use this option.

Recordings should be uploaded to Blackboard or shared via OneDrive, Dropbox, Google Drive, YouTube, or shared with Panopto. Students who require technical assistance should contact the helpdesk before the tape is due. Please ensure recordings are readily accessible. Consider sending it to your partner first to ensure it opens easily and plays before turning in the assignment. If the instructor cannot access the recording, it will not be graded. The student is responsible for ensuring that the recording has adequate sound and meets the length requirement. Recordings that are not audible will not receive credit. This assignment is graded based on the rubric on Blackboard.

5. Mandatory live session and Optional supervision session. Students are required to attend one live class session via Webex in Week 3, and may optionally attend a live individual/group supervision session via Webex, which will be scheduled during Week 4 and occur during Week 6. Both sessions will focus on how to conduct crisis interventions. The individual/group supervision session will occur in Week 6 and provide specific behavioral steps to improve your skills. Students are strongly encouraged to attend a group supervision. Students who miss the mandatory live class session may submit a two page summary of the recorded class, emailed to the instructor within 72 hours of the class to avoid losing any points.

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

Assignment	Points
Crisis role play 1 (pass/fail)	10
Crisis role play 2	15
Discussion Board & Book reflection assignments (5)	25
Comprehensive Research Paper, Collaboration & Advocacy – Part I	10
Comprehensive Research Paper, Collaboration & Advocacy – Part II	10
Comprehensive Research Paper, Collaboration & Advocacy – Part III	6
Comprehensive Research Paper, Collaboration & Advocacy – Part IV	14
Crisis counselor interview	10
Total	100 points

COURSE EVALUATION:

Students will receive feedback in several ways. First, students will receive performance feedback about each

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

GRADING SCALE:

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

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

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

DATE	TOPIC	CACREP STANDARD	READING	ASSIGNMENT DUE
<i>Week 1</i> 5/1- 5/7/2023	Historical overview of Crisis Intervention & Crisis Theory Legal & Ethical Considerations in Crisis Counseling Webex session -5/1/2023 6:00pm (will be recorded)	5.C.2.f; 5.G.2.e	Van Der Kolk Ch. 1-3 James: Ch. 1 James: Ch. 15	DB #1
<i>Week 2</i> 5/8- 5/14/2023	Biological/Neurological Basis of Trauma; PTSD Impact of trauma across lifespan; special populations	5.C.2.g 5.C.2.f 5.G.2.e2.2.F.3.g	Van Der Kolk Ch 4-6 James: Ch 2 James: Ch 7	Paper – Part I Bi-Weekly Reflection
<i>Week 3</i> 5/15- 5/21/2023	Mental Health Collaboration & Advocacy Crisis Intervention Skills/ Psychological first Aid Mandatory Live Class Webex Session – May 17, 2023, at 6:00pm -will be recorded	5.C.3.d; 5.C.3.e 5.G.2.e 2.F.5.m	Blackboard reading James: Ch. 3-4	DB #2 Paper – Part II
<i>Week 4</i> 5/22- 5/28/2023	Safety & Self Care in Crisis Situations. Crisis plan Development Natural Disaster/Trauma	5.G.2.e 5.C.3.d 5.C.2.f 2.F.5.m	James Ch 13-14 James: Ch.17	Bi-Weekly Reflection
<i>Week 5</i> 5/29- 6/4/2023	Risk Assessment & Intervention; Suicide & Homicide Substance Abuse; Process Addictions	5.C.2.f	James: Ch. 8 James; Ch. 14	Role Play 1
<i>Week 6</i> 6/5- 6/11/2023	Child Physical Abuse, Sexual Abuse & Neglect Intimate Partner Violence & Sexual Assault Optional Live group supervision session	5.C.2.f	Van Der Kolk Ch. 7-10 James: Ch. 10 James: Ch. 11	Paper – Part III DB #3 Bi-Weekly Reflection Live Supervision
<i>Week 7</i> 6/12- 6/18/2023	Grief & Loss; Chronic & Terminal Illness Veteran’s Deployment & Re-integration Issues Webex Session-June 16, 2022, at 6:00pm	5.C.2.f	James: Ch. 7 James: Ch 12	Paper – Part IV Counselor Interview
<i>Week 8</i> 6/19- 6/23/23	Emergency Preparedness & Response in the Community & School Vicarious Trauma; Clinical Supervision	5.G.2.e	James: Ch 13 Van Der Kolk Ch. 13-20	Role Play 2 DB #4 Bi-Weekly Reflection Friday due date

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

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
CMHC 5.C. 2.f	Impact of crisis on individuals with mental health diagnosis	Lecture, assigned readings, class and online discussions, research paper; counselor interview; role plays
CMHC 5.C.2.g	Impact of biological/neurological mechanisms on mental health	Lecture, assigned readings, class and online discussions, research paper, counselor interview; role plays
CMHC 5.C.3.d	Strategies for interfacing with integrating behavioral health care professionals	Lecture, assigned readings, collaboration & advocacy assignment
CMHC 5.C.3.e	Strategies to advocate for persons with mental health issues	Lecture, assigned readings, collaboration & advocacy assignment
Core 2.F.M.5	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	Lecture, assigned readings, research paper, role plays.
School Counseling 5.G.2.e	School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	Lecture, assigned readings, class and online discussions, and research paper.
Core 2.F.1.c.	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Lecture, assigned readings, collaboration, and advocacy assignment.
Professional Counseling Identity 2.F.3.g	Students will describe the effects of crisis, disasters, and trauma on diverse individuals across the lifespan and then apply these effects to their own lives and the lives of their potential clients.	Research paper, lecture, readings.

Course Policies

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

Attendance & Class Participation: Students are expected to engage in the online environment daily, attend the mandatory live sessions, and respond to peer or faculty communication within 24 hours. Reviewing materials is required; statistical tracking will be used to ensure students engage in the course.

Media/Film: In an effort to engage students' learning processes from a variety of different mediums, this course may utilize videos clips, documentaries, music and contemporary film to create dialogue and display the issues and principles being expounded upon in class. While significant effort is made to avoid gratuitous violence, nudity, profanity and drug use, the films utilized for my courses *may contain* some of these elements but are not *focused* on these elements. It is understood that this class will possess a variety of different standards and values instilled by

everyone's cultural, spiritual and ethnic experiences. Every student in this course will be respected and each of you can be assured that the media shown (as well as all forms of instruction and discourse) are offered for their relevance to the course topics. Having said this, if you hold a particular belief or value system or have had personal experiences that might make the viewing of this type of media/film a particularly negative or traumatizing experience, it is expected that you will contact me so that appropriate alternative arrangements might be made.

Assignment Due Dates: All assignments are expected to be complete and submitted on time in accordance with the due dates listed on the Course Schedule. No make-up exams, nor incomplete ("I" grades) will be given, except in cases that involve specific, emergency-documented circumstances. "I" grades will not be given in lieu of a failing or poor grade.

All papers must comply with the American Psychological Association's Publication Manual – 6th edition. Failure to comply will result in loss of points on written work.

Late Assignments/Comprehensive Paper and Counselor Interview:

Written assignments are due on the due date/time. Late papers will lose 5% of the total grade for each day late. For example, a paper worth 10 points would lose 2.5 points if a week late, meaning the highest grade possible is 7.5/10. Papers are not accepted beyond one week without documented medical and/or family emergency.

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

Rewrites: All students are eligible to resubmit the writing assignments if turned in on time. All rewrites must indicate what was changed through *comments in the document and highlighted changes*. Students must submit the original document and make changes based on ALL the feedback/comments. Papers that only address one or two items will not be regraded. Papers without comments or highlights will not be regraded. Rewrites are due two weeks after the assignment due date at the start of class.

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

Technology Assistance

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

UNIVERSITY POLICIES & ASSISTANCE:

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at [Academic Integrity Policy \(22, 04-05\).pdf](#)

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodation is appropriate and will send letters to the students and their instructors so they know of the accommodation that will be provided. More information can be found at <https://www.cmich.edu/student-life/student-support-services/student-disability-services> Student Disabilities Services

Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568.
Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/docs/default-source/president's-division/general-counsel/administrative-policy-docs/3/p030169fe828ac-92ab-4ef6-8107-99a5a125fbdb.pdf?sfvrsn=c96abf70_16

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

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Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

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Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/docs/default-source/academics/registrar's-office/fall/incomplete-or-deferred-grade-form.pdf?sfvrsn=53feb2ee_2

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a graduate level course; therefore, the expectation is present that the student will know and effectively utilize APA formatting and citation guidelines and is able to articulate their thoughts with clarity. For additional information and to submit work, please visit <https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center>

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

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



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

CED 686 Psychopathology in Counseling

ASYNCHRONOUS ONLINE

Instructor: Sheri Pickover, PhD, LPC

Office Hours: Tuesday 1-6pm, via webex

Office Location: EHS 354

Email: picko1s@cmich.edu

Phone: 989 774-3709

BULLETIN DESCRIPTION:

The history, theoretical approaches, and current concepts in the study of psychopathology will be addressed. This course may be offered in an online format.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisites: CED 677, CED 699

RATIONALE FOR COURSE LEVEL:

The course builds on complex knowledge and skills acquired in introductory courses within the Counseling Graduate program. This course requires advanced skills in clinical mental health diagnosis and treatment, research analysis, research application and research and diagnostic integration.

REQUIRED TEXTBOOKS:

Sue, D., Sue, D. W., Sue, D. M., & Sue, S. (2017). *Essentials of understanding abnormal behavior*. New York, NY: Cengage Learning

LeCroy, C. W., & Holschuh, J. (Eds.). (2012). *First person accounts of mental illness and recovery*. New York, NY: John Wiley & Sons.

RECOMMENDED TEXTBOOK:

Sinacola, R., Peters-Strickland, T., & Wyner, J. (2020). *Basic psychopharmacology for mental health professionals*. Hoboken, NJ: Pearson

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

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

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

Online Courses – Engagement/Confidentiality Requirements

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

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

METHODS OF INSTRUCTION:

Lecture	Small group assignments
Online discussions	Small group activities
Role Play	Interactive Modules

STUDENT LEARNING COURSE OBJECTIVES:

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

Learning Objectives (LO)	
1.	Conceptualize the progression of thought as it relates to human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.
2.	Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, and prevention of mental and emotional disorders.
3.	Analyze relevant etiological factors for disorders as well as principles of diagnosis, treatment, and referral.
4.	Articulate the salient differences between theoretical perspectives in the general field of psychopathology as well as the empirical support for these theories.
5.	Develop a substantial foundation of knowledge about psychopathology to apply in formulating appropriate and effective intervention strategies to treat a broad spectrum of psychopathological conditions.
6.	Promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

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

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity 2.F.3.c.	Theories of normal and abnormal personality development
Professional Counseling Identity 2.F.3.e.	Biological, neurological, and physiological factors that affect human development, functioning, and behavior
CMHC 5.C.1.e	Psychological tests and assessments specific to clinical mental health counseling

CMHC 5.C.2.b	Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
CMHC 5.C.2.g	Impact of biological and neurological mechanisms on mental health
CMHC 5.C.3.b	Techniques & interventions for prevention and treatment of a broad range of mental health issues

ASSIGNMENTS & COURSE EVALUATION:

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

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

2. Online Quizzes (5 quizzes – 1 point each – 5 points extra credit only)

Students will complete online quizzes if desired for extra credit on Blackboard. Each quiz will cover one or more book chapters. The quizzes are not timed, are multiple choice and can be taken two times. The highest earned grade will be recorded. All quizzes will open at the beginning of the course and will be available until midnight on the last day of class.

3. Dual Diagnosis Case Conceptualization & Treatment Plan (30 pts).

Students will choose two diagnoses from a list on BB and develop a case conceptualization and treatment plan using the text and outside peer reviewed research. **This paper is an individual assignment.** Students sign up for a paper topic but complete the paper on an individual basis. This paper will include a discussion of the etiology of both disorders that includes biological and neurological factors, cultural and ethical factors, types of standardized assessments, types of mental health treatment and interventions, prevention and a discussion of appropriate referral sources. This assignment requires the integration of both diagnoses into a cohesive treatment plan. It will be due in two parts, with opportunities for re-write. Please refer to the Case Conceptualization Paper Guide, follow the template on Blackboard and see the grading rubric on Blackboard.

4. Therapy Analysis papers (20 pts). Students will watch one video that demonstrates Motivational Interviewing and one video that demonstrates Dialectical Behavior Therapy. Using the template posted on Blackboard as a guide, students will identify specific interventions being used in both videos. This paper requires the student to identify the counselor's therapeutic intention, the client reaction, and the success of the intervention and should be no more than 1-2 pages long and may be written in bullet format.

Please refer to the "Motivational Interviewing" interactive module that demonstrates how to complete the assignment.

5. Group Assessment and Role Play (20 pts.) Students will form groups and be assigned a case study from the book "First Person Accounts of Mental Illness". The group will create a powerpoint presentation that includes a mock biopsychosocial assessment (from outline on blackboard) and a research based (textbook allowed) justification for choosing two (or more depending on group size) different theoretical orientations to treat the client.

The group will record a role play of both (or more) interventions using WebEx, Zoom, or other recording software and post the recording for the class. Members may decide who will play counselor and who will play client. Each intervention should be 3-5 minutes long and should demonstrate a specific intervention as if the client has been in treatment for some time. Students will provide feedback to each other on the role play on the discussion board. Only one intervention may be either a CBT or DBT (any cognitive) based intervention, the second intervention can demonstrate any other counseling theory, but not a cognitive or behavioral theory. Groups will meet with the instructor prior to the due date for a mandatory WebEx session for support on how to implement varied theories for the "client".

The role play should include all members and will be graded on level of preparedness and participation. Please see further instruction and the rubric on Blackboard. One member of the group will be assigned as "Group Leader" and

will be responsible for submitting a document that outlines each member’s contribution to the project. Members who do not participate or contribute equally will not receive credit.

Submit the following presentation to Blackboard and the Discussion Board

- Slide 1: Introduction, Name of Client, Diagnosis and list of group members
- Slide 2: Mock Developmental Background
- Slide 3: Mock Trauma and Substance Abuse History
- Slide 4: Mock Mental Status Exam & Risk Assessment
- Slide 5: Strengths & Sociocultural Factors
- Slide 6: Chosen Theory 1 and choice of intervention
- Slide 7: Chosen Theory 2 and choice of intervention
- Slide 8: References
- Role Play

Turn in the list of Group member contributions to the instructor.

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

COURSE EVALUATION:

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

GRADING SCALE:

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

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

COURSE TIMELINE:

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

DATE	TOPIC	CACREP STANDARD	READING	ASSIGN DUE
<i>Week 1</i> 8/30- 9/5/2021	Syllabus - Historical perspectives and theories of the development of mental illness: Treatment Models WEBEX Live session course review:	2.F.3.c; 5.C.3.b	Sue Ch 1, 2	Reflection 1
<i>Week 2</i> 9/6- 9/12/2021	Law & Ethics in Abnormal Mental Health: Assessment & Classification of Mental Disorders; Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment interventions of Disorders of Childhood & Adolescence	5.C.1.e; 2.F.3.e; 5.C.1.e; 5.C.2.b; 5.C.3.b	Sue Ch 3, 15, 16 LeCroy: 431- 440 (recommended <i>Sinacola: Ch. 9</i>)	
<i>Week 3</i> 9/13- 9/19/2021	Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment interventions of Anxiety, OCD, Trauma & Stress Related Disorders; Somatic Symptoms & Dissociative Disorders.	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Sue Ch 4, 5, 6 LeCroy –108-114; 153-160; 341-345	Reflection 2 Small Group case study
<i>Week 4</i> 9/20- 9/26/2021	Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment interventions of Depressive & Bi-Polar Disorders & Suicide	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Sue Ch 7, 8 LeCroy. 61-66; 91-97; (Recommended <i>Sinacola: Ch 5 & 6</i>)	Dual Diagnosis Part I
<i>Week 5</i> 9/27- 10/3/2021	Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment interventions of Eating Disorders & Substance Related and other addictive Disorders	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Sue Ch 9,10; LeCroy 237-263; 215-228	Therapy Paper 1 Reflection 3
<i>Week 6</i> 10/4- 10/10/2021	Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment interventions of Schizophrenia Spectrum Disorders & Neurocognitive Disorders. Optional Group Supervision Sessions (Sign up on BB)	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Sue Ch 11, 12 LeCroy19-25; 303-310 (Recommended <i>Sinacola: Ch 8 & 10</i>)	Dual Diagnosis Part II
<i>Week 7</i> 10/11- 10/17/2021	Etiology (biological and neurological mechanisms), Assessment, pharmacological approaches, cultural context & Treatment	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Sue Ch 13, 14 LeCroy; 374-377; 207-215	Therapy Paper #2

	interventions of Sexual Dysfunction, paraphilia & gender dysphoria disorders & Personality Psychopathology.			Group Role Play Reflection 4
<i>Week 8 10/18- 10/22/2021</i>	Prevention Strategies & Resources	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b		DB #1 Extra Credit Quizzes

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

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity 2.F.3.c.	Theories of normal and abnormal personality development	Assigned readings, online discussions, quizzes, group role play, case conceptualization paper
Professional Counseling Identity 2.F.3.e.	Biological, neurological, and physiological factors that affect human development, functioning, and behavior	Lecture, assigned readings, online discussions, quizzes, group role play, case conceptualization paper
CMHC 5.C.1.e	Psychological tests and assessments specific to clinical mental health counseling	Assigned readings, online discussions, quizzes, group role play, case conceptualization paper
CMHC 5.C.2.b	Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Lecture, Assigned readings, online discussions, quizzes, group role play, case conceptualization paper
CMHC 5.C.2.g	Impact of biological and neurological mechanisms on mental health	Assigned readings, online discussions, quizzes, group role play, case conceptualization paper
CMHC 5.C.3.b	Techniques & interventions for prevention and treatment of a broad range of mental health issues	Assigned readings, online discussions, quizzes, group role play, case conceptualization paper, therapy analysis paper.

Course Policies

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

Class Participation: Students are expected to log into the Blackboard site two or more times per week and review all required material. Students are expected to attend the mandatory webex and/or live supervision session for the group role play.

Media/Film: In an effort to engage students' learning processes from a variety of different mediums, this course may utilize videos clips, documentaries, music and contemporary film as a way to create dialogue and display the issues and principles being expounded upon in class. While significant effort is made to avoid gratuitous violence, nudity, profanity and drug use, the films utilized for my courses *may contain* some of these elements but are not *focused* on these elements. It is understood that this class will possess a variety of different standards and values

instilled by each individual's cultural, spiritual and ethnic experiences. Every student in this course will be respected and each of you can be assured that the media shown (as well as all forms of instruction and discourse) are offered for their relevance to the course topics. Having said this, if you hold a particular belief or value system or have had personal experiences that might make the viewing of this type of media/film a particularly negative or traumatizing experience, it is expected that you will contact me so that appropriate alternative arrangements might be made.

Assignment Due Dates: All assignments are expected to be complete and submitted on time in accordance with the due dates listed on the Course Schedule. No make-up exams, nor incomplete ("I" grades) will be given, except in cases that involve specific, emergency-documented circumstances. "I" grades will not be given in lieu of a failing or poor grade.

All papers must comply with the American Psychological Association's Publication Manual – 7th edition. Failure to comply will result in loss of points on written work.

Late Written assignments: Written assignments are due at the start of the class on the due date. Late papers will lose 1 point for each day late. Papers two weeks late will only be able to earn up to an 80%. No papers will be accepted after two weeks and/or the last day of class. Late papers with a documented medical excuse may have this penalty waived.

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

Rewrites: All students are eligible to resubmit the writing assignments if turned in one week early or on time if the achieved grade is a B or lower. The writing assignment must be completed (all required areas completed) with demonstrated effort. All rewrites must indicate what was changed through *comments in the document and/or highlighted changes*. Students must submit the original document and make changes based on ALL of the feedback/comments. Papers that only address one or two items will not be regraded. Papers without comments or highlights will not be regraded. Rewrites are due two weeks after the assignment due date at the start of class. Rewrites are not available for papers due on the last day of class, but that paper maybe turned in early for feedback.

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

Technology Assistance

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

UNIVERSITY POLICIES & ASSISTANCE:

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at [Academic Integrity Policy \(22, 04-05\).pdf](#)

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

<https://www.cmich.edu/student-life/student-support-services/student-disability-services> Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/docs/default-source/president's-division/general-counsel/administrative-policy-docs/3/p030169fe828ac-92ab-4ef6-8107-99a5a125fadb.pdf?sfvrsn=c96abf70_16

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

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

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

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Incomplete Grades: "I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A student should complete the remaining work within one calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/docs/default-source/academics/registrar's-office/fall/incomplete-or-deferred-grade-form.pdf?sfvrsn=53feb2ee_2

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a graduate level course; therefore, the expectation is present that the student will know and effectively utilize APA formatting and citation guidelines and is able to articulate their thoughts with clarity. For additional information and to submit work, please visit <https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center>

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

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



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

CED 695: Research in Counseling

ASYNCHRONOUS ONLINE

Dates:

Instructor:

Office Hours: Please email the instructor to set up a time to meet via WEBEX

Office Location: remote

Email:

Phone:

BULLETIN DESCRIPTION:

Presentation and application of designs and procedures pertinent to conducting research in the field of counseling. This course may be offered in an online format.

This is a survey course in which you will learn about common methods used by researchers to answer questions pertaining to counseling-related phenomena including quantitative and qualitative methods, action research, single-subject research, and program evaluation. Consideration will be given to ethical and cultural factors that impact the research process. Finally, you will learn how to critically evaluate research that is published in counseling journals and develop knowledge of the research process by completing a mini research proposal.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

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

RATIONALE FOR COURSE LEVEL:

This course is designed for graduate students with a background in the counseling profession.

REQUIRED TEXTBOOKS:

Creswell, J.W. & Creswell, J.D. (2017). *Research design*. Sage.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

This course is taught in an online format using Blackboard (Bb). Bb is a web-based learning management system licensed by CMU (Central Michigan University). Within Bb, a course website, also known as a course shell, is automatically created for every CMU course. To access Bb, open a web browser and enter <http://blackboard.cmich.edu/webapps/login/>. After the site loads, enter your Global ID and password in the respective spaces provided. Click the "login" button to enter Bb and then the link to the appropriate course to enter the course's secured Bb shell. If you need assistance, contact the IT Helpdesk at 989-774-3662. Self-guided student tutorial resources are also available under "Tools" in the CED 695 Bb course shell.

ONLINE REQUIREMENTS:

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

coursework for basic compatibility with Central Michigan University systems and tools
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Online Courses – Engagement/Confidentiality Requirements

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

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

METHODS OF INSTRUCTION:

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

STUDENT LEARNING COURSE OBJECTIVES:

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

Learning Objectives (LO)
1. Evaluate the importance and value of research to the advancement of the counseling profession.
2. Differentiate various quantitative, qualitative, mixed-methods, and single-case research designs conducted in the field of counseling.
3. Examine basic concepts and terminology pertinent to research design and describe the basic components involved in the research process.
4. Describe the concept of validity and threats to study validity.
5. Evaluate, utilize, and implement peer-refereed published research reports to inform evidence-based counseling practice.
6. Investigate the value of a literature review, articulate steps of conducting a literature review, and conduct a summary of literature review assignment.
7. Identify and describe the philosophical assumptions, purpose, characteristics, and steps in conducting quantitative, qualitative, and mixed-methods research.
8. Propose and design the steps in conducting research and complete Literature Review project.
9. Implement APA 7th edition format in writing professional proposals, papers, and articles.
10. Investigate the important ethical principles in conducting research and apply ethically and culturally relevant strategies to interpret and report research results.

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

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
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Professional Counseling Identity 2.F.8.a	The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
Professional Counseling Identity 2.F.8.b	Identification of evidence-based counseling practices
Professional Counseling Identity 2.F.8.c	Needs assessments
Professional Counseling Identity F8d	Development of outcome measures for counseling programs
Professional Counseling Identity F8e	Evaluation of counseling interventions and programs
Professional Counseling Identity F8f	Qualitative, quantitative, and mixed research methods
Professional Counseling Identity F8g	Designs used in research and program evaluation
Professional Counseling Identity F8h	Statistical methods used in conducting research and program evaluation
Professional Counseling Identity F8i	Analysis and use of data in counseling
Professional Counseling Identity F8j	Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

ASSIGNMENTS:

1. Discussion Board Posts (5 posts; = 32 points total)
Discussion board forums will require individual projects designed to test quantitative and qualitative reasoning skills.
2. Quizzes (3 @ 6 points each= 18 points total)
Three 20-item multiple-choice quizzes will be administered throughout the course of the 8-week semester. The items on each quiz may encompass any course material covered and any assigned readings prior to the time that the respective quiz is administered (i.e., first quiz is non-cumulative and remaining two quizzes may be quasi-cumulative).

Quizzes are posted on the course website and can be accessed at the time they are made available by the instructor. They will be open for one week in duration (Monday @ 6am-Sunday @ 11:59pm on the assigned week). You should write down your answers to questions on a piece of paper as you take quizzes so in the event of a “technical glitch” you can simply retake the quiz and use your answers. You will have 60 minutes to complete online quizzes. Once the 60-minute period has elapsed, you are no longer able to submit answers, thus it is important that you keep track of how much time you have left as you take quizzes. In addition, you must submit all your answers to quiz questions prior to the deadline set forth by the instructor on the website (i.e., if the instructor indicates that you have until 11:59p.m. on a particular day to finish your quiz, then you should submit all your answers by 11:59 p.m. or else Bb will not accept the answers and you will be out of luck). You will be given immediate feedback regarding your score on the quiz by Bb once you submit it. Quiz dates are listed in the course outline. Students are expected to complete the quizzes independently and not share or receive any information from other people during quiz weeks.

3. Critique of Counseling Research to Inform Counseling Practice (20 pts; 2 @ 10 pts)
Students will be provided with both quantitative and qualitative peer reviewed counseling journal articles published within the last 8 years that describe a specific counseling treatment and/or intervention. Students will critique two articles. These review assignments are intended to familiarize you with the current literature in your area while increasing your critical perspective of research. The focus here is on examination of research methods used and a critical evaluation of the conclusions drawn by the author(s) as well as a discussion of how the article would advance your counseling practice. Students will be assigned

articles based on counseling concentration; school counseling students will critique research focused on school counseling treatment/intervention; Addiction counseling students will critique research focused on addiction counseling treatment/interventions and clinical mental health counseling students will critique research focused on clinical mental health treatment/interventions. Article examination guidelines, an example, and rubric can be found under Assignments in Bb. Article examinations will be turned in on Bb under the link in Assignments on/before the due date.

4. Treatment Literature Review (30 points)

As a comprehensive experience in the research course, you will write a literature review. The literature review will require each student to choose a mental health topic relevant to their concentration from the list provided on Bb. Students will then draft an 8-page (minimum) double spaced (not including title, abstract and references) paper that describes three or more different research approaches to treating the issue. For example, a school concentration student might write a literature review on different evidenced based approaches for suicide prevention in high school. The literature review must be in APA 7th edition and include 10 or more scholarly peer reviewed research articles (quantitative or qualitative) that are current (within the last 5 years) and provide evidence for the treatment approach. Students must discuss the type of research conducted and the results and demonstrate the ability to critique the results. Please follow the template on Bb.

This paper will be divided in two sections (15 points each) throughout the course to allow time for feedback. This paper should be completed using APA formatting style (7th edition; see the Purdue Online Writing Lab website for APA formatting guidelines: <https://owl.english.purdue.edu/owl/resource/560/01/>). There is a total of 30 points that can be earned for this project. More information regarding this proposal can be found in the Bb shell.

COURSE EVALUATION:

Discussion Boards	32 points
Quizzes	18 points
Article Critiques	20 points
Treatment Literature Review	<u>30 points</u>
	100 points

STUDENT FEEDBACK:

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

GRADING SCALE:

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

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

COURSE TIMELINE:

The instructor reserves the right to modify and/or change the course outline as needed during the course. Below is the **Tentative Schedule** for the semester. Students will be notified of any changes via announcements through Bb.

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

DATE	TOPIC	CACREP STANDARD	READING ASSIGNMENT	ASSIGNMENTS DUE
Week 0: Pre-Course	Introductions & Getting Acclimated to the Course and shell			Check System Requirements Read the course syllabus/get organized Post Introduction in Bb
Week 1:	The Selection of a Research Approach; Review/Critique of Literature	2.F.8.a 2.F.8.b	Chapter 1 & 2	DB #1 & #2
Week 2:	Theory & Ethical Considerations	2.F.8.j 2.F.8.f	Chapter 3 & 4	DB #3 Quiz #1
Week 3:	Designing Research; the Introduction, Purpose, Needs Assessment	2.F.8.c 2.F.8.d 2.F.8.e	Chapter 5 & 6	Online Chat 11/8 @1:00 p.m. Article Critique 1
Week 4:	Research Questions & Hypothesis	2.F.8.h 2.F.8.i	Chapter 7	DB #4
Week 5:	Quantitative Methods	2.F.8.f 2.F.8.i	Chapter 8	DB #5 Quiz #2 Literature Review Part I
Week 6:	Qualitative Methods	2.F.8.f	Chapter 9	Online Chat 11/30 @ 6:00 p.m. Quiz #2 Article Critique #2
Week 7:	Mixed Methods/Program Evaluation	2.F.8.g 2.F.8.h	Chapter 10	Quiz #3 Lit Review Due Part II
Week 8:	Final Review			Quiz #3

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity 2.F.8.a	The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Readings Quiz Article Examination Assignment

Professional Counseling Identity 2.F.8.b	Identification of evidence-based counseling practices	Readings Critique of Counseling Articles Literature Review
Professional Counseling Identity 2.F.8c	Needs assessments	Reading Quiz
Professional Counseling Identity F8d	Development of outcome measures for counseling programs	Reading Quiz Discussion Board
Professional Counseling Identity F8e	Evaluation of counseling interventions and programs	Reading Quiz Critique of Counseling Articles Literature Review
Professional Counseling Identity F8f	Qualitative, quantitative, and mixed research methods	Reading Discussion Board Quiz Critique of Articles Literature Review
Professional Counseling Identity F8g	Designs used in research and program evaluation	Readings Discussion board Quiz Critique of article assignments Literature Review
Professional Counseling Identity F8h	Statistical methods used in conducting research and program evaluation	Readings Discussion board Quiz
Professional Counseling Identity F8i	Analysis and use of data in counseling	Readings Discussion board
Professional Counseling Identity F8j	Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	Readings Discussion board Quiz

Course Policies

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

Attendance & Class Participation: Students are expected to engage in the online environment daily, attend live sessions and respond to peer or faculty communication within 24 hours. Reviewing materials is required; statistical tracking will be used to ensure students engage in the course.

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

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

Assignment Due Dates: All assignments are expected to be complete and submitted on time in accordance with the due dates listed on the Course Schedule. No make-up exams, nor incomplete (“I” grades) will be given, except in cases that involve specific, emergency-documented circumstances. “I” grades will not be given in lieu of a failing or poor grade.

All papers must comply with the American Psychological Association’s Publication Manual – 7th edition. Failure to comply will result in loss of points on written work.

Late Written assignments: Assignments are due on the date specified in the syllabus and should be turned in via Bb. Timeliness is an important part of the role of a professional counselor. It is expected that you will turn in all work on time. However, late work will be accepted with the following provisions:

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

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

Rewrites: All students are eligible to resubmit the writing assignments if turned in one week early, on time or one week late (grade penalty still applies). All rewrites must indicate what was changed through ***comments in the document and highlighted changes***. Students must submit the original document and make changes based on ALL the feedback/comments. Papers that only address one or two items will not be regraded. Papers without comments or highlights will not be regraded. Rewrites are due two weeks after the assignment due date at the start of class. No rewrites are available for assignments due on the last day of class.

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

Technology Assistance

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

UNIVERSITY POLICIES & ASSISTANCE:

Academic Integrity: In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of their own efforts. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students who are found to have committed academic dishonesty may be subject to sanctions. Policy and sanctions may be viewed at [Academic Integrity Policy \(22, 04-05\).pdf](#)

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should register for services through Student Disability Services, 120

Park Library. That office will determine what accommodations are appropriate and will send letters to the student and their instructors so they know of the accommodations that will be made. More information can be found at <https://www.cmich.edu/student-life/student-support-services/student-disability-services> Student Disabilities Services Hours are M-F 8:00 am to 5:00 pm. Phone number: 989-774-3018. Fax (989) 774-1326. TTY (989) 774-2568. Email: sds@cmich.edu

Religious Obligation Policy: Central Michigan University students may be permitted to make-up course required assignments when they are unable to avoid a conflict between their academic and religious obligations. It is the responsibility of the student to provide the faculty with a written notice at least two weeks prior to the date of the religious holiday. Please read the complete policy details by visiting: https://www.cmich.edu/docs/default-source/president's-division/general-counsel/administrative-policy-docs/3/p030169fe828ac-92ab-4ef6-8107-99a5a125fbdb.pdf?sfvrsn=c96abf70_16

Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

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

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

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

Disruptive Behavior During Class: A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. Whether in the classroom or online, this includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to oneself, engaging in loud or distracting behaviors, or refusing to leave a classroom when ordered to do so. Please see the Code of Student Rights, Responsibilities and Disciplinary Procedures for more information: <https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures>

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

calendar year following the receipt of the "I" grade. For more information see: https://www.cmich.edu/docs/default-source/academics/registrar's-office/fall/incomplete-or-deferred-grade-form.pdf?sfvrsn=53feb2ee_2

Writing Assistance: The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. This is a graduate level course; therefore, the expectation is present that the student will know and effectively utilize APA formatting and citation guidelines and is able to articulate their thoughts with clarity. For additional information and to submit work, please visit <https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center>

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

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