|  |  |
| --- | --- |
| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

**Letter of Notifications**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Wayne W. Wilkinson | 4/6/2018 |   **Department Curriculum Committee Chair** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **COPE Chair (if applicable)** |
| |  |  | | --- | --- | | Kris Biondolillo | 4/6/2018 |   **Department Chair:** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Head of Unit (If applicable)** |
| |  |  | | --- | --- | | Wayne W. Wilkinson | 4/6/2018 |   **College Curriculum Committee Chair** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Undergraduate Curriculum Council Chair** |
| |  |  | | --- | --- | | Lance G. Bryant | 4/6/2018 |   **College Dean** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Vice Chancellor for Academic Affairs** |

**If you require to fill out a Letter of Notification, please email** [**curriculum@astate.edu**](mailto:curriculum@astate.edu) **or contact Academic Affairs and Research at (870) 972-2030 for guidance PRIOR TO submitting these through the curricular process.**

**1.Contact Person** (Name, Email Address, Phone Number)

Dr. Kristin Biondolillo, [kdbiondo@astate.edu](mailto:kdbiondo@astate.edu), 870-972-3157

**Bulletin Changes**

|  |
| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

Insert Page 80

H. Master of Science in Education Degree

1. Early Childhood Education

2. Educational Leadership

3. Curriculum and Instruction

4. Theory and Practice

5. Middle Level Education

6. Physical Education

7. Reading

8. School Counseling

9. Special Education

a. Instructional Specialist Grades K-12

b. Gifted, Talented, and Creative

Insert Page 141-142

Program of Study for the Master of Science in Education Degree in School Counseling

PURPOSE OF THE DEGREE

The purpose of the M.S.E. degree in School Counseling is to train school counseling professionals with expert skills in coordinating school counseling programs, supporting the teaching/learning process, counseling with students, and consulting with persons having significant influence on students’ well-being and development. This program provides graduate-level study which is based on the comprehensive developmental model of school guidance and counseling. This program prepares K-12 counselors to promote development of skills and experiences needed by all students for success in school and later life, to develop prevention programs focused on predictable hindrances to development of identifiable groups of students, to conduct interventions for remediation of individual concerns, and to intervene with both groups and individuals in crisis situations.

Throughout the program, school counseling trainees are required to engage in experiences intended to increase their self-awareness and promote their own personal and professional development. The educational and developmental orientation of the School Counseling Program provides students with unique expertise that makes them the appropriate choice for counseling practice in a school setting. Students in the School Counseling Program experience a depth of training and acquire a level of expertise for practice in the school setting that is comparable to that of counselors in other settings.

PROGRAM ADMISSION PROCEDURES

1. Contact the Graduate School for an application materials packet.

2. Submit to the Graduate School all application materials, including:

a. Completed Graduate School application form with specified application fee, proof of immunization for measles and rubella (if date of birth is January 1957 or later), selective service status form, and separate official transcripts of all undergraduate and graduate work from all colleges and universities attended.

b. Official report of a score, obtained within the last five (5) years, on the Graduate Record Examination (GRE).

c. A typewritten essay that addresses (1) personal, educational, and career goals and aspirations; (2) personal perceptions of influences on goals and aspirations; and (3) personal view of the role and value of school counseling.

d. Three appraisal/recommendation forms, with at least one completed by a work supervisor and at least one completed by a faculty member in the applicant’s most recent academic program of study. (When the applicant has not completed that program of study, a statement of status in that program also is required.)

Applicants who have not been enrolled in an academic program for more than five years may substitute a recommendation from a current or recent employer for the faculty recommendation. The third form may be completed by anyone who can attest to the applicant’s ability and/or character, except that it may not

be completed by anyone who is a relative of the applicant.

3. Application file is reviewed by the Graduate School and, if applicant qualifies for admission to the Graduate School, the file (including all materials listed above) is forwarded to the School Counseling Program Coordinator in the Department of Psychology and Counseling.

4. Application file is reviewed by the School Counseling Program Committee on Admissions. This committee evaluates all materials submitted by the applicant, decides whether the applicant meets program requirements and expectations, appoints an academic adviser for the applicant who is admitted to the program, and sets any conditions of admission.

5. Application file is returned to the Graduate School for notification to the applicant of the admission status. For applicants who are admitted, the notice also will include identification of academic adviser and conditions of admission, if any.

PROGRAM ADMISSION PROCEDURES

To be considered for admission to the School Counseling Program, applicants must present evidence of qualities consistent with those required for effective school counseling practice. The written statement prepared by the applicant, combined with the appraisal/recommendation forms from references, will be used as the basis for committee members’ judgment of the applicant’s personal and interpersonal qualities. All persons admitted to the program are required to meet the same standard in regard to these qualities.

Applicants also must present evidence of potential ability to perform academic work at the advanced graduate level. Standardized test proficiency and past grade performance provide the primary data for judging academic ability; other indicators, such as quality of writing in the applicant’s prepared statement, also will be considered. Based on the combination of test proficiency and past academic performance, an applicant may qualify for either unconditional or conditional admission status.

Unconditional Admission Status:

Academic proficiency for unconditional admission may be established through satisfaction of either of the following criteria:

a. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours of undergraduate work) and a minimum cumulative score of 290 on the combined verbal and quantitative sections of the GRE.

b. Unconditional admission to the Graduate School, a cumulative score of at least 290 on the combined verbal and quantitative sections of the GRE and a minimum cumulative graduate grade point average of 3.25 on 12 or more hours with no grade less than a “B.”

Conditional Admission Status:

Academic proficiency for conditional admission may be established through satisfaction of either of the following criteria:

a. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours of undergraduate work) and a cumulative score of at least 290 on the combined verbal and quantitative sections of the GRE.

b. Unconditional admission to the Graduate School and a minimum cumulative graduate grade point average of 3.00 on 12 or more semester hours with no more than one course with a grade of “C” and no grade less than a “C.” GRE scores may be required.

ELIGIBILITY TO CONTINUE IN THE SCHOOL COUNSELING PROGRAM

Students admitted in Conditional status must earn a cumulative grade point average of at least 3.00 on the next 12 hours of course requirements and have no more than one course in these 12 hours with a grade of “C.” Students who fail to remove Conditional status in this manner will be dropped from the School Counseling Program.

Retention checkpoints for students admitted to the School Counseling Program include the following:

1. Semi-Annual Review:

In addition to the academic standards for continuing enrollment, all students admitted to the School Counseling Program will be subject to semiannual review by the Degree Program Committee. This semi-annual review will be conducted at some time during the last three weeks of the Fall and Spring semesters. At this review, the Committee will assess current evidence of each student’s personal and interpersonal qualities deemed essential for effective school counseling practice. The Committee also will assess overall quality of academic performance, and any student having earned more than one grade of “C” will come under close scrutiny. Outcomes at each review may be approval for unrestricted continuation in the program, approval for continuation in the program with specified contingencies, suspension from the program with specified contingencies for readmission, or removal from the program.

2. Approval to Register for Clinical Courses:

Eligibility to enroll in supervised clinical training (i.e., COUN 6213, 6223, and 6233) is subject to approval of a Screening Committee. To obtain this approval, a student must have successfully completed all prerequisites and be deemed to have shown evidence of readiness for the level of practice required in the particular course.

3. Eligibility for Comprehensive Examination:

Students who have earned an overall graduate grade point average of 3.00, have earned a cumulative grade point average of at least 3.00 on all courses completed in the School Counseling Program, and are enrolled for their final period of study will be eligible to sit for the comprehensive examination.

4. Eligibility for Graduation:

Students who have earned an overall graduate grade point average of 3.00, have completed all courses required for the School Counseling Program and earned a cumulative grade point average of at least 3.00 on these courses, have earned a grade of “B” or better for clinical courses (i.e., COUN 6213, COUN 223, and COUN 6233), have taken the appropriate PRAXIS II examination, and have passed the comprehensive examination will be eligible for conferral of degree.

ACADEMIC CREDIT

Graduate School policy prohibits credit toward degree requirements for any courses completed more than six years prior to completion of the degree program. In addition, both degree-seeking and nondegree-seeking students enrolling in COUN and PSY courses are expected to provide evidence that prerequisite knowledge is sufficiently current to support successful academic and/or clinical performance. Thus, students with dated courses may be asked to repeat such courses whether or not they have been used to fulfill requirements of another degree.

All candidates for the M.S.E. degree in School Counseling must take the PRAXIS II specialty area test in Professional School Counseling (#0421) before graduation. The candidate must arrange for a score to be sent to Arkansas State University and must provide a copy of the individual score report to the program coordinator.

**Insert Page 143**

School Counseling

Master of Science in Education

University Requirements:

See Graduate Degree Policies for additional information (p. 35)

Program Requirements:

Sem. Hrs.

COUN 6013, Introduction to School Counseling

3

COUN 6033, Social and Cultural Foundations of Counseling

3

COUN 6043, Career Development and Services

3

COUN 6073, Program Development, Implementation, and Evaluation in School Counseling

3

COUN 6113, Theories and Techniques in Counseling

3

COUN 6123, Group Counseling

3

COUN 6203, Counseling Pre-practicum

3

COUN 6213, Counseling Practicum

3

COUN 6223, Counseling Internship – Elementary School

3

COUN 6233, Counseling Internship – Secondary School

3

ELFN 6773, Introduction to Statistics and Research

3

PSY 6513, Advanced Educational Psychology

3

PSY 6543, Pyscho-Social Aspects of Development

3

PSY 6573, Psychological Testing

3

PSY 6613, Professional Consultation

3

Elective in Psychology or Counseling

3

Sub-total

48

Total Required Hours:

48

**LETTER OF NOTIFICATION – 13**

**EXISTING CERTIFICATE or DEGREE OFFERED via DISTANCE TECHNOLOGY**

***Institutions with at least one certificate or degree program approved for distance technology by the Arkansas Higher Education Coordinating Board must submit Letter of Notification-13 to request approval to offer additional existing (on-campus) certificates or degrees via distance technology. The institution must submit to ADHE a copy of the e-mail notification to the Higher Learning Commission (HLC) about the proposed distance technology program. If HLC requires a focused visit for the proposed distance technology program, please submit the scheduled review date.***

**Definitions**

***Distance technology (e-learning) – When technology is the primary mode of instruction for the course (50% of the course content is delivered electronically).***

***Distance instruction – When a course does not have any significant site attendance, but less than 50% of the course is delivered electronically, e.g., correspondence courses.***

***Distance program – When at least 50% of the major courses are delivered via distance technology.***

1. Institution submitting request: Arkansas State University
2. Contact person/title: Dr. Kristin Biondolillo, Chair of Psychology and Counseling
3. Telephone number/e-mail address: 870-972-3157, [kdbiondo@astate.edu](mailto:kdbiondo@astate.edu)
4. Name of Existing Certificate or Degree: Master of Science in Education - School Counseling
5. Proposed Effective Date for distance technology delivery: Fall 2018
6. CIP Code: 13.1101
7. Degree Code: 6680

**PROGRAM INFORMATION**

Program summary/justification for offering program by distance technology:  
  
*There is an increasing population of working adults who are looking to complete their degree. The majority of these potential students prefer the flexibility of an online degree. Where they are looking to change career or enhance their education, an online MSE in School Counseling will provide the foundation necessary to move ahead.  
  
The purpose of the M.S.E. degree in School Counseling is to offer educators and educators-in training a planned program of study focusing on skills and techniques of teaching reading including the diagnosis and remediation of reading problems.*

1. Provide the current certificate/degree plan. Mark\* courses that will be taught by adjunct faculty.  
     
   Courses will be taught by regular faculty members

|  |  |  |
| --- | --- | --- |
| Course Number | Course Title | Credit Hours |
| COUN 6013 | Introduction to School Counseling | 3 |
| COUN 6033 | Social and Cultural Foundations of Counseling | 3 |
| COUN 6043 | Career Development and Services | 3 |
| COUN 6073 | Program Development, Implementation, and Evaluation in School Counseling | 3 |
| COUN 6113 | Theories and Techniques in Counseling | 3 |
| COUN 6123 | Group Counseling | 3 |
| COUN 6203 | Counseling Pre-practicum | 3 |
| COUN 6213 | Counseling Practicum | 3 |
| COUN 6223 | Counseling Internship – Elementary School | 3 |
| COUN 6233 | Counseling Internship – Secondary School | 3 |
| ELFN 6773 | Introduction to Statistics and Research | 3 |
| PSY 6513 | Advanced Educational Psychology | 3 |
| PSY 6543 | Pyscho-Social Aspects of Development | 3 |
| PSY 6573 | Psychological Testing | 3 |
| PSY 6613 | Professional Consultation | 3 |
| Elective | Elective in Psychology or Counseling | 3 |
| Total |  | 48 |

1. Provide the list of courses, include course number/title, for the certificate/degree program currently offered by distance technology.  
     
   COUN 6033 Social and Cultural Foundations of Counseling  
   ELFN 6773 Introduction to Statistics and Research  
   PSY 6513 Advanced Educational Psychology  
   PSY 6613 Professional Consultation  
   Elective – Elective in Psychology or Counseling
2. If 100% of the program will not be offered by distance technology, list courses that **will not** be offered by distance technology.  
     
   100% of program will be offered via distance technology
3. For existing courses that will be offered by distance technology (for the first time), provide the course syllabus for each of these courses for the certificate/degree program and indicate the maximum class size for each distance course.  
     
   Syllabi provided in Appendix A for the following courses:

*COUN 6013 Introduction to School Counseling  
COUN 6043 Career Development and Services*

*COUN 6073 Program Development, Implementation, and Evaluation in School Counseling  
COUN 6113 Theories and Techniques in Counseling*

*COUN 6123 Group Counseling*

*COUN 6203 Counseling Pre-practicum*

*COUN 6213 Counseling Practicum*

*COUN 6223 Counseling Internship – Elementary School*

*COUN 6233 Counseling Internship – Secondary School*

*PSY 6543 Psycho-Social Aspects of Development*

*PSY 6573 Psychological Testing*

*30 students per section will be enrolled*

1. If new courses will be added, provide the list of new courses (proposed course number/title) and the new course descriptions for the certificate/degree.  
     
   No new courses will be added
2. Provide the course syllabus for each distance technology course for the program listed above and indicate the maximum class size for each distance course. Indicate the course delivery mode(s) and class interaction mode(s) for each distance technology course.

Course delivery mode (check all that apply):

Online X

Compressed-video (CIV)

Audio Conference

Video Conference

Web Conference

Blended delivery (identify components)

Class interaction mode (check all that apply):

Electronic bulletin boards X

E-mail X

Telephone X

Fax

Chat X

Blog X

Other (specify)

1. Provide the percentage of the program that is offered via distance (50%, 75%, etc.).  
     
   100%
2. Discuss the provisions for instructor-student and student-student interaction that are included in the program design and the course syllabus.  
     
   Email, Discussion Boards, Telephone, Chat
3. Provide a semester-by-semester degree plan/course schedule for student access to all courses necessary to complete the program.   
     
   Appendix B
4. Provide a list of services that will be supplied by consortia partners or outsourced to another organization (faculty/instructional support, course materials, course management and delivery, library-related services, bookstore services, services providing information to students, technical services, administrative services, online payment arrangements, student privacy consideration, services related to orientation, advising, counseling or tutoring, etc.) **Include the draft contract/Memorandum of Understanding (MOU) for each partner/organization offering faculty/instructional support for the program.** Submit final contract/MOU signed by partner institutions or organizations upon completion of ADHE proposal review.  
     
   N/A
5. Estimate costs for the proposed distance technology program for the first 3 years. Include faculty release time costs for course/program planning and delivery.  
     
   *Assuming 2 courses are developed and offered per 7-week term. Faculty are not paid overload stipends during the Summer semester as courses are part of their regular earnings during this time frame.*

|  |  |  |  |
| --- | --- | --- | --- |
| Year 1 | | | |
| Delivery (Overloads) | Costs | Development | Costs |
| 8 | $28,000 | 12 | $18,000 |
| Year 2 | | | |
| Delivery (Overloads) | Costs | Development | Costs |
| 8 | $28,000 | 4 | $6,000 |
| Year 3 | | | |
| Delivery (Overloads) | Costs | Development | Costs |
| 8 | $28,000 | 0 | $0 |

1. Provide institutional curriculum committee review/approval date for proposed distance technology program.  
     
   NEED
2. Provide documentation that proposed program has been reviewed/approved for distance technology delivery by licensure/certification board/agency, if required. [HLC review must follow ADHE review and AHECB program approval.]  
     
   N/A
3. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer: Date:

APPENDIX A

**Arkansas State University**

**College of Education**

**Department of Psychology and Counseling**

**COUN6013-Introduction to School Counseling**

**Instructor: Carrie Skipper Email: carrie\_skipper@hotmail.com**

**Class Meeting Days/Time: Phone: 870-243-7018**

Online

**Classroom: EDUC Bldg. Rm. 102**

**Course Reference Number: 61056**

1. **Primary Text**

**Dahir, C. A. and Bishop Stone, C. (2012).** *The Transformed School Counselor* (2nd ed.). Belmont: Brooks/Cole. Cengage Learning.

1. **Other Resources**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: American Psychological Association.

**Course Description:**

The purpose of this course is to actively engage candidates in a study of professional roles and functions of the school counselor. Goals and objectives of a comprehensive guidance program within a public school setting will be explored by candidates. Introductory exposure to professional organizations and associations along with history and trends will be studied. Ethical, legal, and professional development standards along with credentialing of the school counselor are explored. Challenges of the school improvement and school counseling reform agenda of the past 20 years will be delineated. Theoretical foundations are explored that are foundational to counseling techniques and skills. Individual and group counseling dimensions are examined along with classroom guidance curriculum standards. Candidates will be introduced to social and cultural diversity which impacts the educational and familial systems. Counseling theory in schools and practice will enable the candidate to build upon a foundation to enhance the comprehensive guidance program. A professional orientation embedded in exemplary ethical and legal practices will be a part of each topic studied in this course. This course will offer a general introduction to the candidates of school counseling research and program evaluation. Candidates will become familiar with the ASCA National Model. Candidates will become aware of the influences and trends that are driving the evolving professional orientation of school counselors.

**Course Goals and Objectives:**

Students will be able to:

* Demonstrate a foundational knowledge of counseling theories and application of these theories
* Obtain a general understanding of the history of school counseling and the impact of this profession in the future.
* Examine the various roles and functions of school counselors and how these roles impact individuals involved in the school setting.
* Develop an appreciation for professional associations and networking with other school counselors.
* Become familiar with the goals and objectives of a comprehensive guidance program.
* Demonstrate a dedication to exemplary legal and ethical standards within the profession.
* Understand the importance of the ASCA National Model and the importance of this model to the profession of school counseling.
* Distinguish the various roles of a school counselor which include, but are not limited to, collaborate leaders, advocates, consultants and resource managers within the school system.

**Evaluation Methods**

**Evaluation Criteria: Points % of grade**

Independent Work/Discussion Board Participation 100 13%

School Counseling…My Vision, My Voice (Advocacy, Professionalism) 100 11%

Exam #1 and Final 200 (100pts. ea) 22%

Advocacy PowerPoint Presentation 100 11%

Interview with a School Counselor 100 11%

Counselor Connections-Brochure 50 5%

Weekly log of class topics (reflection) 100 11%

ADE Regional Counselor’s Meeting ( Reflective Paper) 100 11%

Two professional article summary reports 50 (25 pts. ea) 5%

Total Possible Points 900 points

**Assignment Instructions:**

1. **My Vision, My Voice** The purpose of this assignment is for you to reflect upon the reasons you are entering the profession of school counseling. Discuss your personal and professional qualities that will enable you to be effective and empathetic as you become a professional school counselor. Provide specific examples of how you will advocate for the various roles involved in your profession.
2. **Advocacy PowerPoint Presentation** The “We Don’t Understand Counselors’ Roles” School District Parent Teacher Association (PTA) has invited you to explain the school counseling program at an open meeting. The PTA president has explained that the members seem to be supportive of the counseling program but really don’t understand it. Presentation is limited to no more than 10 slides.
3. **Interview with a School Counselor** Connect with a school counselor in your area. See me for contact information of counselors in your area. Questions will be furnished to you and you will create some of your own that you wish to ask your interviewee. You will turn in a narrative paper describing this experience.
4. **Counselor Connections Brochure** Utilize modern technology and create a brochure that will “connect” your school counseling program with the stakeholders in your specified or imaginary school district. I wish for this brochure to be used by you at public meetings, open house meetings, parent/teacher conferences, or other meetings during your school year to advertise the benefits of your school counseling services. ADVOCATE!! ADVOCATE!! ADVOCATE!!
5. **Weekly log of class activities** This assignment is an informal journal of each weekly class meeting. This is designed to be a quick reference for you to use in the future, as well as a way to remember various class objectives during the fall semester.
6. **Attendance at ADE Regional Counselor’s Meetings-**Attend this meeting in October at your local educational cooperative and compose a summary of the day’s activities. We will discuss this assignment in detail during our first class meeting.
7. **Article summaries-**These articles should be of a special interest you have in the field of school counseling. For example, I am interested in strategies to instill academic success for students experiencing poverty. The article critique that you will turn in must be professionally published and research or practice based. I will discuss this at length during our first class meeting. One article summary/critique is due on September 8 and the other article summary/critique will be due on November 3. A copy of the article must be turned in with your critique.

**Participation**

Participation is expected and encouraged. It is my expectation that you will stay current with all assignments and readings.

**Assignment Due-Date Policy**

Make up work is not accepted unless there is a severe emergency. The instructor will have the discretion as to whether to accept late work due to emergency situations. If there is a situation that is unavoidable and class must be missed, please notify me. Any work/class missed due to professional development must have been prearranged prior to the meeting.

**Flexibility Clause**

Circumstances which require alteration of this syllabus may arise. So, schedule or class contents are subject to change at the instructor’s discretion. Students will be given appropriate notice of any modifications.

**Disability and Support Services**

Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course. Any student in this course who has a disability that may prevent him/her from fully participating in this course should contact Disability Services at (870) 972-3964 or visit the website located at the following address: <http://www2astate.edu/disability/> .

**Academic Dishonesty Policy**

***Plagiarism:***

Violations of this policy are considered as serious misconduct and may result in disciplinary action and severe penalties. Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one’s own. Faculty members may respond to cases of plagiarism in any of the following ways:

1. Return the paper or other item for rewriting; the grade may be lowered.
2. Giving a failing grade on the paper or other item- “F” if a letter grade is used or zero if a numerical grade is used.
3. Give the student who plagiarized a failing grade in the course.
4. Recommend sanctions, including disciplinary expulsion from the university. All cases should be referred to the student conduct system.

***Cheating***

Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. Faculty members may respond to cases of cheating in any of the following ways:

1. Allow the testing to progress without interruption, informing the offending student about the offense and award a failing grade on the test- “F” if a letter grade is used or zero if a numerical grade is used.
2. Seize the test of the offending student and give a failing grade on the paper.
3. Give the offending student a failing grade in the course.
4. Recommend sanctions, including disciplinary expulsion from the university. All Cases should be referred to the student conduct system.

**Instructor Policies**

It is my hope and expectation that the information that will be disseminated in this course will be carried with you as you enter the awesome profession of school counseling. My expectations for you are extremely high and I wish to emphasize that dedicated academic strategies such as focused attentiveness, enthusiasm for learning, critical thinking, and cooperative learning must occur. The more you prepare and participate in class, the more you will take away from this class at the end of the fall semester. Professionalism will abound in this class at all times. I consider it both a privilege and a huge responsibility to be the instructor in this class. As students, I expect you to realize that you are responsible for your learning and all of the activities and requirements that result in a favorable graduate student experience. The future will be a bit, and I believe, a whole lot brighter because you have made the decision to become or already are a professional school counselor!

**Course Schedule**

|  |  |  |
| --- | --- | --- |
| **Module** | **Topics** | **Assignments Due** |
| 1 | Introduction and Requirements |  |
| 2 | 21st Century Counseling (Ch.1) | “WHY” Reflective Paper |
| 3 | LABOR DAY |  |
| 4 | Counseling Theory (Ch. 2) | * Article Critique #1 * Exercise 2 and 7 on pp. 27, 28 |
| 5 | Counseling Practice in Schools (Ch. 3) | * Personal Counseling Theory Paper * Exercises 2 and 4 on p. 61 |
| 6 | School Counselors as Leaders (Ch. 4) | * School Counselor Voice and Vision Video-Reflective Paper * Exercises 4 and 7 on p. 94 |
| 7 | Guest Speaker/Advocacy (Ch. 5) | Exercise 4—p. 21 |
| 8 | Legal and Ethical Issues (Ch. 6) | School Counselor Interview Presentations  \*MID-TERM\* |
| 9 | Legal and Ethical Issues (cont.) | Exercise #1 p. 176 |
| 10 | ASCA National Model (Ch. 7) | Summary of ADE Counselor’s Workshop—Reflective Paper |
| 11 | Accountability (Ch. 8) | Advocacy PowerPoint Presentation |
| 12 | Diversity (Ch. 9) | Article #2-Critique |
| 13 | Special Needs (Ch. 10) | Melting Pot or Salad Bowl—Dynamic Diversity Activities  p. 283 # 10 |
|  |  |  |
| 14 | Safe and Supportive Schools | p. 320 #9 |
| 15 | Counselors as Consultants | Crisis Plan Discussion  Class Log is due  Counselor’s Brochure |
| 16 | FINAL EXAM |  |

**Arkansas State University**

**College of Education**

**Department of Psychology and Counseling**

**COUN 6043-001 Career Development and Services**

**Summer II 2016**

**Professor:** Dr. Sharon J. Davis **Office:** EDUC 322

**Class Meeting Days/Time: M-R 2:30-4:30**

**Email: sharondavis@astate.edu** **Office Hours:**

**Classroom:** EDUC Bldg., Rm 208 Mon./Tue. 11-12

**Course Reference Number:** 30005 or by appointment

**A. Primary Text**

Zunker, V.G., (2016). Career Counseling: A Holistic Approach 9th Ed. Brooks/Cole; Belmont, CA

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington , DC: American Psychological Association.

**B. Other Resources**

National Career Development Association. (2003). *Ethical standards.* Broken Arrow, OK: Author. <http://www.ncda.org/pdf/EthicalStandards.pdf>

National Career Development Association. (1997). *Career counseling competencies*. Broken Arrow, OK: Author. <http://www.ncda.org/pdf/counselingcompetencies.pdf>

National Career Development Association. (1997). *Guidelines for the use of the Internet for provision of career information and planning services*. Broken Arrow, OK: Author. <http://www.ncda.org/>

America’s Career Resource Network (2005). *National career development guidelines.* Arlington, VA: Author. <http://www.acrnetwork.org/ncdg.htm>

**Course Description:**

This course will provide a study of career development theories, and lifestyle and career decision making models in an ever-changing world. We will cover application of the theories and models across the lifespan and populations utilizing occupational information, assessment instruments and computer/internet resources as they relate to the application of professional counseling. There will be special emphasis on not separating career and personal concerns, but rather integrating them into a holistic counseling approach.

**Course Goals and Objective:**

Students will gain an understanding of career development and related life factors, including all of the following:

1. career development theories and decision-making models
2. career, a vocational, educational, occupational and labor market information resources, and career information systems
3. career development program planning, organization, implementation, administration,
4. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development (School Co. Standard E2, E4)
5. career and educational planning, placement, follow-up, and evaluation (School Co. Standard A5, C. 4 use of ASCA model)
6. assessment instruments and techniques relevant to career planning and decision making (School Co. Standard C3, C4)
7. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy

**Evaluation Methods**

Grading: Grading will be awarded based on the percentage of possible points attained by each student.

**Evaluation Criteria: Points:**

Career Assessment Project 30

Career Autobiography 30

Mid-term Exam 50

Career Case Studies (3- 10 points each) 30

Final Exam\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_ 50

**Total Possible Points: 210**

**Attendance and Participation**

Class attendance is required. Student attendance consists of arriving to class on time and being prepared. For any classes missed, students are responsible for obtaining lecture notes, announcements or assignments. Students are expected to actively participate in class in order to increase their comprehension and learning of material. Student participation is requested in all class discussions, activities, and assignments. Participation also includes attentiveness.

**Inclement Weather Policy**

The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the president of the university. Regional and local news media will publicize the closing, Commuter students are encouraged to use good judgment in deciding whether to drive to campus during inclement weather. In those cases where the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her professors upon return to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the instructor.

**Assignment Due-Date Policy**

Please note that ***except under extreme circumstances***, NOmake-up work will be accepted. If the extreme circumstance is predictable, please inform me **prior to** the exam or due date and you may be offered the opportunity to take an exam **prior to** it being offered in class. If you miss an exam without prior authorization by your instructor, you will receive **zero** for that particular exam. No emailed or late assignments will be accepted.

**Flexibility Clause**

Circumstances which require alteration of this syllabus may arise. So, schedule or contents are subject to change at instructor’s discretion. Students will be given appropriate notice of any modifications.

**Questions and Concerns**

Please feel free to talk with me if you have follow-up issues to discuss, if you feel there is a problem or a misunderstanding, or if you have a question or concern. Sign up for office hours whenever possible, and if my office door is open, stop in. Email is usually a great way to get in touch with me, although I may not respond over the weekends.

**Cell Phones**

Please be sure that all cell phones, pagers. etc. are turned off or placed on silent or vibrate prior to class. If you **must** carry an electronic device for employment or parenting purposes, turn it to a non-audible signaling mode, sit near the door, and leave the room completely before answering.

**Disability and Support Services**

Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course. Any student in this course who has a disability that may prevent him/her from fully participating in this course should contact Disability Services as (870)972-3964 or visit the website located at the following address: <http://www2.astate.edu/disability/>.

**Academic Dishonesty Policy**

***Plagiarism:***

Violations of this policy are considered as serious misconduct and may result in disciplinary action and severe penalties. Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one’s own. Faculty members may respond to cases of plagiarism in any of the following ways:

1. Return the paper or other item for rewriting; the grade may be lowered.
2. Give a failing grade on the paper or other item- “F” if a letter grade is used or zero if a numerical grade is used.
3. Give the student who plagiarized a failing grade in the course.
4. Recommend sanctions, including disciplinary expulsion from the university. All cases should be referred to the student conduct system.

**Academic Calendar**

**Date Topic Reading**

July 3 Syllabus/Introduction

July 4 No class

July 5 History & Issues Ch. 1

July 6 Case Study p. 17

July 10 Blackboard Discussion

July 11 Career Development Theories Ch. 2

*Autobiography Due*

July 12 Career Counseling Models Ch. 3

July 13 Exam 1

July 17 Self-Directed Search

July 18 Integrating Career & Personal Ch. 4

Counseling, Case Study

July 19 Intake Interview Ch. 5

July 20 Strong Interest Inventory

July 24 Blackboard Discussion

July 25 Multicultural & Gender Issues Ch. 9 & 10

*Assessment Paper Due*

July 26 Ethics and Legislation Ch. 8 & 12

July 27 Case Study p. 219

July 31 Vocational Evaluation & People

With Disabilities, work samples

Aug 3 Final Exam Due

**Arkansas State University**

**Department of Psychology and Counseling**

COUN 6073, Program Development, Implementation and Evaluation in School

INSTRUCTOR:              To Be Announced

PHONE:                            870-972-3064

TIME:                               Online

EMAIL:

**REQUIRED TEXTS: TBA**

**PURPOSE OF THE COURSE**

This course is intended to provide students with advanced course content related to planning, organizing, and coordinating a comprehensive developmental school counseling program, including principles and applications of needs assessment and program evaluation.

**COURSE OBJECTIVES**

1.    Students will demonstrate understanding of the nature of comprehensive developmental school counseling programs.

2.    Students will demonstrate understanding of appropriate allocation of time to the basic counseling interventions.

3.    Students will demonstrate understanding of the personal, social, educational and occupational components of comprehensive developmental school counseling programs.

4.    Students will demonstrate ability to plan, design, implement, and evaluate comprehensive developmental school counseling programs (e.g., ASCA National Model)

5.    Students will demonstrate understanding of the ethical and legal considerations for counselors in developing, implementing, and evaluating comprehensive developmental school counseling programs.

6.    Students will demonstrate understanding of role and responsibilities in crisis and trauma related events and experiences.

**COURSE REQUIREMENTS**

**3.**    **COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAM**: Students will formulate a comprehensive developmental plan uniquely suited to a designated school setting.  This plan will include the following:

(Section A.) title page and committee representatives; mission statement (25);

(Section B) needs assessment for your assigned level (parent/student/teacher- separated by domain); community and school demographic data (25);

(Section C\*) framework of a model comprehensive guidance program which includes a scope and sequence with sample activities; sample weekly/monthly plan for your assigned level (75 points) and a student outcome evaluation (25 points); and

(Section D) Program evaluation (50 points).

(**total points 200 points**)

*\*Section C-Scope and sequence will include a nine-month school year (6 months must include guidance lessons).  Each domain must be addressed and aligned with ASCA model.  12 guidance lessons must be submitted.  Include a daily schedule.*

**4.**    **CRISIS PLAN:**  Crisis plan, emergency phone numbers, district phone numbers, agency phone numbers in your area, release of records form, referral form, school counselor program brochure.  **(25 points)**

**5.**    **EXAMS:** There will be two exams.  **(50 points each for a total of 100 points**)

**EVALUATION METHODS**

Assignments                                                                                                  Points

Comprehensive Developmental Guidance Plan                                          200

Crisis plan                                                                                                      25

Exams                                                                                                             100

                                                                                                                325

**Final Grade:** Identify % value such as:

              A…..90%-100% of all possible points

              B…..80%-89% of all possible points

              C…..70%-79% of all possible points

              D…..60%-69% of all possible points

**Make up exams**: My general policy is that there are NO makeup exams. However, in the event of an excused absence, or due to some catastrophic event in the student’s life, I will allow for a makeup exam on the day prior to final examination week. You must contact me and arrange to make up any missed exam regardless of the reason. If the missed exam is due to an illness, a Dr.’s excuse may be required.

**Accommodations:** Students who eligible for reasonable accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, and amendments thereto, are encouraged to contact the instructor as soon as possible. Before accommodations can be made, students must register with Disability Services (Phone: 870-972-3964; location Chickasaw Building, Room 410).

**GROUP COUNSELING—COUN 6123-001**

|  |  |
| --- | --- |
| Asher Pimpleton, Ph.D. | Arkansas State University |
| Office: Educ. Bldg. 317 | Department of Psychology and Counseling |
| E-mail: [Apimpleton@astate.edu](mailto:Apimpleton@astate.edu)  Phone: (870) 680-8410  Course Reference Number: 12453 | Jonesboro, AR 72401  Office Hours: Tuesdays 12:00-4 p.m. or by appointment. |
|  |  |
|  |  |

**Group Facilitators:**

Jeanie Clements Audrey Booth

[jeanie.clements@smail.astate.edu](mailto:jeanie.clements@smail.astate.edu) [audrey.booth@smail.astate.edu](mailto:audrey.booth@smail.astate.edu)

Stephanie Hampton

[stephanie.stephens@smail.astate.edu](mailto:stephanie.stephens@smail.astate.edu)

Course description:

Group Dynamics focuses on the theory, functions, and techniques of group procedures appropriately applied to decision-making, problem solving and resolution of conflict. Major emphasis is given to the dynamics of group behavior, the social-psychological interaction of small groups and their applications to group counseling. Dual emphasis is placed upon interpersonal self-understanding and the familiarity with group procedures.

Course Objectives:

The purpose of this course is to introduce the theory and practice of group work, and self-understanding within small group process. The course is comprised of didactic (lectures, in-class work) and experiential (small group work) learning experiences. In addition, considerable out-of-class time must be dedicated to assignments. Reading assignments, homework and projects are designed to enhance didactic and experiential learning.

Assignment Due Date Policy:

Assignments are expected to be turned in on time. Late assignments will be penalized by 10 percent of total points per day unless prior arrangements have been made with the instructor. ***All assignments must be completed in order to pass the class.***

Questions and Concerns:

Please feel free to talk with me if you have follow-up issues to discuss, if you feel there is a problem or a misunderstanding, or if you have a question or concern. Sign up for office hours whenever possible, and if my office door is open, stop in. Email is usually a great way to get in touch with me, although I may not respond over the weekends.

Course Evaluation & Assignments:

1. Small Group Research Article Reviews & Summary (150 points)
2. Group Proposal & Manual (350 points)
3. Group Proposal Presentation (50 points)
4. Session Reflection logs (8/9 due, max 2 pages each; 5 x 8= 40 points).
5. Final Course Summary and Analysis Paper (50 points)

**Total Number of Points: 640**

|  |  |
| --- | --- |
| **Percentage** | **Grade** |
| 100-90 | A |
| 89-80 | B |
| 79-70 | C |
| 69-0 | F |

Participation:

In this course, perhaps as in few others, individual learning can only happen within the context of the interpersonal relationships among class/group members. Because both the small group experience and the co-leader skill development components require commitment from all concerned in order to be effective learning opportunities, regular participation is expected. Lack of preparation and participation will adversely affect your grade. Students missing more than two training groups will be given a grade of “***Incomplete***”, required to complete an additional semester of T-group sessions and will have one academic year to do so. ***Failure to complete the additional semester of t-group sessions within this time frame may result in a failing grade.***

Scholarly writing & Format:

Use APA style (6th ed.): double space, 1 inch margins, 1.5 margin on left if bound, 12 pt. type (10 cpi), left justification, two spaces following all punctuation, and hanging indent for references (check the style manual carefully for additional requirements). See variations approved for the group manual. Spelling errors are not acceptable.

Texts:

Yalom, I.D. & Leszcz, M. (2005). *Theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

Kline, W. (2003). *Interactive Group Counseling & Therapy*. Upper Saddle River, NJ:

Prentice-Hall. ***(\*\*\*Excerpts will be provided)***

**Descriptions & Guidelines for Assignments**

**1) Small Group Research Article Reviews & Summary**: **(50 points)**

An integral part of effective group planning is knowledge of current relevant research. This assignment is designed to introduce you to small group research with the goal that you may integrate what you learn into your planned group.

1. Review four articles related to group work published in peer reviewed professional journals. At least two articles must present research and at least one must be theoretical or descriptive in nature. *(Research articles present systematic inquiry (either quantitative or qualitative) into a specific aspect of group work (most commonly effectiveness or outcome).* *Descriptive/theoretical articles do not contain research per se; instead, these articles may describe a particular type of group or group work with a specific population, a unique or creative approach.)*Write a brief synopsis of each article, including the type of article, the article’s focus or purpose, any research findings, and/or authors’ conclusions. For each review, identify and apply what you have learned to date in class about group work, including development, dynamics, therapeutic factors, type, etc.
2. Summary. Following your four article synopses and brief discussions, describe what you have learned about group work and small group research as a result of conducting these reviews. What are the implications of this research for your future professional work? How might you incorporate the articles’ ideas into your professional practice and why? A thoughtful consideration of these questions is necessary for full points.
3. Papers should be typed, double-spaced, 1-inch margins, use APA style and appropriate language, and include an abstract, as well as title and reference pages. A rough estimate of length might be 5-6 pages per article review, plus more for your summary. **Note: These reviews can be included in Chapter 1 of your Group Manual.**

**2)** **Group Proposal & Manual:**

For this assignment, you will develop a comprehensive manual detailing a small group (type and topic of your choosing). After selecting a theme and age level for your group design, and having examined current research, you are ready to develop a structured group manual.

The manual should be functional and appropriate for 12, 2-hour sessions. If 12, 2-hour sessions are not appropriate for your design (i.e., young children), see me for approved alternatives. Information contained within the manual should be practical and written in an explicit manner others could read and understand for implementing the group. The group manual should have three chapters (Introduction, Session Outlines: 1 - 12, and Evaluation), References, and an Appendix.

A. **Chapter One: Introduction.** This chapter includes a review of previous research, all decisions made prior to the first group meeting, and justification for decisions using references. A minimum of 10 references, which support your design, should be used. Please refer to the following guidelines while assembling the contents of the first chapter:

1. Explain the purpose of the group?

2. Critique previous research (studies and theory) as it applies to this type of group.

Describe the nature of the research and results.

3. How does research support decisions for this design?

4. What are the goals for the group (what do you expect to accomplish in 12 weeks)?

Goals should reflect your purpose statement.

5. Introduce pre-post assessment instruments and explain how your assessment

methods will determine if the goals have been reached.

6. Who are the members? How were they referred (i.e., self-referral, agency referral, court mandate, etc.)? What kind of information is relevant to member selection? Is a pre-session interview preferred for selection?

7. How many members? This decision should be supported by the literature.

8. What are the preferred member characteristics? Heterogeneous? Homogeneous?

What is your rationale for member selection? Examples of member characteristics can be used.

9. How are members prepared for the group?

10. Who is/are the facilitator(s)? Male/Female? One/Two? Training/Experience?

11. When and where will the sessions be held?

12. Any additional information important for the reader of this manual.

B. **Chapter Two: Session Outlines.** For each of the 12 sessions include the following:

1. Objectives and Behavioral Outcomes: Objectives should be "member-oriented."

Member-oriented, instructional objectives are simple sentences stating what members are expected to learn in the session. Your objectives should allow for development of behavioral indicators (behavior outcomes) to determine if the objective has been met. Most sessions should contain objectives, which address group process as well as theme content. See illustration for suggested format.

2. Activities: To meet session objectives, each session will contain structured activities. Activities are listed in order of event with the appropriate time line identified. Each activity should be briefly described within the text, followed by a list of three or four process questions. Activity process questions for activities should pertain to content of the activity (what did members learn). It is important to keep in mind the behavioral outcomes you wish to observe. Remember process questions are unique for each activity. Specific details, procedures, and materials for activities should be included in an appendix in the back of the manual. Be sure all information in the appendices is easy to locate.

3. Session Processing: In addition to processing each activity, the final 10 minutes are used to process the full session. List three or four process questions related to session objectives and behavioral outcomes. These are important because they help members tell you what they learned in the session and how they are progressing toward group goals.

4. Rationale: The rationale explains why sessions and activities are selected and sequenced in some logical order. For example, group norms are established in the first session (as opposed to the fourth session) to lay the necessary foundation for important future group work. If group norms were not discussed early, feelings of anxiety and fear will develop rather than a sense of group cohesion, universality, and trust. Further, discuss the order of information presented for learning. How do member characteristics influence the topic order? (See model session outline)

***Additional Comments on Session Outlines:***

*Contrary to Chapters One or Three, Chapter Two may be typed using single space with double space to separate for clarity and ease of reading. Also, type may be dropped to 10 or 11 point and margins may be adjusted to help you present information in an effective manner. Eliminating spelling errors requires reading your work. Spell check is not sufficient.*

*The session theme should communicate the main idea of the session. It is a general conceptual organizer. This does not mean that other topics must be omitted. You may need to carry over a topic from the previous session.*

*Objectives are your conceptual organizers. They should identify what you want the members to learn and communicate a conceptual organization from session 1 to 12 as you move toward the overall goal(s) of the group. You will notice in the model sessions that the verb used may or may not be followed by observable behavior. The important question is whether you will be able to identify behavioral outcomes that go with the objective? Your behavioral outcome statement(s) will identify observable behavior to determine whether the objective is reached. Also, use a verb in your objective that best communicates the level of learning you want to occur.*

*Behavioral outcomes are descriptions of observable behavior you will look for to determine if the objective has been reached. They help you make assumptions about learning explicit and concrete. You will want more than one behavioral outcome for an objective if they help you track member learning. Check the behavior you describe to make sure it is observable.*

*Activity descriptions should be briefly included in the outline so the reader can follow the flow of the session. A more detailed description goes in the appendix. At times, greater description of the process will help make the activity clear. Notice in the sample session outlines, only the Party Game is described. Other comments related to the flow of the session provide sufficient information. It is not necessary to write every word the leader would use during an activity or for purposes of linking activities. Just include the main conceptual ideas needed to flow through the session. Please include linkage comments between activities.*

*Processing questions are used to enhance learning. Some of the most effective questions for learning ask members for similarities and differences. These encourage members to evaluate and organize their thinking on a subject. Process questions also ask for the type of information you need to verify behavioral outcomes and whether objectives seem to have been reached. As you think about what type of learning you want, decide whether a cognitive or feeling question would be best.* ***Do not ask members how they feel if you want to know what they think****. Process questions should be open questions. A closed question should only be used for a valid reason.*

*Setups and links are important tools to help members be prepared for the next activity and session. They assist members to focus their attention and follow the conceptual flow. Setups and links connect activities and sessions. Connections can be made to previous sessions and activities or future sessions and activities. They should also serve to energize and motivate–increase the desire to learn. When actually leading groups your voice tone and enthusiasm will also help to motivate.*

*The session outline format was developed to help you succeed. It was developed to help students understand the conceptual flow needed for group work. Stay with the same format!!*

**Yes, this is a lot of work**. The actual job of typing the session outlines is easy, **but the thought process going into the work takes much more time than you expect and you will need to revisit the outlines several times to have them organized in the way you want.** Give yourself a break and start early. Because group work is quite complex, it may seem overwhelming at first. Just hang on and go with the process. The next time you design a group it will be much easier. I will be available to review examples of your session outlines.

C. **Chapter Three: Evaluation.** The purpose of evaluation is to determine if the group was effective. To determine effectiveness, pretests and post-tests are used to measure change. In this chapter all instruments and/or methods used to measure change are discussed. **It is important that more than one instrument/method be used.** For this task, at least one standardized instrument should be used (if possible) for comparison to a normative sample.

a. Comparison to a normative sample can tell you how your group members compare to the normative sample. Explain your rationale for instrument selection. Why is this instrument suitable for use with your population? How is it relevant to your group goals? Consider the functioning level of group members. Samples of test items should be used in the discussion to verify face/content validity or instrument appropriateness.

b. When possible include a copy of instruments in the appendix. Further, information on validity and reliability should be included (see instrument manual, Mental Measurements Yearbook, etc...). In addition, other non-standardized indices, such as rating scales or check lists, can be used to provide a quantifiable measure of behavior.

**Final Order of the manual: Title page, Table of Contents, Chapter 1 (Literature Review), Chapter 2 (Session Outlines), Chapter 3 (Evaluation), References, and Appendices.**

3) **Group Proposal Presentations:**

This assignment is designed to provide you with an opportunity to share your proposed Small Group with your classmates. In addition to giving you a forum to share your creativity and hard work with your peers, this presentation also gives you the chance to receive feedback to aid in further refinement and development of your work before turning it in for a final grade. **MORE DETAILS TO BE ANNOUNCED.**

4) **Final Course Summary & Group Analysis Paper**

This paper will contain three distinct sections: An analysis of your T-Group, a summary of your group experience, and a reflection on your future role as a group leader.

Section I: Analysis of Training Group:

The purpose of this requirement is to foster integration and application of knowledge about small group process. It requests you to maintain objectivity about the group in which you are participating, just as group leaders must maintain objectivity. Maintain confidentiality of your group members: do not include member names or identifying information in your paper.

The analysis will be graded based on your ability to identify group processes that have been addressed in the textbooks, handouts, or class lecture as they apply to your group. No other references are required, but you have the option of using other references. Analysis entries in your log will help you recognize the group process across sessions. Utilize the developmental progression, and apply a group development theory, in your T-group as the basic structure for analysis. Other considerations in grading will be identification of theory/process elements that link with one another, how characteristics change over time, and appropriate application of group process theory, group language and vocabulary. Use specific incidents in group to illustrate and back up your process observations. The analysis should clearly communicate how your training group was unique as it developed over time, yet not be a session-by-session account.

Begin with an introductory paragraph to provide a frame of reference for how the paper is organized, but this shouldn't be long. It is not helpful to review Yalom's work as an introduction!! Analyses should be written in third person (avoid using personal pronouns such as "we" or "I"). The use of personal pronouns encourages writers to be subjective rather than objective.

Other prompting questions include: Identify changes in relationships. How are the events or concepts linked? How sessions are connected? What elements of group work (i.e., predominate themes, member participation and interaction) are continued across sessions? How do members interact with the facilitator and with each other? Are there dependency issues? What power issues are present in the group? How is conflict addressed or avoided? What roles are implemented by the facilitator(s)? How do facilitator roles change across sessions? What is the general flow of group across sessions? What did the leader/facilitator do to help the group move through developmental stages? What did the leader do to move the group toward the next stage? Discuss the leadership style of your leader. What atmosphere did they establish? How did the group respond? What pressures were put on the leader and how did s/he respond? Finally, if the group were to continue with you as the leader, what would you wish to accomplish?

Section II: Summarize your Group Theories experience:

This is your opportunity to pull together all you have learned into a comprehensive document describing your future role as a group leader. Consider what you have learned in the didactic portion of the course (class discussions, lectures, theories, videos etc), as well as what you have learned in your Small Group experiences (the ‘lived experience’ of group dynamics, any self-awareness, etc.) in light of your future profession.

Section III: Reflections of a (future) group leader:

Knowing what you now know about group and yourself, describe how what you have learned will impact your future group leadership. What will you be sure to do? How will you work to create an atmosphere of trust and safety? How will you encourage members to meet their goals? What thoughts do you have about group work/leadership when considering your future professional role, the purpose of group, and the developmental stages of your future clients? What predictions or expectations do you have about your own group leadership? What will you be like as a leader/facilitator? What will be your strengths? What will be challenging for you? What goals do you have for continuing to develop as a group worker and how will you accomplish this?

5) **Session Reflection Papers**

Maintain a written log after each training group session. This log will be read by the group facilitator(s). Only include information you are comfortable sharing. Each session should have entries divided into (a) personal experience and (b) process analysis. To maintain objectivity toward analyzing mass group process you should not use group member’s names in your log or analysis papers, however, using initials is permissible.

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**The T-Group (or Small Group) Experience**

*The power of the group lies in the space between members*

Training Groups:

The small group in this class is called a training or T-group. The purpose of the group is to provide counselors-in-training with the ‘lived experience’ of participation in a small group. The T-group experience provides future group leaders with invaluable opportunity to learn first-hand what group members experience, and provides us, as students of group work, unparalleled opportunity to study communication and small group process. The skill of using feedback and immediacy in the here-and-now of the group describes much of the group focus; therefore, one group goal is to discuss how you are experiencing the group and to explore the process of the group. You will also have the option of learning about yourself within the small group process. Your participation in the training group will not be evaluated as part of your grade for this class. Please note that a T-group is not a counseling or therapy group: There is no assumption that anyone’s needs or desires will change, nor will you be expected to disclose anything about your “there and then” life outside of the group.

A rule of thumb is that anything you mention regarding your “there and then” life should be framed **as it relates to how you are experiencing the group in this moment.** The “here and now life of the group” includes times together within the group, and within the EPSY 543 class. Rules and norms for how this will “look” in practice will evolve as the life of the group unfolds. However, many counseling students report their small group experience was among the most meaningful experiences of their counselor education.

Successful and meaningful small group experiences depend on members’ active engagement and consistent participation. However, you are in charge of your level of disclosure in small group. Deep self-disclosure is not necessary. For this reason, you will always have the option to pass or ask to be off focus at a particular time **(but not all of the time).** However, students typically learn more about groups when actively participating. **I hope you do not interpret this right to be off focus as permission not to participate throughout the group sessions. Other members will need your help to make the group work.**

One cannot learn to be an effective group leader without having been a group member. The purpose of the group is educational, to help you become better prepared to function within groups as well as lead groups. If you are anything like other students who have taken similar graduate courses, you will learn about your communication style and some of the roles you normally take on in group. Additionally, the group can provide support in your development and growth as a professional counselor. It is not uncommon for graduate students to rate participation in Small Groups as one of the best components of their graduate education. There is some risk of emotional discomfort in self-disclosing your experiencing of the here and now interaction, but the potential for personal and professional growth is far greater.

*Confidentiality and Limits*- Students are fully responsible for what and how much they choose to share. As with any group, confidentiality is critical for the development of trust, yet it cannot be guaranteed. Information shared in Small Groups remains, by and large, confidential; leaders do not report session content to the course instructor *unless there is cause for concern regarding a student’s ability to work with vulnerable populations*.

*Note that confidentiality does not apply to anything that you disclose in class, nor does it apply to your Small Group leader if he or she perceives something about you that is not endorsable in a counselor-in-training.* ***In other words, you have only limited Small Group confidentiality.***

In keeping with the aims of a counselor education program, the instructor will be providing supervision to the student facilitating the Small Group experience. Supervision may include extended discussion and/or observation of audio-visual recordings of group sessions.

During the first weeks of class, I will talk with you about the ethical issue of dual relationships, along with other ethical concerns that are unique to group work. Concern with a dual relationship recognizes that I am in a position to evaluate you at the same time you are being asked to participate and share information about your experience. It is important that we work together to ensure that communication in this class is open, but appropriate. Please feel free to ask me to clarify any questions you may have about dual relationships and your rights as a student.

**References:**

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**Recommended Reading:**

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Bemak, F., Chung, R.C., & Siroskey-Sabdo, L.A. (2005). Empowerment groups for academic success: An innovative approach to prevent high school failure for at-risk, urban African American students. *Professional School Counseling,* 8(5), 377-389.

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Ritchie, M.H., & Norris-Huss, S. (2000). Recruitment and screening of minors for group counseling. *Journal for Specialists in Group Work, 25*, 145-156.

Rollins, J. (2005). Before and after: Examining ways to help students prevent school violence and deal with its aftermath. *Counseling Today*. Washington, DC: American Counseling Association.

Roy, V., Turcotte, D., Montminy, L., & Lindsay, J. (2005). Therapeutic factors at the beginning of the intervention process in groups for men who batter. *Small Group Research, 36*, 106-133.

Shechtman, Z. & Gluk, O. (2005). An investigation of therapeutic factors in children’s groups. *Group Dynamics: Theory, Research, and Practice, 9,* 127-134.

Villalba, J.A. (2003). A psychoeducational group for limited-English proficient Latino/Latina children. *Journal for Specialists in Group Work, 28*, 261-276.

**Inclement Weather Policy**

The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the president of the university. Regional and local news media will publicize the closing. Commuter students are encouraged to use good judgment in deciding whether to drive to campus during inclement weather. In those cases where the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her professors upon return to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the instructor.

**Flexibility Clause**

Circumstances, which require alteration of this syllabus, may arise. So, ***schedule or contents are subject to change at instructor’s discretion***. Students will be given appropriate notice of any modifications.

**Questions and Concerns**

Please feel free to talk with me if you have follow-up issues to discuss, if you feel there is a problem or a misunderstanding, or if you have a question or concern. Sign up for office hours whenever possible, and if my office door is open, stop in. Email is usually a great way to get in touch with me, although I may not respond over the weekends.

**Disability and Support Services**

Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course. Any student in this course who has a disability that may prevent him/her from fully participating in this course should contact Disability Services at (870) 972-3964 or visit the website located at the following address: <http://www2.astate.edu/disability/>.

**Academic Dishonesty Policy**

***Plagiarism*:**

Violations of this policy are considered as serious misconduct and may result in disciplinary action and severe penalties. Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own. Faculty members may respond to cases of plagiarism in any of the following ways:

1.   Return the paper or other item for rewriting; the grade may be lowered.

2.  Give a failing grade on the paper or other item—"F" if a letter grade is used or zero if

a numerical grade is used.

3.   Give the student who plagiarized a failing grade in the course.

4.   Recommend sanctions, including disciplinary expulsion from the university. All cases should be referred to the student conduct system. 

***Cheating:***

Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. Faculty members may respond to cases of cheating in any of the following ways:

1.   Allow the testing to progress without interruption, informing the offending student

about the offense—and award a failing grade on the test—"F" if a letter grade is

used or zero if a numerical grade is used.

2.   Seize the test of the offending student and give a failing grade on the paper.

3.  Give the offending student a failing grade in the course.

4.   Recommend sanctions, including disciplinary expulsion from the university.  All

cases should be referred to the student conduct system.

***Source:*** *Arkansas State University, Office of Student Conduct 2014-2015 Handbook.*

**Instructor Policies**

As a student, you are responsible for your own learning. Therefore, it is expected that all students will arrive on time and be prepared for class, attend to information and discussion presented in class, and take notes as needed.

Students should not engage in inappropriate conversations that do not contribute to the class discussion, as it is disruptive and interferes with the learning of others. Additionally, students are not to use cell phones or other such technology in class without prior approval. Displaying mature and learning-centered behavior is expected and greatly appreciated.

**APPENDICES**

**APPENDIX A**

**Project Rubric**

**APA Style: (Formatting, style, academic tone, etc.)**

0-------------------3---------------------------5-------------------------7----------------------------10

Poor Average Excellent

Score: \_\_\_\_\_

**Comments:**

**Grammar: (Sentence structure, proper use of the English language, etc.)**

0-------------------5------------------------10-----------------------------15-------------------------20

Poor Average Excellent

Score: \_\_\_\_\_\_

**Comments:**

**Content: (A thorough inclusion of all assignment components)**

0-------------------10-------------------20-----------------30-------------------40-----------------50

Poor Average Excellent

Score: \_\_\_\_\_\_

**Comments:**

**Organization: (Structure and integration of writing and content)**

0------------------5------------------------10-----------------------------15------------------------20

Poor Average Excellent

Score: \_\_\_\_\_\_

**Comments:**

**Total Score: \_\_\_\_\_**

**APPENDIX B**

**Grading Rubric for Group Dynamics**

**GROUP PROPOSAL & MANUAL + Presentation**

**Criteria Points Possible**

Chapter 1: Introduction \_\_\_\_/100

Review of literature/research

Description/Purpose of group

Needs & Rationale

Goals

Description (members, recruitment, assessments, preparation, facilitators, time/place)

Chapter 2: Session Outlines \_\_\_\_/100

Objectives/Behavioral Outcomes

Activities

Session Processing

Rationale

Chapter 3: Evaluation \_\_\_\_\_/100

2+ instruments

Selection Rationale

Overall Format & Style \_\_\_/50

Completeness

Organization & Clarity

Language & academic/APA style

TOTAL POINTS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_/350

Group Proposal Presentation \_\_\_\_\_/50

Comments:

**Arkansas State University**

**College of Education and Behavioral Science**

**Department of Psychology & Counseling**

**COUN 6203 Counseling Prepracticum**

**Instructor:** Dr. Lacy Overley

**Office:**  ED 316

**Phone:**  870-972-3064

**Office Hours:**  Posted and by appointment

CRN: 60053

**Course Description:**

A competency-based course in counseling techniques with experimental emphasis including microcounseling and role-playing. The student must receive a "B" or better in order to proceed to COUN 6213. Prerequisite, admission into an appropriate graduate counseling program. Pre/Co-requisite, PSY 6113.

**Required Text:**

None

**I. COURSE DESCRIPTION:**

The purpose of this course is to provide learning experiences that will facilitate the acquisition of verbal and nonverbal communication skills in order to enhance students’ ability to develop therapeutic relationships with their clients. Although the primary focus of this course will be on technical skill development, necessary general conceptualization skills also will be covered. The student will become competent in developing, maintaining, and utilizing a therapeutic counselor-client relationship for the purpose of promoting client health, development, and problem resolution.

**Course Goals and Objectives:**

A. Specific objectives are as follows:

1. Students will become competent in the use of active listening skills including, but not limited to, feeling, content, and cognitive reflection, summarization, and paraphrasing.

2. Students will become competent and knowledgeable concerning client issues and difficulties from a broad range of theoretical approaches specifically related to relationship development.

3. Students will learn to apply various therapeutic interventions aimed at developing and enhancing a collaborative counseling relationship including, but not limited to, confrontation, immediacy, theme identification, and interpretation.

4. Students will learn to identify personal issues that that may influence the development and use of a therapeutic relationship with clients.

5. Students will become effective in critiquing their own as well as their peers’ counseling efforts through facilitated feedback which may include in-class and taped role play sessions.

6. Students will become familiar with the specific ethical concerns of providing direct client services within the helping relationship context.

Methods of Instruction

B. This course may be different from the majority of previous classes in that this one will focus on the practical; in other words, the actual practice of counseling. Since this is a “how to” course, the majority of course time will be spent on the practical application of communication skills. This will be accomplished primarily through the use of live supervision of in-class role plays. **You will be prepared to act as either counselor or client in EVERY class period**. Not at the same time, of course. In addition, to be successful, you will be expected to spend several hours per week practicing learned skills outside of class.

**II. STUDENT EVALUATION**

A. In course grade:

You will be given an overall grade for in-class practice, participation during discussions, practice video sessions, and for providing peer feedback during small group and “fish-bowl” practice sessions. You will be required to produce several practice tapes during the course of the term, and you will present these tapes to your supervisor/instructor for feedback. You will be given written feedback for each tape. Grades in this instance are cumulative in that no one grade on a video is more important than the next; however, expectations regarding your performance changes during the term as you progress in your skill acquisition.

B. Homework assignments:

During the term, you will be given handouts which require you to think about yourself and the techniques you might utilize in given situations. These handouts hopefully will encourage you to think about your own biases, potentials, and preferred counseling style. Grades will be based upon completion, **NOT** correctness. Your responses will be read and you will receive feedback. The number of homework assignments will be determined as the term progresses.

C. Feedback tapes:

You will be required to produce four practice tapes during the course of the semester. Your grades in this instance are not solely determined by your performance, but will include developmental factors as well. It is as important to demonstrate improvement as it is to perform each skill. The purposes of this exercise are to help you 1) become comfortable in seeking feedback, 2) become familiar with varied expectations and styles of supervision, and 3) advance your knowledge base of counseling techniques.

D. Midterm tape:

You will be required to hand in a midterm video of a practice session with another student. **The tape will not exceed 40 minutes nor be less than 20**. Tapes should represent your best work to date. Your tape should demonstrate counseling skills practiced during in-class and out-of-class sessions. You will receive a feedback form and a letter grade representing your skill development.

E. Final tape:

For your final, you will be asked to turn in a videotape of your counseling skills. As with your midterm, you will select a colleague from your course to act as your client and then you will role play a counseling session. **Each tape should be no more than 50 minutes in length and not less than 30.** You will receive a feedback form and a letter grade representing your skill development. Again, this tape should represent your best work to date. Tape selection for grading is critical.

**III. COURSE GRADES**

Final 40%

Midterm 25%

Overall in-class grade 25%

Homework assignments 10%

Total 100%

A = 90%+ B = 80% C = 70%

**IV. TENTATIVE COURSE OUTLINE/SCHEDULE**

Module 1 Introduction to basic interviewing skills (reflection, paraphrasing, summary, etc.), the significance of the therapeutic relationship.

Module 2 Review of conceptual skills relating to client issues, personal issues that may influence the therapeutic relationship. First tape due.

Module 3 Mini-lecture to be determined by class progress and skill development.

Module 4 Review of more advanced skills such as immediacy and challenges. Second practice tape due.

Module 5 Midterm due. Mini-lecture to be determined by class progress and skill development.

Module 6 Review of effective questions and their application. Mini-lecture to be determined by class progress and skill development. Third tape due.

Module 7 Review of developmental nature of the therapeutic relationship and its inherent personalization issues (i.e., transference and countertransference).

Module 8 Mini-lecture to be determined by class progress and skill development. Fourth tape due.

Module 9 Problem clients and specialized problems. Semester review.

Module 10 Final tape due.

**V. ACCOMMODATIONS**

Students who are eligible for reasonable accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, and amendments thereto, are encouraged to contact the instructor as soon as possible. Before accommodations can be made, students must register with Disability Services (Campus location: Student Union; Telephone: 870-972-3964; Website: <http://disability.astate.edu>).

**VI. CONFIDENTIALITY**

Taping sessions can be problematic regarding confidentiality. Generally speaking, you should not keep tapes any longer than necessary. Tapes can be erased by recording over the previous recording.

Tapes that you are holding for review should be clearly labeled with your name and address, phone number , department, and date. However, tapes of practice sessions should never leave your possession except to be reviewed by the instructor. Regard tapes as being as confidential as the session itself—essentially, they are!

**VII. OPERATIONAL DEFINITIONS**

A. Opens Session

Purpose: The purpose here is to start the session, to establish boundaries with regard to the purpose for being there, and to lay the foundation for the work to follow.

Description: A statement or summary which can be identified as the beginning of the session. A statement can be as simple as “What would you like to work on today?” while as summary must include aspects of what as has gone before (indicating previous session(s) with this client).

B. Attending Skills

Purpose: Attending skills refers to a group of communication micro-skills which act to facilitate the client’s discourse by demonstrating an authentic concern and/or interest for the client and client issues. In other words, clients are helped to share their concerns and issues. These skills include: 1) non-verbal attending, 2) minimal encouragers, and 3) reflection of content/paraphrasing.

Description: 1) Non-verbal attending refers to a group of counselor behaviors to include facing the client squarely, maintaining an open posture, leaning forward and maintaining eye contact (some cultural groups will necessitate the modification of these behaviors); 2) minimal encouragers include non-verbal cues such as head nodding and smiling and verbal cues such as “uh-huh,” “yes,” and “I see;” 3) reflection of content/paraphrasing includes any statement or phrase that repeats back to the client his or her intended or explicit message, identifying in part or in whole the content of client communications.

C. Probes

Purpose: A probe is an open-ended attempt to gain more information and/or focus the client on more salient issues.

Description: A probe is a statement or question which elicits more information about a client’s verbal message such as “Tell me more,” “I’m confused, could we go over that again,” “Let’s talk about …,” or “I’m getting lost, help me to understand.

D. Summaries

Purpose: Summaries have two specific purposes: 1) demonstrating to the client that you have heard and/or understood the important aspects of what has been communicated; and 2) focusing the client on specific aspects of what has been said.

Description: A summary is a verbal statement which synthesizes what has been said and/or highlights major themes (both affective and cognitive). Summaries may occur at the beginning, ending, or at any time during the session when trying to clarify and focus client communication.

E. Reflection of Feeling

Purpose: Feeling reflections are attempts to demonstrate deep level understanding of the affective component of the client’s communication. Feeling reflections can give clients permission to express affect, provide a cathartic outlet, and validate the client’s experiencing.

Description: A statement that identifies the client’s affective experience. Feelings identified may be explicit, as revealed in the content of the client’s communication, or implicit/hidden, as synthesized from verbal and non-verbal communications.

F. Reflection of Meaning

Purpose: Meaning reflections demonstrate an understanding of deeply held thoughts and feelings underlying the client’s life experience. This skill facilitates the client’s search into deeper aspects of his or her life experience, facilitates the client’s interpretation of his or her own life, and assists clients in the exploration of goals and values.

Description: A statement which synthesizes client feelings and thoughts into “meaningful” groups or wholes. In essence, meaning reflections are paraphrases which identify important ideas of meaning expressed by the client.

G. Confrontation/Challenge

Purpose: Confrontations are attempts to identify or describe blocks to clients’ development beyond their problems both within the session and in their day-to-day lives.

Description: Confrontations/challenges are statements or questions which 1) offer honest feedback to the client (e.g., you keep changing the subject whenever we bring up the topic of your mother,” “You don’t really want to talk about this,” “You seem to be playing games today,” etc.) and/or 2) identifies discrepancies in the client’s message (e.g., You smile every time you discuss anything uncomfortable,” “One minute you’re telling me that your husband is a buffoon and the next you’re telling me how sensitive and caring he is,” “You seem to be telling me some very hurtful stuff, yet you describe it as if it just doesn’t matter,” etc.).

H. Immediacy

Purpose: Immediacy can have numerous purposes and involves many of the skills already discussed. However, immediacy as a skill is, primarily, an attempt to move the client into the here-and-now and utilize the client-counselor relationship as a medium for focusing the client on salient issues.

Description: Immediacy is a statement which 1) identifies non-verbal and verbal communications in the here-and-now, 2) offers support for the client’s experiencing, and 3) identifies client-counselor relationship issues (e.g., “You seem to be trying very hard to please me”). These statements often are leads to discussion which involves the here-and-now process of counseling. This discussion also is viewed as immediacy.

I. Identifying Themes

Purpose: The purpose of identifying themes is similar to the purpose behind making meaning reflections (the facilitation of the client’s exploration of deeper aspects of his or her life experience). In addition, identifying themes makes connections between seemingly disparate aspects of the client’s story, thereby supplying the client with a new frame of reference or understanding of his or her issues. Therefore, identifying themes provides new avenues with which to understand and address life experiences and current problems.

Description: Identifying themes may be in the form of a statement or question which illuminates the client’s characteristic patterns of thought, feelings, actions, or interactions in a form previously unseen or unexplored by the client.

J. Closing Session

Purpose: Explicitly, the purpose of closing the session is closing the session. More importantly, however, the purpose of closing the session smoothly is to 1) put closure on what may have been an extremely emotional experience, 2) summarize and identify what has occurred and/or been accomplished during the session, and 3) identify and clarify boundaries.

Description: Closing the session can include a summary statement or discussion of what has occurred during the current session and how this is different and/or the same as previous sessions. The focus could be on what work has been done, what work is yet to be done, and generalizations concerning progress. Therefore, establishing boundaries not only for clarifying that your time is limited, but also for what your session’s purpose is. Depending upon your theoretical orientation, this also may be a time to assign behavioral homework and/or themes to consider before the next session.

**Course Schedule**

|  |  |  |
| --- | --- | --- |
| **Module** | **Class meeting** | **Reading/Assignments** |
| 1 | Introduction: basic interviewing skills (reflection, paraphrasing, summary, etc.); significance of the therapeutic relationship |  |
| 2 | Review of conceptual skills relating to client issues, personal issues that may influence the therapeutic relationship | **First tape due** |
| 3 | Mini-lecture to be determined by class progress and skill development |  |
| 4 | Review of more advanced skills such as immediacy and challenges | **Second practice tape due**; |
| 5 | Mini-lecture to be determined by class progress and skill development | **Midterm due** |
| 6 | Review of effective questions and their application. Mini-lecture to be determined by class progress and skill development. | **Third practice tape due** |
| 7 | Review of developmental nature of the therapeutic relationship and its inherent personalization issues (i.e., transference and countertransference). |  |
| 8 | Mini-lecture to be determined by class progress and skill development. | **Fourth tape due** |
| 9 | Problem clients and specialized problems. Semester review |  |
| 10 |  | **Final tape due** |

**Arkansas State University**

**College of Education**

**Department of Psychology and Counseling**

**Counseling Practicum – COUN 6213-002**

**Professor**: Dr. Asher Pimpleton **Office:** EDUC 317

**Class Meeting Days/Times: Telephone:** (870) 680-8410

Online  **E-mail:** Apimpleton@astate.edu  
**Classroom**: Online  **Office Hours:** Tuesday

**Course Reference Number:** 10862 12:00 p.m.-4:00 p.m.

(Or by appointment)

**Purpose:**

The purpose of this course is to train students to develop, maintain, and utilize a helping relationship to benefit a client population through assessments, direct counseling services, and/or consultation. Further, this course will provide student interns with a highly individualized, advanced practical experience working with adolescents in a comprehensive developmental counseling program.

**Objectives:**

1. The student will demonstrate beginning level understanding of the foundations of

counseling, its contextual dimensions, and its practice, including counselor roles, functions, and expectations of professional conduct.

1. The student will demonstrate beginning level mastery of knowledge bases, which

include human development, social and cultural counseling practices, helping relationships, group work, lifestyle and career development, research and program development, and ethical professional conduct.

1. Students will demonstrate beginner level competencies in appraisal, counseling,

consultation, referral and advocacy with the primary client population served by the Mental Health Counselor.

4.) Students will demonstrate professional, ethical, and legally responsible practice.

**Course Structure:**

The student will meet for one hour of individual supervision with a **site-supervisor** and one and one-half hours of **group supervision** per week throughout the semester. The student will be expected to keep an organized binder of materials related to their practical experience. Examples of case-notes and other paper-work related materials will be kept in the notebook and will be examined at various times during the semester. Any identifying information regarding the client **MUST be excluded** from any information in the student’s notebook in order to maintain confidentiality. Class/group-supervision time will include both structured didactic and unstructured supervision experiences. Individual supervision will involve review of tapes as well as discussion of relevant client cases and professional development issues. Internship students receiving supervision on-site will meet with the faculty supervisor as needed throughout the semester for evaluation purposes. The exact number of meetings is at the discretion of the faculty supervisor.

**Appropriate Settings**:

The student will select an appropriate clinical site so that they may complete all requirements for their Internship in a timely manner. The appropriate site will have opportunities for the student to do varied counselor related behaviors, which might include individual, group, and family counseling, case notes, initial assessments, psycho-educational groups, case management, etc. The site MUST have opportunities for the student to provide individual and/or group counseling.

**Supervision:**

***Group supervision.*** Group supervision will follow a reflection team format. Under this framework, a student will present an audio or video clip for feedback to the instructor and class. After viewing/listening and evaluating the session clip, the student’s work will be discussed by the instructor and student’s colleagues. The student presenting will not be allowed to participate in this portion of the discussion, but will listen and receive all feedback first. After this discussion has ended, the student presenting will then be allowed to join the conversation and respond to the feedback provided. This provides a framework for the presenter to hear and conceptualize the feedback provided before responding to feedback regarding their work. **All audio and visual material that is presented during group supervision will be used solely for educational purposes and will be destroyed after completion of the course.**

***Site Supervision.*** The site supervisor must possess a Master’s degree or higher in counseling or a closely related field and must be willing to meet with the student for one hour per week of individual or triadic supervision. In addition, the site must allow the use of video or audio taping of counseling sessions for review by the faculty and site supervisor. The site supervisor, prior to submission to the faculty supervisor, must sign all documentation forms and paperwork. All sites chosen by the student must meet with the approval of their faculty supervisor.

***Confidentiality.*** Students are to keep any information shared during the course of group, individual or triadic supervision confidential.

**Evaluations**:

Students’ work and progress will be evaluated in various ways. First, students will receive feedback on a weekly basis from both their instructor and colleagues during group supervision. Second, students will receive a mid-term and end-of-semester summative evaluation by both their site and faculty supervisors. Each summative evaluation will be worth a maximum of 20 points and every student will receive a total of four evaluations (two from site supervisor and two from faculty supervisor). Finally, students will be asked to evaluate themselves both formally and informally throughout the process. Grades will be determined utilizing the following points of evaluation. All evaluation forms used by faculty supervisors will be available to the students. In addition, student performance shall be discussed often throughout the semester:

* Skill acquisition, development, and utilization
* Ability to accept and utilize feedback
* On-site performance as determined by site supervisor
* Participation in class discussion and activities
* Professional and ethical behavior
* Completion and submission of log of activities
* Case presentations
* Case note samples

Students will be provided with the opportunity to evaluate their faculty supervisors, their site supervisors, and their clinical setting at the end of the semester. All forms for said evaluations will be provided to the students. Every effort will be made to maintain anonymity regarding evaluations.

**Professionalism**:

Efficiency and professional behavior with regard to promptness of project completion is expected at all times. All paper work expectations are evaluated on a complete/incomplete basis. In other words, you are expected to turn in all paper work as requested. If deficiencies exist, they will be corrected in a timely manner and returned to the supervisor. In addition, professional ethics will be maintained at all times. If there are questions concerning appropriate ethical behavior, the student should consult the faculty and/or site supervisor. All final decisions concerning ethical conduct must be made in collaboration with your faculty supervisor. The following is a list of items that must be completed by the end of your semester.

**Skill Development**:

Skill development is critical with regard to your grade. Proficiency in fundamental counseling and consultation skills must be demonstrated through several means (i.e. case notes, video tape reviews, case study evaluations, group discussions, individual supervision, etc.) Skills are assessed utilizing a conceptual model, which organizes counseling into three areas, process, conceptual and interpersonal.

*Process skills* refer specifically to the “act” of counseling. The ability to develop a trusting therapeutic alliance through body language, reflections and summaries are considered fundamental. Skills such as challenges, interpretations, probes, and immediacy are considered advanced skills and are expected to develop during your advanced practicum experience. These skills are essential in all functioning as a counselor.

*Conceptual skills* are related to the counselor’s ability to interpret client problems and issues according to their own theoretical orientation. Conceptual skills are essential in the development, maintenance and utilization of a therapeutic alliance. They are essential in developing a treatment and/or consultation plan. They are essential in promoting advocacy, educational and other development-oriented programming. Finally, conceptual skills help the student maintain the purpose of being responsive to the needs of the client population served.

*Interpersonal skills* refer specifically to the skill and understanding of maintaining and utilizing the interpersonal relationships developed during counseling and consultation. The ability to interpret and act upon the unique interactions of significant relationships will often determine the effectiveness of any counselor. Therefore, the ability to interpret ones own actions and reactions to interpersonal/professional relationships is essential to the developing counselor.

**Hours:**

The program requires students to complete a supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term (CACREP, 2009). Students must complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills and 60 clock hours of indirect service (CACREP, 2009). Direct service hours must be designated to one or more of the following: experience leading groups, individual therapy, couple and family counseling, or consultation with client families (CACREP, 2009). Time spent doing case management, paperwork (case notes, evaluations, etc.), file management, follow-up phone calls, and supervision can all be designated at indirect service hours. If you have any questions about what constitutes direct versus indirect service hours, please do not hesitate to contact me for clarification.

**Assignments**

**Special Population Presentations**: Each student will find an article or resource regarding a specific population that they would like to work with. Students will present their findings to the class and lead a brief discussion regarding their topic of choice. Please be sure to include the following in your discussion/presentation:

a.) What was helpful and why?

b.) What was unhelpful and why?

c.) What questions do you still have?

d.) How can you apply this information with the clients you have at your current

internship site?

**SOAP Note Sample:** Using the information from a scenario provided by the instructor, students will write SOAP note. This assignment will be evaluated on clarity, professional language, grammar, organization and accuracy.

**Sample Treatment Plan:** Using the information from a scenario provided by the instructor, students will construct a sample treatment plan. This assignment will be evaluated on clarity, professional language, grammar, organization and thoroughness. Please consider the follow questions when completing this assignment:

a.) Are goals clearly identified and defined?

1. Can progress be concretely measured?
2. Is progress and the assessment thereof time-bound and specific?

**Professional Disclosure Statement:** Each student will construct his or her own professional disclosure statement. Documents must include, but is not limited to, the following elements:

1. Counselor’s Contact Information.
2. Professional Background and Experience.
3. Description of Services Provided.
4. Service Fees and Duration of Treatment.
5. Confidentiality.
6. Contact Information for Complaints.

**Theoretical Application Presentation:** Each student will do a presentation regarding the conceptualization and application of his or her theoretical orientation. Please be sure to address the following topics in your presentation:

1. Please give a general description of your theoretical orientation.
2. According to this theoretical orientation, what is root cause of mental and emotional dysfunction?
3. Using this framework how does change occur?
4. What is role of assessment?
5. Identify specific interventions.
6. How well would this theoretical orientation work with diverse populations? Please explain.
7. Strengths and challenges to applying this approach to your target population.

**Documentation:** **(5 points each)** Each student will be required to submit a log of his or her hours on a weekly basis. Each log must have the signatures of both intern and site supervisor, along with dates of service. During the course of the class, students will need to have submitted a total of 17 logs.

**Assignments Points**

Special Population Presentation 5

SOAP Note Sample 5

Treatment Plan Sample 5

Professional Disclosure 5

Documentation 85

Evaluations 80

Theoretical Application Presentation 20

**Total Points 205**

**Pass = 164 Points Minimum Fail = 163 Points**

**Attendance and Participation**

Class attendance is required. Student attendance consists of arriving to class on time and being prepared. For any classes missed, students are responsible for obtaining lecture notes, announcements or assignments. Students are expected to actively participate in class in order to increase their comprehension and learning of material. Student participation is requested in all class discussions, activities, and assignments. Participation also includes attentiveness.

**Flexibility Clause**

Circumstances, which require alteration of this syllabus, may arise. So, schedule or contents are subject to change at instructor’s discretion. Students will be given appropriate notice of any modifications.

**Questions and Concerns**

Please feel free to talk with me if you have follow-up issues to discuss, if you feel there is a problem or a misunderstanding, or if you have a question or concern. Sign up for office hours whenever possible, and if my office door is open, stop in. Email is usually a great way to get in touch with me, although I may not respond over the weekends.

**Disability and Support Services**

Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course. Any student in this course who has a disability that may prevent him/her from fully participating in this course should contact Disability Services at (870) 972-3964 or visit the website located at the following address: <http://www2.astate.edu/disability/>.

**Academic Dishonesty Policy**

***Plagiarism*:**

Violations of this policy are considered as serious misconduct and may result in disciplinary action and severe penalties. Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own. Faculty members may respond to cases of plagiarism in any of the following ways:

1.   Return the paper or other item for rewriting; the grade may be lowered.

2.  Give a failing grade on the paper or other item—"F" if a letter grade is used or zero if

a numerical grade is used.

3.   Give the student who plagiarized a failing grade in the course.

4.   Recommend sanctions, including disciplinary expulsion from the university. All cases should be referred to the student conduct system.

***Cheating:***

Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. Faculty members may respond to cases of cheating in any of the following ways:

1.   Allow the testing to progress without interruption, informing the offending student

about the offense—and award a failing grade on the test—"F" if a letter grade is

used or zero if a numerical grade is used.

2.   Seize the test of the offending student and give a failing grade on the paper.

3.  Give the offending student a failing grade in the course.

4.   Recommend sanctions, including disciplinary expulsion from the university.  All

cases should be referred to the student conduct system.

***Source:*** *Arkansas State University, Office of Student Conduct 2014-2015 Handbook.*

**Instructor Policies**

As a student, you are responsible for your own learning. Therefore, it is expected that all students will arrive on time and be prepared for class, attend to information and discussion presented in class, and take notes as needed.

Students should not engage in inappropriate conversations that do not contribute to the class discussion, as it is disruptive and interferes with the learning of others. Additionally, students are not to use cell phones or other such technology in class without prior approval. Displaying mature and learning-centered behavior is expected and greatly appreciated.

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| **Module** | **Topics** | **Assignments Due** |
| 1 | Orientation to Internship:  Course expectations, Class Structure, Necessary Materials | N/A |
| 2 | Supervision: What should you expect?  Group Supervision:  **Presenter:** \_\_Hannah Gorman\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Presenter:** \_\_\_Lindsey Rose\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Signed Logs, Memorandums of Agreement, Etc. |
| 3 | Documentation: Formatting, Content and Organization  Group Supervision:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Signed Logs  Professional Disclosure Statement |
| 4 | Special Populations:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group Supervision:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Signed Logs  Sample SOAP Note |
| 5 | Special Populations:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group Supervision:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Signed Logs |

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| 6 | Special Populations:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group Supervision:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Signed Logs  Sample Treatment Plan |
| 7 | Special Populations:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group Supervision:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Signed Logs  Mid-Term Evaluation |
| 8 | Special Populations:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group Supervision:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Signed Logs |
| 9 | Special Populations:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group Supervision:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Signed Logs | |
| 10 | Special Populations:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group Supervision:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Signed Logs | |

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| 11 | Theoretical Application Presentations:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group Supervision:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Signed Logs |
| 12 | Theoretical Application Presentations:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group Supervision:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Signed Logs |
| 13 | Theoretical Application Presentations:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group Supervision:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Signed Logs  Final Evaluation |
| 14 | Group Supervision:  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Presenter:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Signed Logs |
| 15 | Course Wrap-Up | All remaining paperwork and documentation are due. |

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| 16 | Course Wrap-Up | All remaining paperwork and documentation are due. |

**Arkansas State University**

**Department of Psychology and Counseling**

**College of Education and Behavioral Science**

**COURSE**

PSY 6573, CRN 60656, Psychological Testing

Professor: Dr. John D. Hall, Professor of Psychology & Counseling, Licensed Psychologist, Licensed School Psychology Specialist, Nationally Certified School Psychologist (NCSP)

Office # COEBS 303

Office Hours: M 4:00-6:00 p.m., T 4:00-6:00 p.m. or by appointment

Telephone: (870)972-3041 (office) or (870)972-3064 (department)

E-mail: jhall@astate.edu

**REFERENCES**

Primary Text:

Gregory, R.J.(2013). Psychological testing: History, principles, and applications (7th ed.). Boston: Pearson/Allyn & Bacon. ISBN 13: 978-0-205-95925-9 & ISBN 10: 0-205-95925-3.

This is a web-enhanced course with a Blackboard Learn site. PowerPoint slides/overheads will be available on Blackboard Learn can be accessed through the ASU Home Page.

Additional readings are and will be placed on Blackboard Learn. These readings include:

Mitchell, B.C. (n.d.). *Test service notebook 13: A glossary of measurement terms.* New York, NY: The Psychological Corporation.

Hall, J.D., Howerton, D.L., & Bolin, A.U. (2005). The use of testing technicians: Critical issues for professional psychology. *International Journal of Testing 5(4),* 357-375.

Hall, J.D., Howerton, D.L., & Jones, C.H. (2008). Achievement testing in the No Child Left Behind Era: The Arkansas Benchmark. *Research in the Schools, 15(1),* 64-76.

Supplemental Texts:

American Educational Research Association, American Psychological Association, & National Council on the Measurement in Education (1999). *Standards for educational and psychological testing* (2nd ed.). Washington, DC: American Psychological Association.

Buros Institute of Mental Measurements (2007). *The seventeenth mental measurements yearbook*. K.F. Geisinger, R.A. Spies, J.F. Carlson, & B.S. Plank (Eds.). University of Nebraska Press: Lincoln NE.

Eyde, L.D., Robertson, G.J., & Krug, S.E. (2010). *Responsible test use: Case studies for assessing human behavior* (2nd ed.). American Psychological Association: Washington, DC.

**PURPOSE OF THE COURSE**

Catalog Description: A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.

**COURSE OBJECTIVES**

1. Students will gain knowledge specific to the history of psychological testing including the origins of testing and early testing in the U.S.
2. Students will develop an understanding of tests and the testing process including the nature and uses of tests, responsible test use, and ethical and social implications associated with testing.
3. Students will gain knowledge of test scores, essential statistical concepts, raw score transformations, norm groups, and test standardization.
4. Students will gain a thorough understanding of test reliability.
5. Students will gain a thorough understanding of test validity and test development.
6. Students will gain knowledge specific to intelligence and intelligence testing including definitions and theories of intelligence and specific individual tests.
7. Students will develop an understanding of test bias and key issues related to testing special populations.
8. Students will gain knowledge specific to group tests of aptitude and achievement including concerns associated with high stakes achievement testing in the schools.
9. Students will develop an understanding of neuropsychological assessment.
10. Students will develop an understanding of the origins of personality testing.
11. Students will develop an understanding of the structured assessment of personality and other qualities.
12. Students will become skilled and knowledgeable in conducting and writing a psychological/educational test/instrument critique.
13. Students will become skilled and knowledgeable in individual psychological and educational test/instrument selection, scores/data, score/data interpretation and how this information relates to eligibility and programming decisions and recommendations.

**METHODS OF INSTRUCTION**

Blackboard Discussion

Exercises

Video Supplementation

Assigned Readings

Test/Instrument Critique

**METHODS OF STUDENT EVALUATION**

3 Examinations 60% (20% each)

Participation, Professionalism 10%

Test/Instrument Critique 15%

Psychoeducational Report Interpretation 10%

Exercises 5% 100% = Total

**GRADING SCALE**

90-100% = A

80-89% = B

70-79% = C

Below 69% = F

**STUDENT EVALUATION INFORMATION**

Actual dates of the examinations will be announced in class approximately one week prior to the exam. The final exam is scheduled during finals week according to the University final examination schedule posted on the ASU Registrar website. No cell phone use is allowed during examinations.

**TEST/INSTRUMENT CRITIQUE**

Students conduct a test/instrument critique of psychological or educational test/instrument individually assigned to them by the professor. Each student will have access to an appropriate test/instrument which included the test manual in accord to the policies and procedures established by the Department of Psychology and Counseling Resource Committee and approved by the Department Faculty (2000). The policies and procedures include the following four documents: (a) Policy on the Use of Psychological, Educational, and Vocational Instruments; (b) Check-Out Procedure for Restricted Psychological, Educational, or Vocational Tests/Instruments; (c) Student Instrument Checkout Checkout Psychological, Educational, and Vocational Instruments; and (d) Request for Psychological, Educational and Vocational Instruments. All of these documents are posted in Blackboard under the Course Documents tab for student review and access.

Please note: A number of these tests/instruments are costly and valuable. They are owned by the Department. We expect them returned in the same order and condition that they were in when you checked them out. Failure to return these materials may result in an incomplete final course grade and the appropriate university authorities being contacted.

Your test/instrument critique should be typed and address the following key points: (a) Cover Page/Sheet which lists your name, course prefix and number, semester and date of submission, professor’s name, and title of the test/instrument you are critiquing; (b) Introduction/Overview of the Test/Instrument (including the population that it is appropriate for); (c)Development and Standardization; (d) Administration and Scoring (including qualifications for purchasing and administration, time to administer, and price/costs); (e) Interpretation; (f) Reliability (discuss all that apply to the specific test/instrument e.g., test-retest, alternate form, split-half, Kuder-Richardson/coefficient alpha, interscorer/interrater, and decision); (g) Validity (discuss all that apply to the specific test/instrument (e.g., face, content, criteria-related [concurrent and predictive], and construct); (h) Treatment Validity/Utility (i.e., How does the test/instrument actually link to intervention/treatment? How does it link to the plans of the practitioner?); (i) Any Extra-Validity Concerns (i.e., potential negative side effects) and (j) References. Note: Use a-j as subsections and headings within your typed critique.

To assist in addressing the above key points you should consult references other than the test manual. For example, the review of the instrument published in Buros Mental Measurements Yearbook (MMY) through the Buros Institute of Mental Measurements, University of Nebraska Press will be most helpful. Hard copies of these texts are available in the reference section of the ASU Dean B. Ellis Library. They may not be checked out. Access to Buros may also be available on-line by through our library data bases. Test reviews can also be purchased on-line through the Buros Institute of Mental Measurements buros.unl.edu/buros/jsp/search.jsp (see Test Reviews On-line)for a nominal fee (e.g., $15.00). You are required to conduct a computer search specific to the test/instrument your are assigned. Use PsyInfo and ERIC data bases available through the ASU Dean B. Ellis Library for this activity. Information obtained from your computer searches and all references other than the manual should be included in your typed critique and cited according to current APA Publication Manual style guidelines. These should include peer-reviewed journal articles and possibly book chapters. They can also include documents from the publisher of the test/instrument and possibly article from professional newsletters. All references must pertain to the specific test/instrument that you have been assigned to critique. Therefore, the last page of your test/instrument critique will include a reference page/section. For a grade submit to the professor on the due date in class, on **Tuesday,** **November 10, 2015** all of the following: (a) typed critique, relevant pages from Buros MMY specific to the test/instrument test, all computer searches, and the test/instrument (including the test manual) that you checkout. Late submissions typically receive a reduced grade.

See the Scoring Form for this assignment posted in Blackboard under the Course Documents tab prior to initiating this assignment.

\*Note: This assignment addresses knowledge and skills pertaining to NASP Domains: 2.1 Data-Based Decision Making and Accountability, 2.3 Effective Instruction and Development of Cognitive/Academic Skills, and

**PSYCHOEDUCATIONAL REPORT INTERPRETATION**

Students will be provided with portions of a mock written psychoeducational report on an individual referred for evaluation. This report will contain basic demographic information, reason for referral, background information, evaluation techniques and results (i.e., intelligence, achievement, visual-motor functioning, language, social-emotional functioning, etc.). Students will required to interpret the information provided in the report including test/instrument selection, scores/data and determine how the key information contained within the report relates to eligibility and programming decisions and basic/practical and specific recommendations. A number of questions will be presented to the student in an attached document pertaining to the above issues. Students will be provided with copies of any relevant rules and regulations that apply to eligibility and programming decisions to assist in responding to the questions. Students will need to consult outside professional resources (peer-reviewed intervention article, interventioncentral.com, etc. to generate possible empirically-validated intervention recommendations directed towards any academic or behavioral skill or performance deficits noted in their interpretation. This assignment is due in class on **Tuesday, November 24, 2015**. Late submissions typically receive a reduced grade.

**MAKE-UP EXAM POLICY**

If you miss an examination, you must notify the professor by telephone or e-mail in advance of the exam. You may be required to produce official documentation to support your absence in order to take the exam. You may be administered an alternate form of the exam. The final examination must be taken for a grade in the course.

**STUDENTS WITH DISABILITIES**

If any student has a disability or problem requiring accommodation in order to succeed in the course, please contact me as soon as possible. Confidentiality will be maintained, and every reasonable effort will be made to meet your needs. Any student requiring accommodation must be registered with ASU’s Office of Disability Services, 870-972-3964

**ACADEMIC MISCONDUCT POLICY**

Plagiarism (the act of taking and/or using the ideas, work, and/or writings of another person as one’s own) is a serious offence against academic integrity which could result in failure for the paper or assignment, failure for the course, and/or expulsion from Arkansas State University. Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. For further information, including specifics about what constitutes plagiarism or cheating, see ASU’s Academic Integrity Policy at http://studentconduct.astate.edu/AcademicIntegrity.html

**ADDITIONAL COURSE POLICIES:**

All students must have a student email address and Blackboard Learn account through the ASU system. These electronic accounts are necessary to receive important information and access to the on-line grade book to view their own grade. Students should check Blackboard and email on an ongoing basis (at least once per week) for messages. All students are required to maintain update and accurate names and email addresses. These accounts can be established through the ASU Home Page. The Center for Learning Technology/CLT which is located in the ASU Dean B. Ellis Library can assist with Blackboard Learn issues.

**FLEXIBILITY CLAUSE**

Circumstances may arise which prevent us from fulfilling every component of this syllabus, therefore, the syllabus is subject to change. However, students will be notified of any changes that occur prior to any exam/due dates.

**FINAL EXAMINATION**

As stated above the final examination is scheduled according to the University final examination schedule posted on the ASU Registrar website. Note: According to University policy, no final examinations will be administered earlier than the scheduled time.

**COURSE OUTLINE** (Tentative)

Introduction to the Course

The History of Psychological Testing

The Origins of Psychological Testing

Testing from the Early 1900s to the Present

Assigned Reading: Chapter 2 Gregory

Applications of Psychological Testing

The Nature and Uses of Psychological Tests

The Testing Process

Assigned Reading: Chapter 1A Gregory; Hall, Howerton, & Bolin (2005) article

Norms and Reliability

Norms and Test Standardization

Assigned Reading: Chapter 3A Gregory; Mitchell (n.d.) notebook

**Examination 1**

Reliability (continued)

Concepts of Reliability

Assigned Reading: Chapter 3B Gregory

Validity and Test Development

Basic Concepts of Validity

Test Construction

Assigned Reading: Chapter 4 Gregory

**Examination 2**

Theories and Individual Tests of Intelligence and Achievement Theories of Intelligence and Factor Analysis

Individual Tests of Ability and Achievement

Testing Special Populations

Infant and Preschool Assessment

Assigned Reading: Chapters 5 & 7A Gregory

Group Tests and Controversies in Ability Testing

Group Tests of Ability and Related Concepts

Test Bias and Other Controversies

Assigned Reading: Chapter 6 Gregory; Hall, Howerton, & Jones (2008) article

Testing Special Populations

Testing Persons with Disabilities

Assigned Reading: Chapters 7B Gregory

Neuropsychological and Assessment and Screening

Neurobiological Concepts and Behavioral Assessment

Neuropsychological Tests, Batteries, and Screening Tools

Assigned Reading: Chapter 10 Gregory

Industrial, Occupational and Career Assessment

Industrial and Organizational Assessment

Assigned Reading: Chapter 11A Gregory

Origins of Personality Tests

Theories of Personality and Projective Techniques

Self-Report and Behavioral Assessment of Psychopathology

Assigned Reading: Chapter 8 Gregory

Legal Issues and the Future of Testing

Psychological Testing and the Law

Computerized Assessment and the Future of Testing

Assigned Reading: Chapter 12 Gregory

Applications and Consequences of Psychological Testing (continued)

Ethical and Social Implications of Tests

Assigned Reading: Gregory Chapter 1B

**Examination 3 (Final Examination)**

**Arkansas State University   
College of Education   
Department of Psychology & Counseling**

**Course:** COUN 6233; **Counseling Internship-Secondary School**  
**Credits:** 3 semester hours **Day/Time:** Wednesday 4:30 – 6:00

**Classroom**: Online **Professor**: Kami Barkley, MSE

**Office:** Online **Telephone:** (870)919-3593 (cell)

**E-mail:** [kamibarkley@gmail.com](mailto:kamibarkley@gmail.com) **Office Hours:** By Appointment

**Course Description:**

Supervised practice including individual counseling, group work, developmental classroom guidance, consultation, and program coordination activities in a secondary school setting. Prerequisites: COUN 6073, COUN 6213, and permission of screening committee. Student must earn a grade of "B" or better to advance to COUN 6223.

**Required Text:**

American Counseling Association. (2005). *ACA Code of Ethics.* Alexandria, VA: ACA.

http://www.counseling.org/Resources/aca-code-of-ethics.pdf

American School Counselor Association. (2010) *Ethical Standards for School Counselors.* Alexandria, VA:

<http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>

American School Counselor Association. (2005). *The ASCA National Model: A Framework for School Counseling Programs* (2nd ed.). Alexandria, VA: ASCA.

American School Counselor Association. (2004). *The ASCA National Model Workbook: A Companion Guide to Implementing a Comprehensive School Counseling Program.* Alexandria, VA: ASCA.

Other readings as assigned.

**Purpose:**

Counseling Internship—Secondary School is a highly-individualized course designed to provide interns with advanced practice in working with children in a comprehensive, developmental counseling and guidance program in secondary school settings. Through the central core of supervised practice, interns are met at the levels of personal development, knowledge, and skills which they bring to the experience. They are presumed to be capable of and responsible for contributing to their own and their classmates’ professional growth and development. As a result of this supervised practice, interns will demonstrate:

**Course Goals and Objectives:**

1. Eentry-level understanding of the foundations of school counseling, its contextual dimensions, and its practice including the roles, functions, and expectations of professional school counselors at the secondary level.
2. Eentry-level mastery of a knowledge base, relevant to secondary school counseling, that includes human development, social and cultural foundations of counseling, helping relationships, group work, career development, assessment, research and program evaluation, and all aspects of practice as professional secondary school counselors.
3. Eentry-level competence in assessment, counseling, consultation, referral, and advocacy with the groups and individuals who comprise the broad population (i.e., students, parents, staff, faculty, and administrators) of secondary schools.
4. Eentry-level competence in developing, implementing, and evaluating a comprehensive school counseling and guidance program that is developmentally sound and based on identified needs of the secondary school population.
5. Pprofessional, ethical, and legally responsible practice at the secondary school level.

**Course Structure:**

Because of the unique and individualized nature of the internship experience, course content will vary to some extent with the developmental experiences and needs of the particular group of secondary school counseling interns in a given semester. Group meetings serve as opportunities for interns to share site-based experiences and to receive feedback from other group members and the faculty supervisor. This time also is used to prepare interns to make effective use of school counseling outcomes research in their site-based practice as professional school counselors. Individual supervision time is used to address specific and unique needs of each intern.

In order to accomplish the objectives for the internship, interns are expected to participate actively in group meetings, the full array of school counseling and guidance activities typically expected of professional school counselors in secondary school settings, individual supervision sessions with the assigned faculty supervisor, and a variety of professional development activities including reading relevant professional materials. Interns will function within an approved site and will find some of their activities facilitated by establishing a liaison with an experienced professional school counselor. Specific requirements are:

**1. Professionalism and Participation**. Each intern will read and be prepared to discuss assigned readings during group meetings. Interns also will participate in discussions related to their required experiences and mutual concerns, interactively giving and receiving feedback. Issues of professionalism as well as ethical and legal practice should be prominent in these discussions. Some specifics are:

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|  | Provide proof of professional association membership and some degree of participation. |
|  | Provide proof of professional liability insurance coverage. |
|  | Join the ArSCA list (<http://arsca.k12.ar.us/resources.php>) and post one meaningful message. |
|  | Explore professional association websites (e.g., ASCA, ACA, ArSCA, ArCA) and share something useful. |
|  | Explore other websites relevant to school counseling and share something useful. Examples:  <http://missouricareereducation.org/curr/cmd/guidanceplacementG/lessons/index.php>  <http://www.umass.edu/schoolcounseling/> |
|  | Make contact with ADE Specialist Suzanne Knowles ([Suzanne.Knowles@arkansas.gov](mailto:Suzanne.Knowles@arkansas.gov)) and obtain copy of Student Services Annual Report. (We will discuss this in one or more groups.) |
|  | Shadow one or more professional school counselors at the secondary level for 10 hours.  Write an experience summary as a reflective journal entry. |
|  | Create a school counseling brochure. |
|  | Complete all requirements in a timely and professional fashion. |

**2. Reflective Journal and Culminating Paper**. Each intern will write a reflective journal entry related to internship experiences and submit this entry each week. Reflective journal entries will serve as one tool in preparing a culminating paper which will synthesize the internship experience in lieu of a final exam. This paper is due at the last intern group meeting and will not be returned to the intern.

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|  | Write one reflective entry each week and submit during individual supervision (or email prior to meeting). |
|  | Write final paper—revisit reflective journal entries and discuss your journey as an intern. |

**3. Needs Assessment**. Each intern will begin site-based work with a needs assessment which will be used to guide choice of services and intern activities. The needs assessment should include input from students, faculty, and administrators.

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|  | Administer needs assessment to a random sample of participants (students, teachers, parents) from Grades K-6. |
|  | Analyze data and write summary report of needs. |
|  | Write summary report of response to needs assessment and submit at end of term. |

**4. Group Supervision**. Each intern will attend weekly group meetings (minimum of 1½ hours per week). Regular attendance is expected. Absences for professional responsibilities should be cleared in advance; absences that are unanticipated and unavoidable should be explained as soon as possible. Missing a group meeting is not an excuse for failing to submit assignments in a timely fashion. Use of cell phones and other electronic devices (such as pagers) is prohibited during intern group meetings.

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|  | Participate professionally. |

**5. Individual Supervision**. Each intern will attend weekly individual meetings (minimum of 1 hour per week) with the site supervisor. This supervision will parallel the intern’s experiences as an secondary school counselor-in-training. Interns are expected to come to individual supervision having prepared themselves to make maximal use of the time to address their individual practice-related concerns and enhance their personal development as professional secondary school counselors. This includes bringing relevant materials to the individual supervision session. Use of cell phones and other electronic devices (such as pagers) is prohibited during individual supervision meetings.

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|  | Time TBA. Minimum 1 hour per week. |
|  | Participate professionally. |

**6. Internship Log and Counseling Activities**. Each intern will maintain a log of all activities related to the internship experience. Logs will be maintained in a prescribed format, will be reviewed periodically during individual supervision, and will be submitted at the last intern group meeting. Logs will not be returned after this submission; interns, therefore, should make a copy to keep for themselves.

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|  | Log at least 300 hours including direct services, indirect services, supervision, and professional development activities (at least 120 hours must be direct services). Combined with COUN 6233, log at least 600 hours with at least 240 hours in direct services for total internship experiences. |
|  | Conduct at least 45 hours of individual counseling with students in Grades 7-12. Include sustained services with 4 students (2 from Grades 7-9 and 2 from Grades 10-12), ensuring diversity of age, sociocultural background, and presenting concerns. |
|  | Conduct at least 10 hours of direct consultation services, including at least 2 hours of leadership activities with teachers, parents, or relevant community groups. |
|  | Conduct at least 10 hours of small group counseling, including 2 groups with at least 5 hours per group. Expected group size: 5-8 students. One group from Grades 7-9 and one from Grades 10-12. |
|  | Conduct at least 10 hours of classroom guidance or other large-group activities (planned, purposeful, and targeted based on needs assessment). Include 5 hours with Grades 7-9 and 5 with Grades 10-12. |
|  | Submit at least 4 videotapes of “working” sessions (minimum length 15 minutes). Submit 2 tapes that are individual counseling and 2 tapes of group counseling. **Be sure** I can see and hear you clearly and can clearly hear the other party(ies); if your tape is individual counseling, I also want to be able to see the student. I won’t accept tapes that fail to meet this standard for clarity and audibility. |
|  | Before submitting each tape, watch it and complete a self assessment in which you address strengths, weaknesses, what went well, what you would change, next steps, etc. Submit the self assessments with your tapes. |
|  | Choose one tape to watch and discuss with the group as a learning opportunity for all. |
|  | Complete and submit documentation for all activities. |

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|  | Descriptive activity log |
|  | Excel time log. |
|  | Log summary. |

Evaluation

Interns are evaluated on their overall performance in the internship. Grades are assigned according the scale:

A = excellent performance,

B = acceptable performance,

C = less than acceptable performance, and

D = unacceptable performance.

Factors included in the evaluation are:

Professionalism

Skills

Conceptual

Process

Personalization

Ability to receive and make use of feedback from other interns and the faculty supervisor

Successful and timely completion of assignments

Willingness and effort to promote personal and professional self-development

Required documentation

**Policies**

**Participation:**

Students are strongly encouraged to actively participate in class in order to increase their comprehension and learning of material. Student participation is requested in all class discussions, activities, and assignments. Participation also includes attentiveness.

**Accommodations:**

Students who are eligible for reasonable accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, and amendments thereto, are encouraged to contact and register with Disability Services (Campus location: Student Union 2181 Telephone: (870) 972-3964; Fax: (870) 972-3351; Website: <http://www2.astate.edu/disability/>). Please notify the professor if you have approved accommodations.

**Academic Misconduct:**

All students are expected to uphold the highest levels of academic integrity. Academic misconduct and scholastic dishonesty are strictly prohibited in this class. The *Student Handbook* addresses such dishonesty under the Academic Policy for Academic Misconduct. Academic misconduct includes plagiarism and all forms of cheating, such as dishonesty with the intent to be fraudulent, copying/stealing information, using unauthorized materials, etc. See the Student Handbook Academic Policy for Academic Misconduct for all examples and the possible discipline and sanctions for engaging in academic misconduct. Please contact the instructor if you have any questions regarding this policy.

**Instructor Policies:**

As a student, you are responsible for your own learning. Therefore, it is expected that all students will arrive on time and be prepared for class, attend to information and discussion presented in class, and take notes as needed.

Students should not engage in inappropriate conversations that do not contribute to the class discussion, as it is disruptive and interferes with the learning of others. Additionally, students are not to use cell phones or other such technology in class without prior approval. Displaying mature and learning-centered behavior is expected and greatly appreciated.

**Diversity:**

In this class, students will have the opportunity to draw upon their own experiences and cultures. It is expected that all students will respect the views of others. Different perspectives promote critical thinking skills and expand one's knowledge. Further, within the fields of helping professions it is particularly important to consider diversity in all forms to develop self-awareness and become a better practitioner.

**Flexibility Clause:**

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Class meeting** | **Reading/Assignments** |
| 1  LCO/KB | 8/26/15 | Introduction to Internship; Course expectation, Class structure, necessary materials |  |
| 2  LCO | 9/2/15 | **Review findings of professional organizations** | **Memorandums of agreement; liability insurance etc.; journal entry** |
| 3  KB | 9/9/15 | Check-in; discuss progress | **Journal entry** |
| 4  LCO | 9/16/15 | **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Journal entry** |
| 5  LCO | 9/23/15 | **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Journal entry** |
| 6  LCO/KB | 9/30/15 | **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Journal entry** |
| 7  KB | 10/7/15 | **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Journal entry; turn in midterm tapes and self-assessment** |
| 8  LCO | 10/14/15 | Check-in; discuss progress | **Mid-Term Evaluation (Individual/Triadic Supervision Mtg.); Journal entry** |
| 9  KB | 10/21/15 | Check-in; discuss progress | **Journal entry** |
| 10  LCO | 10/28/15 | **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Journal entry** |
| 11  KB | 11/4/15 | **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Journal entry** |
| 12  LCO | 11/11/15 | **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Journal entry** |
| 13  KB | 11/18/15 | **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Presenter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Journal entry; turn in final tapes and self-assessment** |
| 14 | 11/25/15 | **Thanksgiving Break** |  |
| 15  LCO | 12/2/15 | Check-in; discuss progress | **Final Evaluation (Individual/Triadic Supervision Mtg.); Journal entry** |
| 16  LCO &  KB | 12/9/15 | **Wrap-up** | **Remaining Paper Work and Documentation; Culminating Paper** |

**Arkansas State University**

**College of Education and Behavioral Science**

**Department of Psychology and Counseling**

**COUN 6113 – Theories and Techniques of Counseling**

Instructor:  Dr. Asher Pimpleton-Gray

Office:  ED 324

Phone:  870-972-3064

Office Hours:  Posted and by appointment

**COURSE DESCRIPTION:** COUN 6113 Theories and Techniques in Helping Relationships An examination of contemporary and alternative counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Models of counseling are consistent with current professional research and practice so to allow students to develop a personal model of counseling. Prerequisite: The student must be admitted into an appropriate graduate psychology or counseling program. Permission of the instructor required.

**I.PRIMARY TEXT**

Gerald Corey (2013) *Theory and Practice of Counseling and Psychotherapy, 9th Ed.*

**II.PURPOSE OF THE COURSE**

The purpose of this course is to familiarize the student with the theory and practice of counseling and psychotherapy. This class will provide an overview of various theories of counseling that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling. Both didactic and experiential instruction will be utilized.

**Course Goals and Objective:**

Knowledge/Skills

Upon completion of this course, students will have a better understanding of the following:

A. Counselor characteristics and behaviors that influence helping processes.**(II.5.b.)**

B. Various counseling theories, and theoretical orientations, that provide the student with models to conceptualize client problems and help the student make effective clinical decisions during the counseling process. **(II.1.a.; II.1.j.; II.5.d.; CMHC.A.5.)**

C. The student’s own belief systems as they relate to human nature, motivation, and development. **(II.5.a.)**

D. Methods, processes, and techniques associated with major theories and theoretical orientations. **(II.5.c.; II.5.f.; II.5.e.; CMHC.A.5.)**

E. Ethical considerations in clinical work. **(II.1.j.; II.5.g.)**

**Knowledge and Skill Outcomes:**

CACREP Standards, Section II

G.1PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE- studies that provide an understanding of all of the following aspects of professional functioning:

a. history and philosophy of the counseling profession

j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

G.5HELPING RELATIONSHIPS- studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

a. an orientation to wellness and prevention as desired counseling goals

b. counselor characteristics and behaviors that influence helping processes

c. essential interviewing and counseling skills

d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling.

e. a systems perspective that provides an understanding of family and other

systems theories and major models of family and related interventions

f. a general framework for understanding and practicing consultation

g. crisis intervention and suicide prevention models, including the use of

psychological first aid strategies

CACREP Clinical/Community Mental Health Program Standards

Foundation

A. Knowledge

5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision

**III.COURSE REQUIREMENTS AND EVALUATION PROCEDURES**

A. Course Requirements:

1.Each student will be required to complete all reading assignments, attend all lectures, and successfully complete examinations.  **(II.1.a.; II.1.j.; II.5.a.; II.5.b.; II.5.c.; II.5.d.; II.5.e.; II.5.f.; II.5.g.; CMHC.A.5.)**

2.Each student will be expected to take three tests during the semester covering material from lecture and readings as assigned. **(II.1.a.; II.1.j.; II.5.a.; II.5.b.; II.5.c.; II.5.d.; CMHC.A.5.)**

3.Each student will develop a term paper entitled, “My Theory of Counseling”.  The paper will consist of four areas of exploration: 1) a general description of the student’s personal beliefs about the nature of humanity and an introduction to his/her approach to counseling; 2) an overview of the theory, or theories, which have influenced the student’s thinking; 3) a description of the student’s personal approach to counseling in the setting of their choice; and 4) a summary that will bring together key points of the entire paper. The paper should be between 8 and 12 pages and will include a cover sheet and reference page (as needed). This is a professional work and expected to be of the highest quality. APA format will be used throughout. Grades will be determined by validity and congruence of concept, grammar, and adherence to APA formatting. **(II.5.a.; II.5.b.; II.5.d.; CMHC.A.5)**

4.Each student will be expected to participate in class discussions and be able to respond to questions presented by the professor.

B. Student Evaluation:

Grades will be based upon:

1. Three tests worth 100 points each.

2. A theories paper worth 100 points.

3. Participation worth 10 points.

Grading scale:

A = 100-90%B = 89-80%C = 79-70%F= Below 69%

**IV.TENTATIVE COURSE OUTLINE/SCHEDULE**

Module 1 Introduction to theories and theoretical orientations

Module 2 Common factors in counseling application including common

characteristics of effective counselors.

Module 3 Psychodynamic Theory

Module 4 Humanism and Existentialism (Test One)

Module 5 Systems theory and group applications

Module 6 Behaviorism and Cognitive Behaviorism (Test Two)

Module 7 Cognitive Behavioral and Post-Modernist Theories

Module 8 Integrative Theories and Techniques

**V. ACCOMMODATIONS**

Students, who are eligible for reasonable accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, and amendments thereto, are encouraged to contact the instructor as soon as possible.  Before accommodations can be made, students must register with Disability Services (Campus location: Student Union; Telephone: 870-972-3964; Website: [http://disability.astate.edu](http://disability.astate.edu/)).

**VII Academic Misconduct:**

All students are expected to uphold the highest levels of academic integrity. Academic misconduct and scholastic dishonesty are strictly prohibited in this class. The *Student Handbook* addresses such dishonesty under the Academic Policy for Academic Misconduct. Academic misconduct includes plagiarism and all forms of cheating, such as dishonesty with the intent to be fraudulent, copying/stealing information, using unauthorized materials, etc. See the Student Handbook Academic Policy for Academic Misconduct for all examples and the possible discipline and sanctions for engaging in academic misconduct. Please contact the instructor if you have any questions regarding this policy.

**IX. Flexibility Clause:**

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

**Arkansas State University**

**College of Education & Behavioral Science**

**Department of Psychology & Counseling**

**PSY 6543-002: Psychosocial Aspects of Development (CRN: 63867)**

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| Instructor: Kasie Lee, PhD, LPC(TX), LMHC(NY), NCC, Registered Play Therapist  Office: EDUC 323  Email: kalee@astate.edu (*best way to reach me*)  Office Phone: (870) 680-2106  Office Hours: Wednesdays 1:30pm-3:30pm  Thursdays 2:30pm-4:30pm  Other times available by appointment |

**Course Catalog Description**

A study of psychological theories of development across the life span, including the influence of environmental factors upon personality, normal and abnormal behavior, and adjustment. Students are required to apply developmental concepts to the counseling profession. - 3.00 credit hours

**Course and Program Goals and Objectives**

1. Students will have knowledge of the basic theories of human development, transitions and wellness across the lifespan.
2. Students will have knowledge of case conceptualization, principles and models of assessment, and concepts of normalcy and abnormality, which lead to diagnoses and appropriate treatment from a counseling perspective.
3. Students will have a general knowledge of theories of personality development as they are related to development in the life-span, as well as the concepts and processes related to personality. Students should be able to apply these concepts to their respective counseling field of practice.
4. Students will have a general understanding of approaches and uses for clinical evaluation as they relate to life-span development and the student’s respective counseling occupation.
5. Students will have an understanding of the effects of crises, disasters, and other trauma-causing events as they apply to the different times of the life-span.
6. Students will gain an understanding of how resilience can impact the effects of major events that occur at different times throughout the life-span.
7. Students will gain knowledge of basic theories and etiologies of addictions and addictive behaviors, as well as how to prevent, intervene, and treat such behaviors from a counseling perspective.
8. Students will develop skills to assist them in practice to design and implement intervention plans related to atypical growth and development, and factors of resiliency on student learning and development.
9. Students will develop knowledge of strategies for helping students identify strengths and cope with environmental and developmental problems.
10. Students will have knowledge of cognitive development as it is part of human development and how to address learning of individuals with and without disabilities/exceptional abilities at different points throughout the life-span.

**Required Texts**

Wong, D. W., Hall, K. R., Justice, C. A., & Hernandez, L. W. (2015). *Counseling individuals through the* *lifespan.* Los Angeles, CA: Sage.

*\*\*Students will also be expected to read additional materials, which will be posted on Blackboard or distributed in class.*

**Recommended Text**

American Psychological Association. (2009). *Publication manual of the American Psychological*

*Association* (6th ed.). Washington, DC: APA.

***Course Requirements***

1. **Class Participation, Professionalism, & “3 Things” (25%)**: Students are required to actively discuss the relevant points of assigned readings, discussion questions, and case studies. Students are responsible for making productive contributions to class, actively participating during activities. Students who do not meet expectations regarding professional responsibilities (e.g. unnecessary absences, tardiness, lack of preparation for class) will be evaluated as such.

To help facilitate in-class discussions each week, you are required to come to class with **“3 Things”** that stood out to you from the assigned readings. Your “3 Things” should include:

1. Something you learned from the reading that you didn’t know before or something you emotionally reacted to. For example, What surprised you? What did you disagree with? or What did you think about in a new or different way?
2. Something you found relevant and personally meaningful to your own development. For example, What concepts apply to you and your life experience?
3. Something you want to learn more about or a question you have regarding the readings. For example, What confused you? What do you want to know more about? or What would you like explained in a different way to help you understand better?

Students are expected to engage in active discussion each week, and you will be expected to share aspects of your “3 Things” in class. These can be typed or hand-written and should be approximately 1 page. Full credit will be given to students who demonstrate active engagement and reflection on the course readings.

Students should also bring their textbook and any additional assigned readings to class each week to use for in-class activities. Throughout the semester, students will complete in-class case studies applying human development theories and concepts. Students are expected to conceptualize the cases from a counseling perspective while exploring issues related to lifespan development.

1. **Counseling Resources (10%):** Each week you will bring in one professional resource relevant to the population being discussed. The purpose of this assignment is to research, select, and compile credible resources for counselors to use in practice. Each week, students will share their resources with each other and by the end of the semester you will have a well-developed resource packet that would be appropriate for clients across various stages of development. The goal is designed to increase your counseling toolbox, in addition to differentiating resources for clients based on developmental stages. Examples of appropriate resources include: peer-reviewed articles; books, journals, and magazines; electronic resources such as websites of professional organizations, pamphlets, downloaded handouts; multimedia resources such as movies, videos, documentaries, recorded lectures; other resources such as games, counseling activities, etc. You may select resources that can be used to help counselors learn more about a specific population or those that would be appropriate to use or share with clients. If you are unsure if a resource is credible or appropriate, please consult with the instructor *prior to* class. You will be expected to share, discuss, and if appropriate, demonstrate, your resource with the class each week. You should be prepared to explain your resource, why you selected it, and how it could be used appropriately in practice.
2. **Quizzes (10%):** There will be weekly quizzes as noted on the course schedule. These quizzes will cover class readings and lecture topics. These quizzes will be multiple-choice format and will be designed to help prepare students for the types of questions that may appear on the Counselor Preparation Comprehensive Examination (CPCE) and the National Counselor Examination (NCE).
3. **Observation & Interviews (30%):** Over the course of the semester students will complete one observation and two interviews. Students will submit a 4-5 page paper integrating the information obtained during each observation or interview with class material. The purpose of these papers is not to reiterate exactly what was observed or said during the interaction with the individual. Rather, it is to integrate this information and reflect an understanding of the course material.
   * **Child Observation (10%):** Students shouldobserve a friend or family member's child or a child in a public setting (e.g., shopping mall, restaurant, playground, etc.). Children for this observation should be 1-12 years old. If you wish to observe in a public place, you may observe a group or a stream of individuals passing by you (in other words, do not follow a child around a public place!). Observe and record the behaviors and interactions of the children and caregivers you see. You should be as unobtrusive as possible and use a notebook to write down the activities, behaviors, and interactions that you are observing during that time. The types of observations you will be making will vary greatly depending on the age of the child you are observing, the setting the child is in, and the activities occurring within the setting. Potential behaviors to look for include language, cognition, social interactions, emotional development, motor and perceptual competence, socialization, and gender role development. Observations should last approximately 30-45 minutes. If you choose to observe a child of someone you know, the *Child Observation-Parent Permission to Observe* form should be signed by a parent prior to the observation. Please submit the signed form with your written assignment. You will be expected to share aspects of your observation, keeping the participant’s identity anonymous, during class discussion on the day the assignment is due.

* + **Early or Late Adolescent Interview (10%):** Students shouldinterview an individual in early (ages 13-18) ***or*** late (ages 19-25) adolescence and discuss his or her view of life. Based on your knowledge about this population, you are to design interview questions that will highlight this stage of development. For example, you may ask questions regarding family relationships, friendships, marriage and/or divorce, romance, hobbies, employment, life satisfaction, and plans for the future. Interviews should last approximately 45-60 minutes. If you choose to interview an adolescent *under* the age of 18, the *Adolescent Interview-Parent Permission to Interview* formshould be signed by a parent AND the *Adolescent Interview-Adolescent Permission to Interview* form should be signed by the interviewee prior to the interview. If you choose to interview an adolescent *over* the age of 18, the *Adult Interview-Permission to Interview* formshould be signed by the interviewee prior to the interview. Please submit the signed form(s) with your written assignment. You will be expected to share aspects of your observation, keeping the participant’s identity anonymous, during class discussion on the day the assignment is due.
  + **Early, Middle, or Late Adulthood Interview (10%):** Students should interview an individual in early, middle, ***or***late adulthood and discuss his or her views of life and the social world. Based on your knowledge about this population, you are to design interview questions that will highlight this stage of development. Interviews should last approximately 45-60 minutes. The *Adult Interview-Permission to Interview* formshould be signed by the interviewee prior to the interview. Please submit the signed form with your written assignment. You will be expected to share aspects of your observation, keeping the participant’s identity anonymous, during class discussion on the day the assignment is due.

1. **Developmental History Paper (25%):** Each student is required to write their own developmental history. This assignment will require an integration of developmental theories presented in class related to your own development. The purpose of this assignment is to understand the major theories of human development, identify the major changes that occur over the course of development, and to demonstrate the ability to apply knowledge of human development to one’s own experiences. Details will be discussed in class and an assignment guide will be provided. ***Papers are due on the last day of class; however, students are strongly encouraged to work on this paper throughout the semester.***

**Methods of Evaluation & Grading Scale**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Weight** | **Due Date** |
| Class Participation & 3 Things | 25 points | Ongoing |
| Quizzes | 10 points | Weekly as Assigned |
| Counseling Resources | 10 points | Weekly as Assigned |
| Child Observation | 10 points | 10/14/15 |
| Adolescent Interview | 10 points | 11/4/15 |
| Adult Interview | 10 points | 12/2/15 |
| Developmental History Paper | 25 points | 12/9/15 |
| **TOTAL** | **100 points** |  |

Grading Scale: 90-100 Points = A 80-89 Points = B 70-79 Points = C 0-69 Points = F

**Class Policies**

**Accommodations for Students with Disabilities**

If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. Students who require academic adjustments in the classroom due to a disability must register with Arkansas State Disability Services. (Campus location: Student Union 2181; Telephone: (870) 972-3964; Website: <http://www2.astate.edu/disability/>)

**Due Dates and Deadlines**

Students are responsible for submitting assignments on or before due dates as indicated. Assignments will be considered late if not received by class time on the date expected. In fairness to students who meet the deadlines, the penalty for work turned in after class on the due date will be a 10% drop in the grade for each day the assignment is late (e.g. 3 days late = 30% deduction). Students who anticipate difficulty meeting a deadline for a specific assignment should share their concerns with the instructor *prior to* the due date.

**Academic Misconduct Policy**

All students are expected to uphold the highest levels of academic integrity. Academic misconduct and scholastic dishonesty are strictly prohibited in this class. Plagiarism (the act of taking and/or using the ideas, work, and/or writings of another person as one’s own) is a serious offense against academic integrity which could result in failure for the paper or assignment, failure for the course, and/or expulsion from Arkansas State University. Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. For further information, including specifics about what constitutes plagiarism or cheating, see A-State’s Academic Integrity Policy at <http://studentconduct.astate.edu/AcademicIntegrity.html>. The *Student Handbook* also addresses academic dishonesty under the Academic Policy for Academic Misconduct and includes examples and the possible discipline and sanctions for engaging in academic misconduct. If you are unsure about what constitutes unauthorized help on an exam or assignment, or what information requires citation and/or attribution, please ask your instructor.

**Diversity**

In this class, students will have the opportunity to draw upon their own experiences and cultures. It is expected that all students will respect the views of others. Different perspectives promote critical thinking skills and expand one's knowledge. Further, within the fields of helping professions it is particularly important to consider diversity in all forms to develop self-awareness and become a compentent practitioner.

**Counseling Services**

Due to the level of personal reflection and introspection that this program requires, there may be times when painful psychological or emotional material is uncovered. While this is an uncomfortable part of the process, it is a critical ingredient for both your personal and professional development as a counselor-in-training. Should you need assistance in dealing with these issues, please do not hesitate to contact ***the Counseling Center at (870) 972-2318.*** All students currently enrolled at Arkansas State University have access to an ***unlimited number of sessions at no cost.*** Initial appointments are available either through phone scheduling or during walk-in hours (Monday-Thursday: 12:00 p.m. to 3:00 p.m. or Fridays: 9 a.m. to 12:00 p.m.). **Appointments cannot be scheduled via email**.

**Flexibility Clause**

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

**Course Schedule**

*This schedule is tentative and subject to change*

|  |  |  |  |
| --- | --- | --- | --- |
| **Module** | **Topics** | **Readings** | **Assignments Due** |
| **1** | Welcome!  Syllabus Review  Intro. to Human Development | N/A | N/A |
| **2** | Human Development through the Lifespan &  Theories of Human Development | Wong et al Chapter 1 & 2 | Quiz 1  3 Things  Counseling Resource |
| **3** | MOVIE DAY | Watch *In the Womb* & *The Science of Babies* |  |
| **4** | Conception & Prenatal Development & Infancy | Wong et al Chapter 3 & 4 | Quiz 2  3 Things  Counseling Resource |
| **5** | Toddlerhood & Preschool: Early School Age | Wong et al Chapter 5 & 6 | Quiz 3  3 Things  Counseling Resource |
| **6** | Middle Childhood | Wong et al Chapter 7 | Quiz 4  3 Things  Counseling Resource |
| **7** | INTERVIEW DAY | Conduct Child Observation |  |
| **8** | Early Adolescence | Wong et al Chapter 8 | Quiz 5  3 Things  Counseling Resource  Child Observation Reflection |
| **9** | Late Adolescence | Wong et al Chapter 9 | Quiz 6  3 Things  Counseling Resource |
| **10** | Early Adulthood | Wong et al Chapter 10 | Quiz 7  3 Things  Counseling Resource |
| **11** | INTERVIEW DAY | Conduct Adolescent Interview |  |
| **12** | Middle Adulthood | Wong et al Chapter 11 | Quiz 8  3 Things  Counseling Resource  Adolescent Interview |
| **13** | Late Adulthood | Wong et al Chapter 12 | Quiz 9  3 Things  Counseling Resource |
| **14** | Oldest-Old Elderhood | Wong et al Chapter 13 | Quiz 10  3 Things  Counseling Resource  Adult Interview |
| **15** | Course Wrap-Up | N/A | Developmental History Paper |

**Social and Cultural Foundations of Counseling—COUN 6003-001**

**Meeting Times**

**Meeting Day**

**Class Location**

|  |  |
| --- | --- |
| Lacy C. Overley, Ph.D., LPC (MS), RPT | Arkansas State University |
| Office: Educ. Bldg. 325 | Department of Psychology and Counseling |
| E-mail: [lcrumrine@astate.edu](mailto:lcrumrine@astate.edu)  Phone: (870) 680-4843  Course Reference Number: | Jonesboro, AR 72467  Office Hours: Mondays 3:00-5:00 p.m.  Tuesdays 1:00 p.m.-3:00 p.m.  Wednesdays 2:30-4:30 p.m. |
|  | Or by appointment. |
|  |  |

**Program Mission Statement:**

Arkansas State University aims to educate leaders, enhance intellectual growth, and enrich lives. Congruent with this global goal, the mission of the Clinical Mental Health Counseling program is to prepare students to become culturally competent counselors with a strong professional identity who lead through service and advocacy and can effectively work with diverse populations in various settings including community and social service agencies, school-based settings, in-patient facilities and private practices.

**Program Objectives:**

1. To instill a strong professional counseling identity within our students.
2. To create a culturally inclusive learning environment that promotes multicultural competencies in developing counselors.
3. To prepare students to work conduct ethical and evidence-based practice to meet the needs of clients across the lifespan.
4. To prepare students to conduct individual and group work in a variety of settings.
5. To encourage service through leadership and advocacy.

**Course Description:**

A study of societal changes and trends, human roles, societal subgroups, social mores and interaction patterns, and differing lifestyles as they relate to the application of professional counseling assessments and techniques.

**Course Objectives and Content Areas:**

The purpose of this course is for students to gain an understanding of the cultural context of relationships, issues, and trends in a multicultural society and of the nature and needs of persons at all developmental level in multicultural contexts. The content of this course meets CACREP standards for Social and Cultural Diversity, including the following: (a) multicultural and pluralistic characteristics within and among diverse groups nationally and internationally, (b) theories and models of multicultural counseling, identity development, and social justice and advocacy, (c) multicultural competencies, (d) impact cultural diversity characteristics has on individual worldviews, (e) .

**Methods of Instruction:**

The course is comprised of didactic (lectures, in-class work) and experiential (exploring other cultures, learning from diverse individuals, exploring personal worldviews) learning experiences. In addition, out-of-class time must be dedicated to assignments that include self-exploration of biases and learning about other cultures through research and group work. Reading assignments, homework and projects are designed to enhance didactic and experiential learning. Course content will also be delivered via videos, case applications, class discussion, and in-class activities.

**Assignment Due Date Policy:**

If students are absent because they are participating in extracurricular activities for which the university has given them an excused absence, they will be allowed to make up missed assignments. This will be discussed in advance to determine the day and time in which the work will be made up. Make up work will be submitted in a timely manner based on the amount of time which is missed. Outside of university excused absence there will be now make up work. All deadlines must be followed.

**Course Evaluation & Assignments:**

|  |  |
| --- | --- |
| **Criteria** | **Points** |
| Exercises/ Reflection Papers | 30 |
| Diversity Watch Journal | 25 |
| “RESPECTFUL” Interview | 60 |
| Worldview Genogram | 50 |
| Article Critique | 50 |
| Presentation of Religion | 40 |
| Group Multicultural Presentation | 60 |
| Final Exam | 40 |
| **Total Points Possible** | **355** |

**Grading Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| 90-100%=A | 80-89%=B | 70-79%=C | Below 69%=F |

**Student Performance Evaluation Criteria Procedures:**

Student performance will be evaluated through the completion and quality of course assignments using the corresponding rubrics.

**Attendance & Participation:**

Class attendance is required. Student attendance consists of arriving to class on time and being prepared. For any classes which are missed, students are responsible for obtaining lecture notes, announcements or assignments. The Graduate Bulletin addresses class attendance. It states: "Students should attend every lecture, recitation and laboratory session of every course in which they are enrolled. Students who miss a class session should expect to make up missed work or receive a failing grade on missed work. Make-up policy is at the discretion of the instructor."

Students are strongly encouraged to actively participate in class in order to increase their comprehension and learning of material. Student participation is requested in all class discussions, activities, and assignments. Participation also includes attentiveness. This is an experiential, discussion based course and students must participate in order to grow into multicultural competent counselors and to demonstrate this growth.

**Required Text:**

Schmidt, J.J. (2006). *Social and cultural foundations of counseling and human services: Multiple influences on self-concept development.* Boston: Pearson.

**Recommended text(s), readings, and/or materials**:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington , DC: American Psychological Association.

Other readings will be provided in class.

**Descriptions & Guidelines for Assignment:**

Diversity Watch Journals (5 weekly entries assignment: 25 points- 5 points each): Throughout the semester, carry a notebook and twice weekly record your completely honest and immediate reaction to the “other”, a person to whom you notice a reaction based on gender, race, class, social category (e.g., sorority membership), size, appearance, age, style, or geographic area. Do not censor your initial reaction; instead watch it bubble up and own it. The instructor will review your weekly submissions, which means you will submit your weekly entries to Dr. Overley via BlackBoard under Journals by 11:59 p.m. each Thursday.

General Questions to consider:

* What automatic thoughts/words come to you about this person?
* What is the origin of these thoughts (culture, family, media, etc)?
* How did the reaction affect your behavior toward the person in the encounter?
* Were you aware of this bias before the encounter?
* How did you feel about your reaction to the person?

Address one of these two questions in each weekly entry:

* What would it have been like to be the person receiving the reaction?
* What would it feel like to have the opposite reaction? (i.e., a possible positive reaction if you wrote about a negative one.)

**Respectful Cultural Interview (60 points):** This assignment requires the student to interview an individual from a background *with which you are unfamiliar (e.g. Ethnicity, differently abled, gay/lesbian, etc.)*. The purpose of this assignment is to give the student the opportunity to learn about individuals from a population *he/she knows little about*. After interviewing this person, the student is to write a paper describing the interviewee that is *inclusive of EACH of the components of the RESPECTFUL framework* and *includes answers to the following questions:*

* What feelings did you experience while doing the interview (s)?
* What did you learn about the interviewee’s experience within his/her culture that surprised, shocked, or interested you? Discuss.
* Did the interviewee provide examples of racism, oppression, and prejudice in their lives? Discuss.
* How do you think the interviewee’s experiences within his/her culture shaped his/her worldview? Specifically address this question: *How did each of the components of the RESPECTFUL framework interact to make this client who he/she is today (e.g., How does he/she view the world, themselves, and others? How did they impact this person’s choice of career?)? This is a crucial part of the paper. Be sure to address this thoroughly.*
* How did what you learned from this interview affect your personal worldview? Provide specific examples.
* How did what you learned from this interview affect you as a mental health professional? Provide specific examples.

**Worldview Genogram (50 points):** The purpose of this exercise is for the student to identify the intergenerational transmission of messages of bias in his/her own family through the construction of a worldview genogram. Through in-class sharing of these genograms, the student will recognize that such messages are transmitted within all families and become more fully aware of the presence of these messages in his/her own life. Understanding how these biases and assumptions may affect the counseling process or school psychology practice can assist the student to make changes in his/her attitudes allowing him/her to approach clients in a more appropriate and respectful manner.

This exercise is based on *A Genogram with an Attitude* (Halevy, J. 1998. A Genogram with an Attitude*. Journal of Marital and Family Therapy, 24*, 233-242) and adds a reflective paper that allows students to investigate some of the origins of their worldview values, beliefs and assumptions, and also to compare their values with what is typical for various ethnic groups**. (15 % of grade)**

The purpose of this exercise is to identify the **intergenerational transmission of messages of bias in your own family and to explore one’s identity and values within a sociopolitical and historical context.** Students will recognize through the in class sharing of these genograms that these messages are transmitted within all families—just different messages. In addition, students will identify how issues of power, privilege and oppression are imbedded within these messages. This self knowledge will allow students to understand how their values, biases, and assumptions, as well as power, privilege and oppression, may affect the counseling process or school psychology practice. **We all have biases**. The important thing is to become aware of what they are.

**Part one:** Construct a genogram through three generations and note the person’s social location (race, gender, ethnicity, SES, sexuality and Nationality). Reflect on your earliest memories and feelings associated with the issues listed below. Make notes next to the people with whom these memories are associated. Think about to what extent you agree/disagree with your parents/family regarding these messages. Be creative with the genograms and you must provide a visual aid for your in-class presentation (e.g. use color for different messages, ethnicities, or ‘isms’).

Trace memories involving issues of:

Race, Gender & gender roles, Class, Sexual Orientation, Age, Ethnicity, Religion/spirituality, Privilege, Oppression, and Emotional Expression.

Identify those people who were present during the episodes that you remember.

* What occurred? Who acted or spoke?
* What were your own actions? What were your feelings at the time? What are your feelings about this?
* What messages did you receive about you, or members of another group?
* Reflect on the extent to which the messages reflect issues of power, privilege, or oppression.
* Next to the corresponding person write the ‘ism’ or corresponding phrase.

**Part Two:** Next you are to write a **reflection paper** in which you compare and contrast these views and value systems with the relevant **ethnic** group or groups' cultural norms. In addition, reflect and comment on the following:

* How may I have benefited or been marginalized by the value systems described?
* What various aspects of your social location may be associated with systems of power privilege or oppression?
* How did your family respond to racism, sexism, discrimination?
* What specific pride or shame issues are associated with different aspects of your social location?

**Article Critique (50 points):** You will select one published article dealing with a population or multiculturally-related topic of interest. The article can be a theoretical review, a report on research, or a description of practice. However, it must be from a scholarly published source and should be a current article (within the last 10 years). The point of this assignment is to expand your knowledge base by reading more intensely on a multicultural-related topic – or about a population – that you are interested in learning more about. For example, you might read articles related to children, youth, people with disabilities, women, men, ethnic minorities, bi-lingual, gay/lesbian, etc. Or, you might want to read more about a particular identity theory – either one covered in our text or one that is not covered. You must select something other than the references at the end of each chapter in our text. Please turn in a copy of the article with your review.

The critique should include an APA Title Page, Abstract, 2-2 1/2 pages of text, an APA Reference page listing the article critiqued. The text should include an Introduction, Summary of Article, Critique of Article, and a Conclusion paragraph. Grading Rubic is available on BlackBoard.   
  
This assignment has been set up as a Turnitin assignment, which helps students become aware of how easy it is to plagiarize other's work. Remember that once you have submitted your work you cannot remove it.

**Presentation of Religions (40 points):** In dyads, you will be assigned a specific religion and you will develop a 10-15 minutes presentation on the assigned faith. You may use PowerPoint, but it is not required. You will share a brief overview of the history/geographical origin of the religion; overview of its main tenets; where/how it is practiced today; one or two ways in which it is “different” from other religions, and how “counseling and mental health” is typically handled within the faith.

**Multicultural Power Point Presentation (60 points):** The purpose of this assignment is for the student, as part of a group, to prepare a presentation/workshop to educate colleagues about a particular population. The purpose of the presentation is to:

* Help to dispel stereotypes about the chosen population
* Better prepare the audience to work with individuals from the chosen population
* Address the issues/problems unique to the population
* Identify the multicultural concepts relevant to this population
* Identify counseling/mental health techniques appropriate for this population
* Identify community and other resources available for working with this population

**Final (40 points):** There will be a comprehensive final. This final will compose of two parts, multiple choice and essay.

**Inclement Weather Policy:**

The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the president of the university. Regional and local news media will publicize the closing. Commuter students are encouraged to use good judgment in deciding whether to drive to campus during inclement weather. In those cases where the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her professors upon return to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the instructor.

**Flexibility Clause:**

Circumstances which require alteration of this syllabus may arise. Therefore, schedule or content are subject to change at instructor’s discretion. Students will be given appropriate notice of any modifications.

**Questions and Concerns:**

Please feel free to talk with me about any concerns, questions, or issues you wish to discuss pertaining to a problem of misunderstanding regarding class or an assignment. My office hours are listed on this syllabus, and if my door is open feel free to stop by. Also, I am easiest to reach by email. I will respond within a reasonable amount of time, but may not be available over the weekend.

**Cell Phones:**

Please be sure that all cell phones, pagers, etc. are turned off or placed on silent or vibrate prior to class. If you **must** carry an electronic device for employment or parenting purposes, turn it to a non-audible signaling mode, sit near the door, and leave the room completely before answering.

**Disability and Support Services:**

Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course. Any student in this course who has a disability that may prevent him/her from fully participating in this course should contact Disability Services at (870) 972-3964 or visit the website located at the following address: <http://www2.astate.edu/disability/>.

**Academic Dishonesty Policy:**

***Plagiarism*:**

Violations of this policy are considered as serious misconduct and may result in disciplinary action and severe penalties. Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own. Faculty members may respond to cases of plagiarism in any of the following ways:

1.   Return the paper or other item for rewriting; the grade may be lowered.

2.  Give a failing grade on the paper or other item—"F" if a letter grade is used or zero if

a numerical grade is used.

3.   Give the student who plagiarized a failing grade in the course.

4.   Recommend sanctions, including disciplinary expulsion from the university. All cases should be referred to the student conduct system.

***Cheating:***

Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. Faculty members may respond to cases of cheating in any of the following ways:

1.   Allow the testing to progress without interruption, informing the offending student

about the offense—and award a failing grade on the test—"F" if a letter grade is

used or zero if a numerical grade is used.

2.   Seize the test of the offending student and give a failing grade on the paper.

3.  Give the offending student a failing grade in the course.

4.   Recommend sanctions, including disciplinary expulsion from the university.  All

cases should be referred to the student conduct system.

***Source:*** *Arkansas State University, Office of Student Conduct Handbook.*

**Instructor Policies:**

As a student, you are responsible for your own learning. Therefore, it is expected that all students will arrive on time and be prepared for class, attend to information and discussion presented in class, and take notes as needed.

Students should not engage in inappropriate conversations that do not contribute to the class discussion, as it is disruptive and interferes with the learning of others. Additionally, students are not to use cell phones or other such technology in class without prior approval. Displaying mature, professional and learning-centered behavior is expected and greatly appreciated.

**Counseling Services:**

Due to the level of personal reflection and introspection that this program requires, there may be times when painful psychological or emotional material is uncovered. While this is an uncomfortable part of the process, it is a critical ingredient for both your personal and professional development as a counselor-in-training. Should you need assistance in dealing with these issues, please do not hesitate to contact *the Counseling Center at (870) 972-2318.* All students currently enrolled at Arkansas State University have access to an *unlimited number of sessions at no cost.* Initial appointments are available either through phone scheduling or during walk-in hours (Monday-Thursday: 12:00 p.m. to 3:00 p.m. or Fridays: 9 a.m. to 12:00 p.m.). Appointments cannot be scheduled via email.

**Course Outline and Calendar**

|  |  |  |  |
| --- | --- | --- | --- |
| **Class Mtg** | **Date** | **Topics** | **Assignments Due** |
| **WK 1**  1 | 7/3/17 | Introduction and Requirements |  |
| 2 | 7/4/17 | **FOURTH OF JULY- NO CLASS** |  |
| 3 | 7/5/17 | Discussion of *Crash*  Set up Groups | View Movie *Crash* |
| 4 | 7/6/17 | Society, Culture, Counseling and Human Services | Chapter 1  Exercise 1.3 & Exercise 1.4  **Thought Paper**  **Journal 1** (due at end of day) |
| **WK 2**  5 | 7/10/17 | Integral Psychology  The Emerging Self & Social Learning | Chapter 2  Spiral Dynamics (BlackBoard)  Integral Psychology (BlackBoard)  Exercise 2.5 |
| 6 | 7/11/17 | Social, Cultural, & Racial Identity | Chapter 3  **Proposal for Group Projects** |
| 7 | 7/12/17 | Cultural, Racial, & Ethnic Identity Models | Chapter 4; Exercise 4.2 & 4.4 |
| 8 | 7/13/17 | Sex, Gender, and Sexual Identity | Chapter 5  Exercise 5.3  **Journal 2** (due at end of day) |
| **WK 3**  9 | 7/17/17 | Discussion of *Southern Comfort* | View Movie- *Southern Comfort*  **Article Critique** |
| 10 | 7/18/17 | Family, Culture, & Self-Concept Development | Chapter 6; Exercise 6.2  **Thought Paper on *Southern Comfort*** |
| 11 | 7/19/17 | Social Class & Economic Consideration | Chapter 9; Exercise 9.1 |
| 12 | 7/20/17 | Worldview Genogram Presentations | **Worldview Genograms**  **Journal 3** (due at end of day) |
| **WK 4**  13 | 7/24/17 | Ability, Attractiveness, Aging, & Self-Image | Chapter 7; Exercise 7.2 |
| 14 | 7/25/17 | Discussion of Respectful Interviews | **Respectful Interview** |
| 15 | 7/26/17 | Spirituality, Religion, & Self Concept | Chapter 8 |
| 16 | 7/27/17 | Group Work Day | **Journal 4** (due at end of day) |
| **WK 5**  17 | 7/31/17 | Religion Presentations | **Presentation of Religions** |
| 18 | 8/1/17 | Considerations Counseling & Cultural Diversity  Ethical and Legal Issues  Research Issues and Future Considerations | In-class activity |
| 19 | 8/2/17 | Group Presentation of Diverse Cultural experiences | **Group Presentations**  **Journal 5** |
| 20 | 8/3/17 | **Final Exam** | **Final Exam** |

Graduate

Semester ?

Arkansas State University

Department of Psychology And Counseling

**I. Course:** PSY6513, Advanced Educational Psychology, CRN#60164

**II. Instructor:**

TBA

**III. Textbook**

Jones, C. H. (2001). *Using behavior analysis in the classroom.* Jonesboro, AR: Arkansas State University Bookstore. [required]

**IV. Purpose for the Course**

To provide students with an understanding of the principles of learning, their application to instruction and classroom management, and their application to empirically validated methods of instruction..

**VI. Course Goals**

1. To increase students’ ability to design, implement, and evaluate both instructional programs and behavior management programs.

2. To increase students understanding of empirically validated approaches that have been proven effective with both general educational and special education populations and across demographic characteristics such as race, ethnicity, and social class.

3. To increase students understanding of how to implement these procedures in an ethical manner.

4. To increase students understanding of empirically validated methods of instruction.

**VII. Relation to School Psychology Program Goals**

PSY6513 contributes to the accomplishment of the following School Psychology program objectives:

1. Data Based Decision Making and Accountability

e. Program graduates will be competent in using direct academic assessment procedures (e.g., CBM, DIBELS).

f. Program graduates will be able to conduct functional assessments of students’ social and emotional functioning.

g. Program graduates will be able to gather relevant information on students’ academic, social, and emotional functioning, and the instructional environment through observations.

h. Program graduates will be able to use assessment information to plan and implement services and make appropriate decisions regarding students.

i. Program graduates will demonstrate fluency in the problem-solving process.

j. Program graduates will be able to assist schools and if appropriate other agencies in using data for accountability purposes.

2. Consultation and Collaboration & Home/School Community Collaboration

b. Program graduates will be able to lead, serve as a member of, or work with pre-referral/problem-solving/RTI teams to meet the needs of students at-risk for academic, social, and emotional problems.

e. Program graduates will be able to lead, serve as a member of, or work with multidisciplinary teams to meet the needs of students with special academic, social, and emotional needs.

f. Program graduates will be able to provide education and training to school personnel and parents to promote students academic, social, and emotional development.

3. Effective Instruction and Development of Cognitive/Academic Skills

a. Program graduates will be knowledgeable of cognitive/academic skills of

students with different abilities, disabilities, strengths, and needs and

assessment and instructional strategies to use with these students.

b. Program graduates will be able to appropriately analyze and interpret

cognitive/academic assessment data and use this information to guide

instructional decisions.

c. Program graduates will be able to properly conduct authentic assessments of student academic progress such as curriculum-based assessments and measurements and also link this data to the development of instructional interventions.

c. Program graduates will be knowledgeable of learning theory and cognitive strategies (including student-centered learning) and their application to the development of effective interventions.

d. Program graduates will be able to develop effective empirically-based instructional methods and academic interventions and collaborate with others to implementing and evaluating these methods and interventions.

e. Program graduates will be able to assess the acceptability, integrity and effectiveness of cognitive/academic interventions.

f. Program graduates will be able to assist educational agencies in designing

accountability systems for academic achievement.

g. Program graduates will possess current information and research about advances in curriculum and instruction and share this information with others to promoted instruction and student achievement.

6. School and Systems Organization, Policy Development, and Climate

a. Program graduates will be knowledgeable of general education, special education, and other educational and related services.

f. Program graduates will be able to assist schools and other agencies in designing, implementing, and evaluating policies and practices aimed at enhancing student learning and behavior.

9. Research and Program Evaluation

c. Program graduates will be able to use principles of measurement and

psychometric standards in the selection and use of assessment techniques.

d. Program graduates will be knowledgeable of single-subject research designs and use these to evaluate interventions.

f. Program graduates will be able to engage in research and program evaluation in a legal and ethical manner.

g. Program graduates will be able to design, implement, and evaluate effective academic, social, and emotional intervention programs in school and home settings.

i. Program graduates will be able to assist schools and other agencies in understanding and using research and evaluation data.

**VIII. Course Objectives**

CHAPTER 1: BASIC CONCEPTS

Upon completion of this chapter students will demonstrate an understanding of:

1. the field of behavior analysis.

2. the concept of behavior, and the difference between respondent and operant behavior.

3. reinforcers, discriminative stimuli, and motivating operations.

4. how behavior is strengthened and how behavior is weakened

5. the operant three-term contingency.

6. functional stimulus and response classes.

7. when teachers exert control over students' behavior.

CHAPTER 2: PRINCIPLES OF REINFORCEMENT

Upon completion of this chapter students will demonstrate an understanding of:

1. the process of conditioning, including how the timing of reinforcement affects behavior.

2. the differences between reinforcement and related concepts such as reward.

3. unconditioned and conditioned reinforcement.

4. the concept of a behavioral repertoire, and the positive approach to behavior change.

5. the concept of response induction.

6. multiple contingencies, how people make choices, and how teaching is related to student choice.

7. how extinction occurs including the conditions necessary for a response to undergo extinction.

8. the length of time required for extinction including the factors that affect how rapidly extinction occurs.

9. the phenomena that occur during extinction including extinction bursts, spontaneous recovery, and the generality of extinction procedures.

CHAPTER 3: DISCRIMINATIVE STIMULI

Upon completion of this chapter students will demonstrate an understanding of:

1. how discriminative stimuli are conditioned.

2. discrimination, generalization, and stimulus control.

3. the role of preattention, concurrent contingencies, and attention in stimulus control.

4. how stimulus control affects learning and forgetting.

5. the difference between effective and ineffective classroom managers.

6. how the physical environment of a classroom cues student behavior.

7. how teacher behavior cues student behavior.

8. how teachers can use cueing to reduce student misbehavior.

CHAPTER 4: USING POSITIVE REINFORCEMENT

Upon completion of this chapter students will demonstrate an understanding of:

1. how to use physical guidance, shaping, and modeling to condition new responses.

2. the use of differential reinforcement procedures to reduce misbehavior.

3. how to select classroom reinforcers.

4. how to use social reinforcers and activity reinforcers effectively.

5. how to schedule reinforcement during a behavior change program.

6. how to use self-reinforcement systems, token economies, contingency contracting, and group contingencies.

7. the advantages and disadvantages of positive reinforcement and rewards as a means of behavior control.

8. the ethical issues involved in the use of positive reinforcement and rewards.

CHAPTER 5: USING EXTINCTION AND PUNISHMENT

Upon completion of this chapter students will demonstrate an understanding of:

1. the advantages and disadvantages of using extinction as a means of behavior control.

2. how to implement an extinction procedure effectively including when extinction is and is not an appropriate behavior reduction procedure.

3. the effect of punishment on the punished response, and how punishment functions as a motivating operation for escape and avoidance behaviors.

4. the advantages and disadvantages of punishment as a means of behavior control.

5. how to punish effectively.

6. the ethical issues involved in the use of punishment.

CHAPTER 6: VERBAL BEHAVIOR

Upon completion of this chapter students will demonstrate an understanding of:

1. the basic verbal operants.

2. the verbal operants involved in reading and writing, and the implications for teaching students to read and write.

3. how people organize and arrange their verbal behavior through the use of autoclitics.

4 the implications of the analysis of verbal behavior for meaningful learning.

5. how to use precurrent behavior, self-manding, and self-editing to teach students to regulate their own behavior.

6. the implications of an analysis of verbal behavior for the controversy over constructivist versus directed learning methods.

7. the distinction between contingency-governed and rule-governed behavior, and how rule-governed behavior occurs.

8. the difference between direct and analog reinforcement.

9. the strengths and weaknesses of contingency-governed and rule-governed behavior.

10. how to formulate classroom rules.

CHAPTER 7: PRACTICAL CONCERNS

Upon completion of this chapter students will demonstrate an understanding of:

1. how to conduct a contingency analysis including how to describe the topography of a target response, how to conduct a task analysis, and how to measure response characteristics.

2. the baseline, intervention, and follow-up phases of an intervention.

3. the procedures for recording behavioral data including event recording, duration recording, interval recording, and permanent product recording.

4. the problems with indirect assessment methods.

5. how to analyze behavioral data including the rules for graphing behavioral data according to standard format.

6. how to set goals for an intervention.

7. the factors that influence the effectiveness of an intervention including treatment integrity, drift, and social validity.

8. what to do when an intervention is not producing the intended changes in behavior.

9. how to terminate an intervention to facilitate maintenance and generality.

10. how to conduct an intervention in an ethical manner.

11. legislation affecting special education, the categories of disabilities, and the effectiveness of various types of instructional methods in special education.

CHAPTER 8: PRINCIPLES OF EFFECTIVE INSTRUCTION

Upon completion of this chapter students will demonstrate an understanding of:

1. mastery learning including the assumptions underlying mastery learning programs, and the factors related to the success of mastery learning programs.

2. the general processes involved in the evaluation of an instructional program during both formative evaluation and summative evaluation.

3. behavioral objectives including the distinction between terminal objectives and enabling objectives, and the components of a behavioral objective.

4. the issues involved in selecting appropriate assessments of student achievement

5. how to organize and sequence units in a mastery learning program.

6. the standards used to evaluate students' mastery of a unit of instruction including the difference between a true master criterion and an advancement criterion.

7. how to develop evaluations of achievement in a mastery learning program.

8. how instruction should be individualized including the instructional elements that should and should not be individualized.

9. student response topographies during instruction including fluency, response construction versus response recognition, and the role of practice.

10. ways to minimize errors during instruction via shaping and prompting.

CHAPTER 9: METHODS OF INSTRUCTION

Upon completion of this chapter students demonstrate an understanding of:

1. how to conduct a Personalized System of Instruction (PSI) including the major elements of PSI, the role of the teacher in a PSI program, the factors related to the success of PSI, and how to deal with potential problems.

2. the effectiveness of PSI programs including academic achievement, interest in course material, and self-esteem.

3. the research base for Direct Instruction including why Direct Instruction focuses on teacher-directed methods, teaching in small groups, and choral responding by students.

4. how instructional methods used in Direction Instruction change as learning progresses including the role of the teacher, and student responding.

5. the instructional techniques used in Direct Instruction including scripted presentations, and teaching rules and definitions.

6. the effectiveness of Direct Instruction including the results of Project Follow Through.

7. the use of Classwide Peer Tutoring (CWPT) including how it differs from remedial tutoring.

8. the effectiveness of CWPT including the factors related to its success and ways to deal with potential problems.

9. cooperative group learning by describing the basic elements of successful cooperative group learning.

10. the effectiveness of cooperative group learning including how to deal with potential problems.

**IX. Course Outline**

I. CHAPTER 1: BASIC CONCEPTS

A. The Study of Behavior

B. Behavior Analysis

C. Functional Approach

D. Behavior and Its Origins

E. Types of Behavior

F. Operant Responding

G. Consequent Stimuli

H. Antecedent Conditions

I. Consequent Procedures

J. The Three-Term Contingency

K. Functional Classes

L. The Question of Control

II. CHAPTER 2: PRINCIPLES OF REINFORCEMENT AND EXTINCTION

A. Immediacy of Reinforcement

B. Reinforcement Versus Related Concepts

C. Unconditioned Versus Conditioned Reinforcement

D. Repertoires

1. Positive Approach

2. School Repertoires

E. Induction

F. Multiple Contingencies and the Matching Law

G. Reinforcer Value

1. Delay of Reinforcement

2. Size of the Reinforcer

3. Likelihood of Reinforcement

H. Managing Student Choice

I. Extinction

1. The Extinction Process

2. Characteristics of Behavior Under Extinction

III. CHAPTER 3: DISCRIMINATIVE STIMULI

A. Types of Discriminative Stimuli

B. Basic Processes Affecting Discriminative Stimuli

C. Factors Affecting Stimulus Control

D. Attention to the Stimulus

1. Attention and Learning

2. Attention and Feedback

3. Abstraction

E. Forgetting

F. Classroom Management via Stimulus Control

1. Effective Classroom Managers

2. Proper Physical Environment

3. Teacher Behavior

4. Reductive Techniques

IV. CHAPTER 4: USING POSITIVE REINFORCEMENT

A. Physical Guidance

B. Shaping

C. Modeling

D. Positive Reinforcement as a Reductive Technique

1. Differential Reinforcement of Alternative Responses

2. Omission Training

3. Differential Reinforcement of Low Rates

E. Selecting Positive Reinforcers

F. Scheduling Reinforcement

G. Special Reinforcement Systems

1. Self-reinforcement

2. Recruiting Positive Attention

3. Token Economy

4. Contingency Contracting

5. Group Contingencies

H. Advantages and Disadvantages of Positive Reinforcement

I. Ethical Concerns

V. CHAPTER 5: USING EXTINCTION AND PUNISHMENT

A. Using Extinction

1. Advantages and Disadvantages of Extinction

2. Deciding to Use Extinction

3. Maximizing the Effectiveness of Extinction

B. Using Punishment

1. Punishment and Response Strength

2. Escape and Avoidance Behavior

3. Advantages and Disadvantages of Punishment

4. Increasing the Effectiveness of Punishment

C. Application of Aversives

D. Withdrawal of Positive Reinforcers

1. Response Cost

2. Timeout

E. Ethical Concerns

VI. CHAPTER 6: VERBAL BEHAVIOR

A. Defining Verbal Behavior

B. Educational Implications

1. Meaningful Learning

2. Reading

3. Writing

4. Thinking

5. Directed versus Constructed Learning

C. Rule Governed Behavior

1. Rule Governance versus Contingency Governance

2. Direct Reinforcement versus Analog Reinforcement

3. Classroom Rules

VII. CHAPTER 7: PRACTICAL CONCERNS

A. Contingency Analysis

B. Defining Measurable Responses

C. Data Collection Methods

1. Direct Observation

2. Permanent Product Recording

3. Indirect Assessment

D. Data Analysis

E. Goal Setting

F. Treatment Integrity

G. When a Program Fails: Troubleshooting

H. When a Program Succeeds

1. Maintenance

2. Generality

I. Ethical Concerns

J. Special Education

1. Exceptional Students

2. Legislation Affecting Special Education

3. Disabling Conditions Under IDEA

4. What Works in Special Education

VIII. CHAPTER 8: PRINCIPLES OF EFFECTIVE INSTRUCTION

A. Principle 1: Promote Mastery Learning

1. Basic Assumptions

2. Adjusting for Learning Rates

B. Principle 2: Continuous, Criterion-Referenced Assessment

1. Continuous Assessment

2. Criterion-Referenced Assessment

3. Traditional Assessment Tools

4. Nontraditional Assessment

Principle 3: Unitizing of Instruction

1. Sequencing Instruction

2. Determining Unit Mastery

3. Demands Upon Evaluation

Principle 4: Individualization of Instruction

1. What to Individualize

2. What Not to Individualize

3. Selecting and Adjusting Instructional Methods

Principle 5: Create Active Responding By Students

Principle 6: Minimizing Errors During Learning

IX. Chapter 9: Methods of Instruction

A. Personalized System of Instruction

B. Direct Instruction

C. Classwide Peer Tutoring

D. Cooperative Learning

**X. Methods of Instruction**

1. Lecture/Discussion

2. Cooperative group activities

3. Independent practice activities on Blackboard

**XI. Course Assessment and Performance Measures**

1. Methods of Student Evaluation

***Quizzes and Examinations***

Students will be required to take nine in-class quizzes, a midterm examination, and a comprehensive final examination. All tests will be multiple-choice. Tests must be taken in #2 pencil. Students are required to provide their own pencils.

**Pre-tests**

**Students will be required to take two open-book pretests in cooperative learning groups assigned by the professor. Each group will submit a single answer sheet for scoring.**

2. Grades

Quizzes 45%

Pre-tests 5%

Midterm 20%

Final Exam 30%

The independent activities on Blackboard are ungraded.

3. Grading Scale

Letter grades will be assigned on the following scale:

90-100 = A 80-89 = B 70-79 = C 60-69 = D 0-59 = F

Grades are calculated to the nearest tenth and are not rounded up. An 89.9 is a B.

4. Make-up Tests

***Quizzes and the midterm.* Students who miss a quiz or the midterm may arrange to make it up. Full credit make-ups will be given only if students miss the test for a reason totally beyond their control (e.g., medical problems, jury duty). The professor reserves the right to require written documentation of excuses. Grades on all other make-ups will be reduced by 10%. All make-ups must be completed by 5 p.m. on Study Day.**

*Pre-tests.* Pre-tests cannot be made up. Students who miss an pre-test for reasons beyond their control can be assigned an NC grade which will not affect their course grade.

*Final examination.* The final exam is covered by ASU policy. Students are expected to take finals at the time listed in the official final exam schedule. Students may never take a final early and can take a final late only for emergencies or other compelling circumstances over which the student has no control. Approval by the dean of the College of Education is required to take a final late.

5. Extra Credit

Students are expected to demonstrate mastery of course objectives through the evaluation procedures described above. Extra credit will not be given for the sole purpose of allowing students to raise their grades. On rare occasions the professor will make small amounts of extra credit available on a quid pro quo basis (e.g., in return for participating in a research project). Such opportunities for extra credit, if they occur, will be made available to the entire class. Requests for extra credit opportunities by Individual students will not be granted.

**XII. Blackboard Accounts**

The professor maintains a Blackboard site for this course. Students are automatically enrolled in this site and will need to access it to:

1. Obtain a personal copy of a syllabus

2. Use the Practice Module for each chapter.

3. Take an ungraded practice multiple-choice quiz for each chapter.

4. Obtain optional materials on how to improve their study skills.

**XIII. Procedures to Accommodate Students with Disabilities**

Students seeking modifications under Section 504 or the ADA must inform the instructor of requested modifications as soon as possible. Delay may result in an inability to make modifications in a timely fashion. When requesting modifications students must show an ID card verifying that their disability has been documented by the Office of Disability Services. Students who have not documented their disability should contact the Office of Disability Services in Room 2181 of the Student Union (870-972-3964).

Aspects of the course will be modified as appropriate under the law. Appropriate means that the modification must be related to the disability, and must be required to allow the student to demonstrate mastery of the course material. Modifications that are not related to the disability or that evade course requirements are not appropriate under the law.

**XIV. Diversity**

The current school population is the most diverse in history and this diversity will increase for the foreseeable future. The approaches taught in this course are, therefore, those that have been empirically established to be effective with both general education and special education students across a wide variety of demographic variables. Nevertheless, each student is a unique individual, so that appropriate ways to modify these approaches to individual students are also taught.

**XV. Additional Course Policies**

**Academic Honesty**

Students are expected to follow all the provisions of the Academic Integrity Policy in the Student Handbook. With regard to Section B4 of this policy, students are not authorized to record or to disseminate in any fashion the contents of the quizzes and examinations given in this course, and all copies of the of the quizzes and examinations must be returned to the professor as a student has completed a test. Any use of unauthorized materials by a student is also a violation of the Academic Integrity Policy.

**Notification of Grades**

Due to the Federal Educational Rights and Privacy Act no information regarding grades will be provided by telephone or email.

**Flexibility Clause: Conditions for Change**

Occasionally events will occur during the course of a semester that require modifications of the syllabus. The professor reserves the right to make such changes when he believes they are necessary. Any modifications that are made will apply to the entire class. No modifications in the syllabus will be made for an individual student.

**Contact Information**

Students who email the professor should either use their official ASU email account or include the course name in the subject line. Email with unusual user names or without a subject line may not pass various spam filters and, thus, have a high probability of being deleted without being read. Students trying to contact the professor by phone should keep calling. The professor does not play phone tag.

**Electronic Devices**

Use of laptop computers in class is prohibited unless such use constitutes a necessary modification under the disability policy.

Students who need to have their cell phones turned on so that they can be contacted by a school, babysitter, or other caregiver should leave their cell phones turned on (set to vibrate if possible). Other students should turn their cell phones off . Any use of cell phones during pretests and examinations is prohibited without permission of the instructor. The instructor reserves the right to answer when a student’s cell phone rings.

Students are not allowed to wear headphones, ear buds, or similar devices in class unless such use constitutes a necessary modification under the disability policy.

**Inclement Weather**

Unless ASU is officially closed, students can expect class to be held regardless of the weather. If Jonesboro schools are closed due to bad weather on the day of a quiz or the midterm examination, the professor will automatically reschedule that test for the first available class day that Jonesboro schools are no longer closed due to the weather. Note that this means that more than one test might be given on the same night. Students who live outside the immediate Jonesboro area may make up tests for full credit if schools in their area are closed due to inclement on the day of the test. This policy does not apply to the final exam. If necessary, consult the Academic Calendar for the day for inclement weather make ups.

**PSY 6613 Professional Consultation**

**Instructor:** TBA

**Required Text:** Dougherty, A.M. (2009) Psychological Consultation & Collaboration in School and Community Settings. Brooks/Cole: Belmont, CA.

**Purpose:** This course is a study of the roles and characteristics of consultants and consultees, ethical and legal issues associated with consultation, and the evaluation of consultation practices. The course will include practical experiences for consultation skill acquisition and development.

**Objectives:**

1. Students will develop an understanding of consultation theory, history, trends and terminology.
2. Students will develop and understanding of the stages of consultation.
3. Students will review the various models of consultation primarily as they apply to mental health counseling.
4. Students will develop skills in developing, implementing and evaluating consultation projects for profit and for professional development.

**Course Requirements:**

1. There will be two examinations; a midterm and final. Both exams are comprehensive. Test items may include multiple choice, short answer, and/or long essay type questions. Each test is worth 100 points toward the final grade.
2. Students will develop a major consultation project for a community agency or educational setting. The project will include a needs assessment, a proposal, and evaluation. Students will be expected to market and implement their proposal during the semester. This might include, but is not limited to, presentations in undergraduate courses, presentations to businesses concerning interpersonal needs/development, etc., or presentations to community agencies that could be considered a part of staffings, etc. Students must ACTUALLY present their project and collect evaluation data. Due dates for various parts of the project will be discussed as needed. Write ups and evaluations will be in APA format and are worth 100 points toward your final grade.

Grades will be determined as follows:

Participation – up to 10 points

Examinations – 100 x 2 points

Consultation Project – 100 points

90%+ = A 80% = B 70% = C 60% = D

Arkansas State University Instructor: TBA

Department of Psychology and Counseling Office Hours: by appointment

COUN 6223, Counseling Internship—Elementary School

Required Readings

American Counseling Association. (2005). *ACA Code of Ethics.* Alexandria, VA: ACA. <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

American School Counselor Association. (2004) *Ethical Standards for School Counselors.* Alexandria, VA: ASCA. <http://www.schoolcounselor.org/files/ethical%20standards.pdf>

American School Counselor Association. (2005). *The ASCA National Model: A Framework for School Counseling Programs* (2nd ed.)*.* Alexandria, VA: ASCA.

American School Counselor Association. (2004). *The ASCA National Model Workbook: A Companion Guide to Implementing a Comprehensive School Counseling Program.* Alexandria, VA: ASCA.

Other readings as assigned.

Objectives

Counseling Internship—Elementary School is a highly-individualized course designed to provide interns with advanced practice in working with children in a comprehensive, developmental counseling and guidance program in elementary school settings. Through the central core of supervised practice, interns are met at the levels of personal development, knowledge, and skills which they bring to the experience. They are presumed to be capable of and responsible for contributing to their own and their classmates’ professional growth and development. As a result of this supervised practice, interns will demonstrate:

1. Entry-level understanding of the foundations of school counseling, its contextual dimensions, and its practice including the roles, functions, and expectations of professional school counselors at the elementary level.

2. Entry-level mastery of a knowledge base, relevant to elementary school counseling, that includes human development, social and cultural foundations of counseling, helping relationships, group work, career development, assessment, research and program evaluation, and all aspects of practice as professional elementary school counselors.

3. Entry-level competence in assessment, counseling, consultation, referral, and advocacy with the groups and individuals who comprise the broad population (i.e., students, parents, staff, faculty, and administrators) of elementary schools.

4. Entry-level competence in developing, implementing, and evaluating a comprehensive school counseling and guidance program that is developmentally sound and based on identified needs of the elementary school population.

5. Professional, ethical, and legally responsible practice at the elementary school level.

Activities

Because of the unique and individualized nature of the internship experience, course content will vary to some extent with the developmental experiences and needs of the particular group of elementary school counseling interns in a given semester. Group meetings serve as opportunities for interns to share site-based experiences and to receive feedback from other group members and the faculty supervisor. This time also is used to prepare interns to make effective use of school counseling outcomes research in their site-based practice as professional school counselors. Individual supervision time is used to address specific and unique needs of each intern.

In order to accomplish the objectives for the internship, interns are expected to participate actively in group meetings, the full array of school counseling and guidance activities typically expected of professional school counselors in elementary school settings, individual supervision sessions with the assigned faculty supervisor, and a variety of professional development activities including reading relevant professional materials. Interns will function within an approved site and will find some of their activities facilitated by establishing a liaison with an experienced professional school counselor. Specific requirements are:

**1. Professionalism and Participation**. Each intern will read and be prepared to discuss assigned readings during group meetings. Interns also will participate in discussions related to their required experiences and mutual concerns, interactively giving and receiving feedback. Issues of professionalism as well as ethical and legal practice should be prominent in these discussions. Some specifics are:

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| --- | --- |
|  | Provide proof of professional association membership and some degree of participation. |
|  | Provide proof of professional liability insurance coverage. |
|  | Join the ArSCA list (<http://arsca.k12.ar.us/resources.php>) and post one meaningful message. |
|  | Sign up for TasselTime ([www.tasseltime.com](http://www.tasseltime.com)) and share something useful. |
|  | Explore professional association websites (e.g., ASCA, ACA, ArSCA, ArCA) and share something useful. |
|  | Explore other websites relevant to school counseling and share something useful. Examples:  <http://missouricareereducation.org/curr/cmd/guidanceplacementG/lessons/index.php>  <http://www.umass.edu/schoolcounseling/index.htm> |
|  | Make contact with ADE Specialist Betty Ruth Welch ([betty.welch@arkansas.gov](mailto:betty.welch@arkansas.gov)) and obtain copy of Student Services Annual Report. (We will discuss this in one or more groups.) |
|  | Shadow one or more professional school counselors at the elementary level for 10 hours.  Write an experience summary as a reflective journal entry. |
|  | Create a school counseling brochure. |
|  | Decorate second-floor bulletin board (work in groups). |
|  | Facilitate one meaningful activity with the group. |
|  | Complete all requirements in a timely and professional fashion. |

**2. Reflective Journal and Culminating Paper**. Each intern will write a reflective journal entry related to internship experiences and submit this entry each week. Reflective journal entries will serve as one tool in preparing a culminating paper which will synthesize the internship experience in lieu of a final exam. This paper is due at the last intern group meeting and will not be returned to the intern.

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|  | Write one reflective entry each week and submit during individual supervision |
|  | Write final paper—revisit reflective journal entries and discuss your journey as an intern. |

**3. Needs Assessment**. Each intern will begin site-based work with a needs assessment which will be used to guide choice of services and intern activities. The needs assessment should include input from students, faculty, and administrators.

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|  | Administer needs assessment to a random sample of participants (students, teachers, parents) from Grades K-6. |
|  | Analyze data and write summary report of needs. |
|  | Write summary report of response to needs assessment and submit at end of term. |

**4. Group Supervision**. Each intern will attend weekly group meetings (minimum of 1½ hours per week). Regular attendance is expected. Absences for professional responsibilities should be cleared in advance; absences that are unanticipated and unavoidable should be explained as soon as possible. Missing a group meeting is not an excuse for failing to submit assignments in a timely fashion. Use of cell phones is prohibited during intern group meetings.

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|  | Tuesday, 6:00-7:30 p.m., Room 133. |
|  | Participate professionally. |

**5. Individual Supervision**. Each intern will attend weekly individual meetings (minimum of 1 hour per week) with the faculty supervisor. This supervision will parallel the intern’s experiences as an elementary school counselor-in-training. Interns are expected to come to individual supervision having prepared themselves to make maximal use of the time to address their individual practice-related concerns and enhance their personal development as professional elementary school counselors. This includes bringing relevant materials to the individual supervision session. Use of cell phones is prohibited during individual supervision meetings.

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|  | Time TBA. Minimum 1 hour per week. |
|  | Participate professionally. |

**6. Site Visit**. Each intern will schedule at least one visit by the faculty supervisor to the internship site. During this visit, the intern will be prepared to conduct at least one individual counseling session, at least one small group counseling activity, and at least one classroom group activity to be observed by the faculty supervisor. The intern may need to make arrangements with her/his administrator for adjustments in the intern’s typical schedule in order to accommodate the conduct of these activities. The intern also should arrange for the administrator (and any site supervisor) to meet with the faculty supervisor during the on-site visit.

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|  | Time TBA; may need to make adjustments in typical work schedule to accommodate. |
|  | Include individual counseling, small group counseling, classroom group, and visit with site supervisor/administrator. |

**7. Internship Log and Counseling Activities**. Each intern will maintain a log of all activities related to the internship experience. Logs will be maintained in a prescribed format, will be reviewed periodically during individual supervision, and will be submitted at the last intern group meeting. Logs will not be returned after this submission; interns, therefore, should make a copy to keep for themselves.

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|  | Log at least 300 hours including direct services, indirect services, supervision, and professional development activities (at least 120 hours must be direct services). Combined with COUN 6233, log at least 600 hours with at least 240 hours in direct services for total internship experiences. |
|  | Conduct at least 45 hours of individual counseling with students in Grades K-6. Include sustained services with 4 students (2 from Grades K-3 and 2 from Grades 4-6), ensuring diversity of age, sociocultural background, and presenting concerns. |
|  | Conduct at least 10 hours of direct consultation services, including at least 2 hours of leadership activities with teachers, parents, or relevant community groups. |
|  | Conduct at least 10 hours of small group counseling, including 2 groups with at least 5 hours per group. Expected group size: 5-8 students. One group from Grades K-3 and one from Grades 4-6. |
|  | Conduct at least 10 hours of classroom guidance or other large-group activities (planned, purposeful, and targeted based on needs assessment). Include 5 hours with Grades K-3and 5 with Grades 4-6. |
|  | Submit at least 4 videotapes of “working” sessions (minimum length 15 minutes). Submit 2 tapes that are individual counseling and 2 tapes of group counseling. **Be sure** I can see and hear you clearly and can clearly hear the other party(ies); if your tape is individual counseling, I also want to be able to see the student. I won’t accept tapes that fail to meet this standard for clarity and audibility. |
|  | Before submitting each tape, watch it and complete a self assessment in which you address strengths, weaknesses, what went well, what you would change, next steps, etc. using the form I will provide. Submit the self assessments with your tapes. |
|  | Tapes are due September 21, October 12, November 2, and November 30. |
|  | Choose one tape to watch and discuss with the group as a learning opportunity for all. |
|  | Complete and submit documentation for all activities. |

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|  | Descriptive activity log |
|  | Excel time log. |
|  | Log summary. |

Evaluation

Interns are evaluated on their overall performance in the internship. Grades are assigned according the scale:

A = excellent performance,

B = acceptable performance,

C = less than acceptable performance, and

D = unacceptable performance.

Factors included in the evaluation are:

Professionalism

Skills

Conceptual

Process

Personalization

Ability to receive and make use of feedback from other interns and the faculty supervisor

Successful and timely completion of assignments

Willingness and effort to promote personal and professional self-development

Required documentation

APPENDIX B

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| College of Education | | | | | | | |
| Degree Plan: Master of Science in Education | | | | | | | |
| School Counseling | | | | | | | |
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|  |  |  |  |  |  |  |  |
| **Year One** |  | **Prerequisite** | **Credits** | **Year One** |  | **Prerequisite** | **Credits** |
| **SEM 1 POT 1** |  |  |  | **SEM 2 POT 1** |  |  |  |
| COUN 6013 | Intro to School Counseling |  | 3 | COUN 6073 | Program Development, Implementation, and Evaluation of School Counseling |  | 3 |
| COUN 6033 | Social and Cultural Foundations of Counseling |  | 3 | COUN 6113 | Theories and Techniques in Counseling |  | 3 |
| **SEM 1 POT 2** |  |  |  | **SEM 2 POT 2** |  |  |  |
| ELFN 6773 | Intro to Stats and Research |  | 3 | COUN 6123 | Group Counseling |  | 3 |
| COUN 6043 | Career Development and Services |  | 3 | Elective | Counseling/Psychology Elective |  | 3 |
|  |  |  | 12 |  |  |  | 12 |
|  |  |  | 12 |  |  |  | 24 |
| **Year Two** |  | **Prerequisite** | **Credits** | **Year Two** |  | **Prerequisite** | **Credits** |
| **SEM 1 POT 1** |  |  |  | **SEM 2 POT 1** |  |  |  |
| PSY 6513 | Advanced Educational Psychology |  | 3 | PSY 6573 | Psychological Testing |  | 3 |
| COUN 6203 | Counseling Pre-practicum |  | 3 | COUN 6223 | Counseling Internship – Elementary School |  | 3 |
| **SEM 1 POT 2** |  |  |  | **SEM 2 POT 2** |  |  |  |
| PSY 6543 | Psycho-Social Aspects of Development |  | 3 | PSY 6613 | Professional Consultation |  | 3 |
| COUN 6213 | Counseling Practicum |  | 3 | COUN 6233 | Counseling Internship – Secondary School |  | 3 |
|  |  |  | 12 |  |  |  | 12 |
|  |  |  | 36 |  |  |  |  |
|  |  |  |  |  | Total Credits |  | 48 |