



**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**

SYNCHRONOUS ONLINE

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

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:

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

REQUIRED TEXTBOOKS:

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

Hays, D. G. & Erford, B. T. (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:

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.

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* (7th ed.). Author. <https://doi.org/10.1037/0000165-000>

Multicultural Counseling Resources

- Association for Adult Development and Aging ([AADA](#))
- American Rehabilitation Counseling Association ([ARCA](#))
- Association for Multicultural Counseling and Development ([AMCD](#))
- **Association for Spiritual, Ethical, and Religious Values in Counseling ([ASERVIC](#)) Competencies**
- Counselors for Social Justice ([CSJ](#))
- **Society for Sexual, Affective, 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. Cultural Self-Study (15 pts): Consistent with the Multicultural and Social Justice Counseling Competencies that guide our profession, *Counselor Self-Awareness* is a critical early step in expanding our understanding and appreciation for the diversity and unique backgrounds, traditions, and lived experiences of our future clients. To this end, each student will write a Cultural Self-Study paper focusing on their own upbringing, culture, beliefs, values and possible resistances/blind spots. Students will use the Multicultural and Social Justice Counseling Competencies matrix to identify the various identities they carry that determine their social position. Students will then reflect on their social position in terms of working with a client whose social position is different from their own. Specific requirements for this paper are outlined in **Appendix II**.

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

- a. Race/Racism.
- b. Gender and Gender Identity
- 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. Additional information and readings on these groups that have traditionally been met with misunderstanding, discrimination, disenfranchisement and oppression will be provided. 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 (3 @ 5 pts each): Throughout the semester, students will complete three multicultural counseling case study analyses on assigned case studies. Students will read the case study in the assigned week and provide a written analysis to be turned in prior to the meeting time for the class for that week. Students will also prepare talking points for the discussions that will occur in class.

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

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

The *Community Case Study* will comprise several components:

- a. Student work groups will research and review historical information, articles, and publications focused on the community being examined.
- b. Students will personally perform a minimum of three (3) hours of volunteer service in a community-service area that is focused on serving individuals/groups 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 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**.

Category	Description	Points
Reflection Paper	6 at 5 points per paper	30 points
Case Study Analyses	3 at 5 points each case study	15 points
Cultural Self Study	One	15 points
Community Case Study	One	24 points
Discussion Board	Presenter Role: one forum at 4 points Participant Role: 3 forums at 4 points each	16 points
TOTAL POSSIBLE:		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

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

DATE	TOPIC	CACREP STANDARD	READING D: DiAngelo; MG: Miller and Garran J: Johnson; L: Lee	ASSIGNMENT DUE
W 1	Culturally Competent Counseling APA citation review GROUP TIME	F.2.b.c	Hays & Erford Ch 1	Sign up for Chapter for DB
W 2	Cultural Identity Development	F.2.b.	Hays & Erford Ch 2 DiAngelo 1-3	Reflection Paper 1 Case Study 1 Cultural Self-Study
SOCIAL ADVOCACY				
W 3	Social Justice Counseling	F.2.d, F.1.e.	Hays & Erford Ch 3 DiAngelo 4-6	Reflection Paper 2 Discussion Board 1
W 4	Racism and White Privilege	F.2.b	Hays & Erford Ch 4 DiAngelo 7-9	Reflection Paper 3 Discussion Board 2
W 5	Gender and Sexism	F.2.a.e, F.1.e.	Hays & Erford Ch 5 DiAngelo 10-12	Reflection Paper 4 Case Study 2 Discussion Board 3
W 6	Sexuality and Heterosexism	F.2.a.e	Hays & Erford Ch 6	Reflection Paper 5 Discussion Board 4
W 7	Social Class and Classism	F.2.a.e	Hays & Erford Ch 7	Reflection Paper 6 Case Study 3
W 8	Disability, Ableism, and Ageism	F.2.a.e	Hays & Erford Ch 8	Community Case Study

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 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.

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. If you need to log off before the end of class, please send a chat message to the instructor.

Fishbowl: 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-4ef6-8107-99a5a125fadb.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.

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, 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 one (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 (15 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 (20%)

Please provide the following:

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

II. Describe Your Race/Ethnicity (20%)

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 (20%)

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* (40%)

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 (24 pts. total)

PART I: GROUP PAPER (8 points)

Working together in a group, you will respond thoroughly addressing each of the following topics/questions, to produce a *Community Case Study*. Your group will research materials in the CMU library or through internet searches, and should include articles, photos, videos, field notes and anecdotal observations. Each group will submit one final paper in APA (7th ed.) format.

A) Title Page: Include the names of all group members.

B) History and Background: Document the history of a town, village, rural area, or city different from your own background. Include information about the history, major highlights, and turning points in the village/city/town's life. This is an overview so please be concise!

- 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.

C) Contemporary Assessment: 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 economics, politics, race, education, etc.?

D) Current Services: Using the internet identify and report on the level and number 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.

E) References: Following APA guidelines, list all resources utilized during your research and writing.

- You should use scholarly resources such as peer reviewed journal articles, your textbook, or documents that are featured on professional association websites (e.g., ACA Code of Ethics).
- You may reference a .gov website for statistical information.
- You may include newspaper articles or books that describe historical events (online or in print).
- Oral history obtained from interviews with residents of the community must be cited as such.
- Do not use Wikipedia, encyclopedias, or other similar sources/websites.

PART II: INDIVIDUAL PAPER (16 points)

Using the Community Case Study developed by your group, respond thoroughly addressing the following topics/questions. Responses should integrate the use of scholarly resources. Each person will complete this section individually, written in APA (7th ed.) format.

A) Title Page

B) The Client in Your Office: Projecting into the future, you are now a counselor in practice in the area your group chose. You are working as a Clinical Mental Health Counselor, School Counselor or Addictions Counselor, in 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 chosen practice.
- Include one or more multicultural counseling theories or skills discussed in class.

C) The Citizens in Your Community: 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, ACA Code of Ethics, as well as any other materials/information introduced in this course.

D) The Personal Impact of Service: Each of you, individually or as a group, will perform three (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.

E) References: Following APA guidelines, list all resources utilized during your research and writing. See notes above regarding appropriate resource materials.

CACREP Standard #	CACREP Standard
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

Semester, 20XX; Course Dates: (00/00/00-00/00/00)

Format: SYNCHRONOUS ONLINE with supplemental asynchronous content

Course Meeting Day/Time:

EPN #:

Instructor:

Office Hours: Set up a time to meet via WebEx in my personal room | [http://cmich.webex.com/meet/\(include global id here\)](http://cmich.webex.com/meet/(include global id here))

Office Location:

Email: **Phone:**

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. S., & Corey, C. (2024). *Issues and ethics in the helping professions* (11th ed.). Cengage Learning, Inc.

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.

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

ONLINE REQUIREMENTS:

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

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

Asynchronous learning materials are provided in text format, recorded content and/or discussion board activities. Faculty and students may also interact in a synchronous or 'real-time' session through CMU's

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

Online Courses – Engagement/Confidentiality Requirements

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

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

METHODS OF INSTRUCTION

This course 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 FORMAT

This course is designed as a synchronous online class. Live instruction will occur **date/time** via WebEx. Students are expected to attend each class meeting, be on time, and stay for the duration of the class session. **Students are expected to utilize their camera and have access to a microphone for the duration of each class session.** Please identify a safe and distraction free space- driving while in class or busy public places are not appropriate.

In addition to the live sessions, assigned readings and review of supplemental information is required. All course content is housed in our course in Blackboard shell. 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, including video clips, links, and other materials.

ONLINE LEARNING ENVIRONMENT

Please identify a quiet, private workspace to utilize during our weekly live instruction. Remove distractions and limit interruptions when possible. Please be respectful of your peers and the instructor by muting your microphone when not speaking. Turn on and leave your camera on for the duration of the class to encourage increased participation.

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 4 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 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:

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

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

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

The following CACREP standards will also 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. Live Sessions (1 point/session= 8 points)**

1. Eight live class sessions will occur during the term. Times/dates are listed in the syllabus course outline. Live Sessions will be conducted through WebEx. Each session will be archived so you could listen to a recorded session to get caught up if you do have to miss the session. *If multiple people are unable to attend a specific scheduled live session, the instructor reserves the right to adjust the date/time to accommodate the most people.*
 - a. During the live session, we will discuss weekly topics/due dates, answer questions from the text or about activities, and students will present their research and findings.
 - b. **Please note that access to a microphone or a headset is required for the live sessions.** Participation is expected as opposed to merely being in attendance.
 - c. If you need to miss a live session for an emergency or planned situation (**communicated to the instructor in advance**), you may complete an alternative to the session for ONE missed session by reviewing the recorded session which will be posted in the Discussion Board.
 - d. After reviewing the session, include the following in your post:
 - i. Post a summary of the session (what it was about);
 - ii. Identify three things that you have learned; and
 - iii. Indicate anything that is still unclear to you.
 - e. Make your posting to the “Live Session Alternative Assignment” Discussion Forum located within the Discussion Board.

2. Fill-In Study Guide (3 points)

During the Week 1 module, students will complete a fill-in study guide after reading the chapters for the week. The guide provides a review of the chapter 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. Students must complete this paper according to their planned concentration. 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):

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)

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):**

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.

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)**

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.**

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

or raises awareness to an issue in our community. You will be responsible for contacting the person/agency and will be required to actively participate in the activity and/or aid in the facilitation of the activity (volunteer minimum of 3 hours). Upon completion of the activity, submit a one-page reflection paper on your experience. *A description and template are provided within the Bb shell.*

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

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

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
Week 0 M Date- Sun Date Live Session:	<i>Preparing for the Course</i> Review Course Syllabus & Bb Shell Conduct a Systems Check		Get started on the readings: Neukrug Ch. 1 & 8	DB: <i>Post Your Introduction</i>
Week 1 M Date- Sun Date	<i>The Counselor's Roles & Functions</i> History & Philosophy of the Counseling	F.1.a F.1.b F.1.c	Neukrug Chapters 1 & 8	-Fill-In Study Guide for Ch. 1

Live Session:	Profession; Multiple Professional Roles; Members of an interdisciplinary teams.			-DB #1: <i>Team Approach</i> <i>Group Assignments Provided</i>
Week 2 M Date-Sun Date Live Session:	<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	Neukrug Ch. 3	-Professional Development Paper -Quiz #1
Week 3 M Date-Sun Date Live Session:	<i>The Counselor as an Advocate, Supervisor, & Consultant</i> Roles and Process of Advocacy, Social Justice, Supervision & Consultation	F.1.d F.1.m F.5.c. G.1.d	Corey Chapters 9 & 13 Additional Consultation Articles	- Advocacy-In-Action Assignment -DB#2: <i>Consultation (specific to Schools, CMH, and Addiction counselors)</i>
Week 4 M Date-Sun Date Live Session:	<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 Chapters 1 & 2	-Quiz #2 -Group Presentation # 1
Week 5 M Date-Sun Date Live Session:	<i>The Aware & Reflective Counselor</i> Values in the Helping Relationship; Multicultural Perspectives and Diversity	F.1.i F.1.d	Corey Chapters 3 & 4	-Counselor Interview Due -DB #3: <i>Values & Advocacy</i> -Group Presentation # 2
Week 6 M Date-Sun Date Live Session:	<i>The Responsible Counselor</i> Client rights and Counselor Responsibilities; Confidentiality in CMH, Substance Use, & School Settings	F.1.i F.1.d 5.A.2.1	Corey Chapters 5 & 6 <i>Additional information on Substance Abuse & School Specific Confidentiality</i>	-Quiz #3 -Group Presentation # 3
Week 7 M Date-Sun Date Live Session:	<i>The Competent Counselor</i> Managing Boundaries; Professional Competence and training;	F.1.i F.1.m F.5.c	Corey Chapters 7 & 8	DB #4: <i>Supervision</i> Group Presentation # 4
Week 8 M Date-Sun Date Live Session:	<i>The Counselor's Role in Couples, Family, & Group Work</i> Issues in Couples and Family Therapy; Group Work	F.1.i F.1.b	Corey Chapters 11 & 12	Quiz #4 Group Presentations # 5 & 6 CLASS ENDS _/_ @ 11:59pm! All final work due!

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-4ef6-8107-99a5a125fadb.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 640: Assessment in Counseling

SYNCHRONOUS ONLINE

Instructor: Sheri Pickover, PhD, LPC

Office Hours: Tuesdays 2:00pm -6:00pm via WEBEX and by appointment via WEBEX

Office Location: Education and Human Services Building #354

Email: picko1s@cmich.edu

Phone: 989 774-3709

Class Day/Time: synchronous online Tuesday 6:00pm to 9:00pm

BULLETIN DESCRIPTION:

This course prepares trainees to assist in selection, evaluation and interpretation of various counseling assessments with emphasis on assessments appropriate to trainees' future work settings.

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Admission to M.A. in Counseling program.

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTBOOKS:

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

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.

Additional readings, articles and handouts may be provided for you on Blackboard.

METHODS OF INSTRUCTION:

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

STUDENT LEARNING COURSE OBJECTIVES:

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

Learning Objectives (LO)	
1.	Summarize the factors that constitute a standardized test.
2.	Compare and contrast the various types of standardized tests including those relevant to P-12 education.
3.	Interpret the different types of reliability and validity that pertain to testing.
4.	Critique standardized tests including those relevant to P-12 education.
5.	Categorize sources of information regarding: (a) information about tests, training, administration, scoring and interpretation of tests, and actual testing materials.
6.	Assess appropriate tests for use in various settings with specific and diverse populations including those relevant to P-12 education.
7.	Design a comprehensive testing program for a particular setting.

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

The following CACREP standards also will be addressed:

CACREP Standard #	CACREP Standard
2.F.7.a.	Historical perspectives concerning the nature and meaning of assessment and testing in counseling
2.F.7.b.	Methods of effectively preparing for and conducting initial assessment meetings
2.F.7.c.	Procedures for assessing risk of aggression or danger to others, self- inflicted harm, or suicide
2.F.7.d.	Procedures for identifying trauma and abuse and for reporting abuse
2.F.7.e	Use of assessments for diagnostic and intervention planning purposes
2.F.7.f.	Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
2.F.7.g.	Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
2.F.7.h.	Reliability and validity in the use of assessments
2.F.7.i.	Use of assessments relevant to academic/educational, career, personal, and social development
2.F.7.j.	Use of environmental assessments and systematic behavioral observations
2.F.7.k.	Use of symptom checklists, and personality and psychological testing
2.F.7.l.	Use of assessment results to diagnose developmental, behavioral, and mental disorders

2.F.7.m.	Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
School Counseling 5.G.1.e	Assessments specific to P-12 education

ASSIGNMENTS:

This course will be taught in an online synchronous and asynchronous 16 week format, meaning some content will be presented online and other content will be presented live online. Students are responsible for appropriate use of testing materials. Materials may not be shared with anyone, given to individuals without signed informed consent, or used in anyway that violates ACA Code of Ethics requirements.

1. Discussion Board/Homework (15pts. 3 @ 5 points each)

Students will respond to one discussion board and 2 homework quizzes on Blackboard. One or more assignments may include working together in a discussion section to complete the homework.

2. Test Review (15 pts)

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

3. Midterm (15 pts)

Students will complete an online midterm exam. The exam is open book but is timed. Students should follow ACA ethical guidelines for taking exams and work independently.

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

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

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

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

Report A: Each student will pair with a classmate and complete a mock assessment and report for Report A. Please note, school counseling students should complete a mock assessment with a pretend “child client”. The first psychological report will be graded pass/fail with effort receiving full credit. This is not a group assignment. Each student must act as counselor and administer all required tests to their partner “client”. Students are not to complete the tests on their own and switch with their partners. Students who engage in that practice will not receive credit for the assignment.

Students who are “client” may fill out the assessments as themselves or as a “mock” persona. The “counselor” completing the report should use the “client’s” real name on all paperwork. Students are required to submit twelve (12) documents for Report A.

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

The report will require students to accurately administer, score and interpret the battery, and create a treatment plan and DSM-5 diagnoses based on the collected data. The report is graded on accuracy and attention to detail and ability to follow the template. Students are required to submit thirteen (13) documents for Report B. For report B, students may choose between completing the WRAT-5 or the TSCS.

5. Final Exam (20 pts). Students will complete a final examination on Blackboard. The final exam is open book but is timed and students are expected to abide by ACA Code of Ethics and only turn in individual work.

Assignment	Points
Blackboard Discussion/Homework	15
Test Review Parts I and II	15
Midterm	15
Psychological Report A	10 (pass/fail)
Psychological Report B	25
Final Exam	20
Total	100 points

COURSE EVALUATION:

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

GRADING SCALE:

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

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

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

Week Date	Topic	CACREP Standard	Reading Assignment	Assignment Due
1 August 27, 2021	Introduction to Assessment – historical overview Online Class	2.F.7.a	Chapter 1	
2 August 31, 2021	Assessment with Diverse Populations - No Class	2.F.7.m	Chapter 6	
3 September 7, 2021	Ethical & Legal Issues Online Class	2.F.7.m	Chapter 5	Discussion #1 Due Sunday 9/12/2021
4 September 14, 201	Basic Assessment Principles Online Class	2.F.7.f 2.F.7.g	Chapter 2	
5 September 28, 2021	Reliability Online class	2.F.7.h	Chapter 3	Homework 1 Due Sunday 10/3/2021
6 October 5, 2021	Validity Online Class	2.F.7.h	Chapter 4	Homework 2 Due Sunday 10/10/2021
7 October 12, 2021	Practice Reading test reviews and manuals Online Class		On BB	
8 October 19, 2021	Selecting, administrating & Scoring: Report Writing Midterm Review Online Class	2.F.7.b	Chapter 7	Test Review Part I due Sunday 10/24/2021
9 October 26, 2021	Initial Assessment in Counseling; Conducting a biopsychosocial and screeners; BAI, BDI, AUDIT, PSS Online Class	2.F.7.b	Chapter 8	Midterm Due 10/31/2021
10 November 2, 2021	Learn to administer STAXI & TSCS Online Class putting together data.	2.F.7.i 5.G.1.e		Test Review Part 2 due 11/7/2021
11 November 9, 2021	IQ and ability tests Learn to administer KBIT, WRAT Online Class	2.F.7.i 5.G.1.e	Chapter 9	Psychological Report A 11/14/2021
12 November 16, 2021	Achievement, Aptitude & Career Counseling; Online Class	2.F.7.i 5.G.1.e	Chapter 10,11	
13 November 23, 2021	Behavioral Assessment Personality Assessment No Class	2.F.7.k	Chapter 12, 13	
14 November 30, 2021	Assessment in Marriage & Family Counseling – Final Exam review	2.F.7.i	Chapter 14	Psychological Report B due 12/5/2021

	Online Class			
15 December 7, 2021	Diagnosis, monitoring and evaluating.	2.F.7.e 2.F.7.1	Chapter 15, 16	Final Exam Due December 10, 2021

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

CACREP Standard #	CACREP Standard	Assignment/Assessment
2.F.7.a.	historical perspectives concerning the nature and meaning of assessment and testing in counseling	Discussion Board 1
2.F.7.b.	methods of effectively preparing for and conducting initial assessment meetings	Psychological Report; Final
2.F.7.c.	procedures for assessing risk of aggression or danger to others, self- inflicted harm, or suicide	Psychological Report; Final
2.F.7.d.	procedures for identifying trauma and abuse and for reporting abuse	Psychological Report; Final Exam
2.F.7.e	use of assessments for diagnostic and intervention planning purposes	Psychological Report; Final Exam
2.F.7.f.	basic concepts of standardized and non-standardized testing, norm- referenced and criterion-referenced assessments, and group and individual assessments	Test Review; Midterm; Homework
2.F.7.g.	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Test Review; Midterm, Homework
2.F.7.h.	reliability and validity in the use of assessments	Test Review, Midterm, Homework
2.F.7.i.	use of assessments relevant to academic/educational, career, personal, and social development	Psychological Report; Final Exam
2.F.7.j.	use of environmental assessments and systematic behavioral observations	Psychological Report; Final Exam
2.F.7.k.	use of symptom checklists, and personality and psychological testing	Psychological Report; Final Exam
2.F.7.l.	use of assessment results to diagnose developmental, behavioral, and mental disorders	Psychological Report; Final Exam
2.F.7.m.	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	Test Review; Midterm, Homework
School Counseling 5.G.1.e	Assessments specific to P-12 education	Test Review; Final Exam, Psychological Report

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 to attend each class and actively participate in class activity and discussion. Attendance for this course is mandatory. Lectures will not be recorded unless pre-arranged with the instructor. Students are expected to attend class weekly without exception. There is a 5-point penalty for each missed class; missing three classes will result in failure of the course. 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 – 7th edition. Failure to comply will result in loss of points on written work.

Late Written assignments: Written assignments are due at the start of the class on the due date. Late papers will lose one point for each day late. Papers one week late will only be able to earn up to 80%. No papers will be accepted one week past the due date and/or the last day of class. Late papers with a documented medical or family emergency excuse may have this penalty waived. Psychological paper A and B will not be accepted late for any reason other than documented family or medical emergency.

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

Rewrites: All students who earn a B or lower are eligible to resubmit the writing assignments (Test review only) if turned in on time. Papers must demonstrate effort and be completed in their entirety to be eligible for a rewrite. Late papers are not eligible for rewrites. All rewrites must indicate what was changed by **highlighting all changes and adding comments that document the change**. Students must submit the original document and make changes based on ALL 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 may be turned in early for feedback.

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

UNIVERSITY POLICIES & ASSISTANCE:

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

ADA Accommodations: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should register for services through Student Disability Services, 120 Park Library. That office will determine what accommodation is appropriate and will send letters to the 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 650: Theories and Techniques of Group Counseling
Fall/Spring 202X**

SYNCHRONOUS ONLINE

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

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. (2022). *Theory and practice of group counseling* (10th 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, examinations, 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 classes 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 responding 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.

*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).

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.

Confidentiality

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

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

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

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

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

METHODS OF INSTRUCTION:

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

STUDENT LEARNING COURSE OBJECTIVES:

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

Learning Objectives (LO)
1. Evaluate approaches to group counseling.
2. Demonstrate group counseling leadership skills.
3. Conduct co-facilitation of role-play counseling groups under supervision.

4. Distinguish intervention strategies unique to group counseling theory.
5. Analyze developmental group stages.
6. Compare and contrast the different roles group members may play.
7. Formulate their own fundamental beliefs relevant to a group counseling theory.
8. Employ basic strategies for countering resistance to group counseling.
9. Compare diversity issues as they apply to group counseling.

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

The following CACREP standards will also be addressed:

CACREP STANDARED #	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 and complete the knowledge checks to prepare for engagement in discussions and activities.
- Instructor may assign additional readings and/or preparatory activities.

2. Participation (10 points):

- Students are expected to attend all class meetings and to participate fully through attentive listening, thoughtful questions and respectful responses during discussions, and involvement in all experiential and role play activities. Please see the instructor if you believe you have extenuating circumstances or in the case of a university-excused absence, so that arrangements can be made.

- **Students will participate in a small group experience of at least ten (10) hours, outside of class time.** This is a CACREP requirement, and the purpose is to expose students to group process and development on a personal level. Students who do not complete at least ten (10) group hours will be required to make up the missed hours prior to graduation, either at the CMU Counseling Center or in a community setting. Students are required to keep track of the total number of hours they participate in the small group experience through the Tevera system. Students should reach out to the Practicum/Internship Coordinator for assistance with signing up for the small group experience.

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. **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 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:

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

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
WEEK 1	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	Quiz Chapter 1 Quiz Chapter 2
WEEK 2	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 Chapter 3 GL Project #1
WEEK 3	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
WEEK 4	Psychoanalytic 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 6	Quiz Chapter 6 GL Project #3
WEEK 5	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 7	Quiz Chapter 7 GL Project #4
WEEK 6	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 #5
WEEK 7	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 #6
WEEK 8	MIDTERM EXAM			NO CLASS MIDTERM EXAM OPEN DURING CLASS TIME

WEEK 9	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 #7
WEEK 10	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 #8
WEEK 11	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 12	Group Counseling Proposal Quiz Chapter 12 GL Project #9
WEEK 12	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 13	Quiz Chapter 13 GL Project #10
WEEK 13	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 14	Quiz Chapter 14 GL Project #11
WEEK 14	Solution-Focused Brief 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 #12
WEEK 15	Comparisons, Contrasts, and Integration	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	Quiz Chapter 16 (extra credit)
WEEK 16	FINALS WEEK			NO CLASS FINAL EXAM OPEN DURING CLASS TIME

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.

Active Engagement Requirement

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

which may have an impact on your eligibility. This follows federal regulations as an institution must document a student began participation in their course(s) for the purpose of establishing financial aid eligibility.

UNIVERSITY POLICIES & ASSISTANCE:

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

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

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



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 to become an effective counselor.

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

Please see the instructor if you plan to miss two or more classes. Students are expected to actively participate in each class through discussion, role play activities, and reading of the assignments.

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

ASSIGNMENTS DESCRIPTION & COURSE EVALUATION

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

1. 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:

- 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.

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

DATE	TOPIC	CACREP STANDARD	READING	ASSIGNMENT DUE	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		

CED 660 Counseling Techniques

Week 4 2/5/24	Essential Skills Part II	F.5.d,f	Chapter 3		
Week 5 2/12/24	Commonly used skills Part I	F.5.d,f	Chapter 4	Video # 1 Active Listening	Pass/Fail
Week6 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

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

CED 660 Counseling Techniques

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-4ef6-8107-99a5a125fbd.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.



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

CED 665 Personal & Professional Development Across the Lifespan

Live Online (Date and Time to be announced)

Instructor:

Office Hours: by appointment

Office Location:

Email:

Phone:

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

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

https://cmich.primo.exlibrisgroup.com/permalink/01CMICH_INST/gtjrlt/cdi_gale_infotracademiconefile_A59302716

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

https://cmich.primo.exlibrisgroup.com/permalink/01CMICH_INST/gtjrlt/cdi_crossref_primary_10_1111_jar_12374

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

https://cmich.primo.exlibrisgroup.com/permalink/01CMICH_INST/gtjrlt/cdi_proquest_miscellaneous_1826730930

Additional journal articles as assigned by week, if applicable.

RECOMMENDED TEXTBOOK:

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

Other recommended readings as suggested in the syllabus.

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 - asynchronous and synchronous methods
- Small group activities
- Online quizzes, discussion boards, projects, 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 x 8	8
Discussion Boards x3 + 1	22
Quizzes x 2	10
Developmental Self Case Study Journal Entries x3	20
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 by the end of the assigned week unless it is specified in the task instructions.

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

- There is a virtual live session every week. You are required to participate in all the sessions. Go to Bb to check the schedule and test your computer and audio.
- If you cannot meet the real-time participation requirement, please let your instructor know prior to class so you can use the alternative option. **You must request and receive approval from your instructor prior to class.**

2. Discussion Boards (22 points, one or 7 points each)

- There will be a total of 3 discussion boards and one student self-introduction 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 end of the assigned week.**

3. Quizzes (10 points, 5 points each)

- There will be two 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 Journal Entries (#1-7 pts, #2 – 7 pts, #3 – 6 pts; 20 points)

- 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 journal entries should be in APA format and follow the template on blackboard.
- #1 - #3 - 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.
- #3 also includes
 - 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?
 - Discuss what you learned about yourself through this project.
- APA and grammar (points deducted for poor grammar or not APA style)
- This project will 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:

- 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.
- 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.
- 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.
- 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.
- APA format and style should be followed for the presentation.
- 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?*

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:

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

Date	Topic	CACREP Standard	Readings	Due Dates
Get Ready	Course introduction and overview Review syllabus and assignments	2.F.3.b 2.F.3.c 2.F.3.d		
Week 1	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	Self Introduction Sign up for a group Live Session
Week 2	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	Live Session
Week 3	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	Discussion Board 1 Live Session
Week 4	Cultural and Contextual Factors of Infancy Through Early Childhood Developmental Theories of Infancy Through Early Childhood	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 4–5 + podcasts	Group 1 Project Presentation Live Session Developmental Self Case Study Journal 1 Quiz 1
Week 5	Cultural and Contextual Factors of Middle Childhood Through Adolescence Developmental Theories of Middle Childhood Through Adolescence	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 6–7 + podcasts	Discussion Board 2 Group 2 Project Presentation Live Session
Week 6	Cultural and Contextual Factors of Emerging Adulthood Through Early Adulthood 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 8–9 + podcasts	Group 3 Project Presentation Live Session Developmental Self Case Study Journal 2
Week 7	Cultural and Contextual Factors of Middle Adulthood	2.F.3.a 2.F.3.c 2.F.3.e	Chapter 10–11 + podcasts	Discussion Board 3 Developmental

	Developmental Theories of Middle Adulthood	2.F.3.f		Self Case Study Journal 3 Group 4 Project Presentation Live Session
Week 8	Cultural and Contextual Factors of Late Adulthood Through End of Life Developmental Theories of Late Adulthood Through End of Life	2.F.3.a 2.F.3.c 2.F.3.e 2.F.3.f	Chapter 12–13 + podcasts	Quiz 2 Comparing Stages Project Group 5 Project Presentation Live Session

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-4ef6-8107-99a5a125fbdb.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 690: Counseling Practicum

GENERAL INFORMATION:

Modality: live online

Semester Year:

EPN:

Instructor:

Office Hours:

Office Location:

Email:

Phone: s

Class Day/Time:

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, you will now be referred to as a Counselors-In-Training (CIT).
- CITs will secure and maintain professional (student) liability insurance **before** they are eligible to begin seeing clients. This proof of insurance should also be provided in your Practicum Application AND uploaded into 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 3-credit hour course in the curriculum. If you do not finish your hours in one semester, you will be **required to enroll in an additional 1-credit hour and meet all the requirements** for a second semester (e.g., hours, class participation, paperwork etc.). This requirement will be based on the number of outstanding hours. Please review with your instructor and faculty advisor as you near the end of your practicum.
- Although this class will meet from **4:00pm to 6:50pm on Wednesdays**, you will spend 5-10 additional hours per week on tasks required by this course and your placement site. These tasks include: seeing clients, completing administrative activities, engaging in supervision, reviewing client sessions, and completing clinical paperwork.
- As a part of the practicum course, the CIT must complete a minimum of **100 clock hours** over a full academic term that is a minimum of 10 weeks. CITs must complete at least **40 direct hours** which include seeing clients in the form of face-to-face individual, couples, family, or group counseling sessions that contributes to the development of counseling skills; and **60 indirect hours** which include class time, supervision, research preparation, documentation etc. However, the evaluation is based on the **QUALITY** of counseling skills, not the **QUANTITY** of hours.
- As part of your clinical experiences in the CMU Counseling Program, students are **required to lead or co-lead a counseling or psychoeducational group**. You will be eligible to lead a group in practicum as long as you have completed **CEG 650: Theories and Techniques of Group Counseling** BEFORE you enroll in practicum. Otherwise, you must meet this group requirement in CED 691: Internship.
- CITs have **individual or triadic supervision** with their CCCD site supervisor (Misty Smith) 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.
- CITs have group supervision with their counselor education program faculty member that averages **one and a half hours (1.5) per week** on a regular schedule throughout the practicum. Please come prepared to engage in supervision each week.

- Live supervision and/or audio or visual recordings of sessions are required in practicum. Client paperwork, recordings, or documentation are not to leave the 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.**

Class Schedule – Weeks 1-3

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

Class Schedule – Weeks 4-16

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

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

Council for Accreditation of Counseling & Related Educational Programs (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 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. Client Contact and Documentation

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

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

Documentation generally includes initial intake, progress notes for subsequent sessions, as well as

diagnosis and treatment planning. *The student clinician is responsible for making sure all client documentation is timely, updated, and complete.*

3. Supervision: Individual or Triadic

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

4. Supervision- Group

- The CIT will participate in an average of **1.5 hours per week** of group supervisions throughout practicum. A counselor education faculty member provides group supervision.
- Students will come to group supervision prepared to share a clip and/or discuss a completed “Case Conceptualization Form” for at least one session that occurred in the week prior to class.
- CIT will be prepared to discuss all active cases, ethical issues, theory integration and questions/concerns.
- **Observation of your peers is also required** throughout the semester. CITs will provide **both positive and critical** feedback to other CITs.
- **Class Attendance/Participation/Professionalism** Prepare and plan to attend and participate in group supervision, class discussions, case reviews, and role plays.
- Case presentations are assigned by the instructor. Generally, 2-3 CITs present a case each week. Failure to come to class prepared will result in no credit for that day.

5. Technology in Counseling Presentation

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

Slide 1: Title Slide

Slide 2: Agenda/Table of Contents

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

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

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

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

6. Midterm Student Evaluation/Case Conceptualization & Hour Logs

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

7. Final Student Evaluation/Case Conceptualization & Hour Logs

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

8. 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 adjust programs when gaps are identified. (CACREP), Michigan Department of Education (MDE), and CMU Program Assessment.

ASSIGNMENTS & COURSE EVALUATION:

Assignment	Points
Telemental Health Training/Quiz	Mandatory – failure to complete counts as an absence
Technology in Counseling Presentation	Mandatory – failure to complete counts as an absence
Attendance & Class Participation	Mandatory – missing two or more classes results in failure of the course
Case conceptualization at midterm and final	Mandatory – missing assignment will count as an absence.
Midterm Evaluation	Required for growth
Final Evaluation	3.0 or better
Total	Credit

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).

COURSE TIMELINE:

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

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
Week 1: Date of Class 1/10/2024	Introductions (15 min) Syllabus & Practicum Manual Review Assign Technology Presentations and Supervision. (Students can sign up in BB) 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 Practicum Handbook. Erford Text: Read chapter with your theoretical orientation Introduction: What is your theoretical orientation? Goals for Practicum?	-HIPAA Cert. if required at your site. EMR at your site. Tevera Tasks Set up Technology presentation partners.
Week 2: Date of Class 1/17/2024	Check-In: Process: -Assigning Clients -Documentation Procedures & SOAP Notes Session #1 Prep: - Informed Consents -Exceptions to Confidentiality - Emergencies	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1		Review of Manual
Week 3: Date of Class 1/24/2024	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
Week 4: Date of Class 1/31/2024	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)	Review Recordings

Week 5: Date of Class 2/7/2024	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.	Review Recordings
Week 6: Date of Class 2/14/2024	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 of Class 2/21/2024	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)	Review Recordings -Technology Presentations Due in BB on Sunday @11:59pm. CITs review and comment over next two weeks.
Week 8: Date of Class 2/28/2024	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)	Month/Day Midterm Evaluation Case Conceptualization due in Blackboard on by weeks end. Send Tevera midterm to supervisor by March 6 for March 13 completion.
Week 9: Date of Class 3/6/2024	No Class – Spring Break			
Week 10: 3/13/2024	Check-In Client Termination and Discharge 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 of Book Chapter on Termination and Reflection Activity	Review Recordings

Week 11: Date of Class 3/20/2024	Check-In Group Supervision #10	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1		Review Recordings
Week 12: Date of Class 3/27/2024	Check-In Group Supervision #11	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 31-35 Review of Book Chapter on Termination and Reflection Activity	Review Recordings
Week 13 Date of Class 4/3/2024	Check-In Group Supervision #11	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	Erford Chapters: 31-35 Review of Book Chapter on Termination and Reflection Activity	Review Recordings
Week 14 Date of Class 4/10/2024	Check-In Group Supervision #13	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 of Class 4/17/2024	Check-In Group Supervision #14	Professional Counseling Identity 2.F.5.e 2.F.5.g 2.F.7.d 2.F.5.1	TBD	Month/Day -Final Case Conceptualization due in Blackboard on _____ Final Evaluation, and - Final Self-Evals Due in Tevera on _____ -final evaluation submitted to supervisor in Tevera by 4/17/2024.
Week 16 (if applicable) Date of Class 4/24/2024	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 changes the syllabus in order 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.l	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 all work will be turned in on time. However, late work might 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 polite greeting.
- Please sign your emails.
- Make sure to identify questions or concern within your email and provide a possible solution.

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

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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>

As 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.

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 & SPECIAL EDUCATION
COURSE SYLLABUS

CED 691: *Internship in Counseling*

Course EPN:

Time/Date: Location: Online

Instructor:

Office Hours: Please email to schedule an appointment via WebEx (LINK TO PERSONAL ROOM)

Office Location:

Email:

Phone:

BULLETIN DESCRIPTION:

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

PREREQUISITES, PRE/CO-REQUISITES, RECOMMENDED:

Prerequisite: The completion CED 690: *Practicum*.

RATIONALE FOR COURSE LEVEL:

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

RECOMMENDED TEXTBOOKS/RESOURCES:

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

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

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

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

This course will be supplemented with the use of Blackboard & Tevera. The instructor relies heavily on Blackboard to communicate information through emails/announcements and to provide all relevant content. Tevera is used to log your hours, complete evaluations, and as a documentation repository. 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>.

Additional Notes:

- Students will secure and maintain *professional (student) liability insurance* **before** they are eligible to begin seeing clients. Make sure it stays current and provide proof of renewal as needed.
- As part of your clinical experiences in the CMU Counseling Program, you are *required to lead or co-lead a counseling or psychoeducational group during either Practicum and/or Internship*. **You will need A MINIMUM of 10 hours of group counseling on your final hours log.** If you did not lead a group during practicum, you are required to lead a group during internship.
- *Live supervision and/or audio or visual recordings* of sessions **are required in internship and to be recorded on the “Supervision Observation” form in Tevera** (at least 2 per semester, spread out throughout the semester).
- Any client paperwork, recordings, or documentation are not to leave your site **for any reason.**
- Students will complete 600 clock hours through the internship in a school, agency, or organization. The intern **cannot** accrue more than 40 hours each week at the site.
- The interns may *only* accumulate hours beginning on the first day of the semester and only after your internship site has been approved by the CMU Counseling Program, and must *stop* accumulating hours on the Friday of exam week. **Final hours logs are due on the Friday of exam week each semester.**
- **Students are expected to attend AND participate in class each scheduled class session.** More than **one** absence will require that the student make up class time during subsequent session/semester or with another instructor.
- Students will complete **600 clock hours** of supervised counseling internship in roles and settings relevant to their specialty area (Addiction, CMH, School). Of the 600 hours, **240 clock hours** must be in direct service with clients (individual, couples, family, or group counseling sessions).
- Students enrolled in CED 691: *Internship* are required to have weekly interaction through **individual or triadic supervision** with their site supervisor(s) in accordance with the supervision agreement that averages **one (1) hour per week** throughout the internship.
- Students enrolled in CED 691: *Internship* have group supervision with their counselor education program faculty member that averages **one and a half hours (1.5) per week** on a regular schedule throughout the internship.
- Students are **not** allowed to accrue hours over Christmas or Semester breaks (or when there is no instructor assigned to the course).
- **You must notify your site supervisor if you have a suicidal or homicidal student/client** immediately. Please also notify your faculty instructor **immediately** following the situation resolution with you, your site supervisor, and the student(s)/client(s).

METHODS OF INSTRUCTION:

Clinical instruction is provided through various approaches involving case study, conceptualization, and supervision. Methods of instruction including textbooks, articles, handouts, lectures, self-assessments, guest speakers, and written assignments will also be utilized in order to enhance clinical skills.

LEARNING ENVIRONMENT:

Confidentiality is a core ethical principal in the counseling profession. Trust and openness are a crucial part of the experiential nature of the class activities essential to integrate the concepts in this course. With regards to yourself, you have the right and responsibility to share only as deeply as you feel comfortable. With regard to your volunteer and any students/clients in the field you wish to discuss or use as examples in class discussions, you should protect their privacy and confidentiality by using aliases and avoiding identifying characteristics. **Group supervision (i.e., class) must be a safe environment for discussions, with no fear of reprisal, criticism, or breach of confidentiality.** Revealing anything about a fellow student, case studies, or any other personal or private information with anyone outside of the class is a breach of confidentiality. Anything you share in this class that is subsequently shared with the instructor will in no way affect your grade and will be kept confidential unless it falls under one of the exceptions of confidentiality, which include, but are not limited to: disclosures of serious and foreseeable harm to self or others, or abuse of a child, elderly person, or disabled person.

Please keep in mind that, just as a counseling group facilitator is unable to guarantee confidentiality for all group members, so too is this class instructor's control over confidentiality limited. **If a classmate discloses any of the above, please see the instructor immediately.** If at any time you experience discomfort or if this class brings up any difficult issues for you please speak with the instructor for a referral, or contact the CMU Counseling Center which provides counseling services free to students. **Breach of confidentiality is very serious and will result in consequences such as affecting your grade or even up to failure of the course. Students must abide by all American Counseling Association (ACA) ethical guidelines, including those guidelines specific to informed consent, confidentiality, and duty to warn.**

STUDENT LEARNING COURSE OBJECTIVES:

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

1. Counsel clients with the skill expected of an entry-level professional.
2. Evaluate self-performance as a counselor and the performance of others.
3. Complete all paperwork associated with being a professional counselor in a particular setting.
4. Obtain practical experience in a counseling setting.
5. Formulate a professional identity consistent with the requirements of the counseling discipline.
6. Apply enhanced technical skill development.
7. Apply ethical standards to the practice of counseling.
8. Self-analyze competence in counseling skills & procedures.

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 2.F.5.h	Developmentally relevant counseling treatment or intervention plans
Professional Counseling Identity 2.F.5.i	Development of measurable outcomes for clients
Professional Counseling Identity 2.F.5.k	Strategies to promote client understanding of and access a variety of community-based resources

ASSIGNMENTS:

- 1) **Pre-Class Assignments** (found in *Pre-Class Materials* in Bb)
 - a. Obtain a copy AND READ the Syllabus and Internship Manual in full.
 - b. Print off or save an electronic version, AND REREAD the *ACA Code of Ethics* (2014) and any other relevant ethical codes, policies, or handbooks required by your site.
 - c. Print off or save an electronic version, AND RE-READ the *Multicultural & Social Justice Competencies*.

- 2) **Hours Logs**

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

- 3) **Attendance & Participation**

CLASS: Students are expected to attend and participate in class during each scheduled session. *If you do not meet the required hours of group supervision – you fall outside of accreditation standards, you do not demonstrate your readiness for the role of professional counselor, and you do not pass the course.* Learning and integrating the material in this course, coupled with development as a counselor in training, requires attendance, preparedness, and participation with course material. Students are expected to (1) arrive on or before class start time; (2) be prepared for class by completion of assigned reading(s) and/or assignments; (3) actively engage in class; and (4) remain present until end of class meeting time or instructor has ended class (whichever comes first). If a student misses more than one class, they will be expected to make up this time in another session or during a following semester.

SITE: Attendance, punctuality, and preparedness are also expected at your site. Please stay in regular communication with your site/site supervisor and faculty instructor regarding any absences or concerns.

4) **Professionalism & Competence**

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

5) **Case Conceptualization Paper & Presentation**

Each week one student is to submit a written case conceptualization paper and facilitate a case review for a current client based on their concentration area of addiction or clinical mental health. Presentation dates will be decided on the first night of class. *Each student will complete a case conceptualization each semester they are enrolled in internship. A concentration-specific case conceptualization format is provided in the Bb shell to utilize as a template for the paper. More information can be found within the "Case Conceptualization" tab in Bb. The written paper is due into Tevera on the night of your oral presentation.*

Case presentations must:

- a. Pertain to your personal on-site experience (i.e., not about someone or something you heard about from some at your site).
 - b. Protect student/client confidentiality and privacy (e.g., using an alias, changing minor demographic information).
 - c. Contain all information on the "Case Presentation Template", multicultural considerations, treatment (evidenced-based), and any information you are required to include as part of your site work.
 - d. Be of a student/client different than the ethical dilemma.
 - e. Be brought to group supervision for the purposes of asking the group a question related to the student/client (e.g., goal setting, diagnosis, treatment, ways to interact, etc.).
 - f. Be done the day agreed upon by the sign-up sheet (the only accepted exception is if you have switched days with another student – and previously notified the instructor of the change).
- 6) **Ethical Dilemma OR Current Issues Discussion**
- Each week one student will provide a minimum of one ethical dilemma or one current event discussion to the class and facilitate a verbal group discussion surrounding it. For either assignment, in addition to the discussion, the student will also submit a written document of the case or event (you should use it as a guide for yourself to include all appropriate information). *Each student will complete an ethical dilemma*

OR current issues discussion presentation each semester they are enrolled in internship. A format is provided in the Bb shell to utilize as a template for the paper. More information can be found within the “Ethical Dilemma/Discussion” tab in Bb. The instructor will provide a demonstration during the second week of class. **The written paper is due into Tevera on the night of your oral presentation.**

Ethical dilemmas must:

- a. Protect student/client confidentiality and privacy (e.g., using an alias, changing minor demographic information).
 - b. Contain all information relevant to how/why it is/was an ethical dilemma for you, how you approached it, any ethical decision-making model (EDMM) you used, what ethical codes you used in guiding your decision.
 - c. Be of a student/client different than the case presentation.
 - d. Be brought to group supervision for the purposes of asking the group a question related to the student/client or the situation (e.g., other ethical considerations, ways to interact, etc.), and if the situation has been resolved what you and your supervisor did.
 - e. Be done the day agreed upon by the sign-up sheet (the only accepted exception is if you have switched days with another student – and previously notified the instructor of the change).
- 7) **Mid-Term & Final Evaluations**
Prior to midterm and the final class session, the site supervisor is asked to complete an evaluation of the student’s progress and time at the site within Tevera. Upon completion, the intern is to meet with the site supervisor in order to complete the evaluation process and sign-off that they have received it. **Each student must have both the mid-term AND the final evaluations completed each semester they are enrolled in internship and for each site they are accruing hours at.** Evaluations are due around Weeks 9 and 16, though specific due dates will be provided.
- 8) **Supervision Reflection**
- a. **Initial Reflection Paper (First Semester of Internship)**
 - b. Supervision is an essential function of the profession. After the mid-term evaluation within their first semester of internship, students will read one article about supervision and then reflect on their own supervisory process through a 2-page, APA formatted paper. A template with questions to address can be found in the Bb shell. **This assignment is due into Tevera in Week 13 folder. Reflection paper (Final Semester of Internship)**
 - i. After the mid-term of your final semester in internship, students will complete a 2-page, APA-formatted paper to provide their final thoughts about the supervision they have received, both from their peers/instructor and from their site supervisor. A template with questions to address can be found in the Bb shell. **This assignment is due in Tevera in Bb in *Week 13*.**
 - ii. *****If you are only completing one semester of internship, please only complete the final reflection paper/prompts.***

9) **Tevera**

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

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

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

COURSE EVALUATION:

CED 691 requires student participation and group discussions in class. The student will be evaluated on their final portfolio, which demonstrates their participation, conceptualization and skill development, evaluations, and all written assignments. Internship in counseling is a **Credit/No Credit** graded class. *If you meet all of the course requirements you will earn your satisfactory grade.* However, you will earn an unsatisfactory grade if, for any of the following, you fail to:

- Complete the minimum number of required hours (including group supervision);
- Complete – accurately and fully – the required internship documentation (incl. documents for session recording);
- Keep, and be on time for, appointments with students/clients;
- Only see students/clients at your designated site(s);
- Only see students/clients approved by your site supervisor;
- Honor confidentiality and privacy of students/clients;
- Adhere to ACA, ACSA, and/or MCBAP/NAADAC ethical standards;
- Adhere to HIPAA laws;
- Maintain competency level of Multicultural & Social Justice Counseling Competencies;
- Keep, and be on time for, appointments with site supervisor;
- Keep, and be on time for, appointments with developmental supervisor (aka internship instructor);
- Review any readings, assignments, etc. assigned by developmental supervisor (aka internship instructor);
- Meet minimum requirements of site supervisor's evaluation;
- Demonstrate effective counseling skills;
- Demonstrate developmental growth;
- Adhere to the requirements outlined in this syllabus;
- Participate in group supervision (aka class);
- Keep, and be on time for, appointments for group supervision (this class).

COURSE TIMELINE:

DATE	TOPIC	CACREP STANDARD #	READING ASSIGNMENT	ASSIGNMENT DUE
Week 1 DATE	Introductions Orientation, Expectations, and Tevera Sign-Up for Case Conceptualization & Ethical Dilemma dates		Review Bb, Course Materials, Syllabus, manual	Complete pre-class assignments
Week 2 DATE	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k	Review Bb Review Ethical Codes and DSM	Case Presentation Ethical Dilemma Presentation
Week 3 DATE	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation
Week 4 DATE	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation
Week 5 DATE	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation
Week 6 DATE	Group Supervision Issues in the Field Discussion	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation
Week 7 DATE	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k	Site Visits	Case Presentation Ethical Dilemma Presentation
Week 8 DATE	NO CLASS	FALL/SPRING	BREAK	
Week 9 DATE	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k	Sign-Up for INDIVIDUAL MEETINGS	Case Presentation Ethical Dilemma Presentation MID-TERM EVALS, SELF-EVALS & HOURS

				LOGS DUE on or before DATE
Week 10 DATE	NO CLASS	INDIVIDUAL	MEETINGS	
Week 11 DATE	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation
Week 12 DATE	Group Supervision Licensing & Certification Discussion	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation
Week 13 DATE	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation Supervision Paper Due
Week 14 DATE	Group Supervision Resource Sharing Night	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation
Week 15 DATE	Group Supervision	2.F.5.h 2.F.5.i 2.F.5.k		Case Presentation Ethical Dilemma Presentation
Week 16 DATE	Last Class: Finals Week	2.F.5.h 2.F.5.i 2.F.5.k		FINAL EVALS DUE, SELF EVALS, HOURS LOGS DUE BY DATE MAKE SURE TEVERA IS UPDATED Complete Exit Interview and Site Supervisor Survey (if applicable)

Please note: The instructor reserves the right to make changes to this syllabus in order to support and enhance student learning.

CACREP Standard #	CACREP Standard	Assessment of the Standard
Professional Counseling Identity 2.F.5.h	Developmentally relevant counseling treatment or intervention plans	Case Conceptualization; Class Discussion; Mid-term/Final Evaluations; Supervision
Professional Counseling Identity 2.F.5.i	Development of measurable outcomes for clients	Case Conceptualization; Class Discussion; Mid-term/Final Evaluations; Supervision

Professional Counseling Identity 2.F.5.k	Strategies to promote client understanding of and access a variety of community-based resources	Case Conceptualization; Supervision
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Student Rights, Responsibilities, & Disciplinary Procedures: As adult students, it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and disciplinary procedures as well as your rights and responsibilities as students. CMU's Code of Student Rights, Responsibilities, and Disciplinary Procedures can be found at <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

Sexual Misconduct Policy & My Reporting Obligations: The University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, and to comply with Title IX of the Education Amendments of 1972, the Violence Against Women Act as reauthorized amended, and other related federal laws and guidance, the University developed the CMU Sexual Misconduct Policy: (https://www.cmich.edu/office_president/OCRIE/Documents/Sexual-misconduct-policy-w-appendices-webcopy.pdf) You can find information regarding the reporting of sexual misconduct, and the resources available to you, in the CMU Sexual Misconduct Policy. Please familiarize yourself with the reporting requirements: (https://www.cmich.edu/office_president/OCRIE/Pages/FAQs.aspx) Because I am a faculty member, I am a "Responsible Employee" - I have to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of any of the following actions: dating violence, domestic violence and intimate partner violence, sexual assault, sexual exploitation, sexual harassment, or stalking.

Privacy: In order to protect the intellectual property interests of the instructor, the privacy interests of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the express, prior written consent of the instructor. Unauthorized recording of classroom activity shall be considered a violation of the CMU Student Code of Rights, Responsibilities, and Disciplinary Procedures as disruptive of a student's right to learn under 3.2.3 Disruption of Learning: <https://www.cmich.edu/ess/studentaffairs/Documents/Student%20Code%20August%20%202016%20-%20Final%20Version.pdf>

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

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

Deferred Grades: The Z (deferred grade) may be recorded for students registered for independent study, for thesis, International Program Studies courses, or for other courses specifically approved for Z grades in the Bulletin, if the instructor believes that the quality and quantity of work completed by the end of the semester justifies an extension of time. An instructor who assigns a grade of Z shall submit, on the proper form, a statement to the department chairperson of remaining requirements for removal of the deferred grade. A copy of the statement of requirements, including deadlines for their completion, shall be made available to the student. For more information see:

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

Writing Assistance: Students in need of writing assistance may contact the Writing Center at

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

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

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

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



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

CED 677 Theories of Counseling

SYNCHRONOUS ONLINE

Instructor:

Office Hours: via WEBEX

Office Location:

Email:

Phone:

Class Location: WebEx Platform

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: Admission to the counseling program.

RATIONALE FOR COURSE LEVEL:

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

REQUIRED TEXTBOOKS:

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

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

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE:

ONLINE REQUIREMENTS:

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

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

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

Online Courses – Engagement/Confidentiality Requirements

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

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

METHODS OF INSTRUCTION:

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

STUDENT LEARNING COURSE OBJECTIVES:

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

Learning Objective (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: 2016 StandardsThe following 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 (6pts total): Students will respond to one Discussion Board assignment.
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. Please see the instructions and templates in the Blackboard course shell for detailed instructions. This paper must be written in APA 7th edition and only use peer reviewed scholarly resources retrieved from psychinfo through the CMU library or books written by the author of the theories. Students will be required to submit links to the actual articles. Students who use websites or non peer reviewed resources will not receive credit for this assignment.
4. Group Discussion Board – Case Conceptualization (5 pts): In groups of 3, students will review a case scenario and engage in discussion sharing ideas to develop a case conceptualization.
5. Attendance, Professionalism, and Participation (4pts): 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.
 - Please keep cameras on unless you have discussed an alternative with the instructor.
 - Timeliness with communications, and responsibility for your own personal wellness. Please also see the counseling competency statement at the end of the syllabus.
 - Because course participation is online, and, because many of your communications as a professional counselor will occur electronically, it is important to demonstrate professionalism through appropriate use of 'netiquette' (e.g., students should communicate in a professional tone and include respectful salutations in postings).
 - Since the course content is only useful when it is put into practice, students are expected to participate fully in assigned discussions, activities, and other tasks outlined in the weekly schedule.

6. Case Conceptualization/Role Play Presentation (20 pts). Students will work in groups (size to be determined by the instructor) assigned by the instructor and choose a film that depicts an individual's life. Films must be approved by the instructor and should not include a depiction of a therapist. Students will work together to conceptualize the individual from two different counseling theories using the powerpoint templates on Blackboard. This conceptualization will include how the theory explains the individual's behavior and how the theory is implemented to encourage change. This is a group grade. Members will have time to work and practice in class and receive feedback from the instructor. Please see the template and rubric on Blackboard. Students will be graded on level of professionalism, preparedness, and accuracy to the theory.

Malcom X	What's Love Got to Do with It	Freda
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

SUMMARY OF ASSIGNMENTS:

Assignment	Points
Discussion Boards	5
Online Quizzes	30
Comprehensive Theory Paper	35
Group Discussion	5
Case Conceptualization/Role Play Presentation	20
Attendance and Participation/group member evaluation	5
Total	100

GRADING SCALE:

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

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

DATE	TOPIC	CACREP STANDARD	READING	ASSIGN DUE
<i>Week 1</i>	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	F.5.a,b,j	Corey Ch 1,2,3	Week 0: Theoretical Orientation Questionnaire
<i>Week 2</i>	Psychoanalytic/Psychodynamic Theories: Freud, Jung, and Adler	F.5.a,b,j F.5.n	Corey Ch 4, 5	Quiz #1
<i>Week 3</i>	Humanistic Theories: Existential Theory Intro to Person-Centered Theory	F.5.a,b,j F.5.n	Corey Ch 6	DB #1
<i>Week 4</i>	Humanistic Theories (cont'd): Person-Centered Theory (cont'd) Motivational Interviewing Gestalt	F.5.a,b,j F.5.n	Corey Ch 7, 8	CTP Part I Due Quiz #2 Group Presentation #1 and #2
<i>Week 5</i>	Modern/Behavioral Theories: Behavior Therapy Cognitive Behavioral Therapy (CBT)	F.5.a,b,j F.5.n	Corey Ch 9, 10	Group Presentation #3

<i>Week 6</i>	Modern/Behavioral Theories (cont'd): CBT (cont'd) Reality Therapy – Choice Theory	F.5.a,b,j F.5.n	Corey Ch 10, 11	Quiz #3 Group Presentation #4
<i>Week 7</i>	Post-Modern/Constructivist Theories: Feminist Solution Focused Narrative	F.5.a,b,j F.5.n	Corey Ch 12, 13	Quiz 4 CTP Part II Due Group Presentation #5 Group DB
<i>Week 8</i>	Post-Modern/Constructivist Theories (cont'd): Family Systems Integrative	F.5.a,b,j F.5.n	Corey Ch 14, 15	Group Papers Due on _____ Quiz #5

**Instructor reserves 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, Comprehensive Paper
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 with the WEBEX camera on 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.

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

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 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 has 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.

Academic Integrity: Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work students submit must be the product of their own efforts and be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, including submitting artificial intelligence (AI)-generated products as your own original work, is prohibited. Behaviors that constitute academic dishonesty are listed in the [CMU Bulletin](#) or in the university's [Academic Integrity Policy](#).

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

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

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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 must 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>

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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.



COLLEGE OF EDUCATION &
HUMAN SERVICES

**COUNSELING,
EDUCATIONAL LEADERSHIP
& HIGHER EDUCATION**

CENTRAL MICHIGAN UNIVERSITY

COURSE SYLLABUS

CED 699: Diagnosis & Treatment Planning; (Semester, Year)

SYNCHRONOUS ONLINE

EPN:

(Semester, Year) Course Dates

Instructor:

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

Office:

Phone:

E-mail:

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

First, M. B. (2014). *DSM-5 handbook of differential diagnosis*. Arlington, Va., American Psychiatric Publishing.

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical Interviewing*. Hoboken, NJ: Wiley.

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

RECOMMENDED TEXTBOOK

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

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

Jongsma, A. E., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). *The adolescent psychotherapy treatment planner* (5th ed.). New York: Wiley

OTHER REQUIREMENTS AND/OR MATERIALS FOR THE COURSE

COURSE SYLLABUS

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

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

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

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 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.

COURSE SYLLABUS

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)

ASSIGNMENTS

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

The purpose of the open-book quizzes in this course is to complement the reading assignments throughout the course. The quizzes will serve as your self-assessment method to understand if you learned the main points from each module. Each 20-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 45-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.

2) Discussion Board- Diagnostic Teams (3 assignments; 6 points each = 18 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. Additionally, consultation and collaboration with other mental health providers is an integral part of accurate diagnosis, particularly in clinical mental health settings such as community agencies, hospitals, crisis centers, and private practices. For this series of assignments, you will become part of a diagnostic team (team composition is based on your identified program concentration). In the assigned weeks, you and your team will receive a case vignette representative of one or more diagnoses covered in the assigned reading. Working collaboratively, you and your teammates will identify and justify the diagnoses for that



COURSE SYLLABUS

client vignette, and respond to the questions. After you have done so, you will craft **one response** as a team representative to present the case example, provide a diagnosis, and justify your decision to the class (Part I; 5 points). Please document your group's findings on the template provided. Part I is due on or before FRIDAY of each week. Part II (1 point): As an individual, you must then read/review at least ONE other group's work and provide your thoughts, feedback, and questions on or before 11:59pm on Sunday. **Sign up for your group by Friday- Week 1!**

3) Recorded Biopsychosocial Interview (15 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. **The interview should be recorded** using a medium of your choice (e.g., WebEx meeting, Panopto, Youtube etc.), and a link should be provided for the instructor to view. 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. Please utilize the interview template, informed consent document, and a scoring rubric provided. This is an educational assignment only and the final outcome summary (e.g., possible diagnosis you assign) will not be shared with the "client." The final submission for this assignment contains two parts:

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

4) Recording Feedback (5 points)

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

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

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



COURSE SYLLABUS

6) Journals (3 entries; 4 points = 12 points)

Taking the time to pause and reflect is something that we as humans, and more specifically, counselors, do not engage in enough. As a way to process our thoughts/experiences around the use of diagnosis for our future clients and students, there will be three intention pauses to write and reflect spread out throughout the course. There is no required word count, rather I want you to fully examine each written prompt and craft a meaningful response. Prompts and a rubric will be provided.

7) Integrative Case Summary (20 points)

This assignment will assist you preparing a complete case conceptualization of a client from beginning to end. Working in small groups (pre-assigned) during your scheduled 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 diagnosis/diagnoses 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.

COURSE EVALUATION:

Quizzes	20 points
Discussion Board	18 points
Recorded Biopsychosocial Interview	15 points
Recorded Interview Feedback	5 points
Treatment Planning Fill-In Guide	10 points
Journal Entries	12 points
Integrative Case Summary	<u>20 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:



COLLEGE OF EDUCATION &
HUMAN SERVICES

COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER EDUCATION

CENTRAL MICHIGAN UNIVERSITY

COURSE SYLLABUS

The instructor reserves the right to alter the course schedule or syllabus requirements based upon the student's needs.

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

DATE	TOPIC	CACREP STANDARD	READING ASSIGNMENT	ASSIGNMENT DUE
Pre-Course Tasks	Read the syllabus Purchase course textbooks		SF/SF: Chapters 1-3	
Week 1	Introduction; Clinical Interviewing Considerations; Multicultural & Ethical Considerations in Diagnosis	5.C.1.c 5.C.3.a 5.C.2.d 5.C.2.b	SF/SF: Chapters 1-3 and additional materials in Bb	Journal Entry #1 Sign Up for a Group (based on concentration)
Week 2	History of Diagnosis & Introduction to the DSM; Making a Diagnosis; Mental Status Exam	5.C.1.c 5.C.3.a 5.C.2.d 5.C.2.b	First: Chapter 1 & Chapter 2- pgs. 17-21 Keep going... Read DSM-5-TR Introduction: pgs. 5-29 Review additional materials in Bb SF/SF: Chapter 9	Quiz #1 Discussion Board- Diagnostic Team #1
Week 3	Clinical Documentation, Treatment Planning;	5.C.1.c 5.C.3.a 5.C.2.d 5.C.2.b	SF/SF: Read Chapters 8 & 11 and additional materials in Bb	Documentation & Case Conceptualization Fill-In Guide
Week 4	Neurodevelopmental Disorders; Depressive Disorders; Disruptive, Impulse- Control, & Conduct Disorders; Bipolar Disorders	5.C.2.d 5.C.2.b	Read Associated DSM Chapters & additional materials in Bb First: Chapter 2 Decision Trees 2.1, 2.2, 2.10, 2.11, 2.12- 2.15, 2.23-2.25	Quiz #2 Recorded Biopsychosocial Interview



COURSE SYLLABUS

Week 5	Anxiety Disorders; Trauma & Stressor Related Disorders; Substance-Related & Addictive Disorders;	5.C.2.d 5.C.2.b	Read Associated DSM Chapters & additional materials in Bb First: Chapter 2 Decision Trees 2.18, 2.24, 2.26	Journal Entry #2 Recorded Interview Feedback Discussion Board-Diagnostic Team #2
Week 6	Schizophrenia Spectrum & Other Psychotic Disorders; Dissociative Disorders; Obsessive/Compulsive Disorder	5.C.2.d 5.C.2.b	Read Associated DSM Chapters & additional materials in Bb First: Chapter 2 Decision Trees 2.5-2.9	Quiz #3 Final Interview Prep
Week 7	Personality Disorders; Eating & Feeding Disorders; Gender Dysphoria; Paraphilic Disorders;	5.C.2.d 5.C.2.b	Read Associated DSM Chapters & additional materials in Bb First: Chapter 2 Decision Trees 2.16, 2.24, 2.25	Discussion Board-Diagnostic Team #3 Journal #3
Week 8	Diagnoses of importance, though less commonly diagnosed by counselors: Neurocognitive Disorders; Elimination Disorders Sleep Wake Disorders; Somatic Disorders; Sexual Dysfunctions	5.C.2.d 5.C.2.b	Read Associated DSM Chapters & additional materials in Bb First: Chapter 2 Decision Trees 2.1-2.4, 2.14, 2.17, 2.19-2.22, 2.27-2.29	Quiz #4 Final Integrated Case Summary Write-Up

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; Diagnostic Teams Discussion Board; Integrated Case Summary
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; Quiz; Recorded Biopsychosocial Interview; Integrated Summary;
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; Recorded



COURSE SYLLABUS

	assessment for treatment planning and caseload management	Biopsychosocial Interview; Integrated Summary; Treatment Planning Fill-In Guide
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; Diagnostic Teams Discussion Board

University Policies and Assistance

Late Work Policy: It is expected that you turn in all work on time. However, late work will be accepted with the following provisions: No assignments may be turned in any later than 3 days after the scheduled due date. If you feel you have extenuating circumstances, please discuss with the instructor.

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

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

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



COLLEGE OF EDUCATION &
HUMAN SERVICES

COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER EDUCATION

CENTRAL MICHIGAN UNIVERSITY

COURSE SYLLABUS

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



COLLEGE OF EDUCATION &
HUMAN SERVICES

COUNSELING, EDUCATIONAL LEADERSHIP & HIGHER EDUCATION

CENTRAL MICHIGAN UNIVERSITY

COURSE SYLLABUS

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.