



Course Syllabus

Foundations of Guidance and Counseling

F615

Fall Semester, 2015

Day/Time – Location

Instructor:

E-mail address:

Telephone:

Office:

Office hours:

Audio Call In:

Video Conferencing:

Course Description: The Foundations of Counseling course is designed to provide students with sufficient knowledge to begin the Counseling program. The course provides an overview of the professional, ethical, legal, theoretical, and practical aspects of professional counseling for both clinical mental health and school counseling. The historical development of the counseling profession is explored, as well as the roles, responsibilities, and training required for a variety of counseling specialties. Students are asked to examine personal motives for entering the counseling field and to explore professional goals.

Course Objectives: Objectives for this course were developed to meet the 2016 standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Upon completion of this course, students will be able to identify, utilize, and explain the following:

- History and philosophy of the school counseling profession and the clinical mental health and profession and the specialty areas (*f.1.a, CMHC c.1.a, SC g.1.a.*)
- Counselor characteristics and behavior that influence the counseling process (*f.5.f.*)
- Theories and models of counseling related to counseling (*f.5.a, CMHC c.1.b.*)
- Cultural factors relevant to clinical mental health counseling (*CMHC c.2.j*)
- Theories and models of career development, counseling, and decision-making (*f.4.a.*)
- Dynamics associated with group process and development (*f.6.b.*)
- The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (*f.8.a.*)
- The multiple professional roles and functions of counselors across specialty areas and relationships with other human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (*f.1.b., CMHC c.2.a, SC g.2.d, SC g.1.d.*)
- Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (*f.1.c., SC g.2.e.*)
- The role and process of the professional counselor advocating on behalf of the profession (*f.1.d., SC g.2.a., SC g.2.f.*)
- Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (*f.1.e., SC g.2.a.*)

- Professional counseling organizations, including membership benefits, activities, services members, and current issues (*f.1.f.*, CMHC *c.2.k*, SC *g.2.l.*)
- Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (*f.1.g.*, CMHC *c.2.k*, SC *g.2.l.*)
- Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (*f.1.i.*, CMHC *c.2.l.*)
- Technology's impact on the counseling profession (*f.1.j*)
- Strategies for personal and professional self-evaluation and implications for practice (*f.1.k.*)
- Self-care strategies appropriate to the counselor role (*f.1.l, f.5.e.*)
- The role of counseling supervision in the profession (*f.1.m.*)

Please note: All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds.

Required Texts:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Corey, M. S., & Corey, G. C. (2015). *Becoming a helper* (7th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Kottler, J. A., & Shepard, D. S. (2015). *Introduction to counseling: Voices from the field* (8th ed.). Belmont, CA: Thomson Brooks/Cole.

Assigned Readings:

- Campbell, C., & Gordon, M. (2003). Acknowledging the inevitable: Understanding multiple relationships in rural practice. *Professional Psychology: Research and Practice*, 34, 430-434.
- Cheston, S. (2000). A new paradigm for teaching counseling theory and practice. *Counselor Education & Supervision*, 39, 254-270.
- Clark, A. (2002). Scapegoating: Dynamics and interventions in group counseling. *Journal of Counseling & Development*, 80, 271-276.
- Cook, K., Trepal, H., & Somody, C. (2012). Supervision of School Counselors: The SAAFT model. *Journal of School Counseling*, 10(21), 1-22.
- Dahir, C. A., Burnham, J. J., Stone, C. B., & Cobb, N. (2010). Principals as partners: Counselors as collaborators. *National Association of Secondary School Principals Bulletin*, 94(4), 286-305. doi: 10.1177/0192636511399899
- Duran, E., Firehammer, J., & Gonzales, J. (2008). Liberation psychology as the path toward healing cultural soul wounds. *Journal of Counseling & Development*, 86, 288-295.
- Gibson, R. L., & Mitchell, M. (2007). *Introduction to counseling and guidance* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
- Grimes, L. E., Haskins, N., & Paisley, P. O. (2013). "So I went out there": A phenomenological study on the experiences of rural school counselor social justice advocates. *Professional School Counseling*, 17(1), 40-51.
- Hays, P. A. (2008). Becoming a culturally responsive therapist. In *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy* (2nd ed.) (pp. 21-39). American Psychological Association. doi:10.1037/11650-002
- Hays, P. A. (2008). Seeing the forest and the trees: The complexities of culture in practice. In *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy* (2nd ed.) (pp. 3-18). American Psychological Association. doi:10.1037/11650-001
- Koperski, H., Tucker, A. R., Lung, D. M., & Gass, M. (2015). The impact of community based adventure therapy on stress and coping skills in adults. *The Practitioner Scholar: Journal of Counseling and Professional Psychology*, 4, 1-16.

- Lambie, G.W., Sias, S. M., Davis, K. M., Lawson, G., & Akos, P. (2008). A scholarly writing resource for counselor educators and their students. *Journal of Counseling & Development, 86*, 18-25.
- Lawrence, C. Foster, V. A., & Tieso, C. L. (2015). Creating creative clinicians: Incorporating creativity into counselor education. *Journal of Creativity in Mental Health, 10*, 166-180. doi: 10.1080/15401383.2014.963188
- Lawson, G. Hein, S. F. & Getz, H. (2009). A model for using triadic supervision in counselor preparation programs. *Counselor Education & Supervision, 48*, 257-270.
- Lawson, G., & Myers, J. E. (2011). Wellness, professional quality of life, and career-sustaining behaviors: What keeps us well? *Journal of Counseling and Development, 89*, 163-171.
- Laszloffy, T., & Habekost, J. (2010). Using experiential tasks to enhance cultural sensitivity among MFT trainees. *Journal of Marital and Family Therapy, 36*(3), 333-346. doi: 10.1111/j.1752-0606.2010.00213.x
- Luke, M., & Bernard, J. M. (2006). The school counseling supervision model: An extension of the discrimination model. *Counselor Education & Supervision, 45*, 282-295.
- National Board for Certified Counselors. (2012). *NBCC policy regarding the provision of distance professional services*. Retrieved from <http://www.nbcc.org/ethics>
- Patterson, O., Weil, F., & Patel, K. (2010). The role of community in disaster response: Conceptual models. *Population Research and Policy Review, 29*, 127-141 doi: 10.1007/s11113-009-9133-x
- Richards, D., & Viganó, N. (2013). Online counseling: A narrative and critical review of the literature. *Journal Of Clinical Psychology, 69*(9), 994-1011. doi:10.1002/jclp.21974
- Santiago, C. D., Kataoka, S. H., Forness, S. R., & Miranda, J. (2014). Mental health services in special education: An analysis of quality of care. *Children & Schools, 36*(3), 175-182. doi: 10.1093/cs/cdu014
- State of Alaska Department of Commerce, Community, and Economic Development. (2015, September). *Statutes and regulations: Professional counselors*. Retrieved from <https://www.commerce.alaska.gov/web/Portals/5/pub/CounselorStatutes.pdf>

(All required readings are in the dated file folders under the Session Resources section of Blackboard or available from the Rasmuson Library.)

Optional Readings:

- Brown, S., Brack, G., & Mullis, F. (2008). Traumatic symptoms in sexually abused children: Implications for school counselors. *Professional School Counseling, 11*(6), 368-379.
- Casto, C., Caldwell, C., & Salazar, C. (2005). Creating mentoring relationships between female faculty and students in counselor education: Guidelines for potential mentees and mentors. *Journal of Counseling & Development, 83*, 331-336.
- Manthei, R. (2006). Clients talk about their experience of seeking counselling. *British Journal of Guidance & Counselling, 34*, 519-538. doi: 10.1080/09515070701208359
- Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The case for cultural competency in psychotherapeutic interventions. *Annual Review of Psychology, 60*(1), 525-548. doi: 10.1146/annurev.psych60.110707.163651
- Nava, Y., & Gragg, J. B. (2015). School counselors' perceptions of preparedness in advocating for special education services. *The South Carolina Counseling Forum, 1*(1), 6-25.

(All optional readings are available from the Rasmuson Library or available on the web.)

Methods of Instruction: Methods of instruction include but are not limited to: lecture, small and large group discussion, guest speakers, videos, and computerized/internet instruction.

Course Evaluation: Students will be evaluated based on seven criteria: class participation, personal motivations papers, journal reviews, professional interviews, cultural attunement paper and presentation, the final paper outline, and the final paper.

Class attendance and class participation: Be ready to begin promptly at 4:10 PM. Students are expected to come to class prepared, *with assignments turned in before arrival*. Attending class, reading assignments, and participating in class discussions are all expectations for this course. *Speaking out and sharing perspectives enriches the class experience.*

Each student's participation will be assessed each week. One of the primary goals of the course is for students to be comfortable and confident in their ability to discuss the course topics; therefore, participation makes up a large part of the final grade for this reason. The attendance and participation rubric (shown below) will be used weekly to assess attendance participation, and reflection.

Each student must complete one personal reflection every week. A reflection describes a personal reaction to what was learned each week. Students share in reflections how they were affected by the week's topic, how the topic relates to other topics learned in previous courses or in other situations, or how the information might apply to a future job. These posts are at least 100 words but no longer than 300 and can be written in first person. No citations or references are needed. **Reflections for each week are due on Blackboard by Saturday at 4:00 PM, Alaska Standard Time.**

If missing class is unavoidable, I must be notified before the class session. Absence does not relieve a student from the responsibility of completing all assignments before the due date, or for comprehending the material presented during the class session. For any missed class, students are expected to answer the discussion question posted on Blackboard that addresses the material covered in class that day. This assignment is due at the start of the next class session. Excessive absences may result in the student receiving a grade of "Incomplete" for the course.

Be mindful that all personal information shared in class must remain confidential.

Written papers: Students will be expected to complete seven papers throughout the semester: (a) a personal aspirations paper, (b) two article reviews, (c) cultural attunement paper (d) professional interview paper, (e) a final paper outline, and (f) the final paper. All papers are to be typed, double-spaced, and include references where applicable. Papers are expected to be well-written, well thought out, and grammatically correct. Unless otherwise stated, writing should conform to APA style, including citations and references. *Please submit all papers to me through the Assignment tab on Blackboard.* Late assignments will not be accepted without prior approval from the instructor.

- **Personal Motivations and Aspirations Paper:** This paper is designed to allow students to explore personal interests in counseling and analyze personal strengths and challenges, and formulate professional goals. Self-evaluation is an on-going process throughout the program and will continue throughout your career. The paper should be 4-5 pages in length and written in the first person. It needs to include the following sections:
Motivations – Explain your reasons for wanting to become a counselor. Consider your motivations and examine which of your intentions seem productive and which are potentially hindering. What personal needs are met by entering a helping profession? Are your motives based on power, prestige, or ego gratification? Are any of your motivations based on convenience, pay, or the employment market? Have you personally been helped by someone in the helping professions who inspired you to help others? How have your own experiences encouraged you to help others? Remember, there is not necessarily a right or wrong reason for wanting to enter the helping profession. Your grade will be determined by how thoroughly you engage in self-reflection.
Strengths and Challenges: Examine your personal strengths and challenges. How could they help or hinder your progress in completing your educational program or in entering a helping profession?

Personal and Professional Goals: Discuss your personal, educational, and professional goals. Explain what is necessary to achieve these goals.

Specialty Interests: Explain your current interests in specialized counseling areas (i.e. school counseling, substance abuse, marriage and family). Why do these areas interest you? Examine your motives for seeking to work in these specialties. Do your skills complement the specialty? What areas will you need to develop? What job opportunities exist? Do you believe you are going into the field for the right reasons?

- **Journal Reviews/Critiques:** Two critical reviews of recent journal articles are required (readings must be from peer-reviewed journals). Select peer-reviewed journal articles that describe a quantitative or qualitative study. Studies related to any field of counseling are appropriate for this assignment. To complete the review, first read the handout *Flor's Research Article Explanation* located in the Session Resources section of Blackboard for *September 8, 2015*. Describe what is included in the article for each of the five sections described in Flor's explanation. The reviews should be 3-4 pages in length. Each review is worth 30 points. *Articles included in the required or optional reading lists for this course cannot be used to complete this assignment.*
- **Professional Interviews:** Interview three (3) professional counselors with different specialties and ask the counselors about qualifications and credentials, necessary training, job responsibilities, and the positive and negative aspects of their work. Find out specific information about the organization where they work, such as what services are offered, what types of people do they serve, what supervision do they receive? Prepare a 1-2 page written summary for each interview. Include the name of the person, the work site, the information you collected from the questions you asked, and explain what you learned and how the visit influenced your personal or professional interests. This paper can be written in first person. Be prepared to discuss one of the professional interviews with the class.
- **Cultural Attunement Paper and Presentation:** After reading the Laszoffy and Habekost (2010) article, select and carry out one of the six activities suggested as a way to enhance your cultural attunement. Upon completion of your activity, use the "In your write up" guidelines specific to each activity described in the article to complete a 3-4 page paper. This paper may be written in first person. Use the information from your paper to prepare a 10-minute presentation. The paper is due on the day of your presentation.
- **Final Paper:** Relate the following topics (based on the course objectives) to a **specific** counseling position that you hope to have after graduation: (a) history of your chosen profession, (b) potential multiple roles of your chosen profession, (c) interdisciplinary community outreach and emergency response, (d) the role of advocacy for the profession, (e) advocacy activities to address clients' institutional and social barriers, (f) the type and role of professional organizations, (g) professional credentialing, (h) ethical standards, (i) technology's role or potential role, (j) strategies for personal and professional self-evaluation, (k) self-care strategies, and (l) counseling supervision models. The paper requires taking the topics and addressing them through the lens of a counseling position you hope to have. It cannot just repeat what was presented in class. The final paper must be 15 – 20 pages in length (not including references), and must include at least ten references. Five of these references must come from your own research. Be sure to include an introduction and a conclusion. This paper may be written in first person. *Be sure to look at the Rubric for the Final Paper prior to writing the outline and the paper.*
- **Final Paper Outline:** An outline for the paper, including references is part of the final paper assignment and needs to include enough information to show you have gathered information for each section.

Grading: Your course grade will be determined by the following point system:

Class Participation	100 points	Grading Scale
Aspirations Paper	65 points	465 points and up (93%) - A
Journal Reviews/Critiques	60 points (30 points each)	400 points to 464 (80%) - B
Cultural Attunement Paper	45 points	350 points to 399 (70%) - C
Cultural Attunement Presentation	30 points	300 points to 349 (60%) - D
Interview Summaries	75 points	Less than 300 points - F
Final Paper Outline	25 points	
Final Paper	100 points	
Total	500 points	

Disability Services: *Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact me regarding the necessary accommodations.*

Support Services: *Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available by distance.*

Plagiarism. *Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, you must take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.*

Policy on Discrimination, Harassment, and Violence. *The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.*

Class Schedule, Required Readings, Assignment Due Dates

Additional work may be assigned to meet course requirements.

Date	Class Content	Readings	Assignments Due	CACREP 2016 Standards
	*Course Overview *Historical Perspective *Flor's Research Explanation	Kottler & Shepard. (2015). Ch. 2, pp. 29-46.		<i>f.1.a, CMHC c.1.a, SC g.1.a.</i>
	*The Helping Relationship *Helper, Know Thyself	Kottler & Shepard. (2015). Ch. 1 Corey & Corey. (2014). Ch. 2 Lambi et al. (2008). Scholarly writing. Critical Thinking Handout.		<i>f.5.f, f.8.a</i>
	*Common Concerns in Counseling *Theory Based Practice *Stages in the Helping Process *Sign up for Cultural Presentation	Corey & Corey. (2014). Ch. 5, 6, & 7 Kottler & Shepard (2015) Ch. 5, 6, & 7 Cheston. (2000). A new paradigm for teaching counseling theory....		<i>f.5.a, f.5.f, CMHC c.1.b</i>
	*Ethical and Legal Issues *Managing Boundaries *Multiple Roles for Counselors	Corey & Corey. (2014). Ch. 8 & 9 Kottler & Shepard. (2015). Ch. 14 Campbell & Gordon (2003). Acknowledging the inevitable... State of Alaska. (2015). Statutes and regulations: Professional counselors	Personal Motivations and Aspirations Paper	<i>f.1.i., f.5.f, CMHC c.2.l</i>
	*Values *Cultural Diversity *Cultural Competency *Advocacy	Corey & Corey. (2014). Ch. 3 & 4 Kottler & Shepard. (2015). Ch. 13 Grimes et al. (2013). So I went out... Duran et al. (2008). Liberation psychology... Hays. (2008). Becoming a culturally... Hays. (2008). Seeing the forest...	Journal Review #1	<i>f.1.d., f.i.e., SC g.2.a, SC g.2.f., CMHC c.2.j</i>
	*Research and Writing *Counseling and Technology	Kottler & Shepard. (2015). Ch. 2, pp. 46-52 Richards & Viganó. (2013). Online counseling... NBCC. (2012). NBCC policy....	Cultural Presentation	<i>f.1.j, f.5.e., f.8.a., CMHC c.2.j.</i>
	*Diagnosis	Kottler & Shepard. (2015). Ch. 8 & 12	Journal Review #2	<i>f.8.a., f.1.c., SC g.2.e.</i>
	*Individual Counseling	Kottler & Shepard. (2015). Ch. 4	Interviews	<i>f.5.f., f.1.g., CMHC c.2.k, SC g.2.l., f.1.b., CMHC c.2.a, SC g.2.d, SC g.1.d.</i>
	<i>Spring Break – No Class</i>			
	*Career Counseling	Kottler & Shepard. (2015). Ch. 11		<i>f.4.a.</i>
	*Groups and Families	Corey & Corey. (2014). Ch. 11 Kottler & Shepard. (2015). Ch. 9 & 10 Clark. (2002). Scapegoating: Dynamics and interventions in group counseling.	Final Paper Outline	<i>f.6.b.</i>
	*School Counseling *Supervision <i>School counselors will speak</i>	Corey & Corey. (2014). Ch. 10 Gibson & Mitchell. (2008). Ch. 3, pp. 41-84. Cook et al. (2012). Supervision... Dahir et al. (2010). Principles as... Santiago et al. (2014). Mental health...		<i>f.1.f., f.1.m, SC g.2.l.</i>
	*Community Mental Health Counseling *Supervision <i>CMHC counselors will speak</i>	Corey & Corey. (2014). Ch. 10, 12 Gibson & Mitchell. (2008). Ch. 3, pp. 85-126. Lawson et al. (2009). A model for... Luke & Bernard. (2006). The school...		<i>f.1.b., f.1.c., CMHC c.2.a., f.1.f., f.1.m., CMHC c.2.k.</i>
	*Creative Approaches *Community outreach/emergency management response	Koperski et al. (2015). The impact... Lawrence et al. (2015). Creating creative clinicians... Patterson et al. (2009). The role of communit...		<i>f.5.f.</i>
	*Stress and Burnout *Self Care /Self-Evaluation	Corey & Corey. (2007). Ch. 13 Kottler & Shepard. (2015). Ch. 15 Lawson & Meyers. (2011). Wellness...	Final Paper	<i>f.1.k., f.1.l, f.5.e.</i>

Specific Assignments Meeting CACREP Requirements

Week of Instruction	Evaluation Component	CACREP 2016 Standard Assessed
Week One	<p>Overview of Course/Introduction of Students</p> <p>Discussion Question/Post: addresses the history of the counseling profession.</p> <p>(Live discussion is used in the face-to-face class and in the distance class; the discussion question answer is posted by students and responded to by the professor.)</p>	<p><i>f.1.a, CMHC c.1.a, SC g.1.a.</i></p>
Week Two	<p>Discussion Question/Post #1: addresses counselor characteristics and behavior that influence the counseling process</p> <p>Discussion Question/Post #2: addressed the importance of research in advancing the counseling profession, by reviewing the Critical Thinking Handout.</p>	<p><i>f.5.f</i></p> <p><i>f.8.a</i></p>
Week Three	<p>Discussion Question/Post #1: addresses theories and models of counseling related to counseling.</p> <p>Discussion Question/Post #2: addresses counselor characteristics and behavior that influence the counseling process.</p>	<p><i>f.5.a, CMHC c.1.b</i></p> <p><i>f.5.f,</i></p>
Week Four	<p>Personal Motivations and Aspirations Paper</p> <p>Discussion Question/Post #1: addresses ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.</p>	<p><i>f.5.f</i></p> <p><i>f.1.i., , CMHC c.2.l</i></p>
Week Five	<p>Journal Review Assignment</p> <p>Discussion Question/Post #1: addresses the role and process of the professional counselor advocating on behalf of the profession.</p> <p>Discussion Question/Post #2: addresses advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.</p>	<p><i>f.8.a.</i></p> <p><i>f.1.d, SC g.2.a, SC g.2.f.</i></p> <p><i>f.i.e., SC g.2.a, CMHC c.2.j</i></p>
Week Six	<p>Cultural Presentation</p> <p>Discussion Question/Post #1: addresses technology's impact on the counseling profession.</p>	<p><i>CMHC c.2.j, f.1.d.</i></p> <p><i>f.1.j, f.5.e.</i></p>
Week Seven	<p>Journal Review Assignment</p> <p>Discussion Question/Post #1: addresses diagnosis.</p> <p>Discussion Question/Post #2: addresses counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response.</p>	<p><i>f.8.a.</i></p> <p><i>f.1.c., SC g.2.e.</i></p>
Week Eight	<p>Interview Assignment</p> <p>Discussion Question/Post #1: addresses counselor characteristics and behavior that influence the counseling process as they relate to individual counseling.</p>	<p><i>f.1.b., f.1.g., CMHC c.2.k., CMHC c.2.a, SC g.2.d, SC g.1.d., SC g.2.l</i></p> <p><i>f.5.f</i></p>
Week Nine	<p>Discussion Question/Post #1: addresses theories and models of career development, counseling, and decision-making.</p>	<p><i>f.4.a.</i></p>
Week Ten	<p>Discussion Question/Post #1: addresses dynamics associated with group process and development.</p> <p>Discussion Question/Post #2: addresses working with families.</p>	<p><i>(f.6.b.)</i></p>
Week Eleven	<p>Discussion Question #1: addresses professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues as they relate to school counseling.</p>	<p><i>f.1.g., SC g.2.l.</i></p>

	<p>Lecture: addresses professional counseling organizations, including membership benefits, activities, services members, and current issues related to school counseling.</p> <p>Discussion Question #2: addresses the role of counseling supervision in the school counseling profession.</p>	<p><i>f.1.f., SC g.2.l.</i></p> <p><i>f.1.m.</i></p>
Week Twelve	<p>Discussion Question #1: addresses the multiple professional roles and functions of counselors across specialty areas and relationships with other human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.</p> <p>Lecture: addresses professional counseling organizations, including membership benefits, activities, services members, and current issues related to clinical mental health counseling.</p> <p>Discussion Question #2: addresses the role of counseling supervision in the community mental health counseling profession.</p>	<p><i>f.1.b, CMHC c.2.a.,</i></p> <p><i>f.1.c.,</i></p> <p><i>f.1.f, CMHC c.2.k</i></p> <p><i>f.1.m</i></p>
Week Thirteen	<p>Discussion Question #1: addresses counselor characteristics and behavior that influence the counseling process as they relate to creative approaches to counseling.</p> <p>Discussion Question #2: addresses counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</p>	<p><i>f.5.f</i></p> <p><i>f.1.c., SC g.2.e.</i></p>
Week Fourteen	<p>Discussion Question/Post #1: addresses self-care strategies appropriate to the counselor role.</p> <p>Discussion Question/Post #2: addresses strategies for self-evaluation.</p>	<p><i>f.1.l, f.5.e</i></p> <p><i>f.1.k.</i></p>

Course Rubrics

Attendance and Participation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
ATTENDANCE	Is often late for class and leaves early without prior arrangement.	Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.	Attends all classes. No missed classes without prior arrangement.	Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.
LARGE GROUP PARTICIPATION	Does not ask questions or make comments that indicate familiarity with class topics.	Rarely asks questions or makes comments that indicate familiarity with the class topics.	Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.	Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.
SMALL GROUP PARTICIPATION	Does not participate actively in small groups.	Rarely participates actively in small groups.	Participates in small groups.	Actively participates in small groups and is adequately prepared to discuss the class topics.
BLACKBOARD PARTICIPATION	Does not open Blackboard to access information.	Rarely opens Blackboard to access information.	Regularly uses Blackboard to enhance the classroom experience.	Actively uses Blackboard to enhance the classroom experience.

Papers and Critiques

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment.	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 6 th Edition.	The paper has some departures from the APA Publication Manual.	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF MATERIAL	The presenters appear to lack a basic understanding of the topic.	The presenters have a basic understanding of the topic.	The presenters have a very good understanding of the topic.	The presenters have an excellent understanding of the topic and include extra information in the presentation.
AUDIENCE ENGAGEMENT	The audience is not engaged and appears bored during the presentation.	The audience is minimally engaged, paying attention at times and not paying attention at other times.	The audience is engaged throughout the presentation.	The audience is actively engaged and appears to enjoy the presentation.
PRESENTER PARTICIPATION	Some members of the presentation team do not appear to participate.	All members of the presentation team participate, but some are not as involved as others.	All member of the presentation team participate equally.	All members of the presentation team present equally and the members appear to work as a team.
USE OF TEACHING TOOLS	Only one teaching tool is used.	More than one teaching tool is used but there is a lack of cohesion between the two tools.	Two or more teaching tools are used together effectively.	Two or more teaching tools are used together with a high level of audience response.