



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

**CED 620 – Introduction to Multicultural Issues in
Counseling: Spring**

FACE TO FACE

CRN: 22400048

Wednesdays, 7-9:50PM, EHS 213

Instructor: Nick Erber-LaPierre, PhD, LPC, CAADC, CCMHC, ACS

Office Hours: Wednesdays 1-5 PM or by appointment

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BULLETIN DESCRIPTION:

This course is an examination of research and practice issues relating to counseling culturally specific groups with special emphasis on the client/counselor relationship.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: None

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTBOOKS:

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

Hays, D. G. & Erford, B. T. (2018). *Developing a multicultural counseling competence*. (3rd ed.). Pearson.*

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

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

Additional readings, articles and handouts will be provided for you on Blackboard. Please read/review them before class time to be prepared for discussions and activities.

American Psychological Association. (2020). *Publication manual of the American Psychological Association*.
Author.

Multicultural Counseling Resources

- Association for Adult Development and Aging ([ADAA](#))
- American Rehabilitation Counseling Association ([ARCA](#))
- Association for Multicultural Counseling and Development ([AMCD](#))
- **Association for Spiritual, Ethical, and Religious Values in Counseling ([ASERVIC](#))** Competencies
- Counselors for Social Justice ([CSJ](#))
- **Society for Sexual, Affectional, Intersex, and Gender Expansive Identities ([SAIGE](#))** [formerly

ALGBTIC| Competencies

METHODS OF INSTRUCTION:

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

STUDENT LEARNING COURSE OBJECTIVES:

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

Learning Objectives (LO)
1. Formulate a “view of the world” which is based on an understanding of how a diverse society influences the counseling process.
2. Interpret how global events influence the counseling profession and the process of becoming a culturally competent counselor.
3. Acquire knowledge of culturally diverse groups, issues, and identities and how they converge in the counseling process.
4. Articulate an awareness of one’s own beliefs and attitudes in the provision of services to individuals of diverse backgrounds.
5. Apply skills which enhance the selection process and application of the appropriate intervention with culturally diverse clients.
6. Apply a social justice perspective to multicultural counseling by becoming familiar with the advocacy role of the counselor.
7. Identify and develop a personal theoretical orientation for treating a culturally diverse population.
8. Evaluate one’s family of origin as an approach to developing multicultural consciousness.

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

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.2.a	Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
Professional Counseling Identity F.2.b	Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
Professional Counseling Identity F.2.c	Multicultural counseling competencies
Professional Counseling Identity F.2.d	The impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
Professional Counseling Identity F.2.e	The effects of power and privilege for counselors and clients
Professional Counseling Identity F.2.f	Help-seeking behaviors of diverse clients
Professional Counseling Identity F.2.g	The impact of spiritual beliefs on clients' and counselors' worldviews
Professional Counseling Identity F.2.h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
Professional Counseling Identity F.1.e	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

ASSIGNMENTS and COURSE EVALUATION:

- | | |
|-------------------------|--------------------------------------|
| 1. Case Study Analyses | 30 points (10 pts. x 3 case studies) |
| 2. Reflection Papers | 120 points (20 pts. x 6 papers) |
| 3. Cultural Self-Study | 15 points |
| 4. Community Case Study | 35 points |
| | 200 points total |

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

1. Cultural Self-Study 1(5 pts.): Consistent with the Multicultural and Social Justice Counseling Competencies that guide our profession, *Counselor Self-Awareness* is a critical early step in expanding our understanding and appreciation for the diversity and unique backgrounds, traditions and lived experiences of our future clients. To this end, each student will write a Cultural Self-Study paper focusing on their own upbringing, culture, beliefs, values and possible resistances/blind spots. Students will use the multicultural and social justice counseling competencies matrix to identify the various identities they carry that determines their social position, and then reflect on their social position in terms of working with a client that is different from their own. Specific requirements for this paper are outlined in **Appendix II**.

2. Reflection Papers (6 papers @ 20 pts each, 120 pts.): In addition to our weekly discussions on the texts, we will take an in-depth look at the needs and barriers impacting six specific groups:

- a. Race/Racism
- b. Gender and Gender Identity
- c. Sexual Orientation
- d. Age, Ageism and Ability Status
- e. Religion and Spirituality
- f. Socio-economic Status and Poverty

These reflection papers will occur after in-class focus group discussions on various topics, and additional information and readings on these groups will be provided that have traditionally been met with misunderstanding, discrimination, disenfranchisement and oppression. Following these units, students will write a brief 500-word reflection paper designed to encourage further thought and promote empathy and understanding. Specific requirements for each paper are outlined in **Appendix I**.

3. Case Study Analysis (30 pts.): Students will complete three multicultural counseling case study analyses on assigned case studies throughout the semester. Students will read the case study in the assigned week and provide a written analysis to be turned in prior to the meeting time for the class for that week. Students will also prepare talking points for the discussions that will occur in class.

4. Community Case Study (35 pts.): It is critical that counselors-in-training develop the ability to translate the theories, principles and readings acquired in the classroom and apply them to the real-world situations of their future clients. In so doing, the mental health and well-being of the entire community is advanced.

The *Community Case Study* will comprise several components:

- a. Student work groups will research and review historical information, articles and publications focused on the community being examined.
- b. Students will personally perform a minimum of (3) hours of volunteer service in the community-service area that is focused on serving individuals/groups facing the same issues of disenfranchisement and oppression they are studying in class.
- c. Taking into consideration all the aforementioned information and experiences, students will then write a paper responding to a scenario and corresponding questions designed to

encourage practical application of multicultural counseling theories and competencies as well as advocacy competencies.

Specific requirements for this paper are outlined in **Appendix III**.

DATE	TOPIC	CACREP STANDARD	READING D: DiAngelo; MG: Miller and Garrao J: Johnson; L: Lee	ASSIGNMENT DUE
W 1 1/12	Cultural Identity Development APA citation review GROUP TIME	F.2.b.c	Hays & Erford Ch 1-2 Sue et al. (1992) Ratts et. al. (2016)	
	SOCIAL ADVOCACY			
W 2 1/19	Social Justice Counseling Racism and White Privilege	F.2.b.	Hays & Erford Ch 3-4 DiAngelo 1-3	
W 3 1/26	Gender and Sexism Sexuality and Heterosexism	F.2.d, F.1.e.	Hays & Erford Ch 5-6 DiAngelo 4-6	Cultural Self-Study
W 4 2/2	Social Class and Classism	F.2.b	Hays & Erford Ch 7 DiAngelo 7-9	Reflection Paper 1
W 5 2/9	Disability, Ableism, and Ageism	F.2.a.e, F.1.e.	Hays & Erford Ch 8 DiAngelo 10-12 Jodry and Trotman (2008) Parekh (2011) Singh (2016) SAIGE (2013)	Case Study 1
	COUNSELING MULTICULTURAL POPULATIONS			
W 6 2/16	Individuals and Families of African Descent GROUP TIME	F.2.a.e	Hays & Erford Ch 9 Israel and Selvidge (2003)	Reflection Paper 2
W 7 2/23	Individuals and Families of Arab Descent	F.2.a.e	Hays & Erford Ch 10	Reflection Paper 3
W 8 3/2	Individuals and Families of Asian Descent	F.2.a.e	Hays & Erford Ch 11 Toner and Shadden (2002)	
W 9 3/9	NO CLASS		SPRING BREAK	
W 10 3/16	Individuals and Families of Latin-American and Latin Descent	F.2.a.e.g	Hays & Erford Ch 12 ASERVIC (2009) Steen et al., (2006)	Reflection Paper 4
W 11 3/23	Individuals and Families of Native American Descent	F.2.a.e, F.1.e.	Hays & Erford Ch 13 Foss et al. (2011) Myers (2016)	Case Study 2
W 12 3/30	Individuals and Families of European Descent GROUP TIME	F.2.e	Hays & Erford Ch 14	Reflection Paper 5
W 13 4/6	Individuals and Families of Multiracial Descent	F.2.b.h, F.1.e	Hays & Erford Ch 15 Vera and Speight (2003)	
	MULTICULTURAL CONCEPTUALIZATION			
W 14 4/13	Spiritual Diversity	F.2.b.h, F.1.e	Hays & Erford Ch 16	Reflection Paper 6

W 15 4/20	Using Counseling Theories in Multicultural Contexts Multicultural Diagnosis and Conceptualization	F.2.b, h F.1.e.	Hays & Erford Ch 17-18 RCT Theory paper Greenleaf and Bryan (2012)	Case Study 3
W 16 4/27	Case Presentations in class	F.2.b, h F.1.e.	No reading	Community Case Study Presentations
5/4	FINALS WEEK		NO CLASS	

CACREP Standard #	CACREP Standard	Assignment
Professional Counseling Identity F.2.a	Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Reflection Papers
Professional Counseling Identity F.2.b	Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Community Case Study Assigned Readings Lecture Classroom Discussion
Professional Counseling Identity F.2.c	Multicultural counseling competencies	Cultural Self-Study Community Case Study
Professional Counseling Identity F.2.d	The impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	Cultural Self-Study
Professional Counseling Identity F.2.e	The effects of power and privilege for counselors and clients	Community Case Study Reflection Papers
Professional Counseling Identity F.2.f	Help-seeking behaviors of diverse clients	Reflection papers Community Case Study
Professional Counseling Identity F.2.g	The impact of spiritual beliefs on clients' and counselors' worldviews	Reflection papers
Professional Counseling Identity F.2.h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Community Case Study
Professional Counseling Identity F.1.e.	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Community Case Study and Case Study Analysis papers

Course Culture

Attitude and 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 and Class Participation: To benefit the most from this course, you should plan to attend and be actively engaged in every class session. **Only (1) absence from participation in class is permitted per semester, without penalty. If prior arrangements are not made AND approved by the instructor, a second absence will result in your grade being lowered by 5 points and then an additional 5 points for each subsequent absence up to a total of 10 points or 10% of your total grade.** More than two unexcused absences may require a conference with the instructor. Arriving more than 30 minutes after the start of class or leaving more than 30 minutes before the end of class will count as an absence. If you know ahead of time that you will be absent, you are expected to so advise the instructor. Additionally, you are responsible for all the material and information (e.g., about assignments) provided during the missed class session and you should obtain notes, handouts, etc., from fellow students. Any assigned homework is STILL DUE as scheduled and you will need to make arrangements to deliver assignments to the instructor. EMAIL SUBMISSIONS ARE NOT ACCEPTED.

Time and Schedule: Every effort will be made by the instructor to respect your time and schedule by beginning class on time, ending on time and providing adequate breaks. However, it is expected that you will display maturity and flexibility, realizing that there may be instances where class runs a few minutes late or a break time occurs at a different time than usual. In these instances, “packing up,” walking out and/or causing distractions are NOT considered mature or professional behavior.

Technology in the Classroom: **Cell phones are to be silenced and there is to be absolutely no phone activity whatsoever while class is in session; electronic devices are prohibited unless they are a campus-approved ADA accommodation and the instructor is provided with appropriate documentation. E-readers, tablets and Kindles, and laptops are allowed if viewing view course materials only.**

Visitors and Food: Visitors or observers are not allowed unless approved before hand by the instructor. You are welcome to bring food into class if it does not become a distraction to the learning environment.

Fishbowls: This course will utilize an experiential teaching tool known as an enactment exercise, or more commonly called “The Fishbowl.” Enactment or fishbowl exercises are mock counseling sessions performed in front of the class and normally couple a student with another student but can also include instructor-to-student work. These teaching times can be quite powerful and allow you to observe interactions that can be similar to a genuine therapeutic exchange. You are encouraged to embrace these opportunities along with the feelings and emotions that can often arise out of such exercises and to add as much realism as possible when in your mock roles, but at no time are you expected to present your own personal issues in such a setting. If you have questions about participating in these exercises or are experiencing significant anxiety regarding them, please contact the instructor and request a meeting.

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.

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.

Weather and Inclement Conditions

You have chosen to be a graduate student in Michigan and with that comes difficult weather in the winter. During inclement conditions, decisions on holding class will *generally* be guided by what officials at the university in Mt. Pleasant (and site coordinators in Global Campus) decide; bad weather will not be considered an excused absence. If the university remains open, assume class is in session. Of course, as adult learners, you can always make any decision you deem is in your best interests but understand you may lose attendance points. That being said, as the instructor of the course, there may be instances when I make a decision to start class late, end early or in rare circumstances, even cancel class though the university/site remains open. It is critical during weather events that you monitor your cmich email for updates from me.

SIGN-UP FOR THE CENTRAL ALERT SYSTEM:

<https://www.cmich.edu/about/emergency/Pages/central-alert.aspx>

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.

Reflection Papers (5 pts. each)

For this assignment, we will conduct six focus group discussions in class, followed by a reflection assignment due in the days after class meets. The focus groups will cover various topics such as those found here:

- a. Race/Racism
- b. Gender and Gender Identity
- c. Sexual Orientation
- d. Age, Ageism and Ability Status
- e. Religion and Spirituality
- f. Socio-economic Status and Poverty

For the reflection paper, you will write a brief essay answering the questions below in APA format. What I would like to see is at least 1, 3-5 sentence paragraph per question.

1. Growing up in your home/community/culture, what messages do you remember receiving about this topic/issue/group?
2. Reflect on any times when you intentionally or unintentionally committed an oppressive act or showed intolerance in regards to this issue or towards someone who does identify with this group/topic?
3. As a counselor or therapist, what specific issues/concerns/facts would you want to be aware of if you were working with a client identifying with this topic/issue/group?
4. Where do you feel you lack sufficient knowledge and/or resources regarding this topic/issue/group, what might you do to better equip yourself to provide quality services to these communities?

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.2.a	Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
Professional Counseling Identity F.2.e	The effects of power and privilege for counselors and clients
Professional Counseling Identity F.2.f	Help-seeking behaviors of diverse clients
Professional Counseling Identity F.2.g	The impact of spiritual beliefs on clients' and counselors' worldviews

Cultural Self Study (5 pts. total)

One of the critical components of the Multicultural Counseling Competencies is **SELF-AWARENESS**. This assignment is designed to increase your self-awareness as a CIT, by examining your own racial, ethnic and cultural history as well as your biases and resistances. This paper should be completed using APA format and style, there are no page/word count requirements, please use each section below as a heading into your paper.

I. Demographic Information (1 pt.)

Please provide the following:

- Name
- Age
- Relationship Status
- Occupation (or “stay at home parent,” or “student,” etc.)
- Living Situation

II. Describe Your Race/Ethnicity (1 pt.)

Most people have a mixture of racial heritages. Describe how you define yourself and what race/ethnic backgrounds you most identify with. Include languages spoken, if you/your parents/grandparents were immigrants from another country, traditions that are unique to your ethnicity, family stories that might be pertinent and any other elements that are important to you.

III. Describe Your Culture (1 pt.)

Culture transcends ethnicity/race and can include many things. It can be defined as “...ways of living built up by a group of human beings and transmitted from one generation to another.” Please include SES, geographic region, spirituality, your nuclear family traditions and family professions. Any other aspects can be included if you think they are significant and they have uniquely contributed to who you are as a person.

IV. Your Resistances* (2 pts.)

Being as honest as possible, please describe any prejudices or negative biases that you are aware of in your life. Were these modeled or passed on to you? Do you know the origins or the history behind them? Have you ever discriminated against another person based on their gender identity, ethnicity, culture, sexual orientation, SES, or religion? Explain. Have you ever been the victim of discrimination from another person or group? Explain.
**Nota bene: This last section of the paper is difficult to “own” and then write about it and it has been noted that in the past, some students tend not give this the time and consideration it deserves (resistance). PLEASE, take this section seriously – you owe it to yourself and your future clients.*

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.2.c	Multicultural counseling competencies
Professional Counseling Identity F.2.d	The impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others

Community Case Study (35 pts. total)**Instructions**

Working together in groups, you will incrementally respond thoroughly to each of the following questions, ultimately producing a major *Community Case Study* that will integrate and exemplify the many theories, issues and skills we will examine during this course. Your group will research materials in the CMU library or through internet searches, and should include articles, photos, videos, field notes and anecdotal observations as each group's own research. Each group will submit one final paper in APA format.

Part I: History and Background (5 pts.): Document the history of a town of your choosing, preferably a town in your own personal histories or a town you plan to practice in when you are a counselor. Include any information as its beginnings and the major highlights and turning points in the village/city/town's life. Provide specific information highlighting instances that are applicable to this course: racism, "white flight," "red-lining," economic disenfranchisement, systemic barriers, educational inequity, homo/transphobia, food insecurity/food deserts, etc.

Part II: Contemporary Assessment (5 pts.): Utilizing U.S. Census Bureau statistics, State of Michigan publications, journal articles, books and legitimate media, give a contemporary report on the village/town/city of your choosing. What is the current climate/situation of the city in terms of economic, political, racial, educational, etc.?

Part III. Current Support Services (5 pts.): Using the internet identify and report on the level and amount of social services available to the current residents of the village/town/city of your choosing. Include hospitals, affordable clinics, county or city-based mental health (or behavioral health) agencies or organizations, private practices, food pantries/soup kitchens and other services specifically for low-income individuals such as pregnancy/women's health care, housing/clothing assistance, public transportation.

Part IV. The Client in Your Office* (5 pts.): Projecting into the future, you are now a counselor in practice in the area you chose to write this report on, as a Clinical Mental Health Counselor, School Counselor or Addictions Counselor, working out of a private practice, a high school or a drug addiction treatment clinic, respectively. Describe, in detail, how you would assess, treat and/or diagnose a member of the community as a client in your context, specifically including one or more multicultural counseling theories, competencies or skills discussed in class.

Part V. The Citizens in Your Community (5 pts.): Having examined the history and the contemporary conditions facing members of the community, particularly people of color, describe how you as a professional Clinical Mental Health Counselor, School Counselor or Addictions Counselor would use your education, training, experience and personal privilege to effect change in your community, outside of your professional practice. Be sure to review and specifically cite aspects of the ACA Advocacy Competencies, Code of Ethics, as well as any other materials/information introduced in this course.

Part VI. The Personal Impact of Service* (5 pts.): Each of you, individually or as a group, will perform (3) hours of volunteer service, off campus, in a Michigan community through a recognized non-profit organization that serves individuals who are impacted by racism, sexism, homophobia, transphobia, economic disenfranchisement, food insecurity/food deserts, etc. Describe how this service impacted you, changed or reinforced your beliefs and perceptions, and how it related both to this course and this assignment.

Part VII. References (5 pts.) Following APA guidelines, list all resources utilized during your research and writing.

***RED SECTIONS:** For sections IV and VI, each group member will submit their own individual response of app. 200-250 words, preceded in the paper by their first name.

CACREP Standard #	CACREP Standard
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CED 620 – Intro to Multicultural Issues in Counseling

Professional Counseling Identity F.2.b	Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
Professional Counseling Identity F.2.c	Multicultural counseling competencies
Professional Counseling Identity F.2.e	The effects of power and privilege for counselors and clients
Professional Counseling Identity F.2.f	Help-seeking behaviors of diverse clients
Professional Counseling Identity F.2.h	Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination



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

CED 630: Professional Orientation and Ethics

FACE TO FACE

FALL 2022: August 31, 2022 – December 14, 2022

EPN: 22422259

Wednesday 4:00 PM to 6:50 PM

Room EHS 309

Instructor: Reuben Mwangi, Ph.D., LPC, CAADC

Office Hours: Tuesday & Thursday 1:00-3:00 PM Via: <https://cmich.webex.com/meet/mwanglr>

Office Location: Department of Counseling, Educational Leadership & Higher Education # 362

Email:

mwanglr@cmich.edu

Phone: (989) 774-3839

WEBEX Meeting Room: <https://cmich.webex.com/meet/mwanglr>

BULLETIN DESCRIPTION:

This course introduces students to the counseling profession and reviews the legal, ethical, and consultation issues that affect the profession. This course may be offered in an online format.

PRE-REQUISITES FOR THE COURSE:

None.

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTS:

American Counseling Association. (2014). *ACA code of ethics*. **Free PDF** Download available here:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

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

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

Additional articles and supplemental materials will also be provided.

RECOMMENDED TEXTBOOK:

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

Washington, DC: American Psychological Association. ISBN 10: 1-4338-0561-8

OTHER REQUIREMENTS FOR THE COURSE

This course will be supplemented with the use of Blackboard. The instructor relies heavily on Blackboard to communicate information through emails/announcements and to provide all relevant content. Students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able or arrange for the installation of specific browser plugins (such as Flash Player) and/or client-side software (such as a PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools at <http://global.cmich.edu/system-check>.

METHODS OF INSTRUCTION

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

FLEXIBILITY CLAUSE

The instructor reserves the right to modify the course requirements and other related policies as circumstances may dictate, and with limited notification to all students. Even the instructor may have an unanticipated emergency, and the university—or the community at large—may experience an emergency that requires changing the class schedule or requirements. All changes will be communicated via a class announcement, and you will receive an email.

COURSE DELIVERY

Out-of-Class: Blackboard. All course content is housed in our course in Blackboard. If you have missed class or are unclear what is due, please consult the course calendar and the learning folders that contain everything we have discussed, included links to recorded lectures, PowerPoints, and other materials. *All materials, such as handouts and guides, will be provided digitally.*

Exams

Students are not required to come to class for exams or quizzes but may do so (during designated class times (see course calendar)). All exams and quizzes will be taken online through Blackboard. You will have 72 hours in which to take each assessment; the exam's time limit still applies, and it must be completed by the deadlines noted for each exam and assessment in the course calendar.

Communication Devices and Technology During Class Meetings

When using technology during class, please be respectful of your neighbors. Your activity and screen are visible to them and can be distracting and are shown to decrease both your learning and that of your peers. Instagram, Netflix, YouTube, etc., as well as homework for other classes, should all be enjoyed outside of our classroom and class time.

LATE WORK

Assignments are due at the beginning of class on the date specified in the syllabus. 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 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 the instructor in advance of university-excused absences so that arrangements can be made. Students may complete ONE Chat Alternative Assignment in lieu of attending a live session (See *Live Chats* under *Assignments* for more information).

STUDENT LEARNING COURSE OBJECTIVES

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

Learning Objectives (LO)
1. Compare and contrast the multiple professional roles and functions of counselors across specialty areas.
2. Analyze the history and philosophy of the counseling profession.
3. Develop strategies to become an advocate for clients and the counseling profession.
4. Articulate the salient differences and similarities between client rights, student rights, confidentiality, duty to warn and duty to protect.
5. Analyze legal and ethical issues involving relationships with clear power differentials.

6. Critique legal and malpractice issues in the helping professions.
7. Apply ethical codes as they relate to group work, couples and families, diagnosis, assessment, research, clinical supervision, multicultural counseling and consultation.
8. Analyze burnout/vicarious trauma issues and promote wellness and self-care in the helping professions.
9. Discuss and apply theories of consultation within the profession.

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

The following CACREP standards will be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity 2F1a	History and philosophy of the counseling profession and the origins of the counseling specialty areas
Professional Counseling Identity 2F1b	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 2F1c	Students will explain counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams.
Professional Counseling Identity 2F1d	The role and process of the professional counselor advocating on behalf of the profession
Professional Counseling Identity 2F1f	Students will describe the functioning of professional counseling organizations, including membership benefits, activities, services to members, and current issues in school, addiction and clinical mental health counseling
Professional Counseling Identity 2.F.1.g	Students will identify the professional counseling credentialing process, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
Professional Counseling Identity 2.F.1.h	Students will analyze the current labor market information relevant to opportunities for practice within the counseling profession.
Professional Counseling Identity 2.F.1.i	Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
Professional Counseling Identity 2.F.1.k	Strategies for personal and professional self-evaluation and implications for practice
Professional Counseling Identity 2.F.1.l	Self-care strategies appropriate to the counselor role
Professional Counseling Identity 2.F.1.m	The role of counseling supervision in the profession
Professional Counseling Identity 2.F.5.c	Theories, models, and strategies for understanding and practicing consultation
Professional; Counseling School Counseling 2.G.1.d	Models of school-based collaboration and consultation

ASSIGNMENTS:

1. **Class Sessions (8 points)** – Attendance at live sessions

2. **Fill-In Study Guide (3 points)**

- a. 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 and helps get students into the habit of

outlining the text and applying the information. A template is provided- please use the template to fill-in the answers electronically. A PDF fillable format and word format are provided.

3. Professional Development Paper (14 Points)

Using the Neukrug text as a guide, create a professional development plan for the first five years of your counseling career. You will write a 6–8-page paper (APA 7th style), detailing how you envision your career path (page number includes title and reference pages). This assignment will seek to describe who you are and how you envision yourself as a professional. A title page is required, though an abstract is not. If you include additional resources, please include a References Page. This is due at the end of Week 2. *The questions, rubric, and template are provided in our Bb course shell.*

4. Ethics & Professional Self-Evaluation/Self-Care Interview (10 points):

- a. Students will conduct an interview with a counseling professional who has earned a master's degree in Counseling (LPC or school counselor; the counselor should have an LSC, LPC, or a LPC) **with at least one year of experience**. Students should interview a professional based on their concentration: *School Counseling students must interview a School Counselor; Addiction Counseling students must interview an Addictions Counselor; and Clinical Mental Health students must interview a Clinical Mental Health Counselor.* The focus of this interview is on the counselor's ethical perspective and engagement in self-care techniques. **The interview should be completed in-person or via a virtual meeting-** emailing the questions to a counselor is NOT appropriate for this assignment. After completing the interview, the student will provide a summary detailing the information received and the student's response to the information. This is due at the end of Week 4. *More information, the rubric, and a template for the interview can be found within Bb.*

5. Ethics Research & Case Presentation (20 points)

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

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

- a. As a professional foundations course, this class involves extensive discussion and in-depth feedback regarding the various issues/topics important to our profession. The purpose of the discussion board will serve as our way of connecting, sharing ideas, and processing the content. During the designated weeks, there will be a Discussion Board prompt provided based on the content covered. There are four prompts throughout the 8-weeks. You will respond to each component of the prompt in complete sentences/thoughts with appropriate grammar (4 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.
- b. After posting your personal answer, **you will also respond to TWO of your peer's posts** during the designated week. This feedback component counts for an additional one (1) point each week, for a total of 5 points per post. Responses should be more than "good answer" or "well written,"

rather 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!**

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

- a. Students will complete four online quizzes worth 5 points each. The purpose of the quizzes in this course is to complement the reading assignments and demonstrate your understanding of the content. The quizzes will serve as your self-assessment method to understand if you learned the main points from each section. Each 20-question quiz (.25 per question) will cover content from the readings and include T/F and multiple-choice questions. You will receive immediate feedback upon completion of the exam. You will have 45 minutes to complete the exam and only one attempt. Exams will have randomized questions and you will only see one question at a time. Quizzes will open on Monday @ 8am and close on Sunday at 11:59pm. Students are expected to work alone and not share answers or quiz content.

8. Advocacy-In-Action (5 points)

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

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

COURSE EVALUATION:

Live Sessions	8 points
Fill-In Study Guide	3 points
Professional Development Paper	14 points
Ethics Informational Interview	10 points
Ethics Research & Case Presentation	20 points
Discussion Board	20 points
Quizzes	20 points
Advocacy-In-Action	5 points
TOTAL:	100 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

COURSE OUTLINE:

The instructor reserves the right to make changes to this syllabus as they see fit to support and enhance student learning.

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
Week 1 August 31	<i>Preparing for the Course</i> Review Course Syllabus & Bb Shell Conduct a Systems Check		Introduction	<i>DB: Post Your Introduction</i>
Week 2 September 7	<i>The Counselor's Roles & Functions</i> History & Philosophy of the Counseling Profession;	F.1.a F.1.b F.1.c	Neukrug Ch. 1	
Week 3 September 14	Multiple Professional Roles; Members of an interdisciplinary teams.	F.1.a F.1.b F.1.c	Neukrug Chap 3	<i>Self-Care Reflection Worksheet</i> <i>-DB #1: Team Approach</i> <i>Group Assignments Provided</i>

Week 4 September 21	<i>The Counselor's Identity, Involvement, and Licensure</i> Professional Identity & Professional Association Involvement; Licensure and Credentialing	F.1.f F.1.g F.1.h F.1.i	Supplemental Articles in the course shell	
Week 5 September 29	<i>The Counselor as an Advocate, Supervisor, & Consultant</i> Ethical Issues in Supervision & Consultation	F.1.d F.1.m F.5.c. G.1.d	Corey Chapters 9	-Professional Development Paper -Quiz #1
Week 6 October 5	Roles and Process of Advocacy, Community & Social Justice,	F.1.d F.1.m F.5.c. G.1.d	Corey Chapters 13	Advocacy-In-Action Assignment
Week 7 October 12	<i>The Ethical & Well Counselor</i> Introduction to Professional Ethics; Strategies for personal and professional self-evaluation: Implications for practice of self-care	F.1.i F.1.k F.1.l	Corey Chapter 1 & 2 Supplemental Articles in the course shell	-DB#2: Consultation (specific to Schools, CMH, and Addiction counselors)
Week 8 October 19 Wellness Break	<i>Wellness Break</i>	<i>Wellness Break</i>	<i>Wellness Break</i>	<i>Wellness Break</i>
Week 9 October 26	<i>The Aware & Reflective Counselor</i> Values in the Helping Relationship	F.1.i F.1.d	Corey Chapters 3	-Quiz #2
Week 10 November 2	Multicultural Perspectives and Diversity	F.1.i F.1.d	Corey Chapter 4	Counselor Interview Due
Week 11 November 9	<i>The Responsible Counselor</i> Client rights and Counselor Responsibilities	F.1.i F.1.d 5.A.2.1	Corey Chapters 5 <i>Additional information on Substance Abuse & School Specific Confidentiality</i>	-DB #3: Values & Advocacy - Group Presentation # 1
Week 12 November 16	Confidentiality in CMH, Substance Use, & School Settings	F.1.i F.1.d 5.A.2.1	Corey Chapter 6	Group Presentation # 2
Week 13 November 23	<i>The Competent Counselor</i> Managing Boundaries; Professional Competence and training	F.1.i F.1.m F.5.c	Corey Chapter 7 & 8	-Quiz #3 Group Presentation # 3

Week 14 November 30	<i>The Counselor's Role in Couples and Family Therapy</i>	F.1.i F.1.b	Corey Chapter 11	Group Presentation # 4
Week 15 December 7	Ethical Issues in Group Work	F.1.i F.1.b	Corey Chapter 12	DB #4: Supervision Group Presentation # 5
Week 16 December 14	EXAM	EXAM	EXAM	Quiz #4 Group Presentations # 6 All final work due! CLASS ENDS 12/14 @ 11:59pm

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity F1a	History and philosophy of the counseling profession and the origins of the counseling specialty areas	Quiz Fill-In Study Guide
Professional Counseling Identity F1b	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	Interview Paper Professional Development Paper Quiz
Professional Counseling Identity F1c	Students will explain counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams.	Quiz Discussion Board
Professional Counseling Identity F1d	The role and process of the professional counselor advocating on behalf of the profession	Interview Paper Advocacy-In-Action Discussion Board Quiz
Professional Counseling Identity F1f	Students will describe the functioning of professional counseling organizations, including membership benefits, activities, services to members, and current issues in school, addiction and clinical mental health counseling	Professional Development Paper Quiz
Professional Counseling Identity F1g	Students will identify the professional counseling credentialing process, including certification, licensure, and accreditation standards, and the effects of public policy on these issues.	Professional Development Paper Quiz
Professional Counseling Identity F1h	Students will analyze the current labor market information relevant to opportunities for practice within the counseling profession.	Professional Development Paper

Professional Counseling Identity F1i	Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Ethics Interview Paper Ethics Presentation Discussion Board Quiz
Professional Counseling Identity F1k	Strategies for personal and professional self-evaluation and implications for practice	Case Presentation Professional Development Paper Quiz
Professional Counseling Identity F1l	Self-care strategies appropriate to the counselor role	Case Presentation Professional Development Paper Quiz
Professional Counseling Identity F1m	The role of counseling supervision in the profession	Interview paper Discussion Board Quiz
Professional Counseling Identity F5c	Theories, models, and strategies for understanding and practicing consultation	Quiz Discussion Board
School Counseling G1d	Models of school-based collaboration and consultation	Quiz Discussion Board
Addiction Counseling 5A2l	Legal and ethical considerations specific to addiction counseling	Quiz

COURSE & UNIVERSITY POLICIES

LATE WORK POLICY

Assignments are due at the beginning of class on the date specified in the syllabus. It is expected that you 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 7 days after the scheduled due date.
- Late assignments may be emailed to assure a time and date stamp.
- If you feel you have extenuating circumstances, please see the instructor.

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 650: Theories and Techniques of Group Counseling

HYBRID

Semester: Fall 2022

Day and Time: Monday 4:00-6:50 pm

Instructor: Ellen Armbruster, Ph.D.

Office Hours: By WebEx or Phone; Monday 3:00-4:00; Wednesday 12:00-3:00

Office Location: Education and Human Services Building #348

Email: armbr1ew@cmich.edu

Phone: (989) 774-7975

BULLETIN DESCRIPTION:

This course emphasizes the application of group theories and techniques, interpersonal communication skills, and the assessment of group counseling interventions.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

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

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTBOOK:

Corey, G. (2016). *Theory and practice of group counseling* (9th ed.). Boston, MA: Cengage Learning.

RECOMMENDED TEXTBOOKS:

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

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

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.

Engagement/Confidentiality Requirements for Online Courses

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.

Professional Competency

Counselor Educators and Supervisors are obligated to safeguard the community and profession. During the upcoming semester students will be held to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association Code of Ethics, in Section F.5.b, states in part, "Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work." Section F.9.b states in part, "Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: 1) assist students and supervisees in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures."

In this course students will be required to demonstrate competencies that cannot be adequately evaluated based on written assignments and classroom discussion alone. Therefore, a passing grade for this course requires successful performance on nine factors that have been established as essential for performance as a competent and ethical counselor (Wiggins-Frame & Stevens-Smith, 1995*). Students are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. Students will be informed by the instructor if their performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Counseling not only demands the highest levels of performance, but it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. Students are encouraged to seek professional assistance and notify the instructor if they feel that their work is being compromised. The following resources may be helpful in managing the stresses of counseling practice:

Baird, B. N. (2016). *The internship, practicum, and field placement handbook: A guide for the helping professions* (7th ed.). New York, NY: Routledge.

Kottler, J. A. (1999) *The therapist's workbook: Self-assessment, self-care, and self-improvement exercises for mental health professionals*. San Francisco: Jossey-Bass.

Morrisette, P. J. (2001). *Self-supervision: A primer for counselors and helping professionals*. New York, NY: Brunner-Routledge.

Wiggins-Frame, M., & Stevens-Smith, P. (1995). Out of harm's Way: Enhancing monitoring and dismissal processes in counselor education programs. *Counselor Education and Supervision*, 35, pp 118-128, 1995).

Confidentiality

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

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

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

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

In this class, you will be asked to co-facilitate a group and to participate as a group member, **using role play only**. Additionally, you will be required to participate in at least ten (10) hours of a psycho-educational multicultural small group experience. It is hoped that these groups will involve self-reflection and the development of increased self-awareness. However, we ask that you think carefully about whatever you choose to share and that you **do not reveal** deeply personal information or make disclosures that might compromise your standing in the Counseling program. Self-disclosure in counseling groups may be highly beneficial, especially for future counselors. However, please consider the impact of any self-disclosures you choose to make. If joining a counseling group is of interest, you may want to find one that suits your needs at the CMU Counseling Center or in your community.

METHODS OF INSTRUCTION:

1. Methods of instruction for this course may include Power Point lectures, discussions, role-play group facilitation, small group activities, quizzes, and exams
2. Evaluate approaches to group counseling.
3. Demonstrate group counseling leadership skills.
4. Conduct co-facilitation of role-play counseling groups under supervision.
5. Distinguish intervention strategies unique to group counseling theory.
6. Analyze developmental group stages.
7. Compare and contrast the different roles group members may play.
8. Formulate their own fundamental beliefs relevant to a group counseling theory.

9. Employ basic strategies for countering resistance to group counseling.
10. Compare diversity issues as they apply to group counseling.

STUDENT LEARNING COURSE OBJECTIVES:

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

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

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

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

CACREP Standard #	CACREP Standard
Professional Counseling Identity 2.F.6.a	Theoretical foundations of group counseling and group work
Professional Counseling Identity 2.F.6.b	Dynamics associated with group process and development
Professional Counseling Identity 2.F.6.c	Therapeutic factors and how they contribute to group effectiveness
Professional Counseling Identity 2.F.6.d	Characteristics and functions of effective group leaders
Professional Counseling Identity 2.F.6.e	Approaches to group formation, including recruiting, screening, and selecting members
Professional Counseling Identity 2.F.6.f	Types of groups and other considerations that affect conducting groups in varied settings
Professional Counseling Identity 2.F.6.g	Ethical and culturally relevant strategies for designing and facilitating groups
Professional Counseling Identity 2.F.6.h	Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
Professional Counseling Identity 2.F.5.g	Essential interviewing, counseling, and case conceptualization skills

ASSIGNMENTS:**1. Reading and Class Preparatory Assignments:**

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

2. Participation (10 points):

- Students are expected to attend all class meetings and to participate fully through attentive listening, thoughtful questions and respectful responses during discussions, and involvement in all experiential and role play activities. It is the student's responsibility to sign the attendance roster

each time we meet. Please see the instructor if you believe you have extenuating circumstances or in the case of a university-excused absence, so that arrangements can be made.

- Students will participate in a **psycho-educational diversity awareness group** that includes a minimum of ten (10) hours of involvement across the course of the semester. **Please review the materials in the psycho-educational diversity awareness group folder in Blackboard prior to each of our class meetings.** This group experience will take place during class time and the duration of each weekly group meeting will be approximately 60 minutes. The purpose of these group meetings is for students to experience group process and development and, at the same time, to enhance cultural competence. Students who do not complete at least ten (10) group hours will be required to make up the missed hours by participating in an alternative group, either at the CMU Counseling Center or in a community setting. Students are required to keep track of their total number of diversity awareness group meetings through the Tevera system. Additionally, students must sign the consent form to participate in the small group experience through the Tevera system.

3. Group Leadership Project (30 total points):

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

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

The counseling groups will be “hypothetical” and each group will have four members plus the facilitators. The facilitators will decide upon the topic and population for the group and will create “case study personas” for each of the four group members (one for each member of the hypothetical group). These should be written out and provided to the instructor in advance of the class. The instructor will forward the personas to the rest of the class. (The facilitators will not need to create a case study persona for themselves.) The members of the hypothetical groups will role play group membership in agreement with the case study personas created by the facilitators. **Please include diversity** among your role-play group members. **The hypothetical group should be run according to the theory being discussed in class that day.** Additionally, **School Counseling students** must choose a group and population relevant to the School Counseling setting and **Addiction Counseling students** must choose a group and population relevant to the Addiction Counseling setting.

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

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

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

- Goals
- Activities
- Materials needed
- Process
- Closing

- Case study personas

4. Group Counseling Proposal (25 points):

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

Student dyads may choose the topic and population for their group proposals. However, **you must indicate how you will competently address diversity among your group members.**

Additionally, **School Counseling students** must choose a group and population relevant to the School Counseling setting and **Addiction Counseling students** must choose a group and population relevant to the Addiction Counseling setting. The Capuzzi textbook recommendation is included in the course as a reference for this project and for students' future work as a group counselor.

5. Quizzes (15 points)

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

6. Midterm Exam (10 points)

7. Final Exam (10 points)

COURSE EVALUATION:

Participation (10%)

Facilitation of Groups (15%)

Group Treatment Plans (15 %)

Group Counseling Proposal (25%)

Quizzes (15%)

Midterm Exam (10%)

Final Exam (10 %)

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 they see fit, to support and enhance student learning.**

COURSE OUTLINE:

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
8-29-22 (WEEK 1) F2F	Introduction to Group Work Group Leadership	Professional Counseling Identity 2.F.6.d, 2.F.6.f 2.F.5.g, 2.F.6.h	Corey, Chapter 1 Corey, Chapter 2	
9-05-22	LABOR DAY			NO CLASS
9-12-22 (WEEK 2) F2F	Ethical and Professional Issues	Professional Counseling Identity 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 3 MC & SJ Competence Principles posted on Blackboard	Quiz Chapters 2 & 3 GL Project #1
9-19-22 (WEEK 3) F2F	Early and Later Stages of Group Development	Professional Counseling Identity 2.F.6.b, 2.F.6.c, 2.F.6.e, 2.F.6.h	Corey, Chapter 4 Corey, Chapter 5	Quiz Chapters 4 & 5 GL Project #2
9-26-22 (WEEK 4) F2F	Psychoanalytic Approach to Groups Adlerian Group Counseling	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 6 Corey, Chapter 7	Quiz Chapter 6 & 7 GL Project #3
10-03-22 (WEEK 5) F2F	Psychodrama in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 8	Quiz Chapter 8 GL Project #4
10-10-22 (WEEK 6) F2F	Existential Approach to Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 9	Quiz Chapter 9 GL Project #5
10-17-22	FALL BREAK			NO CLASS
10-23-22 through 10-24-22	MIDTERM EXAM Please note: this exam takes place online at the beginning of Week 7			MIDTERM EXAM OPEN FROM SUNDAY 4:00 PM UNTIL MONDAY 10:00 PM
10-24-22 (WEEK 7) F2F	Person-Centered Approach to Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 10	Quiz Chapter 10 GL Project #6

10-31-22 (WEEK 8) VIRTUAL	Gestalt Therapy in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 11	Quiz Chapter 11 GL Project #7
11-07-22 (WEEK 9) VIRTUAL	Transactional Analysis in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 12	Group Counseling Proposal Quiz Chapter 12 GL Project #8
11-14-22 (WEEK 10) VIRTUAL	Cognitive Behavioral Approaches to Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 13	Quiz Chapter 13 GL Project #9
11-21-22 (WEEK 11) VIRTUAL	Rational Emotive Behavior Therapy in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 14	Quiz Chapter 14 GL Project #10
11-28-22 (WEEK 12) VIRTUAL	Reality Therapy in Groups	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 15	Quiz Chapter 15 GL Project #11
12-05-22 (WEEK 13) VIRTUAL	Solution-Focused Brief Therapy in Groups Comparisons, Contrasts, and Integration Evolution of a Group	Professional Counseling Identity 2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.g, 2.F.6.h	Corey, Chapter 16 Corey, Chapter 17 Corey, Chapter 18	Quiz Chapter 16 GL Project #12
12-12-22 (WEEK 14)	FINALS WEEK Please note: this exam takes place online at the beginning of Week 14			FINAL EXAM OPEN FROM MONDAY 10:00 AM UNTIL MONDAY 10:00 PM

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity 2.F.6.a	Theoretical foundations of group counseling and group work	Facilitation of Groups Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.b	Dynamics associated with group process and development	Facilitation of Groups Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.c	Therapeutic factors and how they contribute to group effectiveness	Facilitation of Groups Group Counseling Proposal Quizzes and Exams

Professional Counseling Identity 2.F.6.d	Characteristics and functions of effective group leaders	Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.e	Approaches to group formation, including recruiting, screening, and selecting members	Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.f	Types of groups and other considerations that affect conducting groups in varied settings	Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.g	Ethical and culturally relevant strategies for designing and facilitating groups	Facilitation of Groups Group Counseling Proposal Quizzes and Exams
Professional Counseling Identity 2.F.6.h	Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	Psycho-educational Diversity Awareness Small Group Experience
Professional Counseling Identity 2.F.5.g	Essential interviewing, counseling, and case conceptualization skills	Facilitation of Groups

Late Work Policy

Assignments are due at the beginning of class 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 should be submitted through Blackboard to ensure 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, to receive participation points. Please inform instructor in advance of university-excused absences so that arrangements can be made.

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 660 Counseling Techniques

FACE TO FACE

Instructor:

Office Hours: Tuesday: 1-6pm or by appointment via WEBEX

Office Location: Education and Human Services Building

Email: picko1s@cmich.edu

Class Location: EHS classroom

BULLETIN DESCRIPTION:

This course is a systematic study of the counseling process: stages, intervention strategies, and related issues. Both cognitive and experiential approaches will be used.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

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

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTBOOKS:

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

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:

- Live practice sessions, recorded and supervised
- Small group activities
- Video review
- Small & large group debrief and discussion
- Live enactment exercises (mock counseling sessions)

STUDENT LEARNING COURSE OBJECTIVES:

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

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

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

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.5.d	Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
Professional Counseling Identity F.5.f	Counselor characteristics and behaviors that influence the counseling process

ASSIGNMENTS & COURSE EVALUATION

Assignment Description	Points
<p>Attendance and Participation:</p> <p>Since this course teaches the counseling skills necessary to provide ethical competent counseling - frequent absenteeism cannot be accepted. Missing three hours or one Friday will result in a full grade deduction. Missing more than 4 hours will result in failure of the class. Please see the instructor if you plan to miss two or more classes. Students are expected to actively participate in each class through discussion and reading of the assignments.</p> <p>Class preparation, timely submission of assignments, active participation in course activities including providing feedback to fellow students, and demonstration of a professional decorum and support of peers are integral to your professional development and are course requirements.</p>	

Assignment Description	Points
<p>Professional Disclosure Statement:</p> <p>Each student will develop a professional disclosure statement specific to their concentration (Addiction, School or Clinical Mental Health) that includes the following: name, qualifications (education, licensure status, and experience), client rights and responsibilities, confidentiality parameters, theoretical orientation & related counseling style, and session structure. Format is available on Blackboard.</p> <p>This assignment will be submitted until it meets State of Michigan requirements. Students who fail to appropriately make changes or do not turn it in on time will receive 3 points off the total course grade.</p>	<p>Pass/fail</p>
<p>Know Yourself:</p> <p>Each student will complete the “know yourself” form on blackboard and bring to class to turn in and discuss on the second day of class.</p>	<p>5 points</p>
<p>Video #1: Active Listening Role Play</p> <p>Each student will submit a 5 minute video recorded with a fellow student as “client”. Each student must complete a self-evaluation (on Blackboard) and an evaluation of your “counselor”. Please upload your video and rating scales named “counselor rating form video 1-self” and “counselor rating form video 1-counselor”. The client will be given a scenario to follow during the session. Shorter videos will not receive any credit. During the video, the student must demonstrate the skills listed on the counselor rating form that include:</p> <ul style="list-style-type: none"> • Appropriate Body language, Eye contact and Vocal Tone & Non verbal/verbal encouragers • Active listening – verbatim responses • Counselor allowed client to lead the session • The counselor brought energy to the session. • Counselor avoided using judgmental tone or questions? <p>This assignment is pass/fail. Students are not allowed to ask any questions and must achieve 24 points or higher (on the evaluation) to pass this video and will be required to resubmit the video until the student achieves a passing score. Students who are unable to pass the video may be asked to seek outside assistance.</p>	<p>5 points</p> <p>Pass/fail</p>
<p>Video #2: Body Language Role Play</p> <p>Each student will submit a 10-minute video recorded with a fellow student as “client”. Each student must complete a self-evaluation (on Blackboard) and an evaluation of your “counselor”. Shorter videos will not receive any credit. Each “client” will be given a scenario to follow. The focus of this session will be reading body language. The client should “act” feelings, not speak them and the counselor should summarize, paraphrase or reflect only. The client may only respond if the counselor is accurate. Counselors may not ask any questions during this video. During this video, the student must demonstrate the skills listed on the counselor rating form for video #2.</p> <p>Each student will submit a rating form rating his/her own performance and the “counselor’s performance. These forms must be typed and handed in on BB.</p>	<p>10 points</p>

Assignment Description	Points

Assignment Description	Points
<p>Video #3: Diversity Role Play</p> <p>Each student will submit a 30-minute video recorded with a fellow student as “client” who will be role playing a client who is diverse from the counselor. The instructor will assign the “diversity”. This session must include at least three minutes of silence (does not have to be consecutive). Each student will be given a scenario to use as client. Shorter videos will not receive any credit.</p> <p>During this video, the student must demonstrate the skills listed on the counselor rating form for video #3. Each student must address a diversity issue during the session.</p> <p>Each student will submit a rating form rating his/her own performance and the counselor’s performance. Please complete the counselor rating form and name them “counselor rating form video 3-self” and “counseling rating form video 3-counselor”. Please upload the rating scales to BB.</p>	<p>20 points</p>
<p>Video Transcript #1:</p> <p>Each student will complete a 10-minute (continuous) transcript of Video #3. Students will transcribe a 10-minute continuous section of their tape, documenting everything the student said and did and everything the client said and did. Students must follow the outline on blackboard. The transcript must be typed and filled in completely using the template on BB.</p> <p>This transcript is graded on accuracy.</p>	<p>10 points</p>
<p>Two Telemental Health Counseling Sessions with CMU Intern/Alumni or peer</p> <p>Each student will conduct one videotaped 60-minute telemental health counseling sessions with a student in CNS 691- Internship – or alumni or peer. These sessions will be graded using the counselor rating form posted on blackboard. Students will be required to review informed consent and use consent forms from the CCCD in the first session. You will receive training to use these forms.</p> <p>Students must also complete a progress note the session with the “client” using the SOAP format. Progress notes need to demonstrate effort and have at least three sentences per section. Failure to put thought and effort into the assignment will result in a ½ point grade deduction of the total assignment.</p> <p>Students should turn in the following paperwork to BB after completion of the final video:</p> <ul style="list-style-type: none"> • The informed consent - link on BB • Two progress notes – format on BB • The counselor’s self-rating – on BB 	<p>30 points</p>
<p>Video Transcript 2:</p> <p>Each student will complete a 10 minute (continuous) transcript of the first video with the intern/ alumni or peer. Students will transcribe a 10-minute continuous section of their tape, using the template on BB. The transcript must be typed and filled in completely.</p> <p><i>This transcript is graded on accuracy.</i></p>	<p>10 points</p>

Assignment Description	Points
<p>Case Presentation/Discussion</p> <p>Each student will present five minutes of one of the final sessions to the class. Students will complete the case presentation form available on blackboard and post to the discussion board. The student will identify areas of strength and areas for growth. All students must participate and provide feedback on the discussion board. After everyone has provided both positive and critical feedback, the student will provide a response to the feedback.</p>	10 points
Total	100 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

**Successful completion of this course and eligibility to register for CED 690 will require:*

(A) The accumulation of sufficient points to earn a final grade of "B" or better for the course.

DATE	TOPIC	CACREP STANDARD	READING	ASSIGNMENT DUE
9-30-2021	Welcome & Syllabus Foundations of Interviewing and counseling	F.5.d,f	Chapter 1	Know Yourself
9/6/2021	Multicultural competence, ethics, positive psychology and resilience.	F.5.d,f F.5.d,f	Chapter 2	Professional Disclosure Statement
9/13/2021	Attending, Empathy and observational Skills vocal tone, body language, eye contact, basic attending	F.5.d,f	Chapter 3	Video # 1 Active Listening

9/20/2021	Questions: Opening Communication. Skills training –	F.5.d,f	Chapter 4	
9/27/2021	Encouraging, Paraphrasing, and Summarizing	F.5.d,f F.5.d,f	Chapter 5	Video # 2 Body Language Role Play
10/4/2021	Observing and Reflecting Feelings Empathy Skills training, record Video #3	F.5.d,f F.5.d,f	Chapter 6	
10/11/2021	Listening Skills Training	F.5.d,f	Chapter 7	Video # 3 Diversity Role Play
10/18/2021	Focusing the Interview Session	F.5.d,f	Chapter 8	
10/25/2021	Empathetic Confrontation: Supporting While Addressing Client Conflict; Reflection of Meaning First Counseling session in AM, supervision in PM	F.5.d,f F.5.d,f	Chapter 9	
11-1-2021	Reflection of Meaning and Interpretation Second Counseling Session and supervision	F.5.d,f	Chapter 10	Video Tape Transcript # 1
11-8-2021	Empathic Self-Disclosure and Feedback: Immediacy	F.5.d,f	Chapter 11	50 minute Video # 1
11-15-2021	Influencing Client Actions and Decisions: Directive – Non-Directive, Psychoeducation, decisional counseling	F.5.d,f	Chapter 12	Supervision
11-22-2021	Treatment Plans and Case Management	F.5.d,f	Chapter 13	50 minute video # 2
11-29-2021	Crisis Counseling and Assessing Suicide Potential	F.5.d,f	Chapter 14	Video Transcript # 2

12-6-2021	Personal Style & Multiple Theories	F.5.d,f	Chapter 15	Case presentation feedback.
12-13-2021	EXAM WEEK		EXAM WEEK	

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity F.5.d	Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Transcription of recorded session Skills video Diverse client role play Self evaluations
Professional Counseling Identity F.5.f	Counselor characteristics and behaviors that influence the counseling process	Know yourself, Transcript of recordings. Self evaluations

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: To benefit the most from this course, you should plan to attend and be actively engaged in every class session. Please see the attendance policy listed above.

Time & Schedule: Every effort will be made by the instructor to respect your time & schedule by beginning class on time, ending on time, and providing adequate breaks. However, it is expected that you will display maturity and flexibility, realizing that there may be instances where class runs a few minutes late or a break time occurs at a different time than usual. In these instances, “packing up,” walking out, and/or causing distractions are NOT considered mature or professional behavior.

Technology in the Classroom: Cell phones are to be silenced, and there is to be absolutely no phone activity whatsoever while class is in session; electronic devices are prohibited unless they are a campus-approved ADA accommodation, and the instructor is provided with appropriate documentation. E-readers, tablets, and Kindles are allowed to view course materials only.

Fishbowls: This course will utilize an experiential teaching tool known as an enactment exercise, or more commonly called “The Fishbowl.” Enactment or fishbowl exercises are mock counseling sessions performed in front of the class and normally couple a student with another student but can also include instructor-to-student work. These teaching times can be quite powerful and allow you to observe interactions that can be similar to a genuine therapeutic exchange. You are encouraged to embrace these opportunities along with the feelings and emotions that can often arise out of such exercises and to add as much realism as possible when in your mock roles, but at no time are you expected to present your own personal issues in such a setting. If you have questions about participating in

these exercises or are experiencing significant anxiety regarding them, please contact the instructor and request a meeting.

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 the instructor so that appropriate alternative arrangements might be made.

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.

Weather & Inclement Conditions

You have chosen to be a graduate student in Michigan and with that comes difficult weather in the winter. During inclement conditions, decisions on holding class will *generally* be guided by what officials at the university in Mt. Pleasant (and site coordinators in Global Campus) decide; bad weather will not be considered an excused absence. If the university remains open, assume class is in session. Of course, as adult learners, you can always make any decision you deem is in your best interests but understand you may lose attendance points. That being said, as the instructor of the course, there may be instances when I make a decision to start class late, end early or in rare circumstances, even cancel class though the university/site remains open. It is critical during weather events that you monitor your cmich email for updates from me.

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](https://www.cmich.edu/offices-departments/office-of-student-conduct/university-policies/code-of-student-rights-responsibilities-and-disciplinary-procedures)

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.



CED 660 Counseling Techniques-Online

SYNCHRONOUS ONLINE

Instructor:

Office Hours:

Office Location: Education and Human Services Building #

Email:

Class Location: WEBEX -

BULLETIN DESCRIPTION:

This course is a systematic study of the counseling process: stages, intervention strategies, and related issues. Both cognitive and experiential approaches will be used.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

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

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTBOOKS:

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

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.

CED 660 Counseling Techniques

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:

- Live practice sessions, recorded and supervised
- Small group activities
- Video review
- Small & large group debrief and discussion
- Live enactment exercises (mock counseling sessions)

STUDENT LEARNING COURSE OBJECTIVES:

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

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

Student Learning Objectives are aligned with the Council for Accreditation of Counseling & Related Educational Programs (CACREP) 2016 Standards and Student Learning Objectives SLOs, see chart below:

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 F.5.d	Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
Professional Counseling Identity F.5.f	Counselor characteristics and behaviors that influence the counseling process

ATTENDANCE and PARTICIPATION

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

Since this course teaches the counseling skills necessary to provide ethical competent counseling skills, frequent absenteeism cannot be accepted. Please see the instructor if you plan to miss two or more classes. Students are expected to actively participate in each class through discussion, role play activities, and reading of the assignments.

Class preparation, timely submission of assignments, active participation in course activities including providing feedback to fellow students, and demonstration of a professional decorum and support of peers are integral to your professional development and are course requirements.

ASSIGNMENTS DESCRIPTION & COURSE EVALUATION

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

1. WEEK 1: Know Yourself (5 POINTS)

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

2. WEEK 2: ASSIGNMENT 1 - Ability to Understand Intention: (5 POINTS)

Please read your assigned case and answer the questions that follow. Please explain why you think the counselor responded that way to the “client.” What was the counselor’s intention in their response to the “client” in the fictional case shown below? Write at least 2-3 sentences in each response.

Please read the case study that corresponds to your last name as follows:

The Case of Theo if the first letter of your LAST NAME falls between **A – H**

The Case of Deo if the first letter of your LAST NAME falls between **I - P**

The Case of Cleo if the first letter of your LAST NAME falls between **Q - Z**

3. WEEK 5: VIDEO # 1: ACTIVE LISTENING ROLE PLAY (PASS/FAIL)

Each student will submit a 5-minute video recorded with a fellow student as “client”. Each student must complete a self-evaluation (on Blackboard) and an evaluation of your “counselor”. Please upload your video and rating scales named “counselor rating form video 1-self” and “counselor rating form video 1-counselor”. The client will be given a scenario to follow during the session. Shorter videos will not receive any credit. During the video, the student must demonstrate the skills listed on the counselor rating form that include:

CED 660 Counseling Techniques

- Appropriate Body language, Eye contact and Vocal Tone & Non-verbal/verbal encouragers
- Active listening – verbatim responses
- Counselor allowed client to lead the session
- The counselor brought energy to the session.
- Counselor avoided using judgmental tone or questions?

This assignment is pass/fail. Students are not allowed to ask any questions and must achieve 24 points or higher (on the evaluation) to pass this video and will be required to resubmit the video until the student achieves a passing score. Students who are unable to pass the video may be asked to seek outside assistance.

1. WEEK 7: VIDEO # 2 - BODY LANGUAGE ROLE PLAY (10 POINTS)

Each student will submit a 10-minute video recorded with a fellow student as “client”. Each student must complete a self-evaluation (on Blackboard) and an evaluation of your “counselor”. Shorter videos will not receive any credit. Each “client” will be given a scenario to follow. The focus of this session will be reading body language. The client should “act” feelings, not speak them and the counselor should summarize, paraphrase or reflect only. The client may only respond if the counselor is accurate. Counselors may not ask any questions during this video. During this video, the student must demonstrate the skills listed on the counselor rating form for video #2.

Each student will submit a rating form:

- (a) rating his/her own performance and
- (b) the “counselor’s performance.

These forms must be typed and handed in on BB.

2. WEEK 10 VIDEO # 3 DIVERSITY ROLE PLAY VIDEO (20 POINTS)

Each student will submit a 30-minute video recorded with a fellow student as “client” who will be role playing a client who is diverse from the counselor. The instructor will assign the “diversity” issue to be role played. This session must include at least three minutes of silence (does not have to be consecutive). Each student will be given a scenario to use as client. A list of diversity issues is provided for you to choose from. Shorter videos will not receive any credit.

During this video, the student must demonstrate the skills listed on the counselor rating form for video #3. Each student must address a diversity issue during the session.

Each student will submit a rating form rating his/her own performance and the counselor’s performance. Please complete the counselor rating form and name them:

- (a) “Counselor rating form video 3-self”
- (b) “Counseling rating form video 3-counselor”.

Please upload the rating scales to BB.

A DIVERSITY ROLE PLAY DEMONSTRATION VIDEO is available on blackboard that shows how to broach issues of diversity that may arise in a counseling relationship.

3. WEEK 11 VIDEO TRANSCRIPT #1 OF VIDEO 3: (10 POINTS)

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

This transcript is graded on accuracy.

4. WEEK 12 – FIRST 50-MINUTE VIDEO – TELEMENTAL HEALTH – (15 Points)

Fifty-minute videos Counseling Sessions with CMU Intern/Alumni or peer. A registration form to link with the intern will be provided through Blackboard.

Each student will conduct two fifty-minute video.

5. WEEK 13: SCHEDULE for INDIVIDUAL SUPERVISION

Each student will schedule to meet with the instructor for supervision to provide space for problem solving, review progress, and receive feedback regarding areas of growth and improvement. The registration form is provided on Blackboard.

6. WEEK 14: SECOND 50-MINUTE VIDEO – TELEMENTAL HEALTH (15 Points)

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

Prior to recording the first and second video, you will receive training on how to use:

- (a) Informed consent
- (b) Progress Note in SOAP Format of the session with the “student-client” in CNS 691-Internship.

Progress notes need to demonstrate effort and have at least three sentences per section. Failure to put thought and effort into the assignment will result in a ½ point grade deduction of the total assignment.

Students should turn in the following paperwork to BB after completion of the final video:

- The informed consent - link on BB
- Two progress notes from the two (2) sessions – format on BB

The counselor’s self-rating – on BB

7. WEEK 15: Video Transcript 2 (10 POINTS)

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

8. WEEK 16: CASE PRESENTATION/DISCUSSION (10 POINTS)

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

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

**Successful completion of this course and eligibility to register for CED 690 will require:*

(A) The accumulation of sufficient points to earn a final grade of "B" or better for the course.

DATE	TOPIC	CACREP STANDARD	READING	ASSIGNMENT DUE	ASSIGNMENT POINTS
Week 1 1/8/2024	Welcome & Syllabus Characteristics of the Effective Counselor	F.5.d,f	Chapter 1	Know Yourself	5 Points
Week 2 1/15/24 Martin Luther Day	Foundational Skills	F.5.d,f F.5.d,f	Chapter 2	Ability to Understand Intention	5 Points
Week 3 1/22/24	Essential Skills Part I	F.5.d,f F.5.d,f	Chapter 3		
Week 4 2/5/24	Essential Skills Part II	F.5.d,f	Chapter 3		

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Week 5 2/12/24	Commonly used skills Part I	F.5.d,f	Chapter 4	Video # 1 Active Listening	Pass/Fail
Week 6 2/19/24	Commonly used skills Part II	F.5.d,f F.5.d,f	Chapter 4		
Week 7 2/19/24	Culturally Competent Counseling	F.5.d,f F.5.d,f	Chapter 9	Video # 2 Body Language	10 Points
Week 8 2/26/24	Information gathering and solution focused questions Part I	F.5.d,f	Chapter 5		
WEEK 9 3/4/24- 3/10/24	Spring Break – no class				
Week 10 3/11/24	Information gathering and solution focused questions Part II	F.5.d,f F.5.d,f	Chapter 5	Video # 3 Diversity Role Play	20 Points
Week 11 3/18/24	Specialized Skills Part I	F.5.d,f	Chapter 6	Transcript # 1	10 Points
Week 12 3/25/24	Specialized Skills Part II	F.5.d,f	Chapter 6	50-minute Video # 1	30 Points
Week 13 4/1/24	Treatment Issues	F.5.d,f	Chapter 7	Supervision	
Week 14 4/8/24	Ethics	F.5.d,f	Chapter 10	50-minute video # 2 Skills demonstration	
Week 15 4/15/24	Telemental Health	F.5.d,f	BB readings	Video Transcript # 2 10 minutes of any section and demonstrate skills	10 Points
Week 16 4/22/24	EXAM WEEK Practice/Review	F.5.d,f	EXAM WEEK	Case presentation feedback WHAT COMMENT they need. Give guiding questions, Constructive feedback Different approaches etc. -Structured Questions.	10 Points
					100 POINTS



CED 660 Counseling Techniques

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

Time & Schedule: Every effort will be made by the instructor to respect your time & schedule by beginning class on time, ending on time, and providing adequate breaks. However, it is expected that you will display maturity and flexibility, realizing that there may be instances where class runs a few minutes late or a break time occurs at a different time than usual. In these instances, “packing up,” walking out, and/or causing distractions are NOT considered mature or professional behavior.

Fishbowls: This course will utilize an experiential teaching tool known as an enactment exercise, or more commonly called “The Fishbowl.” Enactment or fishbowl exercises are mock counseling sessions performed in front of the class and normally couple a student with another student but can also include instructor-to-student work. These teaching times can be quite powerful and allow you to observe interactions that can be similar to a genuine therapeutic exchange. You are encouraged to embrace these opportunities along with the feelings and emotions that can often arise out of such exercises and to add as much realism as possible when in your mock roles, but at no time are you expected to present your own personal issues in such a setting. If you have questions about participating in these exercises or are experiencing significant anxiety regarding them, please contact the instructor and request a meeting.

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 the instructor so that appropriate alternative arrangements might be made.

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.

Weather & Inclement Conditions

You have chosen to be a graduate student in Michigan and with that comes difficult weather in the winter. During inclement conditions, decisions on holding class will *generally* be guided by what officials at the university in Mt. Pleasant (and site coordinators in Global Campus) decide; bad weather will not be considered an excused absence. If the university remains open, assume class is in session. Of course, as adult learners, you can always make any decision you deem is in your best interests but understand you may lose attendance points. That being said, as the

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instructor of the course, there may be instances when I make a decision to start class late, end early or in rare circumstances, even cancel class though the university/site remains open. It is critical during weather events that you monitor your cmich email for updates from me.

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-4ef6-8107-99a5a125fbd.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.



CED 665 Personal & Professional Development across the Lifespan

FACE TO FACE

TERM YEAR, CRN: XXXXXXXX

On Campus, Mondays, 4:00PM-6:50PM, EHS 215,

Instructor:

Office Hours: by appointment, in person or via WEBEX

Office Location:

Email:

Phone:

IMPORTANT NOTE: Please remember to register for Tevera as soon as possible!

Face Covering and Social Distancing Syllabus Language

BULLETIN DESCRIPTION:

This course addresses the influence of developmental and environmental factors on human behavior, including physical, social, and psychological aspects, and implications for counselors.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: 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.

REQUIRED TEXTBOOKS:

Coker, K. J., Cannon, K. B., Dixon-Saxon, S. V., Roller, K. M. (2023). *Lifespan development: Cultural and contextual applications for the helping professions*. Springer Publishing Company. DOI: 10.1891/9780826182791

JOURNAL ARTICLES:

Chan, Frank, C. D., Demeyer, M., Joshi, A., Vargas, E. A., & Silverio, N. (2021). Counseling older LGBTQ+ adults of color: Relational-Cultural Theory in practice. *The Professional Counselor*, 11(3), 370–382. <https://doi.org/10.15241/cdc.11.3.370>https://cmich.primo.exlibrisgroup.com/permalink/01CMICH_INST/gtjrlt/cdi_proquest_journals_2580728549

Woo, Dondanville, A., Jang, H., Na, G., & Jang, Y. (2020). A content analysis of the counseling literature on technology integration: American Counseling Association (ACA) counseling journals between 2000 and 2018. *International Journal for the Advancement of Counselling*, 42(3), 319–333. <https://doi.org/10.1007/s10447-020-09406-w> https://cmich.primo.exlibrisgroup.com/permalink/01CMICH_INST/gtjrlt/cdi_pubmedcentral_primary_oai_pubmedcentral_nih_gov_7363684

Additional journal articles as assigned by week, if applicable.

RECOMMENDED TEXTBOOK:

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

Other recommended readings as suggested in the syllabus.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

Additional readings, articles and handouts will be provided for you on Blackboard. It is your responsibility to print them out and bring them to class for discussion.

METHODS OF INSTRUCTION:

- Lecture, online, Hyflex methods
- Small group activities
- Online quizzes, discussion boards, and activities

STUDENT LEARNING COURSE OBJECTIVES:

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

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

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

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity 2.F.1.e	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
Professional Counseling Identity 2.F.1.j	Technology's impact on the counseling profession
Professional Counseling Identity 2.F.3.a	Theories of individual and family development across the life span
Professional Counseling Identity 2.F.3.b	Theories of learning
Professional Counseling Identity 2.F.3.c	Theories of normal and abnormal personality development
Professional Counseling Identity 2.F.3.d	Theories and etiology of addictions and addictive behaviors
Professional Counseling Identity 2.F.3.e	Biological, neurological, and physiological, factors that affect human development, functioning, and behavior
Professional Counseling Identity 2.F.3.f	Systemic and environmental factors that affect human development, functioning, and behavior
Professional Counseling Identity 2.F.3.h	A general framework for understanding differing abilities and strategies for differentiated interventions
Professional Counseling Identity 2.F.3.i	Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Assignments

Assignment	Points
Live Session Participation x8	8
Discussion Boards x3 +1	22
Quizzes x3	15
Developmental Self Case Study	15
Group Project Presentation	20
Comparing Stages Final Project	20
Total	100 points

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

All assignments are due before the start of class the following week. For example, the assignments listed in Week 1 are due by the start of class in Week 2.

1. Reflection Papers (15 points, 5 points each)

- a) For each reflection paper you will reflect on the assigned readings and describe how the information will impact your future practice as a counselor in whatever setting you decide to practice in. Reflection is an important skill to hone as professional counselors for many reasons, such as doing what we ask our clients to do, assuring our decisions are thoughtful and carefully implemented, and that we are doing our work ethically and responsibly. Reflection papers should follow APA style and formatting guidelines, but will not require a title page (this is optional). Please cite at least 1 course resource, or external resource, in each reflection paper.

2. Discussion Boards (15 points, 5 points each)

- a) There will be a total of 5 discussion boards in the course. The discussion boards are intended to facilitate online, asynchronous discussion about the readings we will be engaging with each week. Please write at least 2 paragraphs of 5-7 sentences each, with at least 1 referenced resource provided in class or found on your own from outside sources. Make sure this is a *scholarly* reference, i.e., from a peer reviewed or agency source, such as SAMHSA. Websites are generally not considered scholarly. **The initial post should be completed by Thursday of the week the assignment appears, with responses to 2 peers completed by the next class meeting.**

3. Quizzes (15 points, 5 points each)

- a) There will be 3 quizzes that you can access via blackboard, all found in the later half of the course. These quizzes will be open book and require students to apply and analyze developmental concepts to an individual and family lifespan. There is no time limit to complete the quiz.

4. Developmental Self Case Study (15 points)

- a) Write a developmental self-assessment using the theories, ideas, discussions and research from class and your readings. Each student will review his/her entire life up to the current age, beginning in pregnancy and including family of origin and current family development. The paper should be in APA format and follow the template on blackboard.
- b) Describe your own life experiences and family development based on the research, developmental stages and psychosocial crises discussed in class and include references from the primary text.
- c) Read 1 peer reviewed scholarly article on wellness and/or optimal development and apply the concepts to your own life. How can you use these concepts to overcome any current issues?
- d) Discuss what you learned about yourself through this project.
- e) APA and grammar (points deducted for poor grammar or not APA style)
- f) This project may be completed in stages. As each developmental stage is discussed in class, students are encouraged to write their case study for that section and give to instructor for review. Several examples of

case studies will be posted on blackboard.

5. Group Project (20 points):

Students will work together in groups by specialty area or lifespan stage and conduct an evaluation or review of programming for a target lifespan stage. The members of the group will complete the following steps to complete the project:

- a. During this project, the group will work together to find a curriculum, treatment protocol, or manualized therapy intervention that is evidence-based using a library search.
- b. The group members will conduct a literature search on the target population of the group, i.e., the lifespan stage the group will focus on. There should be 5-10 references and all should be from the past 5 years or newer.
- c. From this information, the group will conduct an evaluation or recommendation of the curriculum, treatment protocol, or manualize therapy intervention based on the research on the target population, and synthesize the information gathered into the evaluation or recommendation.
- d. The group will develop a 15-20 minute PowerPoint or other type of presentation that will be delivered in class on the final night the class meets. Students will submit a group assignment to Blackboard written in word that describes the contributions of each member in percentages and a summary of work completed.
- e. APA format and style should be followed for the presentation.
- f. This project may be supplemented with service-learning methods in some course section offerings at the discretion of the instructor.

6. Comparing Stages Project (20 points)

Each student will choose three developmental stages from the Coker text and develop a PowerPoint presentation that compares/contrasts these three stages. **School counselors must focus on childhood stages up to late adolescence only.**

Complete the assignment with instructions below:

PowerPoint slide 1: Introduction and identification of three stages you selected to focus on from the textbook.

PowerPoint slides 2-5: Choose a population to focus on and a crisis or trauma that would impact individuals across the lifespan from this population. School counselors should choose a crisis specific to children such as school suicide, addiction counselors should choose an addiction crisis such as the opioid crisis. For each developmental stage, read one peer reviewed scholarly article that summarizes the impact the event or crisis has on that population and age group and then compare/contrast the stages. For example, if your three stages are adolescence, early adulthood, and middle adulthood, the population is African American females; and your crisis/trauma is suicide, your PowerPoint slides should be:

Slide 1: Your name, adolescence, early adulthood and middle adulthood; Suicide; African American Females

Slide 2: Summary of article of how suicide impacts adolescent African American females

Slide 3: Summary of an article of how suicide impacts early adulthood African American females

Slide 4: Summary of an article of how suicide impacts middle adulthood African American females

Slide 5: how are impacts the same? How are they different?

Slides 6-9: Next, research peer reviewed articles on individuals with either a disability or giftedness in each developmental stage. What issues are unique to having a differing ability as a teenager, adults, older adult, etc.? For example, if you choose to research deaf individuals your presentation would be:

Slide 6: Issues for deaf adolescents – how does this differing ability impact their developmental milestones?

Slide 7: Issues for deaf early adults – how does this differing ability impact their developmental milestones?

Slide 8: Issues for deaf middle adults – how does this differing ability impact their developmental milestones?

Slide 9: Compare and contrast the developmental issues. How are they the same? How are they different?

Slides 10-13: Finally, return to your original population and summarize one article about optimal development and/or

wellness for each stage that includes your population; and one article on how someone in that stage might develop or be at risk for an addiction. Remember to be specific to the needs of the stage and the population, for example if you choose to research sleep, sleep needs are different for teenagers then for adults, and sleep issues will be different based on whether someone has access to a safe home; be sure to discuss that. For example:

Slide 10 – Optimal development for African-American adolescents, what helps them reach their potential? What factors could put them at risk for addiction?

Slide 11: Optimal develop and/or wellness for African-American early adults – what helps them reach their developmental potential and what factors might put them at risk for addiction?

Slide 12: Optimal development and/or wellness for African American middle adults, what helps them maintain wellness and what factors might put them at risk for addiction?

Slide 13: Discuss the ethical issues that might come up when addressing wellness. For example, being culturally competent means not suggesting activities that someone may not have access to, or it may cause stress for the client.

Slide 14: Compare and Contrast the entire project; what are different about the stages? What are the same?

CACREP Standard #	CACREP Standard	Assignment/Assessment
Professional Counseling Identity 2.F.1.e	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Quiz; Discussion Boards;
Professional Counseling Identity 2.F.1.j	Technology's impact on the counseling profession	Quiz; Discussion Boards;
Professional Counseling Identity 2.F.3.a	Theories of individual and family development across the life span	Quiz; Developmental Case Study; Discussion Boards;
Professional Counseling Identity 2.F.3.b	Theories of learning	Quiz; Discussion Boards;
Professional Counseling Identity 2.F.3.c	Theories of normal and abnormal personality development	Comparing Stages; Developmental Case Study; Discussion Boards;
Professional Counseling Identity 2.F.3.d	Theories and etiology of addictions and addictive behaviors	Comparing stages project; Discussion Boards;
Professional Counseling Identity 2.F.3.e	Biological, neurological, and physiological, factors that affect human development, functioning, and behavior	Developmental Case Study; Quizzes; Discussion Boards;
Professional Counseling Identity 2.F.3.f	Systemic and environmental factors that affect human development, functioning, and behavior	Developmental Case Study; Quizzes; Discussion Boards;
Professional Counseling Identity 2.F.3.h	A general framework for understanding differing abilities and strategies for differentiated interventions	Comparing Stages project; Discussion Boards;
Professional Counseling Identity 2.F.3.i	Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Comparing Stages project; Developmental Case Study; Discussion Boards;

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

COURSE TIMELINE:

Date	Topic	CACREP Standard	Readings	Due Dates
Week 1	Course introduction and overview Review syllabus and assignments	2.F.3.b 2.F.3.c 2.F.3.d		
Week 2	Lifespan in Context Technology Impact on Counseling	2.F.3.i 2.F.1.j 2.F.1.f 2.F.1.g 2.F.1.h	Chapter 1 Woo, Dondaville, Jang, Na, Jang, 2020	
Week 3	The Roots of Lifespan Developmental Theory Advocacy in Counseling Practice	2.F.1.c 2.F.1.e	Chapter 2 + podcast Chan, Frank, Demeyer, Joshi, Vargas, Silverio, 2021	
Week 4	Cultural and Contextual Developmental Models	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f 2.F.3.h	Chapter 3	Quiz 1
Week 5	Cultural and Contextual Factors of Infancy Through Early Childhood	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 4 + podcasts	
Week 6	Developmental Theories of Infancy Through Early Childhood	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 5 + podcasts	Discussion Board 1
Week 7	Cultural and Contextual Factors of Middle Childhood Through Adolescence	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 6 + podcasts	Developmental Self Case Study
Week 8	Developmental Theories of Middle Childhood Through Adolescence	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 7 + podcasts	Quiz 2
Week 9	Cultural and Contextual Factors of Emerging Adulthood Through Early Adulthood	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 8 + podcasts	
Week 10	Developmental Theories of Emerging Adulthood Through Early Adulthood	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 9 + podcasts	Discussion Board 2
Week 11	Cultural and Contextual Factors of Middle Adulthood	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 10 + podcasts	
Week 12	Developmental Theories of Middle Adulthood	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 11 + podcasts	
Week 13	Cultural and Contextual Factors of Late Adulthood Through End of Life	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 12 + podcasts	
Week 14	Developmental Theories of Late Adulthood Through End of Life	2.F.3.a 2.F.3.c	Chapter 13 + podcasts	Discussion Board 3

		2.F.3.e 2.F.3.f		
Week 15	Addiction, school, and other topics covered with additional readings	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f		Quiz 3 Comparing Stages Final Project DUE
Week 16	Group Presentations	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f		Group Project Presentation

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/Attendance: CMU Counseling Program faculty are gatekeepers for the counseling profession. Material presented in class is vital to becoming a competent counselor, therefore students are expected attend each class and actively participate in class activity and discussion. Missing one class will result in a 5-point grade deduction. Missing two classes may result in failure of the class. This point deduction may be waived for documented illness and/or family emergency. Please inform the instructor if you intend to miss class.

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/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.

Flexibility Clause: The instructor reserves the right to modify the course requirements and other related policies as circumstances may dictate, and with limited notification to all students. Even the professor can have an unanticipated emergency, and the university—or the community at large—may experience an emergency that requires changing the class schedule or requirements. I don’t expect to invoke this clause, but if I do, you will be notified as soon as possible. Any change will also be posted to the online learning system.

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 690: Counseling Practicum

FACE TO FACE

Semester Year

EPN:

Instructor:

Office Hours:

Office Location: CCCD Office

Email:

Phone:

Class Day/Time: CCCD group Room/

Flexibility Clause: The instructor reserves the right to modify the course requirements and other related policies as circumstances may dictate, and with limited notification to all students. Even the professor can have an unanticipated emergency, and the university—or the community at large—may experience an emergency that requires changing the class schedule or requirements. I do not expect to invoke this clause, but if I do, you will be notified as soon as possible. Any change will also be posted to the online learning system.

BULLETIN DESCRIPTION:

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

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

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

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTBOOKS:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders: DSM- 5*. Arlington, VA: American Psychiatric Association. ISBN-13: 978-0890425558

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

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

REQUIRED JOURNAL READINGS:

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

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

RECOMMENDED TEXTBOOKS:

Jongsma, Arthur E., Jr., Peterson, L. M., & Bruce, Timothy J. (2014). *The complete adult*

psychotherapy treatment planner: Includes DSM-5 updates. Hoboken, NJ: Wiley. ISBN: 978-111806786

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

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

ADDITIONAL RECOMMENDATIONS:

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

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

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

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

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

- As a student enrolled in CED 690: *Practicum*, you will now be referred to as a Counselor-In-Training (CIT).
- Students will secure and maintain professional (student) liability insurance **before** they are eligible to begin seeing clients. This proof of insurance should also be provided in your Practicum Application AND uploaded into Tevera. Make sure it stays current and provide proof of renewal as needed. See the *Practicum Manual* for more information.
- CED 690: *Practicum* is scheduled as a 6-credit hour course in the curriculum. If you do not finish your hours in one semester, you will be **required to enroll in an additional 1-credit hour and meet all the requirements** for a second semester (e.g., hours, class participation, paperwork etc.). This requirement will be based on the number of outstanding hours. Please review with your instructor and faculty advisor as you near the end of your practicum.
- Although this class meets from _____ on _____, the CIT (Counseling in Training) will spend 5-10 additional hours per week on tasks required by this course and your placement site. These tasks include seeing clients, completing administrative activities, engaging in supervision, reviewing client sessions, and completing clinical paperwork.
- As a part of the practicum course, the CIT must complete a minimum of **100 clock hours** over a full academic term that is a minimum of 10 weeks. Practicum students must complete at least 40 hours of direct hours seeing clients in the form of face-to-face individual, couples, family, or group counseling sessions that contributes to the development of counseling skills. The other 60-hours includes class time, supervision, preparation, documentation etc.
- As part of your clinical experiences in the CMU Counseling Program, the student is *required to lead or co-lead a counseling or psychoeducational group*. You will be eligible to lead a group in practicum as long as you have completed CED 650: *Theories and Techniques of Group Counseling* BEFORE you enroll in practicum. Otherwise, you must meet this group requirement in CED 691: *Internship*.
- Students enrolled in CED 690: *Practicum* have **individual or triadic supervision** with their counselor education program faculty member or off-campus site supervisor who is working in consultation on a regular basis with a counselor education program faculty member in accordance with the supervision agreement that averages **one (1) hour per week** throughout the practicum. Please come prepared to engage in supervision each week.
- Students enrolled in CED 690: *Practicum* have group supervision with their counselor education program faculty member that averages **one and a half hours (1.5) per week** on a regular schedule throughout the practicum. Please come prepared to engage in supervision each week.
- *Class Schedule – Weeks 1-3*

- **Class Schedule – Weeks 4-16**

- Live supervision and/or audio or visual recordings of sessions are required in practicum. Any client paperwork, recordings, or documentation are not to leave the CCCD clinic (or an off-site location) for any reason.
- **Throughout the course we will be discussing highly confidential information about the clients. You will be expected to maintain the highest legal, ethical, and professional standards of conduct always.**

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:

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

STUDENT LEARNING COURSE OBJECTIVES:

Clinical instruction is provided in a coordinated counseling laboratory setting, which is conducive to modeling and demonstrating therapeutic skills. Individual and group supervision, didactic components, a long with case study presentations are specific methods employed.

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

Learning Objectives (LO)
1. Perform, on a limited basis and under clinical supervision of qualified faculty members, counseling activities that a regularly employed staff member in the setting would be expected to perform (defined as a person occupying the professional role to which the student is aspiring).
2. Apply basic and advanced counseling skills working with diverse individuals, families, couples, and

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

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

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity 2.F.5.e.	The impact of technology on the counseling process
Professional Counseling Identity 2.F.5.g	Essential interviewing, counseling, and case conceptualization skills
Professional Counseling Identity 2.F.5.l	Suicide prevention models and strategies
Professional Counseling Identity 2.F.5.m	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
Professional Counseling Identity 2.F.7.c	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
Professional Counseling Identity 2.F.7.d	Procedures for identifying trauma and abuse and for reporting a abuse

ASSIGNMENTS:

1. Professional Liability Insurance

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

2. Class Attendance/Participation

Attend and participate in class discussions, case reviews, and role plays.

3. Client Contact and Documentation

This is completed weekly in Titanium. Student notes will be reviewed and either signed as completed or they may require a revision. Documentation should follow the following timeline:

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

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

4. Supervision- Individual or Triadic

The student will have weekly supervision with a counselor education faculty member/site supervisor individually or one other student that averages **one (1) hour per week**.

5. Supervision- Group

The student will participate in an average of **1.5 hours per week** of group supervision on a regular schedule throughout the practicum. Supervision is provided by a counselor education faculty member. Students will come to group supervision prepared to show two clips and by completing a “Counselor Reflection Form” for at least one session that occurred in the week prior to class. CIT will be prepared to discuss all active cases, ethical issues, theory integration and questions/concerns. **Observation of your peers is also required** throughout the semester. CITs will provide both positive and critical feedback to other CITs.

6. Technology in Counseling Presentation (10 points)

Working in small groups, students will prepare one presentation on best practices and current research regarding the use of technology on the counseling process (2.F.5.e). Upon completion, students will present their findings to the instructor and their peers during class time on an assigned date. The presentation should be between 9-12 slides (including a title slide, agenda slide, and reference slide) and last approximately 20 minutes. Groups will choose their presentation topics during the second course meeting. The following outline should be used:

Slide 1: Title Slide

Slide 2: Agenda/Table of Contents

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

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

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

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

7. Midterm Student Evaluation/case conceptualization & Hour Logs (20 points)

Supervisor Evaluation, Student self- evaluation, signed midterm evaluation and hours logs are completed in Tevera. Evaluations need to be completed by the student and the on-site supervisor and turned into the instructor on the specified date. Any missing evaluations will result in an incomplete / fail for the course.

For a copy of the evaluation forms see the Practicum Manual. **NOTE: the student MUST have a satisfactory evaluation by the faculty or site supervisor to pass the class. An unsatisfactory final evaluation will result in NC (no credit) for the course.**

8. Final Student Evaluation/Case Conceptualization & Hour Logs (70 points)

Supervisor evaluation, Student-self-evaluation, signed final evaluation and hour logs are completed in Tevera.

9. Tevera Practicum Portfolio.

Students will upload all documentation, papers, and hours logs into an electronic portfolio system called Tevera. Tevera is data management system that provides support for practicum and internship; including hour tracking, locating sites, and submitting evaluations; and assessment tracking for student academic performance. Students have lifetime access to Tevera to maintain practicum and internship records, and to track hours toward professional licensure or CAADC certification.

Program faculty have identified specific assignments to use as a gauge of student learning. Data are reviewed regularly to determine the effectiveness of programs in meeting required standards and to make adjustments in programs when gaps are identified. (CACREP), Michigan Department of Education (MDE),

and CMU Program Assessment.

ASSIGNMENTS & COURSE EVALUATION:

Assignment	Points
Technology in Counseling	10 points
Midterm Evaluation	20 points
Final Evaluation	70 points
Total	100 points

GRADING SCALE: Courses in which graduate student performance is evaluated CR/NC, rather than by a letter grade on the A through E scale carry the designation “CR/NC only” in the departmental course descriptions. CR indicates that the student has performed at a level equivalent to or above the grade point average for graduation (B grade) and shall receive credit in the course. NC indicates that the student has performed at a level lower than a B and shall not receive credit. In either case, the title and other course identification and the symbol CR or NC shall be entered on the student's transcript (CMU Graduate Bulletin).

93-100 points	CR
90-92 points	CR
87-89 points	CR
83-86 points	CR
80-82 points	CR
77-79 points	NC
73-76 points	NC
72 & below: failing.	NC

COURSE TIMELINE:

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
Week 1: DATE	Introductions (15 min) Syllabus & Prac. Manual Review Assign Technology Presentations and Supervision. Telemental Health: Best Practices	Professional Counseling Identity 2.F.5.g 2.F.7.c 2.F.7.d 2.F.5.e.	Read Syllabus and Prac. Handbook. Erford Text: Read chapter with your theoretical orientation Introduction: What is your theoretical orientation? Goals for Practicum?	-HIPAA Cert.? EMR at your site? -Tevera?

Week 2: DATE	Check-In: Documentation Procedures/SOAP Notes Process: How does your site assign Clients? Session #1 Prep: - Informed Consent, - Emergencies	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1		
Week 3: DATE	Check In: Counseling Techniques Group Supervision #1	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Cameron (2002) Case-Notes article. S.O.A.P. Notes Erford text: What techniques do you identify with the most? The least? Why?	Review Recordings Technology Presentation #1 Technology Presentation #2
Week 4: Date:	Check-In Group Supervision #2	Professional Counseling Identity 2.F.5.g 2.F.5.1 2.F.7.c	Erford Chapters: 1-4 (on your own)	Technology Presentation #3 Technology Presentation #4 Review Recordings
Week 5: DATE:	Check-In Group Supervision #3	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 5-8 (on your own) Hanna (2011). Freedom Toward an Integration.	Technology Presentation #5 Technology Presentation #6 Review of Video Recordings
Week 6: DATE:	Check-In Group Supervision #4	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d	Erford Chapters: 9-12 (on your ow	Review Recordings

Week 7: DATE:	Check-In Group Supervision #5	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 13-16 (on your own)	*Recordings for Mid- Term Evaluations and Mid-Term Self-Evals Due on
Week 8: DATE	Group Supervision #6	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 17-20 (on your own)	Review Recordings
Week 9: DATE:	Check-In Group Supervision #7	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 21-25 (on your own)	Review Recordings
Week 10: DATE	Check-In Group Supervision #8	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 26-30 (on your own)	Review Recordings
Week 11: DATE:				
Week 12: DATE	Check-In Group Supervision #9	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 31-35	Review Recordings

Week 13 DATE:	Check-In Client Termination and discharge. Group Supervision #10	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Review of Book Chapter on Termination and Reflection Activity	Review Recordings
Week 14 DATE:	Check-In Group Supervision #11	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	TBD	Review Recordings
Week 15 DATE:	Check-In Group Supervision #12	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	TBD	Review Recordings Final Evaluation Recording, Final Self-Evals, and Instructor Evals Due on
Week 16 DATE:	Finals Week: All Paperwork is Due. No Group Supervision	Professional Counseling Identity 2.F.5.g		All Summary Hour Logs and Tevera assignments must be completed before grades are submitted.

*****The instructor reserves the right to make changes to this syllabus to support and enhance student learning.*****

CACREP Standard #	CACREP Standard	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity & 2.F.5.e.	The impact of technology on the counseling process	Clinical Software Overview; Technology Presentation; Client Sessions
Professional Counseling Identity 2.F.5.g	Essential interviewing, counseling, and case conceptualization skills	Client Sessions; Midterm and Final Evaluation; On-going and formal Case Conceptualizations/ Presentations; Supervision; Formative and summative evaluations; Peer and Self evaluations.

Professional Counseling Identity 2.F.5.1	Suicide prevention models and strategies	Class Lecture/Discussion; Assessments and Practice in class and in-session; On-going client assessment; Role Plays; Case conceptualizations
Professional Counseling Identity 2.F.5.m	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	Class Lecture/Discussion Intervention and Skill Practice; Role Plays
Professional Counseling Identity 2.F.7.c	Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Class Lecture/Discussion; Class Practice; Role Plays; Supervision; Case Conceptualization; Client Sessions
Professional Counseling Identity 2.F.7.d	Procedures for identifying trauma and abuse and for reporting abuse	Class Lecture/Discussion; Class Practice; Role Plays; Supervision; Client Sessions

Course Policies, Conduct & Expectations

- This course is heavily dependent on the feedback you will receive both from your supervisor as well as your peers. It is expected as part of the course and it is essential to your professional growth and development that you maintain an open and welcoming attitude to such feedback and respond in a professional and non-defensive manner. Evidence that you are unable or unwilling to comply with this expectation may necessitate remedial action.
- The instructor aims to construct a safe and welcoming learning environment for students. Throughout the course, you will also be expected to reflect on and engage in discussions on class material sharing your thoughts and differences of opinion during the group supervision. Disagreeing with ideas, holding alternative views, and challenging the status quo are all a part of the higher education tradition, as they provoke us to re-examine our own thinking. To achieve this, you will be expected to engage in all classroom activities and assignments in a respectful, inclusive, and culturally appropriate manner and to maintain confidentiality when students share personal information.
- Every effort will be made by the instructor to respect your time and schedule by ending class/supervision on time. However, it is expected that you will display maturity and flexibility, realizing that there may be instances where class runs a few minutes late. In these instances, “packing up” and causing a distraction is NOT considered mature or professional behavior.”

Attendance Policy: To get the most out of this class, it is essential that you attend every session during the semester. Students must be in class, and prepared, to receive participation points. Please inform instructor in advance of university-excused absences so that arrangements can be made. Prompt attendance and preparedness for triadic supervision, is also expected.

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

- For each 24-hour period after date specified, the final achievable grade will be reduced by 5%.
- No assignments may be turned in any later than 3 days after the scheduled due date.
- Late assignments must be approved and uploaded to BB. Please do not email them to me.
- If you feel you have extenuating circumstances, please discuss this 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 type your name at the end of discussion postings, during chats, and/or in email messages so it is clear who has contributed to the learning process. Penalties for violating this netiquette policy range from a discussion with the instructor, to losing participation/attendance points for the week.

- When sending an email to the instructor, please use a 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.

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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](#)

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Additional Resources

American Counseling Association (ACA) competencies:
<http://www.counseling.org/knowledge-center/competencies>

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

Michigan Department of Health and Human Services (general):
<https://www.michigan.gov/mdhhs/>

Michigan Department of Health and Human Services (online reporting):
https://www.michigan.gov/mdhhs/0,5885,7-339-73971_7119_50648_44443_91424---,00.html

Michigan/National Suicide and Crisis Hotline:
<http://www.suicidehotlines.com/michigan.html>



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

CED 699: Diagnosis & Treatment Planning

FACE TO FACE

Spring 2022: January 11, 2022 – May 3, 2022

Format: In-Person

Section #: 22400086

Tuesdays 4:00-6:50pm in EHS 215

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

Office Hours: Mondays 9:00-12:00pm & Wednesdays 12-2:00pm, or please contact me to schedule a virtual meeting.

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

Email: arneklak@cmich.edu

Phone: (989) 774-6439

BULLETIN DESCRIPTION:

This course provides an overview of the diagnosable mental and emotional disorders and appropriate intervention methods. This course may be offered in an online format.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisites: CED 677

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTBOOKS:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders—DSM-5* (5th ed.). Washington, DC: Author.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical Interviewing*. Hoboken, NJ: Wiley. ISBN-13: 978-1119215585; ISBN-10: 1119215587

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

HIGHLY RECOMMENDED TEXTBOOKS:

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

First, M. B. (2014). *DSM-5 handbook of differential diagnosis*. Arlington, VA: American Psychiatric Association. ISBN: 9781585624621

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

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

This course will be supplemented with the use of Blackboard. The instructor relies heavily on Blackboard to communicate information through emails/announcements and to provide all relevant content. Students must have ready access to an up-to-date computer with high speed Internet connectivity. Students must be able or arrange for the installation of specific browser plugins (such as Flash Player) and/or client side software (such as a PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools at <http://global.cmich.edu/system-check>.

It is expected that students will turn on their cameras and participate in each live class session.

METHODS OF INSTRUCTION:

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

STUDENT LEARNING COURSE OBJECTIVES:

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

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

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

The following CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Clinical Mental Health Counseling 5.C.1.c	Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
Clinical Mental Health Counseling 5.C.2.b	Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
Clinical Mental Health Counseling 5.C.2.d	Diagnostic process, including differential diagnosis and the use of the current Diagnostic and Statistical Manual of Mental Disorders (DSM) or International Classification of Diseases (ICD)
Clinical Mental Health Counseling 5.C.3.a	Intake interview, mental health status exam, biopsychosocial history, mental health history, and psych assessment for treatment planning and caseload management

Addiction 5.A.2.1	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders</i> (DSM) and the <i>International Classification of Diseases</i> (ICD)
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ASSIGNMENTS:**1) Quizzes (8 quizzes; 4 points each= 32 points)**

The purpose of the open-book quizzes in this course is to complement the reading assignments based on the DSM chapters. The quizzes will serve as your self-assessment method to understand if you learned the main points from each section of the DSM. Each 10-question quiz will cover content from the reading and include T/F, fill-in, and multiple choice questions. You will receive immediate feedback upon completion of the quiz. You will have 30-minutes to complete the quiz and only one attempt. Quizzes will have randomized questions and you will only see one question at a time. Quizzes will be completed in the Bb Quiz function. *Students are expected to work alone and not share answers or quiz content.* **Each scheduled quiz will be open on Wednesday morning @ 8am and close on the next Tuesday @ 4:00pm.**

2) Biopsychosocial Interview (10 points)

This assignment has three purposes: 1) gain practice asking helpful interview questions that will yield a comprehensive snapshot of the client's presenting situation, 2) practice your case conceptualization skills, and 3) help you to articulate your clinical thoughts through professional writing. For this assignment, you will interview a "client" of your choosing utilizing a biopsychosocial assessment document provided for you. Your "client" must be 18 or older and must be able to and be willing to sign an informed consent document stating that their information will be kept confidential and only used for educational purposes. For the purposes of this assignment, please ensure your "client" that any of their identifying information will be blinded. Using the skills and knowledge learned in class, you will complete the biopsychosocial assessment form, including the treatment planning portion, with as much detail as possible. Within the "Clinical Interview" tab in Bb, you will find the interview template, informed consent document, and a scoring rubric. This is an educational assignment only and the final outcome summary will not be shared with the "client." **This assignment is due on Tuesday @ 11:59pm EST of Week 6.**

3) Diagnosis & Treatment Planning Exercises (4 Exercises at 5 pts. each= 20 points)

One of the best ways of honing your diagnostic skills is to read through a series of cases and determine what the most likely diagnoses are based on background information, symptoms, and behaviors. As such, you will read four cases throughout the semester and determine the tentative diagnosis and treatment plan for each case based on the information provided by the instructor. In addition, given that many symptoms and behaviors overlap across various mental disorders, you will also be required to list any diagnoses which should be ruled out if you had the opportunity to continue working with the individuals in the case scenarios. The following format should be used when completing these assignments:

- Case # - Name of case:
- Relevant symptoms:
- Tentative diagnosis:
- Page # in DSM-5:
- Diagnostic rule outs/differential diagnosis:
- Tentative treatment plan (using client stated goals and measurable objectives)

Each assignment will be completed electronically and submitted within the "Dx & Tx Planning" tab within Bb. Upon completion, the instructor will either post to the discussion board or discuss in class the most likely diagnoses and optimal treatment plans for each case after you and your classmates have submitted your responses. A maximum of five (5) points can be earned for each assignment. Assignments will be

evaluated based on thoroughness, accuracy of diagnosis, and appropriateness and quality of treatment plan. **Assignments are due into Bb on or before 4pm on the assigned night.**

4) Journal Entries (3 entries at 4 points each= 12 points)

To ensure that there is an intentional moment to pause and reflect in this course, you will complete three journal entries. Specific prompts will be provided and will ask you to think about your position, thoughts, and opinions on the various topics. Full points will be provided to responses that demonstrate thoughtfulness, appropriate grammar and punctuation, and completion of each part of the prompt. Quality means more to me than quantity; however, a few sentences will not suffice. **Journals are due on the assigned date before 4:00pm and will be submitted through the “Journal Entries” tab in Bb.**

5) Integrative Case Summary (26 points)

This assignment will assist you preparing a complete case conceptualization of a client from beginning to end. Working in small groups during class time, you will interview a mock client (clients played by actual counselors working in the field) in a simulated experience of a full clinical interview. Upon completion of the interview, you will consult with your group regarding the diagnose(s) and treatment plan. Each student will write up their own narrative of the clinical interview and submit this for a grade. A template will be provided for your use. **Please note:** School counseling concentration students will conduct a mock interview of a child or adolescent client; Addiction counseling concentration students will conduct a mock interview with a client with an individual and/or co-occurring substance abuse concern; and Clinical Mental Health concentration students will conduct a mock interview with a client with a specific mental health concern. More information about this assignment, rubric, and the template can be found under “Integrative Case Summary” in Bb. **Integrative Case Summary Due by Tuesday May 3 before 11:59pm into Bb.**

COURSE EVALUATION:

Quizzes	32 points
Biopsychosocial Interview	10 points
Diagnosis & Treatment Planning Exercises	20 points
Journal Entries	12 points
Integrative Case Summary	<u>26 points</u>
	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:

DATE	TOPIC	CACREP STANDARD	READING ASSIGNMENT	ASSIGNMENT DUE
Before our first meeting	Read the syllabus Purchase course textbooks			
Week 1: 1/11/22	What will be talking about in this class? Introductions Syllabus Review	5.C.2.b	Read Chapter 1 in SF/SF text Review slides on <ul style="list-style-type: none"> History of Diagnosis Intro to the Clinical Interview 	
Week 2: 1/18/22	How do I get the client's Information? Overview of the Interview Process (formats & models) Ethical & Multicultural Considerations	5.C.1.c	Review Chapter 2 and focus on Chapter 3 in SF/SF text	Journal Entry # 1 due before 4pm
Week 3: 1/25/2022	How do I write a quality intake report? Intake Interviewing & Report Writing Interdisciplinary Approach	5.C.1.b 5.C.2.c	Read Chapter 8 in SF/SF text	Dx & Tx Activity #1 due before 4pm
Week 4: 2/1/22	How do I make sense of the client's situation? Case Conceptualization Mental Health Status Exam	5.C.1.a 5.C.3.c	Read Chapter 16: Integrative Case Conceptualization (PDF in Bb) Read Chapter 9 in SF text	-Journal Entry #2 before 4pm
Week 5: 2/8/22 ONLINE CLASS	How do I apply what I learned from the client into a diagnosis? Diagnosis & Treatment Planning Intro to DSM/ICD Multiaxial System Putting it all together	5.C.1.c 5.C.2.d	Read Chapter 11 in SF text Read Chapter 2: Treatment Planning (PDF in Bb)	-Dx & Tx Activity #2 due by 4pm - Conduct Interview on your own
Week 6: 2/15/22	Putting it All Together/Practice	5.c.3.a	Review reading/notes to date **Bring DSM to class every day going forward	
Week 7: 2/22/22	Neurodevelopmental Disorders and Neurocognitive Disorders Sleep-Wake Disorders;	5.c.3.a	Read associated chapters in DSM-5	-Quiz #1 -Biopsychosocial Assignment/Interview Due into Bb by 11:59pm

Week 8: 3/1/22	Depressive Disorders; Anxiety Disorders;	5.C.3.a	Read associated chapters in DSM-5	Quiz #2
Week 9: 3/8/22	NO CLASS <i>Online Content:</i> Sexual Dysfunctions; Gender Dysphoria;	SPRING 5.C.3.a	BREAK Read associated chapters in DSM-5	
Week 10: 3/15/22	Bipolar & Related Disorders; Disruptive, Impulse-Control, & Conduct Disorders	5.C.3.a	Read associated chapters in DSM-5	Quiz #3 Dx & Tx Activity #3 due by 4pm
Week 11: 3/22/22	Substance-Related & Addictive Disorders Feeding and Eating Disorders;	5.C.3.a 5.A.2.1	Read associated chapters in DSM-5	Quiz #4
Week 12: 3/29/22	Trauma- and Stressor-Related Disorders; Obsessive-Compulsive and Related Disorders;	5.C.3.a	Read associated chapters in DSM-5	Quiz #5 Journal Entry #3 before 4pm
Week 13: 4/5/22	Somatic Symptom and Related Disorders; Elimination Disorders; Paraphilic Disorders ONLINE CLASS	5.C.3.a	Read associated chapters in DSM-5	Quiz #6
Week 14: 4/12/22	Schizophrenia & Other Psychotic Disorders; Dissociative Disorders	5.C.3.a	Read associated chapters in DSM-5	Quiz #7 Dx & Tx Activity #4 due by 4pm
Week 15: 4/19/22	Personality Disorders	5.C.3.a	Read associated chapter in DSM-5	Quiz #8
Week 16: 4/26/22	Clinical Interviews			Prepare for Interview
Week 17: 5/3/22	EXAM WEEK			Integrative Case Summary Due by Tuesday May 3, 2022 @11:59pm

CACREP #	CACREP STANDARD	ASSIGNMENT/ ASSESSMENT
Clinical Mental Health Counseling 5.C.1.c	Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Course Materials; Journal Entries; Diagnosis & Treatment Planning Activity
Clinical Mental Health Counseling 5.C.2.b	Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Course Materials; Quiz; Diagnosis & Treatment Planning Activity
Clinical Mental Health Counseling 5.C.2.d	Diagnostic process, including differential diagnosis and the use of the current Diagnostic and Statistical Manual of Mental Disorders (DSM) or International Classification of Diseases (ICD)	Course Materials; Journal Entries; Quiz; Diagnosis & Treatment Planning Activity
Clinical Mental Health Counseling 5.C.3.a	Intake interview, mental health status exam, biopsychosocial history, mental health history, and psych	Course Materials; Journal; Quiz; Biopsychosocial

	assessment for treatment planning and caseload management	Interview; Integrated Summary
Addiction 5.A.2.1	Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders</i> (DSM) and the <i>International Classification of Diseases</i> (ICD)	Course Materials; Quiz; Diagnosis & Treatment Planning Activity

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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 or virtually 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 677 Theories of Counseling

Face to Face

Instructor:

Office Hours: face to face and via WEBEX

Office Location:

Email:

Phone:

Class Location: EHS Classroom

Class Dates:

Class Times:

SERVICE DELIVERY:

Online using Blackboard for posting content, discussion boards, and quizzes, and Webex for weekly synchronous meetings.

BULLETIN DESCRIPTION:

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

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: Conditional admission to the counseling program.

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTBOOKS:

Corey, G. (2021). *Theory and practice of counseling and psychotherapy, enhanced* (10th ed.).
CENGAGE Learning Custom Publishing.

Note: The course textbook is provided in eBook format along with access to MindTap. It is provided to students via the Inclusive Access purchase model which provides access to the digital course materials through the Bb course shell at a discounted rate. Students are automatically billed for the materials by the Bookstore to their student accounts and can opt out if desired. See email from the bookstore for details.

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

Students must have ready access to an up-to-date computer with high-speed Internet connectivity. Students must be able to arrange for the installation of specific browser plugins (such as Flash Player) and/or client-side software (such as a PDF reader). Students should test computers intended for use in online coursework for basic compatibility with Central Michigan University systems and tools at <http://global.cmich.edu/system-check>.

Additional readings, articles and handouts may be provided for you on Blackboard. It is your responsibility to print them out and bring them to class for discussion.

METHODS OF INSTRUCTION:

Lecture	Small group assignments
Online discussions	Small group activities
Role Play	Interactive Modules

STUDENT LEARNING COURSE OBJECTIVES:

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

Learning Objectives (LO)
1. Describe distinct characteristics found in major theories of counseling.
2. Explain how therapeutic change occurs in relation to each of the techniques and treatment strategies of each theory.
3. Differentiate among the various life stages of growth.
4. Develop a personal theory of counseling.
5. Evaluate approaches to counseling services and make recommendations.
6. Apply appropriate learned theories to match client needs and characteristics.

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

The following 2016 CACREP standards will also be addressed:

CACREP Standard #	CACREP Standard
Professional Counseling Identity F.5.a	Theories and models of counseling
Professional Counseling Identity F.5.b	A systems approach to conceptualizing clients
Professional Counseling Identity F.5.j	Evidence-based counseling strategies and techniques for prevention and intervention
Professional Counseling Identity F.5.n	Processes for aiding students in developing a personal model of counseling

ASSIGNMENTS & 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.

ASSIGNMENTS:

1. **Discussion Boards (10 pts):** Students will respond to two Discussion Board assignments focused on case conceptualization.
2. **Online Quizzes (30 pts):** Students will complete online quizzes as assigned on Blackboard. Each quiz will cover one or more book chapters. The quizzes are timed, include multiple choice and true/false questions and are available up until the due date. Quizzes will not be re-opened for any reason including technological difficulties as students will have ample time to complete the quizzes.
3. **Comprehensive Theory Paper (35 pts.):** The goal of this assignment is to assist you on your journey to identify the foundational theories and/or schools of thought that will inform your future practice. In this assignment, you will describe your own personal theory of counseling and the therapeutic approaches that you believe most reflect your current thoughts, attitudes, and assumptions regarding counseling. **See assignment description below for additional instructions.**
4. **Attendance, Professionalism, and Participation (5pts):** Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, you are expected to conduct yourself with the same level of professionalism that will be expected of you in a work setting. For this course you are expected to demonstrate the following:
 - Respect for colleagues, hypothetical clients, faculty and others in your conversation and behaviors, attentiveness.
 - Timeliness with communications, and responsibility for your own personal wellness. Please also see the counseling competency statement at the end of the syllabus.
 - Because course participation is online, and, because many of your communications as a professional counselor will occur electronically, it is important to demonstrate professionalism through appropriate use of 'netiquette' (e.g., students should communicate in a professional tone and include respectful salutations in postings.
 - Course content is only useful when it is put into practice, so students are expected to participate fully in assigned discussions, activities, and tasks outlined in the schedule.
5. **Case Conceptualization/Role Play Presentation (20 pts).** Students will work in groups (6 groups of 4) assigned by the instructor and choose a film that depicts an individual's life.
 - a. Films must be approved by the instructor and should not include a depiction of a therapist. Students will work together to conceptualize the individual from three different counseling theories and then role play those conceptualizations in three 5-minute presentations via webex. The presentations can be pre-recorded.
 - b. This conceptualization will include how the theory explains the individual's behavior and how the theory recommends change.
 - c. The group will submit an APA (American Psychological Association) 7th edition paper that clearly conceptualizes the individual and will then create a role play that demonstrates one intervention from each of the chosen theories. Theories must be fundamentally different from each other.
 - d. Then each individual group member will write a final one-page reflection of which theory (you can include all the covered theories in the course) most resonate with you. Remember to identify yourself and turn in the entire project as a group.
 - e. This is a group grade. Members will have time to work and practice in class and receive feedback from the instructor.
 - f. Then each individual group member will write a final one-page reflection of which theory (you can included all the covered theories in the course) most resonate with you. Remember to identify yourself and turn in the entire project as a group

- g. Please see the template and rubric on Blackboard. Students will be graded on level of professionalism, preparedness, and accuracy to the theory.

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

COMPREHENSIVE THEORY PAPER (CTP):

Though your focus will be either one approach or integrating two theoretical approaches that best fit you as a counselor-in-training, as a summative evaluation it is important to include references to other approaches. Including how your approach compares to other approaches will be one indication of how well you have integrated knowledge of the theories throughout the course. For example, if your personal theory of counseling is Cognitive Behavioral Theory (CBT), you might compare your therapeutic goals with a Person-Centered approach and contrast your role as a counselor with these approaches. The CTP is divided into two parts outlined below:

Part I: 3.5 – 5 pages (15pts)

- a) Title Page (not included in page count)
- b) Introduction
- c) Approaches you are drawn to and why (how your personal life—past, present, or future influences your choice of theories).
- d) Key Theoretical Concepts including an overview/description of the theory or theories in your approach. Include research/citations to support these theories.

Part II: 3.5 - 5 pages (20pts)

- a) Your role as a counselor and the counselor/client relationship.
- b) Central techniques and methods and how you might use this theory with your population of interest.
- c) Summary including:
 - conclusion as to why this approach best personally fits with you currently.
 - limitations or contraindications of its use (in general and specifically for you).
 - gaps in your understanding and skills which you may want to fill in the future.
- d) References

SUMMARY OF GRADED ASSIGNMENTS:

Assignment	Points
Discussion Boards	10
Online Quizzes	30
Comprehensive Theory Paper (CTP)	35
Case conceptualization/Role Play presentation	20
Attendance and Participation	5
Total	100

GRADING SCALE:

It is possible to earn a total of 100 points in the course and the course grade is determined as follows:

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:

DATE	TOPIC	CACREP STANDARD	READING	ASSIGN DUE
<i>Week 1</i>	Introduction to CED 677: Syllabus Review of Case Study and Intake The Counselor, Person and Professional Ethical Issues in Counseling *Set up groups for film presentation assignment The case of "Stan"	2.F.3.e; 5.C.3.b	Corey Ch 1,2,3	-Theoretical Orientation Questionnaire -MindTap Activities
<i>Week 2</i>	Psychoanalytic/Psychodynamic Theories: Freud & Jung	5.C.1.e; 2.F.3.e; 5.C.1.e; 5.C.2.b; 5.C.3.b	Corey Ch 4	-MindTap Activities -Alexander St. Videos
<i>Week 3</i>	Psychodynamic Theories: Adler	5.C.1.e; 2.F.3.e; 5.C.1.e; 5.C.2.b; 5.C.3.b	Corey Ch 5	-Quiz #1 -MindTap Activities -Alexander St. Videos
<i>Week 4</i>	Humanistic Theories: Existential Theory Intro to Person-Centered Theory	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 6, 7	-DB #1 -Group #1 -MindTap Activities
<i>Week 5</i>	Humanistic Theories (cont'd): Person-Centered Theory (cont'd) Motivational Interviewing	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 7	-CTP Part I Due -Quiz #2 -MindTap Activities
<i>Week 6</i>	Humanistic Theories (cont'd): Person-Centered Theory (cont'd) Motivational Interviewing Gestalt	5.C.1.e; 2.F.3.e; 5.C.1.e; 5.C.2.b; 5.C.3.b	Corey Ch 8	-Group #3 -Alexander St. Videos
<i>Week 7</i>	Humanistic Theories (cont'd): Gestalt	5.C.1.e; 2.F.3.e; 5.C.1.e; 5.C.2.b; 5.C.3.b	Corey Ch 8	-Group #4 -Alexander St. Videos
<i>Week 8</i>	Group Role Play Presentations Group #s 2, 3, 4, 5, 6 Review First Half of Semester	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b		-Group #5 -Alexander St. Videos
<i>Week 9</i>	Modern/Behavioral Theories (cont'd): Behavior Therapy Background Application and Techniques	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 9	-Quiz #3 -DB #3 --MindTap Activities

<i>Week 10</i>	Modern/Behavioral Theories (cont'd): Cognitive Behavioral Therapy (CBT)	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 10	-Alexander St. Videos -MindTap Activities
<i>Week 11</i>	Modern/Behavioral Theories (cont'd): CBT (cont'd) Reality Therapy – Choice Theory	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 10, 11	-Quiz #4 -DB #2 -MindTap Activities
<i>Week 12</i>	Post-Modern/Constructivist Theories: Feminist Solution Focused	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 12, 13	-CTP Part II Due -MindTap Activities -Alexander St. Videos
<i>Week 13</i>	Post-Modern/Constructivist Theories (cont'd): Solution-Focused Narrative	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 13, 14	--Group Papers Due _____ -Quiz #5 -MindTap Activities -Alexander St. Videos
<i>Week 14</i>	Post-Modern/Constructivist Theories (cont'd): Family Systems	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Ch 14	-Alexander St. Videos -MindTap Activities
<i>Week 15</i>	Integrative/Transactional Analysis Integrative Techniques	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 15, 16	-MindTap Activities
<i>Week 16</i>	Application Closing the Case of “Stan”	2.F.3.e; 5.C.1.e 5.C.2.b; 5.C.3.b	Corey Ch 15, 16, 17	-MindTap Activities -Closing Activities

**Instructors reserve the right to make changes to this syllabus as they see fit, to support and enhance student learning. All assignments must be in APA 7th edition format.*

CACREP #	CACREP STANDARD	ASSIGNMENT/ASSESSMENT
Professional Counseling Identity F.5.a	Theories and models of counseling	Lecture, assigned readings, class discussions, quizzes, video demonstrations, theory paper, Group case conceptualization
Professional Counseling Identity F.5.b	A systems approach to conceptualizing clients	Lecture, assigned readings, class discussions, quizzes, video demonstrations, theory paper, Group case conceptualization
Professional Counseling Identity F.5.j	Evidence-based counseling strategies and techniques for prevention and intervention	Lecture, assigned readings, class discussions, quizzes, video demonstrations, theory paper, Group case conceptualization
Professional Counseling Identity F.5.n	Processes for aiding students in developing a personal model of counseling	Comprehensive Theory 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. 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 attend each class on time, participate in each class and contribute positively to the group learning experience. Graduate work involves learning through group involvement and attendance is required. In the case of an emergency, students are expected to telephone the instructor immediately. Due to the nature of this course material and its necessity to ethical counseling practice, missing one class will result in a point deduction (without documented medical/family emergency) and missing more than two classes will result in failure of the course.

Technology in the Classroom: Cell phones are to be silenced and there is to be absolutely no phone activity whatsoever while class is in session; electronic devices are prohibited unless they are a campus-approved ADA accommodation, and the instructor is provided with appropriate documentation. E-readers, tablets and Kindles are allowed to view course materials only.

Visitors & Food: Visitors or observers are not allowed unless approved beforehand by the instructor. You are welcome to snack during class if it does not become a distraction to the learning environment.

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.

All assignments are expected to be completed 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 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.

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 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 7 days after the scheduled due date.
- If you believe you have extenuating circumstances, please see the instructor.
- 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.

Rewrites: The Instructor for this course retains the right to permit rewrites for certain assignments. In these occasions, all students who earn a B or lower are eligible to resubmit writing assignments if turned in early or on time. Rewrites are accepted with the following provisions:

- 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 by adding comments that document the change.**
- Students must submit the original document and make changes based on ALL 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 within one week after the assignment due date.
- Rewrites are not available for papers due on the last day of class, but that paper may be turned in early for feedback.
- Please email rewrites directly to the instructor.

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.

Weather & Inclement Conditions

Although the class is online, there may be instances when the instructor must start class late, end early, or in rare circumstances, even cancel class due to inclement weather. It is critical that during weather events that you monitor your cmich.edu email for updates from me.

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.