Counseling Program Syllabi

Table of Contents

- COUN 6900
- COUN 6902
- COUN 6903
- COUN 6920
- COUN 6930
- COUN 6940
- COUN 6961
- COUN 6962
- COUN 6964
- COUN 6968
- COUN 6972
- COUN 6973
- COUN 6973L
- COUN 6976
- COUN 6980
- COUN 6991
- COUN 6995
- COUN 7001
- COUN 7002
- COUN 7003
- COUN 7004
- COUN 7005
- COUN 7007
- COUN 7009
- COUN 7010
- COUN 7018
- COUN 7019
- COUN 7020
- COUN 7021
- COUN 7023
- COUN 7026
- COUN 7031
- COUN 7040
- COUN 7044
- COUN 7046
Class Meetings:
Instructor:
Contact Info:
Office Hours:

**Required Textbook:**

New Harbinger Publications.

**Required Reading:**


**Optional/Recommended Textbook:**

**Suggested Readings:**


**Catalog Description:** Methods and practices of professional counseling relative to relationship, goals, process, and documentation. Relevant ethical guidelines are stressed. Includes experiential skill training. For counseling majors or by permission of Department of Counseling, School Psychology, & Educational Leadership.

**Critical Task Description and Essential Tasks:**

*Critical Tasks* are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate’s ability to move through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. Critical Tasks and Essential Tasks are to be submitted through TaskStream

**Taskstream ALL Counseling Students:** All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling Graduate Program is required to administer performance assessments of counseling candidates in each course. This is essential documentation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Taskstream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

**In this course.** Skills Video #2 script/reflection has been identified as the “Critical Task” in COUN 6900. The completed assignment must be submitted through Task Stream by Counseling students.
## Assignment: Skills Video 2

<table>
<thead>
<tr>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF1 Ability to use nonverbal attending skills</td>
<td>Description of identifiable performance characteristics reflecting an unacceptable level of performance.</td>
<td>Description of identifiable performance characteristics reflecting minimum acceptable performance.</td>
<td>Description of identifiable performance characteristics reflecting mastery level of performance.</td>
<td>Description of identifiable performance characteristics reflecting the highest level of performance.</td>
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<tr>
<td>CF2 Ability to use verbal attending skills: empathy, probing, summarizing</td>
<td>Description of identifiable performance characteristics reflecting an unacceptable level of performance.</td>
<td>Description of identifiable performance characteristics reflecting minimum acceptable performance.</td>
<td>Description of identifiable performance characteristics reflecting mastery level of performance.</td>
<td>Description of identifiable performance characteristics reflecting the highest level of performance.</td>
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<tr>
<td>CF3 Ability to challenge clients and self</td>
<td>Description of identifiable performance characteristics reflecting an unacceptable level of performance.</td>
<td>Description of identifiable performance characteristics reflecting minimum acceptable performance.</td>
<td>Description of identifiable performance characteristics reflecting mastery level of performance.</td>
<td>Description of identifiable performance characteristics reflecting the highest level of performance.</td>
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</tr>
<tr>
<td>CF4 Ability to assess and help client work toward appropriate goals</td>
<td>Description of identifiable performance characteristics reflecting an unacceptable level of performance.</td>
<td>Description of identifiable performance characteristics reflecting minimum acceptable performance.</td>
<td>Description of identifiable performance characteristics reflecting mastery level of performance.</td>
<td>Description of identifiable performance characteristics reflecting the highest level of performance.</td>
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***Content of course is subject to change at the instructor’s discretion based on the unique characteristics of the class and situations surrounding it.***

**Field Experience:** 2 Hours

**Course Fees:** None

**Counseling Methods and Practice Knowledge Base:** The focus of this course is to develop beginning content knowledge and skills as they relate to counseling practice. The course content assists the students in becoming aware of their own biases and potentials for becoming an effective counselor. Each student must identify and reflect on her/his own strengths, limitations and obstacles in the counseling process. The independent assignments role-play exercises, and class discussions all contribute to the development of a beginning counselor.

**Core CACREP Standards**

**Professional Identity**

**Counseling and Helping Relationships**

- Theories and models of counseling (CACREP 2016 Professional Counseling Identity, 5.a)
• A systems approach to conceptualizing clients (CACREP 2016 Professional Counseling Identity, 5.b)
• Theories, models, and strategies for understanding and practicing consultation (CACREP 2016 Professional Counseling Identity, 5.c)
• Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP 2016 Professional Counseling Identity, 5.d)
• The impact of technology on the counseling process (CACREP 2016 Professional Counseling Identity, 5.e)
• Counselor characteristics and behaviors that influence the counseling process (CACREP 2016 Professional Counseling Identity, 5.f)
• Essential interviewing, counseling, and case conceptualization skills (CACREP 2016 Professional Counseling Identity, 5.g)
• Developmentally relevant counseling treatment or intervention plans (CACREP 2016 Professional Counseling Identity, 5.h)
• Development of measurable outcomes for clients (CACREP 2016 Professional Counseling Identity, 5.i)
• Evidence-based counseling strategies and techniques for prevention and intervention (CACREP 2016 Professional Counseling Identity, 5.j)
• Strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2016 Professional Counseling Identity, 5.k)
• Suicide prevention models and strategies (CACREP 2016 Professional Counseling Identity, 5.l)
• Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP 2016 Professional Counseling Identity, 5.m)
• Processes for aiding students in developing a personal model of counseling (CACREP 2016 Professional Counseling Identity, 5.n)

Instructional Methodologies: This course will be held in a lecture and seminar format with students and the instructor actively dialoguing about counseling methods and practice. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. A variety of approaches will be used including lectures, role plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. The course instructor will play an active role in providing students with feedback related to their counseling skills, and students are also expected to be active, interactive, and provide regular feedback to their peers about their basic counseling skills. Along with active participation in class discussions and activities, students will be expected to participate as demonstrated through regular attendance, completion of assignments by specified due dates, and participation in class discussions and activities.

Course Objectives:
• To discuss aspects of the helping relationship
• To learn and apply the Egan Model of helping
• To discuss and practice the concept of empathy in a helping relationship
• To learn to work effectively with clients
• To learn effective communication skills

ASSIGNMENTS:

Examinations
There will be a midterm (50 points) and final exam (50 points). They will be based on the readings, lectures, and activities completed to that date. It is expected that students at the graduate level are reading independently and keeping up with required reading assignments.

Class Attendance/Participation (10 points)
All students are expected to attend class regularly and to participate fully in exercises, activities, and assignments. To help ensure that you read and are prepared for class, individual participation and group discussion is expected to show the instructor attentiveness and understanding of class material. Class attendance and participation will help prepare you for your exams and skills video assignments.

Any absences should be discussed in advance with the instructor. You are permitted to miss one class with an official excuse with no penalties, after that you will receive one letter grade deduction off your total grade for every unexcused absence. Two (2) late arrivals will be equivalent to one (1) absence.

Skills Videos
In this course, you will periodically role-play exercises both as the helper (counselor) and the helpee (client). As a demonstration of the skills covered in this course, you will be required to submit at least TWO (2) videos of yourself as a counselor in a session with a real client.

Skills videos must be video format; audio formats will not be accepted.

Along with each video, you will submit documentation that will include:
• A transcript of your responses, including your introduction and closing of the session. Transcripts must be exact to what you say otherwise they will not be accepted. Failure to turn in a transcript results in 50% off your grade.
• A 2-4 page self-reflection paper (double spaced 12-point Times New Roman font. No title page, reference page ONLY if using citations.) of your performance as a counselor. This must cover in detail what you view as your strengths and weaknesses in the session and your overall experience. In addition, you must identify the following in your paper and note them in your transcript. At the end of your paper – provide a count of the following responses.
  • # of Empathic statements (identify each in your transcript with a bold “E”)
  • # of Reflective statements (identify each in your transcript with a bold “R”)
  • # of Immediacy statements (identify each in your transcript with a bold “I”)
  • # of Challenge statements (identify each in your transcript with a bold “C”)
  • # of Open-Ended Questions vs. # of Closed-Ended Questions (identify each question in your transcript with the word in bold “Open” or “Closed”)
The session should be based on current interactions between helper and helpee. Further details about this assignment will be given throughout the semester. All sessions must adhere to the *ACA Code of Ethics* (2014).

**Skills Video 1 (20%)**

Skills video 1 will be a demonstration of basic skills such as attending, listening, and responding. This video must be approx. 20 minutes. If the video is significantly under or over time (+ or – 5 minutes), you will lose points. Skills Video 1 will be evaluated on types of responses made, understanding and accuracy of responses, professionalism, facilitation of session (introduction and closing), attending, listening, and genuineness and empathy. The video must be transcribed (all 30 minutes) and the transcription must be typed and turned in with the video.

**Skills Video 2 (20%)**

Skills video 2 will be a demonstration of facilitation through the stages of Egan’s Model of Helping. This video must be approx. 20 minutes. If the video is significantly under or over time (+ or – 5 minutes), you will lose points. Skills Video 2 will be evaluated on facilitation through the model, types of responses made, understanding and accuracy of responses, professionalism, facilitation of session (introduction and closing), attending, listening, and genuineness. The video must be transcribed and the transcription must be turned in with the video.

**Clinic hours available to see clients:** Call the Community Counseling Clinic (ext: 3056) to reserve a room.

**Background Check:** The course instructor must have a background check (BCI/FBI) before you meet with your volunteer client.

**Self-Exploration Project:**

I. **Activity:** exposure to new people and experiences

Part I.A. - 10 hours of activities outside of class:

Students will be required to participate in **10 hours** of self-exploration activities outside of class as an opportunity for personal and professional growth. Throughout this semester you are to track your self-growth.

**Students must receive approval from instructor for all activities prior to participation.**

**Ideas for self-exploration:**

*Individual Counseling:* Students may choose to participate in individual counseling. Students should consult with the instructor regarding any type of counseling experience.

*Group Work:* Students may participate in any type of group counseling sessions or support groups available (e.g. Alcoholics Anonymous, Al-Anon).
**Other Experiences:** Students may receive credit for part of their self-exploration through participation in certain activities such as seminars, conferences, workshops, and programs aimed at self-discovery. You must submit proof that you attended conferences, workshops, seminars through a signed pamphlet or brochure, etc with your self-exploration documentation.

- Spend time at a homeless shelter or food pantry, Visit a drug/alcohol facility, Visit a hospice, Visit Planned Parenthood, Volunteer at an inner city school, Read a self-help book, Attend a workshop

**Volunteer Work:** Students may receive credit of their self-exploration through participation in volunteer work. Students must be able to provide documentation of volunteer hours from a supervisor, etc. Volunteer work must pertain to an area of helping professions. You must see instructor to get approval before you start this experience.

**Continuing Education:** If you choose CE opportunity it must relate to a new area of personal growth (not professional growth). (Example) – Reading a self-help book.

**Self-Exploration Plan (paper)**

You will write 4 to 6 pages expressing your current self. You may use several inventories you have completed in previous courses to assist you in writing to give a full overview of self. If you choose to incorporate the inventories, the completed inventories must be included with the prospectus. After completing the inventories and questions you are to synthesize the material in the form of an essay. In writing this paper you must include: a.) your present self – specifically the part you would like to change, b.) the desired self you would like to become and how you would like to live differently, and c.) a detailed description of activities equaling no less than 10 hours that explain how you are going to start working on your desired self.

In addition to the self-selected 10 hours - Identify at least one chapter of Thoughts & Feelings (McKay, Davis, & Fanning, 2007) that corresponds to an area for self-improvement. Select the chapter indicated by the number 1, indicating that chapter should be completed first.

**Self-Exploration Results (paper)**

Throughout this semester you are to track your self-growth through the 10 hours of personal development activities. Students will be required to submit a 4 to 6 page (typewritten, APA style, double-spaced) reaction paper of all activities experienced and how they have helped you work closer to becoming the person you want to become. Discuss any successes, challenges, and insight you gained working towards your goal. The papers should not be simply a recount of each experience (e.g., counseling sessions, books, etc.) but should be a reflection of what was learned or discovered in the experience. Each activity should be clearly labeled. Also, include the number of hours spent in each activity.

Read and complete at least one chapter of Thoughts & Feelings (McKay, Davis, & Fanning, 2007) that corresponds to an area for self-improvement (pg. 16-17) that was identified.

**Instructor Notes:**

- All students must abide by the ACA Codes of Ethics (2014).
• Confidentiality: Under NO circumstances can students discuss personal material disclosed in role plays or videos outside of the classroom. What is said in class, stays in class.
• When in doubt, consult with the instructor.

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<thead>
<tr>
<th>Evaluation</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Exam #1</td>
<td>A = 100 - 90</td>
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<tr>
<td>Skills Tape 1</td>
<td>B = 89 - 80</td>
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<tr>
<td>Skills Tape 2</td>
<td>C = 79 - 70 (Failing Grade)</td>
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<tr>
<td>Self-Exploration Plan</td>
<td>D = 69 - 60</td>
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<td>Participation</td>
<td>F = 59 - 0</td>
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<tr>
<td>Self-Exploration Results</td>
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<tr>
<td>Exam #2</td>
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**Late Work**: Late work will not be accepted without prior approval by the instructor. Late work, if accepted, will result in an automatic 25% deduction except for extraordinary circumstances as determined by the instructor.
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<thead>
<tr>
<th>Class</th>
<th>Day</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>• Review syllabus and expectations for the course</td>
<td>Syllabus</td>
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<td>• Tour of the Community Counseling Center</td>
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<td><strong>NO CLASS—MARTIN LUTHER KING DAY</strong></td>
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<td>2</td>
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<td>• Ingredients of successful helping</td>
<td>Ch 1-3 (Egan)</td>
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<td>• Role of a Helper</td>
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<td>• Helping Relationship &amp; Values</td>
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<td>• Systems approach conceptualizing clients</td>
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<td><strong>DUE: Name/Phone/Email of Volunteer</strong></td>
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<td><strong>DUE: Copy of BCI/FBI Background Check</strong></td>
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<td>3</td>
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<td>• The Current Picture</td>
<td>Ch 4-7 (Egan)</td>
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<td>• Non-Verbal Communication and Working with Reluctance/Resistance</td>
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<td>• Empathic Presence</td>
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<td>• Empathic Responding</td>
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<td></td>
<td>• The Art of Probing and Summarizing Role</td>
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<td><strong>Play of Counseling Sessions</strong></td>
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<td><strong>DUE: Self-Exploration Prospectus</strong></td>
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<td>4</td>
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<td>• Client Self-Challenge</td>
<td>Ch 8-10 (Egan)</td>
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<td>• Helper Self-Challenge</td>
<td>Ch 2-4 (McKay)</td>
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<td>• Tx Plan, Automatic Thoughts, Limited Thoughts, &amp; Hot Thoughts</td>
<td>Ch 5 (Morgen)</td>
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<td>• Motivational Interviewing Techniques (MI)</td>
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<td>• Stage I: Helping Clients Tell Their Stories</td>
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<td>• Task I-A: Tell Their Stories</td>
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<td>• Task I-B: Challenge Self to Participate</td>
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<td>• Task I-C: Work on Issues That Make a Difference</td>
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<td>5</td>
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<td><strong>Stage II: Helping Clients Make Plans to Accomplish Their Goals</strong></td>
<td>Ch 11-14 (Egan)</td>
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<td>• Task II-A: Discover Possibilities</td>
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<td>• Task II-B: Move from Possibilities to Choices</td>
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<td>• Task II-C: Commit Self to a Better Future</td>
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<td><strong>Stage III: Helping Clients Make Plans to Accomplish Their Goals</strong></td>
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<td>• Task III-A: Develop Strategies</td>
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<td>• Task III-B: Develop Best-Fit Strategies</td>
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<td>• Task III-C: Formulate Plans</td>
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<td><strong>Community Resources</strong></td>
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<td><strong>Evidenced Based Counseling Strategies &amp; Techniques, Treatment Plans, &amp; Outcomes</strong></td>
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</table>
| 6 | • Ethical and culturally relevant strategies for counseling  
   • Impact/use of Technology in Counseling  
   Activity - Role Play of Counseling Sessions |
<table>
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<tbody>
<tr>
<td>7</td>
<td><strong>Midterm Exam</strong></td>
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<tr>
<td>8</td>
<td>• Record Skills Tape #1 in CCC (during class time)</td>
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<td>--------------------------------------------------</td>
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</table>
| 9  | **DUE: SKILLS TAPE #1**
• Review recorded sessions |
| 10 | • Review recorded sessions
• Initial Meeting with Supervision Students to review Supervision contract |
| 11 | • Record Skills Tape #2 in CCC (during class time)
• Fishbowl Activity with Supervision Students |
| 12 | **DUE: SKILLS TAPE #2**
• Fishbowl Activity with Supervision Students |
| 13 | • Review recorded sessions with Supervision Students
• Finish Fishbowl Activity (if needed) |
| 14 | • Problem Solving & Implementation
• Suicide and Suicide Assessment
• Crisis Counseling
• Consultation
**DUE: Self Exploration Paper (Results)**
Vecchi articles |
| 15 | **Final Exam**

***Content of course is subject to change based on the unique characteristics of the class and situations surrounding it.***

**Course Polices:**

**Academic Conduct:**

A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalty ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

**Academic Integrity/Honesty:**

As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity Policy can be found in Article III of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.
Student Accessibility:

In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the Accessibility Services, located in Kilcawley Center Room 2082. You can reach Accessibility Services at 330-941-1372.

Attendance: Students are expected to attend classes, complete all assignments and participate in class discussions and activities. If you cannot attend class, please contact the professor via email at rlfawcett@ysu.edu. Advanced notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. Unexcused absences in excess of one class will result in a drop of one letter grade. Absences can be excused by providing a doctor’s note. You are responsible for all information if you do miss a class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

Background Check: All students must submit background check (BCI) before they meet with their volunteer. If applicable, a student must submit an (FBI) background check.

Class Punctuality: Students are expected to attend classes on time. Students who are late at the beginning of class or returning from breaks in excess of two times will result in a drop of one letter grade of participation points followed by an additional letter grade for each time after.

Course Evaluation: You will have the opportunity to evaluate the course and the instructor.

Counseling Services: If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)

Candidate Disposition Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they
have a concern, other than one that can be effectively addressed through routine means of supervision.

Dispositions:
The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. **Collaborative:** Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. **Inclusive:** Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. **Professional:** Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

Incomplete Grade Policy:
An incomplete grade of “I” may be given to a student who has been doing satisfactory work in a course, but, for reasons beyond the control of the student and deemed justifiable by the instructor, has not completed all requirements for a course when grades were submitted. A letter grade MAY NOT be changed to an “I” (Incomplete) after the term has ended and grades have been recorded. For **Fall Term** courses, the final date to complete an “I” will be March 1 of the following term; for **Spring Term** courses, September 1; for **Summer Term** courses, October 1. These dates can only be extended with the approval of the instructor and the Dean of the College where the course is taught. Forms for extension of the deadline may be obtained after obtaining the proper signatures, this form must be submitted to the University Records office 24 hours before the original deadline (i.e. for Fall Term courses, March 1 of the following term).

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

NAF Guidelines.
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website

Participation: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions,
and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities

**Problematic Behaviors:**
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use During Class:**
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

**Writing and Group Presentation Policy:** Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and
appropriate professional references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

Statement of Non-Discrimination from the University:

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit the Equal Opportunity and Policy Development & Title IX website for contact information for persons designated to handle questions about this policy.

YSU E-Mail (Common University E-Mail):

Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.

References


**Development, 94(1), 62-71.**


**Classic Counseling / Self Help Books (Examples)**

Isabel Briggs Myers *Gifts Differing: Understanding Personality Type* (1980)
Mihaly Csikszentmihalyi *Creativity* (1997)
Daniel Goleman *Emotional Intelligence at Work* (1998)
Thomas A Harris *I'm OK - You're OK* (1967)
Carl Jung *The Archetypes and the Collective Unconscious* (1953)
Fritz Perls *Gestalt Therapy: Excitement and Growth in the Human Personality* (1951)
Jean Piaget *The Language and Thought of the Child* (1966)
Carl Rogers *On Becoming a Person* (1961)
Oliver Sacks *The Man Who Mistook His Wife for a Hat* (1970)
Martin Seligman *Authentic Happiness* (2002)
Richard Carlson *Don't Sweat The Small Stuff* (1997)
Dale Carnegie *How to Win Friends and Influence People* (1936)
Stephen Covey *The 7 Habits of Highly Effective People* (1989)
Viktor Frankl *Man's Search For Meaning* (1959)
Abraham Maslow *Motivation and Personality* (1954)
Norman Vincent Peale *The Power of Positive Thinking* (1952)
M Scott Peck *The Road Less Traveled* (1990)
Anthony Robbins *Awaken The Giant Within* (1991)
Martin Seligman *Learned Optimism* (1991)
Background Check Information Form

YSU graduate students should obtain their FBI (national) and BCII (state) background check as follows:

A. Clinical Mental Health/Addiction Counseling/College Counseling Majors
   MUST have background checks performed at:

   Mahoning County Sheriff’s Office
   110 Fifth Avenue
   Youngstown, OH 44503
   (330) 480-5030

   Must bring driver's license (or a state issued identification card if no driver's license) and social security card (if that cannot be located, bring an official document with full SSN on it).

B. Other students may choose…

1. Youngstown State University Police Department
   Clingan-Waddell Hall (Located on the corner of Fifth Avenue & Wood St.) Youngstown, OH 44555-0001 (330) 941-3527

Results sent to: YSU Department of Psychological Sciences & Counseling (Attention: Niki Cole).

When background checks are received in the department office, the information will be logged into our database and filed in your confidential clinical file. A COPY will be provided to you via email. Please retain this important information for future reference.

- Background checks are valid for one year (12 months).
- If you already have a valid background check, please provide both the BCII and FBI printed clearance to the Dept. of Psychological Sciences & Counseling
  ATTN: Niki Cole, Dept. Admin. Assistant
- If your background check has expired, please refer to directions above, locating the correct site for your major.

Please allow two weeks for processing after you have been fingerprinted.
1. **What’s in it for me?**
   By actively participating in training counseling sessions, you have an opportunity to discuss a problem area in your life. You also have the opportunity to enhance or clarify various issues. Through your participation, you will learn about the counseling process. Your participation will also contribute to the training of competent counselors.

2. **Who can participate?**
   Students who are 18 years or older, and would like to have a conversation with a counseling student. This activity is not for students who are in significant crisis, they should seek help from a licensed counselor at a mental health center.

3. **What do I have to do?**
   Have a presenting issue that you want to discuss. This can be a very general issue such as: being more assertive, dealing with relationship issues, feeling depressed etc… Secondly, it is important that you are on time for your sessions. If you need to cancel or reschedule please make sure to call your counselor trainee.

4. **What are my responsibilities?**
   Commit to participate in two 50-minute counseling sessions. To arrive at the time you discussed with your counseling student.

5. **I’ve heard I will be video recorded. Why?**
   By video recording the sessions, the counseling student can receive quality supervision and feedback. The session will be confidential (this will be explained further in your first counseling session if you choose to volunteer), and written permission will be obtained. The videos will be used for supervision/training purposes only. A 15 minute portion of your session may be viewed by other students for training and educational purposes. Following use for supervision/training, your video will be erased.

If you are interested in participating please fill out the information on the next page. Thank you for your help.

Volunteer Name________________________________

Phone Number(s) ________________________________
Email____________________________________

Times most convenient to be called ______________________________________

Please mark and “X” during the times you are available below and we will try to schedule your appointment during one of those times if possible.

<table>
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<tr>
<th>Times Available</th>
<th>Monday</th>
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<th>Wednesday</th>
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<tr>
<td>10-10:50</td>
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I would like to talk about ________________________________________________

_________________________________________________________________

Is it okay for the counseling student to leave a message for you?

__________________

By signing blow, verify that I am 18 years or older and consent to voluntarily participating in a counseling session for training purpose, and consent to having some of the recorded video viewed for training and educational purposes by instructor and students. I have read and understand the above statements and agree to participate in at least two sessions with a counseling student at Youngstown State University.

___________________________
Volunteer Signature                  Date

Consent Form:
Voluntary Participation in Practice Sessions for the YSU Counseling Methods Course
Purpose: The purpose of meeting with a YSU counseling methods student is to provide the said student with the opportunity to practice basic counseling skills with a volunteer. You (i.e., the volunteer) offered your contact information to either an acquaintance/friend, instructor of the Counseling Methods Course, or instructor of the Introduction to Mental Health and Wellness course to volunteer your participation in two, 50-minute meetings with a Counseling Methods Student.

Counseling Methods Student: The Counseling Methods student conducting your meetings is enrolled in the master’s degree Counseling Program at YSU and does NOT have a counseling degree or license. He or she will be practicing basic counseling skills, but will not be providing formal counseling. If you are interested in receiving formal counseling, please contact the YSU Community Counseling Clinic at 330-941-3056 to schedule an appointment.

Recording: The meetings will be digitally recorded via video recording. The recording will be viewed by the Counseling Methods Students/Instructor and Supervision Students/Instructor. All of those who view the video are encouraged to respect confidentiality. In recording the sessions, the Counseling Methods student can receive quality supervision and feedback. The recordings will be used for supervision/training purposes only and will be kept by the Counseling Student or Course Instructor until the conclusion of the course. Following use for supervision/training, your recording will be erased.

Volunteer’s Responsibility: By actively participating in the two meetings, you have an opportunity to address problem areas in your life and can work toward resolution. You also have the opportunity to enhance or clarify various issues. Through your participation, you will learn about the counseling process. Your participation will also contribute to the training of competent counselors. You are asked to have a presenting issue that you want to work on. This can be a very general issue such as: being more assertive, dealing with relationship issues, struggling in school, etc. Please be mindful that you only need to share what information you feel comfortable sharing; you are under no pressure to disclose meaningful, personal information. You may also leave a meeting at any point. Please note again that the Counseling Methods student does NOT have a counseling degree and is not licensed and therefore the meetings should not be considered ‘real life’ counseling sessions. The Counseling Methods students do not have the experience or credentials to provide diagnostic assessments, crisis intervention, counseling, or make recommendations. It is important that you are on time for your meetings. If you need to cancel or reschedule please make sure to let the Counseling Methods student know in advance.

General Limits of Confidentiality. The Counseling Methods students and instructor will respect confidentiality. However, as mentioned, this is a voluntary meeting and is not a ‘real life’ counseling session. Therefore, the Counseling Methods students will review the limits of confidentiality for training purposes only and are not legally bound to the same reporting duties as a licensed counselor. If you are in need of emergency or crisis intervention please contact 911 or go to the nearest emergency room, as the Counseling Methods students do not have the experience or training needed to handle emergencies and crises. The Counseling Method Student will review the following exceptions to confidentiality for training purposes only: except during educational training and the following circumstances, clinical information will not be shared with a third party without the client’s written consent: (a) if the client is at imminent risk of physically harming his or herself, another identified person, or an identified structure, (b) if child/older adult/ an individual with a disability where abuse or neglect is reported or suspected, or (c) if the release of clinical records is court-ordered.

Please read the above statements and sign only after all questions or concerns have been answered:

___________________________  __________________
Volunteer Signature                  Date

___________________________  __________________
Witness                  Date

COUN 6900 Counseling Methods
Evaluation Session #_

COUNSELING SKILLS SCALE-R (CSS-R) ©Karen Eriksen
Candidate Name: ____________________________  Semester ____________

1  Major adjustment needed: not at all helpful or well-timed, harmful
2  Continue practice: not helpful or well-timed, or no skill existent when it should
3  Developing skills: somewhat helpful, too many missed opportunities
4  Well developed: helpful and well-timed when performed, but not consistently smooth
5  Highly developed: helpful, well-timed, and consistently well-performed

NN  Not performed, but not necessary; (an)other skill(s) within this “grouping” used to effectively meet this grouping’s goals

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<thead>
<tr>
<th>THERAPEUTIC RELATIONSHIP</th>
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<tbody>
<tr>
<td>1. Body Language and Appearance – Maintains open, relaxed, confident posture with appropriate eye contact. Forward lean, comfortable position shows interest. Uses head nods and body gestures to encourage client talk. Maintains professional dress.</td>
<td>1 2 3 4 5 NN</td>
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<tr>
<td>2. Minimal Encouragers – Repeats key words and phrases. Uses prompts (uh huh, okay, right, yes) to let client know s/he is heard. Uses silence helpfully.</td>
<td>1 2 3 4 5 NN</td>
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<tr>
<td>3. Vocal Tone – Uses vocal tone that matches the sense and goals of the sessions. Vocal tone communicates caring and connection with the client.</td>
<td>1 2 3 4 5 NN</td>
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<tr>
<td>4. Evoking and Punctuating Client Strengths – Session grounded in appreciation of and belief in client and in client strengths and accomplishments.</td>
<td>1 2 3 4 5 NN</td>
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<th>ENCOURAGES EXPLORATION</th>
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<tr>
<td>5. Questioning – Asks open-ended questions that encourage the client to continue talking and to provide information. Uses judiciously when needed and when theoretically consistent. Does not overuse questions.</td>
<td>1 2 3 4 5 NN</td>
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<tr>
<td>6. Requesting Concrete and Specific Examples -- Asks for concrete and specific instances when clients provide vague generalities. (&quot;Could you give me an example of [or specifics about] how he might show you love?&quot;)</td>
<td>1 2 3 4 5 NN</td>
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<tr>
<td>7. Paraphrasing (reflection of content) -- Engages in brief, accurate, and clear rephrasing of what the client has expressed.</td>
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<td>8. Summarizing -- Makes statements at key (a few) moments in the session that capture the overall sense of what the client has been expressing.</td>
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<th>ENCOURAGES INSIGHT</th>
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<td>9. Reflecting Feeling -- States succinctly the feeling and the content of the problem faced by the client (&quot;You feel _______ when _______.&quot;)</td>
<td>1 2 3 4 5 NN</td>
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<td>10. Using Immediacy -- Reflects here-and-now session experiences of the client or the counselor -- how session is going, how relationship is going, non verbs that client is not expressing verbally. (&quot;As we talk about _____ problem, I sense you are feeling ______ about me. In turn, I'm feeling ______ about how you are viewing the problem right now.&quot;)</td>
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<td>11. Observing Themes and Patterns -- Identifies more overarching patterns of client acting, thinking, or behaving that may be related to the problem (&quot;In _____ situations, you regularly do [or think ______ or feel _____] which seems to lead to ____________ which causes you problems.&quot;)</td>
<td>1 2 3 4 5 NN</td>
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<td>12. Challenging/Pointing out Discrepancies -- Expresses observations of discrepancies between plans &amp; behaviors, between desires &amp; actions, etc. (&quot;You expect yourself to do_____ when facing the problem of _____, but you do ______ instead. What do you make of this?&quot;)</td>
<td>1 2 3 4 5 NN</td>
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13. **Reflecting Meaning and Values** – Reflects the unexpressed meaning or belief/value system that is behind the words the client is saying. (“You feel strongly about your choice to _____ because it reflects values you were raised with.”)  

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### ENCOURAGES ACTION/CHANGE

14. **Determining Goals and Desired Outcomes** – Collaboratively determines outcomes toward which the counseling process will aim. Helps client set goals. Miracle question or alternative.  

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15. **Using Strategies for Creating Change** – Uses theoretically-consistent and intentional intervention strategies to help client move forward toward treatment goals (such as setting up reinforcement systems, using guided imagery, directives, self-disclosure, interpretation, information, instruction, search for exceptions or past successes).  

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16. **Considering Alternatives and their Consequences** – Helps the client review and evaluate possible solutions. (“One option would be ________, and that would mean ________. Another option would be….”)  

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17. **Planning Action and Anticipating Possible Obstacles** – Reaches agreement about actions to take between sessions, who is responsible for them, and when they will be done. Helps client to identify obstacles might interfere and decide how to handle them. (“So, you will do __________ by ________ date. What could prevent you from accomplishing your plan?”)  

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### SESSION MANAGEMENT

18. **Consistently engages in caring manner with client,** particularly by demonstrating such core conditions as genuineness and authenticity, warmth and acceptance, respect and positive regard, and empathy.  

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19. **Opens / Closes session smoothly.** Warmly greets client. Begins work on counseling issues in a timely way. Structures session, directing client naturally through opening, exploration, deeper understanding, creating change, and closing; focuses client on essence of issues at a level deep enough to promote positive movement. Smoothly and warmly ends the session, in a timely way, planning for future sessions or for termination.  

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20. **Culturally Appropriate Strategies** – Demonstrates recognition and respect for client culture. Asked questions to clarify and was genuinely curious in understanding the unique culture and how the client’s perspective informs counseling. Utilized language and strategies consistent with the clients’ cultural perspective.  

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**Comments:**  

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\frac{___}{100} = ___ \% \text{ (up to 100\%)}
\]
YOUNGSTOWN STATE UNIVERSITY
Department of Psychological Sciences and Counseling
Theory and Foundation of Addiction Counseling
COUN 6902 / 3 S.H.
TERM

Class Meetings:
Instructor:
Contact Info:
Office Hours:

Required Texts:


Recommended Reading:

Catalog Description:
This course provides a comprehensive overview of chemical dependency and process addictions. There will be an emphasis on all aspects of addiction, including etiology, classification, physiological effects of substances, theory, assessment, interventions, and recovery models.

Critical Task Description and Essential Tasks:
In this course, *Substance Use and Film Paper* has been identified as the “Task” in COUN 6902. The completed assignment must be submitted through Taskstream by all Counseling students.

*Critical Tasks are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate’s ability to move through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. Critical Tasks and Essential Tasks are to be submitted through TaskStream*

Taskstream:
All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of school counseling candidates in each course. This is essential for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Taskstream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments.
Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

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<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
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</table>
| **Section 5 A. 1. b.** | Understands the theories and models of addiction related to substance use as well as behavioral and process addictions. | Candidate displays minimal, stereotypical, or irrelevant knowledge of the theories and models of addiction related to substance use as well as behavioral and process addictions | Candidate displays general knowledge of the theories and models of addiction related to substance use as well as behavioral and process addictions | Candidate displays specific understanding of theories and models of addiction related to substance use as well as behavioral and process addictions | Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of theories and models of addiction related to substance use as well as behavioral and process addictions | |}

| **Section 5 A. 1. c.** | Knows the principles and philosophies of addiction-related self-help. | Candidate displays minimal, stereotypical, or irrelevant knowledge of the principles and philosophies of addiction-related self-help | Candidate displays general knowledge of the principles and philosophies of addiction-related self-help | Candidate displays specific understanding of principles and philosophies of addiction-related self-help | Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of principles and philosophies of addiction-related self-help | |}

| **Section 5 A. 1. d.** | Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. | Candidate displays minimal, stereotypical, or irrelevant knowledge of the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. | Candidate displays general knowledge of the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. | Candidate displays specific understanding of the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. | Candidate exceeds all expectations for critically analyzing the behavioral, principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. | |}

| **Section 5 A. 1. e.** | Understands the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others. | Candidate displays little or irrelevant knowledge of the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others. | Candidate displays general knowledge of the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others. | Candidate displays specific understanding of the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others. | Candidate exceeds all expectations for recognizing the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others. | |}

| **Section 5 A. 1. f.** | Knows the psychological tests and assessments specific to addiction counseling. | Candidate presents minimal or irrelevant knowledge of psychological tests and assessments specific to addiction counseling. | Candidate presents general information regarding psychological tests and assessments specific to addiction counseling. | Candidate presents and analyzes a comprehensive amount of information regarding psychological tests and assessments specific to addiction counseling. | Candidate exceeds all expectations for critically analyzing the information regarding psychological tests and assessments specific to addiction counseling. | |}

| **Section 5 A. 2. b.** | Recognizes the potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders. | Candidate presents minimal, irrelevant or biased knowledge of the potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders. | Candidate presents general information regarding the potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders. | Candidate presents and analyzes a comprehensive amount of information regarding the potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders. | Candidate exceeds all expectations for critically analyzing the information regarding the potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders. | |}

<p>| <strong>Section 5 A. 2. c.</strong> | Knows the factors that increase the likelihood for a person, community, or group to be at risk | Candidate presents minimal, irrelevant or biased knowledge of the factors that increase the likelihood | Candidate presents general information regarding the factors that increase the likelihood for a person, community, or group to be at risk | Candidate presents and analyzes a comprehensive amount of information regarding the factors that increase the likelihood for a person, community, or group to be at risk | Candidate exceeds all expectations for critically analyzing the information regarding the factors that increase the likelihood for a person, community, or group to be at risk. | |</p>
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<th>A. 2. d.</th>
<th>Knows the regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling.</th>
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<td>Candidate presents minimal, irrelevant or biased knowledge of the regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling.</td>
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<tr>
<td>Candidate presents and analyzes a comprehensive amount of information about the regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling.</td>
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<tr>
<td>Candidate exceeds all expectations for critically analyzing the regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling.</td>
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<th>A. 2. f.</th>
<th>Understands the role of wellness and spirituality in the addiction recovery process.</th>
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<tr>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the role of wellness and spirituality in the addiction recovery process.</td>
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</tr>
<tr>
<td>Candidate displays general knowledge of the role of wellness and spirituality in the addiction recovery process.</td>
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<tr>
<td>Candidate displays specific understanding of the role of wellness and spirituality in the addiction recovery process.</td>
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</tr>
<tr>
<td>Candidate exceeds all expectations for critically analyzing information regarding the role of wellness and spirituality in the addiction recovery process.</td>
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<table>
<thead>
<tr>
<th>A. 2. g.</th>
<th>Aware of culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.</th>
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<tbody>
<tr>
<td>Candidate presents minimal, irrelevant or biased knowledge of culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.</td>
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<tr>
<td>Candidate presents general information regarding culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.</td>
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<tr>
<td>Candidate presents and analyzes a comprehensive amount of information about culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.</td>
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<tr>
<td>Candidate exceeds all expectations for critically analyzing culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process.</td>
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<thead>
<tr>
<th>A. 2. h.</th>
<th>Knows the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.</th>
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<tbody>
<tr>
<td>Candidate presents minimal, irrelevant or biased knowledge of classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.</td>
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<tr>
<td>Candidate presents general information regarding the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.</td>
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<tr>
<td>Candidate presents and analyzes a comprehensive amount of information about classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.</td>
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</tr>
<tr>
<td>Candidate exceeds all expectations for critically analyzing classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.</td>
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<thead>
<tr>
<th>A. 2. j.</th>
<th>Recognizes the cultural factors relevant to addiction and addictive behavior.</th>
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<tbody>
<tr>
<td>Candidate presents minimal, irrelevant or biased knowledge of cultural factors relevant to addiction and addictive behavior.</td>
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<tr>
<td>Candidate presents general information regarding cultural factors relevant to addiction and addictive behavior.</td>
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</tr>
<tr>
<td>Candidate presents and analyzes a comprehensive amount of information about cultural factors relevant to addiction and addictive behavior.</td>
<td></td>
</tr>
<tr>
<td>Candidate exceeds all expectations for critically analyzing cultural factors relevant to addiction and addictive behavior.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>A. 2. k.</th>
<th>Knows the professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate presents minimal, irrelevant or biased knowledge of professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling.</td>
<td></td>
</tr>
<tr>
<td>Candidate presents general information regarding the professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling.</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Candidate exceeds all expectations for critically analyzing professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling.</td>
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</table>

**Field Experience:** None
Course Fees: None

Theory and Foundation of Addiction Counseling - Knowledge Base Rationale:
The focus of this course is to gain comprehensive understanding and knowledge related to chemical dependency and its effects on the individual and the family. This course will help students prepare to work as addiction counselors or to apply knowledge of addictions in their work in other counseling disciplines. Students will demonstrate the knowledge and skills necessary to work in a wide range of addiction, treatment, and prevention programs, as well as within a mental health context. The goals of this course are to:

(a) Promote an understanding of the nature of use, abuse, and dependency of mood-altering substances, as well as the pharmacological effects and social issues of the various classes of psychoactive substances;
(b) Develop an awareness of the effects of substance abuse and dependency and process addictions on human development, as well as their effects on family and social systems;
(c) Understand how current research-based theories of substance abuse treatment are practiced in a variety of treatment settings;
(d) Acquire knowledge in substance abuse intake interview, assessment, mental status evaluation, diagnosis, treatment planning, and case management;
(e) Gain knowledge of the principles of intervention, prevention, and advocacy;
(f) Understand philosophies and principles of self-help programs; and
(g) Understand the impact of addiction from a multicultural perspective

Course Objectives based upon CACREP 2016 Standards
Section 5: Entry Level Specialty Areas

A. ADDICTION COUNSELING
Students who are preparing to specialize as addiction counselors are expected to possess the knowledge and skills necessary to address a wide range of issues in the context of addiction counseling, treatment, and prevention programs, as well as in a more broad mental health counseling context. Counselor education programs with a specialty area in addiction counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. Foundations
   b. Understands the theories and models of addiction related to substance use as well as behavioral and process addictions (CACREP 2016 Foundation Standard)
   c. Knows the principles and philosophies of addiction-related self-help (CACREP 2016 Foundation Standard)
   d. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 2016 Foundation Standard)
   e. Understands the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others (CACREP 2016 Foundation Standard)
   f. Knows the psychological tests and assessments specific to addiction counseling (CACREP 2016 Foundation Standard)

2. Contextual Dimensions
   b. Recognizes the potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders (CACREP 2016 Foundation Standard)
   c. Knows the factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders (CACREP 2016 Foundation Standard)
   d. Knows the regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling (CACREP 2016 Foundation Standard)
   f. Understands the role of wellness and spirituality in the addiction recovery process (CACREP 2016 Foundation Standard)
g. Aware of culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process (CACREP 2016 Foundation Standard)

h. Knows the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP 2016 Foundation Standard)

j. Recognizes the cultural factors relevant to addiction and addictive behavior (CACREP 2016 Foundation Standard)

k. Knows the professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling (CACREP 2016 Foundation Standard)

Course Requirements

Attendance and Punctuality
Class attendance and punctuality are required. If you must miss a class for reasons of serious illness, emergency, a death in the family, or other substantive reason, you will be required to provide the instructor with documentation of the reason for your absence. If you miss a class session, you will be responsible for obtaining and responding to all information presented during that session. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class. Unless excused, failure to attend all class sessions and/or tardiness will result in a significant reduction in your final grade.

NOTE: Consistent with counseling program policy, one excused class session or one excused tardiness for reasons of serious illness, emergency, death in the family, etc. will not result in a significant reduction in your final grade.

Professional Behavior
Students are expected to demonstrate professional behaviors at all times. Failure to do so will result in a significant reduction in your final grade. The following list of professional behaviors is representative, but is not comprehensive:

• Students are expected to demonstrate respect and professionalism in all verbal and written communications.
• Students are expected to receive evaluative feedback in a manner that demonstrates their roles as reflective practitioners, a desire to learn, and with respect for those providing such feedback.
• Students are expected to complete all reading and writing assignments prior to class and to be prepared to discuss assigned material.
• Students are expected to demonstrate active involvement in class discussions/activities every class session.
• Students will be expected to maintain the focus of small group discussions to the topic assigned. Engaging in idle chatter/off-topic conversations will result in a significant reduction in the final grade.
• Although class discussion is strongly encouraged during discussion periods, idle chatter or other communications that disrupt the learning environment are not acceptable and will not be tolerated.
• Cellular and digital telephones must be switched off during class sessions unless being used for class activities.

Taskstream
All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of school counseling candidates in each course. This is essential for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Taskstream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.
Class Participation and Attendance:
Where possible, activities will be directed toward your particular focus area of clinical mental health, higher education, or school counseling. Activities will also include the use of technology as well as applied practice related to counseling theory.

Participation and Small Group Work
Class will be conducted in a seminar format in which you will be expected to critically and reflectively discuss the course content. While the course will involve some lecture format, the class will contain different types of learning mediums and activities. It is important that you actively participate in class discussions, as much of the learning that occurs is facilitated through these discussions. You will be assigned to work in small groups to complete various tasks throughout the semester, including exploration, application, and skills-based activities. Activities may include role-plays simulating actual counseling sessions, discussion of assigned readings/class lectures, and case samples/demonstrations identifying the various stages/issues clients may be dealing with along with materials/methods of counseling to be utilized in each case. Thus, your classroom participation is very important to your learning as well as the learning of others. Good class participation includes the following behaviors: sharing thoughtful and reflective comments, sharing relevant personal observations, and integrating and synthesizing class material. To facilitate your benefit from this seminar format, complete the readings assigned prior to class.

Abstinence Journal:
Each student will select one item or activity from which he or she will abstain for the duration of the course. This should be something that you will miss (e.g., giving up sugar, caffeine, eating chocolate, eating meat, watching television, etc.), but will not jeopardize your health or well-being. You will keep a journal of the experience, including your thoughts and feelings, and any difficulties you have in abstaining. A minimum of one page typed journal entry is required for each week. Students will be encouraged to discuss their experience on a weekly basis in assigned small groups at the beginning of each class meeting. A rubric for grading journal entries will be provided via BlackBoard. Abstinence journals must be submitted weekly by class time (8:05 p.m.) via BlackBoard. No late submissions will be accepted due to the developmental nature of this assignment.

Attend an AA/NA Meeting:
You are to attend an open meeting of Alcoholics Anonymous/Narcotics Anonymous/another 12-step meeting as approved by the instructor. It is imperative that you attend an open meeting (online meetings are permitted). The purpose of this activity is (1) to expose you to the 12-step model of recovery, as well as learn the protocol and sequence of activities that occur; and (2) to help you gain a better understanding of the depth and impact addiction has on an individual. After you attend a meeting, you are required to write a 3-5 page reaction paper that includes the name of the meeting that you attended, a brief summary of the sequence of activities/events that took place, what resonated the most with you from the meeting, what you liked, what you disliked, and how would you present AA/NA or other 12-step groups to a client that was reluctant to attend or has never attended. Your paper must conform to APA style (typed, double spaced, page numbers, and a cover sheet). A rubric for grading your paper will be provided via BlackBoard. Papers are due via BlackBoard by class time on the date noted in the course schedule.

Substance Use and Film Paper:
Students will choose a film from the list provided on Blackboard to use as a foundation for this assignment. The paper will consist of 8-10 typed, double-spaced pages of text, a title page, and reference section formatted according to APA style. You may use the course textbooks or other reputable sources (i.e., peer-reviewed journal articles, SAMHSA website, CDC website, etc.) and cite appropriately for resources consulted to create your final submission.

You will respond to the following questions, in narrative format, with a focus of application of knowledge to the specific film/characters/circumstances you observe in the film you’ve selected.
1. Provide a 1-paragraph synopsis, in your own words, of the major themes in the film as they relate to substance use and the focus of this course.

2. Describe how the characters conceptualize substance use. Which model(s)/perspectives on substance use are observed in the film and what evidence do you have that suggests this is the model/perspective held by the character(s)?

3. What risk and protective factors do you observe in the film related to substance use? How do you observe the impact of these risk/protective factors on substance use and the character(s)’ overall functioning throughout the film?

4. Describe the accuracy of the portrayal of the use/effects/risks/consequences of the specific substances observed being used in the film. What do you know about these substances and how accurately is the film portraying the use, risks, and effects?

5. Describe the interplay between substance use and any mental health/wellness/adjustment-related concerns observed in the film. Compare and contrast this with your learning in the course.

6. Describe the interplay between substance use and family relationships portrayed in the film. Compare and contrast this with your learning related to substance use and families in the course.

7. Describe observations related to cultural and developmental aspects of substance use portrayed in this film. Compare and contrast these observations with your learning in the course.

8. Describe what substance use assessment(s) you might use and what substance-related diagnosis/es you would assign based upon your observation of the character(s) in this film, drawing clear connections between evidence observed in the film and diagnostic criteria whenever possible.

9. What treatment or peer-support models are presented in the film? How accurate do you perceive this representation to be compared with your learning and experiences in this course?

10. Summarize any other thoughts, feelings, or observations you may have related to your course learning and its application to this film.

Papers must use Times New Roman font and 12 point font size. Use headings and subheadings and have a clear delineation between the first and second section of your paper, etc.) It is important that you use the APA manual when writing this paper. A rubric for grading the final paper will be provided via BlackBoard.

**This paper should be submitted via BlackBoard by class time (8:05 p.m.) on the due date.**

**Group Presentation:**
This project requires a review of the literature and the best treatment practices related to a particular addiction that is not substance-related (e.g., gambling, internet, compulsive shopping, compulsive exercising, food addiction, sex addiction). If you have other ideas, please consult with the professor. This presentation should briefly review the etiology of the addiction chosen, relevant data on the particular addiction (e.g., course, prevalence, culture, age, gender, other demographic data), “best treatment practices,” other treatment issues/concerns (e.g., relapse rates, barriers to treatment, psychosocial issues), and a conclusion section.

The presentation should be approximately 20 minutes including questions and answers from the class. The project should include (1) a formal PowerPoint or equivalent formatted presentation; (2) handout materials for the class including presentation materials, supporting information, and any additional information to supplement your presentation; and (3) a reference list. Each student will be responsible for contributing equally to the project including the class presentation. Presentations should include other media where appropriate. Creativity is strongly encouraged! A rubric for grading the presentation will be provided via BlackBoard. Depending on the number of groups, presentations are tentatively scheduled for the final two class meetings this semester.

**Take Home Final Exam:**
The exam will be essay format and will cover course readings, lecture material, handouts, videos, and class discussions. Exam questions will be distributed via BlackBoard on the date listed in the schedule below. All exams must be submitted to BlackBoard by the 11:59 p.m. on the due date listed. Papers not turned in by the due date will lose one point for each day they are late. Final exams not turned in within 48 hours of the due date will receive a grade of 0. A rubric for grading the final paper will be provided via BlackBoard.
Assignment Submissions and Late Assignments: All assignments must be submitted to BlackBoard by the date identified in the course schedule. Late assignments will be penalized one point for each day that they are late. Assignments submitted more than 7 days late or within less than 24 hours of final grade submission to Banner will not be accepted. If you are aware that you will be absent on the date that an assignment is due/test it to be taken, you may submit your assignment early via BlackBoard.

Grading Criteria for Papers and Presentations:
Grading rubrics will be provided on BlackBoard for the following assignments: Abstinence Journal, AA/NA Meeting Paper, Substance Use and Film Paper, Group Presentation, and Final Exam.

<table>
<thead>
<tr>
<th>Evaluation Assignment</th>
<th>Point Value</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Class Participation/Attendance</td>
<td>10 points</td>
<td>A = 100 – 90</td>
</tr>
<tr>
<td>Abstinence Journals</td>
<td>10 points</td>
<td>B = 89 - 80</td>
</tr>
<tr>
<td>AA/NA Meeting Paper</td>
<td>20 points</td>
<td>C = 79 - 70 (Failing Grade)</td>
</tr>
<tr>
<td>Substance Use and Film Paper</td>
<td>30 points</td>
<td>D = 69 – 60</td>
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<tr>
<td>Group Presentation</td>
<td>10 points</td>
<td>F = 59 - 0</td>
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<tr>
<td>Final Exam</td>
<td>20 points</td>
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<tr>
<td>Total</td>
<td>100 points</td>
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Class Schedule*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Activities</th>
<th>Assignments (due by class time on the date listed)</th>
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<tbody>
<tr>
<td>1</td>
<td>Introductions, Syllabus review</td>
<td>B &amp; Mc: ch 1 and 13</td>
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<tr>
<td></td>
<td>Overview of Substance Use Disorder Counseling</td>
<td>DS&amp;HB: N/A</td>
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<td></td>
<td>Training and certification</td>
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<td></td>
<td>Abstinence Assignment (begins today after class)</td>
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<td></td>
<td>NO CLASS: Labor Day</td>
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<td>2</td>
<td>Etiology and statistics of SUDs</td>
<td>B &amp; Mc: ch 3</td>
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<td></td>
<td>Terminology, definitions, and drug classifications</td>
<td>DS&amp;HB: ch. 1-5</td>
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<tr>
<td></td>
<td>Physiological and neurological impacts of substance use</td>
<td>Abstinence journal 1 (submitted on BB)</td>
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<td></td>
<td>Film: <em>Pleasure Unwoven</em></td>
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<tr>
<td>3</td>
<td>Tolerance, routes of administration</td>
<td>B &amp; Mc: N/A</td>
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<td></td>
<td>Overview of substance classes and types</td>
<td>DS&amp;HB: ch. 6, 7, 9, 13, 14, 15, 16</td>
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<td></td>
<td>Case study discussion</td>
<td>Abstinence journal 2</td>
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<tr>
<td>4</td>
<td>Overview of process addictions</td>
<td>B &amp; Mc: ch 5</td>
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<td></td>
<td>Guest Presenter: Stephanie Geer (Gambling Disorder; tentative)</td>
<td>DS&amp;HB: N/A</td>
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<td></td>
<td>Theoretical models of substance use disorders</td>
<td>Abstinence journal 3</td>
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<td></td>
<td>Case study discussion</td>
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<td>5</td>
<td>Screening, assessment, and diagnosis of substance use disorders: A biopsychosocial-spiritual approach</td>
<td>B &amp; Mc: ch 4</td>
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<td></td>
<td>Co-occurring disorders</td>
<td>DS&amp;HB: ch. 10, 11, 12</td>
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<td></td>
<td>Treatment planning and placement criteria</td>
<td>Abstinence journal 4</td>
</tr>
<tr>
<td>6</td>
<td>Screening, assessment, and diagnosis part two</td>
<td>B &amp; Mc: ch 6</td>
</tr>
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<td></td>
<td>Abstinence journal 5</td>
<td>DS&amp;HB: ch. 8, 17</td>
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</tbody>
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### Course Expectations:

**Academic Conduct:**
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

**Academic Dishonesty (YSU Statement):**
As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic
Integrity policy can be found in Article III, 1. of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

**Americans with Disabilities Act (YSU Statement):**

In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the Accessibility Services, located in Kilcawley Center room 2082. You can reach Accessibility Services at 330-941-1372.

**Attendance:** It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.

**Course Evaluation:** You will have the opportunity to evaluate the course and the instructor.

**Counseling Services:** If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

**Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates):**

Candidate Disposition Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

**Dispositions:**

The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. **Collaborative:** Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. **Inclusive:** Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. **Professional:** Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling,
and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

**Incomplete Grade Policy (Official YSU Policy):**

An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

- Spring semester incompletes - by Sept. 1
- Summer incompletes - by October 1
- Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

**NAF Guidelines:**

A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: [NAF Guidelines on the YSU website](#)

**Participation:** Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities.

**Problematic Behaviors:**

The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.
If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use During Class:**
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

**Writing and Group Presentation Policy:** Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

**YSU Statement of Non-Discrimination:**
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit [YSU's ADA Accessibility Site](mailto:YSU's ADA Accessibility Site) for contact information for persons designated to handle questions about this policy.

**YSU E-Mail (Common University E-Mail):**
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.

**Civility:** All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Students will be expected to respectfully listen to other individuals and share their own opinions and values in a positive, respectful manner. Participants therefore will:

- Silence cellular phones and refrain from texting during the class.
- Arrive on time and remain for the duration of the class.
- Refrain from conducting private conversations in class.
- Refrain from reading material (print or electronic) extraneous to the course content and discussion.
- Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present.
Additional Resources


## APPENDIX A: RUBRICS FOR GRADING

### Abstinence Journal Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes (.25)</th>
<th>No (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student describes thoughts and feelings related to abstaining for the previous week</td>
<td></td>
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<tr>
<td>Student describes challenges of abstaining in the previous week</td>
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<tr>
<td>Student’s reflection is thoughtful and goes beyond surface level reporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s writing is coherent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## AA/NA Reflection Paper Rubric

<table>
<thead>
<tr>
<th></th>
<th>Yes (2)</th>
<th>No (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student summarizes the experience of meeting attendance</td>
<td></td>
<td></td>
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<tr>
<td>Student describes thoughts, feelings, and reactions stemming from meeting experience</td>
<td></td>
<td></td>
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<tr>
<td>Student describes likes and dislikes of the experience</td>
<td></td>
<td></td>
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<tr>
<td>Student describes how he/she might present AA/NA groups to clients</td>
<td></td>
<td></td>
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<tr>
<td>Student’s writing is coherent and adheres to APA format</td>
<td></td>
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<tr>
<td><strong>Group Presentation Grading Rubric</strong></td>
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<td>--------------------------------------</td>
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</tr>
<tr>
<td><strong>Yes (2)</strong></td>
<td><strong>No (1)</strong></td>
<td></td>
</tr>
<tr>
<td>Group chose appropriate topic for this assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group provided information on etiology of the chosen topic</td>
<td></td>
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<tr>
<td>Group provided relevant data related to the chosen topic</td>
<td></td>
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<tr>
<td>Group provided information on best treatment practices for the chosen topic</td>
<td></td>
<td></td>
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<tr>
<td>Group described other treatment issues and concerns related to the chosen topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group used an appropriately-formatted formal presentation (i.e., PowerPoint)</td>
<td></td>
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<tr>
<td>Group provided a handout that was relevant and user-friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group provided a reference list and appropriately cited sources throughout the presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group members demonstrated professionalism during presentation</td>
<td></td>
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<tr>
<td>Group members handled questions appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All group members contributed equitably to the presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group included creative/innovative/engaging materials, processes, or activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group adhered to time limit</td>
<td><strong>YES(1)</strong></td>
<td><strong>NO(0)</strong></td>
</tr>
<tr>
<td>Item</td>
<td>Yes (2 points)</td>
<td>No (0 points)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Student provided a 1-paragraph synopsis (in own words) of major themes in the film as they related to substance use and this course</td>
<td></td>
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</tr>
<tr>
<td>Student described how the characters conceptualize substance use, including models/perspectives observed in the film and evidence that this model/perspective is held by the characters</td>
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</tr>
<tr>
<td>Student described risk and protective factors observed in the film related to substance use and described the impact of these factors on substance use and the character(s)’ overall functioning throughout the film</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student described the accuracy of the portrayal of the use/effects/risks/behaviors of the specific substances observed being used in the film, including what they know about these substances and the accuracy with which the film portrayed the use, risks, and effects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student described the interplay between substance use and any mental health/wellness/adjustment-related concerns observed in the film and compared and contrasted these with learning in the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student described the interplay between substance use and family relationships portrayed in the film and compared and contrasted this with learning related to substance use and families in the course</td>
<td></td>
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</tr>
<tr>
<td>Student described observations related to cultural and/or developmental aspects of substance use portrayed in this film and compared and contrasted these observations with learning in the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student described what substance use assessment(s) they might use and what substance-related diagnosis/es they would assign based upon observation of the character(s) in this film, drawing clear connections between evidence observed in the film and diagnostic criteria whenever possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student described treatment and/or peer-support models presented/represented/identified in the film and discussed the accuracy of these portrayals based on learning in the course</td>
<td></td>
<td></td>
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<tr>
<td>Student summarized other thoughts, feelings, and observations related to course learning and its application to this film</td>
<td></td>
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<tr>
<td>Student viewed one of the films on the list for this assignment</td>
<td></td>
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</tr>
<tr>
<td>Paper adheres to APA formatting (title page, running head, 12-point Times New Roman font)</td>
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</tr>
<tr>
<td>Student used in-text citations per APA format to cite sources consulted and included any/all sources consulted in an APA-formatted reference list at the end of the paper</td>
<td></td>
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<tr>
<td>Paper uses APA-formatted headings to indicate sub-sections of the paper</td>
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<tr>
<td>Writing is clear, appropriately organized, and makes sense</td>
<td></td>
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</tbody>
</table>
Note: Due to COVID-19, this course will be offered in an adapted Agile Hybrid format. Students will have the option to attend class meetings in person or virtually each week during our regularly-scheduled class time. Six class dates with * beside them are dates that students are encouraged to attend in person if they are comfortable, although students may choose to attend all, none, or some of the in-person class meetings or attend online. Please note that in-person class meetings are contingent on state and university policies and may be moved online if the need arises.

Required Texts:


Recommended Text:


Catalog Description:

Knowledge, skills, and practice related to substance use disorder and process addictions. There will be an emphasis on assessment, models for treatment, and skills necessary to work in addiction/prevention programs in diverse settings.

Critical Task Description and Essential Tasks

*Critical Tasks* are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate’s ability to move through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. *Critical Tasks and Essential Tasks are to be submitted through TaskStream.*
Taskstream (Counseling Students): All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of school counseling candidates in each course. This is essential for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Taskstream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

In this course, Substance Use Disorder Counseling Session has been identified as the “Task” in COUN 6903. The completed assignment must be submitted through Taskstream by all Counseling students.

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 5 A. 1. a.</strong></td>
<td>The student understands the history and development of addiction counseling</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the history and development of addiction counseling</td>
<td>Candidate displays general knowledge of the history and development of addiction counseling</td>
<td>Candidate displays specific understanding of history and development of addiction counseling</td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of history and development of addiction counseling</td>
<td></td>
</tr>
<tr>
<td><strong>Section 5 A. 1. d.</strong></td>
<td>The student knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
<td>Candidate displays general knowledge of the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
<td>Candidate displays specific understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
<td></td>
</tr>
<tr>
<td><strong>Section 5 A. 1. f.</strong></td>
<td>The student knows the psychological tests and assessments specific to addiction counseling</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the psychological tests and assessments specific to addiction counseling</td>
<td>Candidate displays general knowledge of the psychological tests and assessments specific to addiction counseling</td>
<td>Candidate displays specific understanding of psychological tests and assessments specific to addiction counseling</td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of psychological tests and assessments specific to addiction counseling</td>
<td></td>
</tr>
<tr>
<td><strong>Section 5 A. 2. a.</strong></td>
<td>The student understands the roles and settings of addiction counselors</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the roles and settings of addiction counselors</td>
<td>Candidate displays general knowledge of the roles and settings of addiction counselors</td>
<td>Candidate displays specific understanding of roles and settings of addiction counselors</td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of roles and settings of addiction counselors</td>
<td></td>
</tr>
<tr>
<td><strong>Section 5 A. 2. e.</strong></td>
<td>The student understands the importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process</td>
<td>Candidate displays general knowledge of the importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process</td>
<td>Candidate displays specific understanding of importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process</td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process</td>
<td></td>
</tr>
<tr>
<td>Section 5</td>
<td>A. 2. i.</td>
<td>The student understands the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases.</td>
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<td></td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases.</td>
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<tr>
<td></td>
<td></td>
<td>Candidate displays general knowledge of the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases.</td>
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<tr>
<td></td>
<td></td>
<td>Candidate displays specific understanding of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases.</td>
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<tr>
<td></td>
<td></td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 5</th>
<th>A. 2. i.</th>
<th>The student knows the legal and ethical considerations specific to addiction counseling.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the legal and ethical considerations specific to addiction counseling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate displays general knowledge of the legal and ethical considerations specific to addiction counseling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate displays specific understanding of legal and ethical considerations specific to addiction counseling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of legal and ethical considerations specific to addiction counseling.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 5</th>
<th>A. 2. m.</th>
<th>The student knows the record keeping, third party reimbursement, and other practice and management considerations in addiction counseling.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the record keeping, third party reimbursement, and other practice and management considerations in addiction counseling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate displays general knowledge of the record keeping, third party reimbursement, and other practice and management considerations in addiction counseling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate displays specific understanding of record keeping, third party reimbursement, and other practice and management considerations in addiction counseling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of record keeping, third party reimbursement, and other practice and management considerations in addiction counseling.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 5</th>
<th>A. 3. a.</th>
<th>The student understands the screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Candidate presents minimal, irrelevant or biased knowledge of screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate presents general information regarding screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate presents and analyzes a comprehensive amount of information about screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 5</th>
<th>A. 3. b.</th>
<th>The student understands the assessment of biopsychosocial and spiritual history relevant to addiction.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of assessment of biopsychosocial and spiritual history relevant to addiction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate displays general knowledge of assessment of biopsychosocial and spiritual history relevant to addiction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate displays specific understanding of assessment of biopsychosocial and spiritual history relevant to addiction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate exceeds all expectations for critically analyzing information regarding assessment of biopsychosocial and spiritual history relevant to addiction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 5</th>
<th>A. 3. c.</th>
<th>The student knows the assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate displays general knowledge of the assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate displays specific understanding of the assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate exceeds all expectations for critically analyzing information regarding the assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal.</td>
</tr>
</tbody>
</table>

| | | COUN 6903, Spring 2021 |

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The student knows the techniques and interventions related to substance abuse and other addictions.

Candidate displays minimal, stereotypical, or irrelevant knowledge of the techniques and interventions related to substance abuse and other addictions.

Candidate displays general knowledge of the techniques and interventions related to substance abuse and other addictions.

Candidate displays specific understanding of the techniques and interventions related to substance abuse and other addictions.

Candidate exceeds all expectations for critically analyzing the techniques and interventions related to substance abuse and other addictions.

The student knows strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders.

Candidate displays little or irrelevant knowledge of strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders.

Candidate displays general knowledge of strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders.

Candidate displays specific understanding of strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders.

Candidate exceeds all expectations for how to critically evaluate strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders.

The student understands strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction.

Candidate presents minimal, irrelevant or biased knowledge of strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction.

Candidate presents general information regarding strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction.

Candidate presents and analyzes a comprehensive amount of information about strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction.

Candidate exceeds all expectations for critically analyzing the information regarding strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction.

The student is capable of evaluating and identifying individualized strategies and treatment modalities relative to clients’ stage of dependence, change, or recovery.

Candidate displays minimal, stereotypical, or irrelevant knowledge of evaluating and identifying individualized strategies and treatment modalities relative to clients’ stage of dependence, change, or recovery.

Candidate displays general knowledge of evaluating and identifying individualized strategies and treatment modalities relative to clients’ stage of dependence, change, or recovery.

Candidate displays specific understanding of evaluating and identifying individualized strategies and treatment modalities relative to clients’ stage of dependence, change, or recovery.

Candidate exceeds all expectations for critically evaluating strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders.

The student understands strategies for interfacing with the legal system and working with court referred clients.

Candidate displays minimal, stereotypical, or irrelevant knowledge of strategies for interfacing with the legal system and working with court referred clients.

Candidate displays general knowledge of strategies for interfacing with the legal system and working with court referred clients.

Candidate displays specific understanding of strategies for interfacing with the legal system and working with court referred clients.

Candidate exceeds all expectations for critically analyzing information regarding evaluating and identifying individualized strategies and treatment modalities relative to clients’ stage of dependence, change, or recovery.

Field Experience: None

Course Fees: None

Theory and Foundation of Addiction Counseling - Knowledge Base Rationale:
The focus of this course is to gain comprehensive understanding and knowledge related to chemical dependency and its effects on the individual and the family. This course will help students prepare to work as addiction counselors or to apply knowledge of addictions in their work in other counseling disciplines. Students will demonstrate the knowledge and skills necessary to work in a wide range of addiction, treatment, and prevention programs, as well as within a mental health context. The goals of this course are to:
(a) Promote an understanding of the nature of use, abuse, and dependency of mood-altering substances, as well as the pharmacological effects and social issues of the various classes of psychoactive substances;
(b) Develop an awareness of the effects of substance abuse and dependency and process addictions on human
development, as well as their effects on family and social systems;
(c) Understand how current research-based theories of substance abuse treatment are practiced in a variety of treatment settings;
(d) Acquire knowledge in substance abuse intake interview, assessment, mental status evaluation, diagnosis, treatment planning, and case management;
(e) Gain knowledge of the principles of addiction intervention, prevention, and advocacy;
(f) Understand philosophies and principles of self-help programs; and
(g) Understand the impact of addiction from a multicultural perspective

Course Objectives:
2016 CACREP Standards-Section 5: Entry Level Specialty Areas

A. ADDICTION COUNSELING
Students who are preparing to specialize as addiction counselors are expected to possess the knowledge and skills necessary to address a wide range of issues in the context of addiction counseling, treatment, and prevention programs, as well as in a more broad mental health counseling context. Counselor education programs with a specialty area in addiction counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. Foundations
   a. Understands the history and development of addiction counseling (CACREP 2016 Foundation Standard)
   d. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 2016 Foundation Standard)
   f. Knows the psychological tests and assessments specific to addiction counseling (CACREP 2016 Foundation Standard)

2. Contextual Dimensions
   a. Understands the roles and settings of addiction counselors (CACREP 2016 Foundation Standard)
   e. Understands the importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process (CACREP 2016 Foundation Standard)
   i. Understands the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP 2016 Foundation Standard)
   l. Knows the legal and ethical considerations specific to addiction counseling (CACREP 2016 Foundation Standard)
   m. Knows the record keeping, third party reimbursement, and other practice and management considerations in addiction counseling (CACREP 2016 Foundation Standard)

3. Practice
   a. Understands the screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments (CACREP 2016 Foundation Standard)
   b. Understands the assessment of biopsychosocial and spiritual history relevant to addiction (CACREP 2016 Foundation Standard)
   c. Knows the assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal (CACREP 2016 Foundation Standard)
   d. Knows the techniques and interventions related to substance abuse and other addictions (CACREP 2016 Foundation Standard)
e. Knows strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders (CACREP 2016 Foundation Standard)

f. Understands strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction (CACREP 2016 Foundation Standard)

g. Capable of evaluating and identifying individualized strategies and treatment modalities relative to clients’ stage of dependence, change, or recovery (CACREP 2016 Foundation Standard)

h. Understands strategies for interfacing with the legal system and working with court referred clients (CACREP 2016 Foundation Standard)

Description of Course Requirements/Assignments:

Class Participation (7 points):
Class will be conducted in a seminar format in which you will be expected to discuss the course content critically and reflectively. While the course will involve lecture-discussion format, the class will contain different types of learning mediums and activities. Where possible, activities will be directed toward your focus area of clinical mental health, student affairs/college counseling, or school counseling. Activities will also include the use of technology as well as applied practice related to counseling theory. Activities may include role-plays simulating actual counseling sessions, discussion of assigned readings/class lectures, and case samples/demonstrations identifying the various stages/issues clients may be dealing with along with materials/methods of counseling to be utilized in each case. Thus, your classroom participation is very important to your learning as well as the learning of others. You will need to read and reflect before every class. Good class participation includes the following behaviors: sharing thoughtful and reflective comments, sharing relevant personal observations, and integrating and synthesizing class material. It is expected that professional dispositions and norms will be demonstrated by students throughout the course, including willing participation and receptivity to feedback and refraining from use of technology devices during counseling practice sessions.

Book Reflection Journal (13 points):
You will select one book related to the lived experiences of a person impacted by addiction from the choices provided to you on the first day of class. You will be provided with a reading schedule specific to your book and meet with a small group weekly to discuss the book and reflect upon how the issues and themes relate to your future work as a counselor. In addition, you will prepare and submit a written reflection each week describing your personal reactions to the reading, thoughts and feelings surrounding addiction raised by the reading, and professional implications and applications that stem from your reading of the book. A minimum of one-page typed journal entry is required for each week. All entries must be submitted to BlackBoard by 5:10 p.m. on class meeting days as assigned. No late submissions will be accepted due to the developmental nature of this assignment.

12-Step Meeting (10 points):
You are to attend an open meeting of Alcoholics Anonymous, Narcotics Anonymous, Al-Anon or other 12-step meeting (in person or online). It is imperative that you attend an open meeting. The purpose of this activity is: (1) to expose you to the 12-step model of recovery, (2) to learn the protocol and sequence of activities that occur, and (3) to help you gain a better understanding of the depth and impact addiction has on an individual. After you attend a meeting, you are required to write a 3-5 page reaction paper that includes the name of the meeting that you attended, a brief summary of the sequence of activities/events that took place, what resonated the most with you from the meeting, what you liked and disliked, and how you would present AA, NA, Al-Anon or other 12-step groups to a client that is reluctant to attend or has never attended. Your paper must conform to APA style (typed, double spaced, page numbers, and a cover sheet). This assignment is due on BlackBoard by 5:10 p.m. on the date listed in the course schedule.
Group Presentation (20 points):
Students will self-select a small group (3-5 per group depending on the number of students in the class) for this project. This project requires a review of the literature and the best treatment practices related to a special population and addiction (i.e., women, older adults, youth, LGBTQ+, military, trauma survivors, incarcerated clients, clients living in poverty, etc.). If you have other ideas, please consult with the professor. This presentation should briefly review the characteristics and special considerations related to the special population, present relevant data on addiction as it relates to the special population (e.g., course, prevalence, other co-occurring disorders, etc.), evidence-based practices for working with this population (i.e., specific theories, treatments, techniques, etc.), other treatment issues/concerns (i.e., relapse rates, barriers to treatment, psychosocial issues), and a conclusion section.

The presentation should be 20 minutes including questions and answers from the class. The project should include: (1) a formal PowerPoint or equivalent formatted presentation; (2) handout materials for the class including presentation materials, supporting information, and any additional information to supplement your presentation; and (3) a reference list. Each student will be responsible for contributing equally to the project including the class presentation. Presentations should include other media where appropriate. Creativity is strongly encouraged!

Intake Interview (25 points):
Students will conduct an intake interview in a role-play scenario with a classmate. The intake interview session must be videotaped. The intake interview will involve one student role-playing the client and the other serving as a counselor. Students will then switch roles and repeat the intake process. Classmates role-playing the client will develop a scenario appropriate for substance use disorder assessment/counseling for this assignment. The counselor is expected to videotape the session, submit the video via a private YouTube link or other virtual video sharing platform, and produce an intake assessment document and initial treatment plan using the forms provided for this assignment on BlackBoard as a guide. The intake interview submission must include: (1) a biopsychosocial-spiritual history, (2) a mental status exam, (3) mental health history, (4) psychological assessment, (5) assessment of the potential for self-inflicted harm or suicide, (6) assessment of client’s stages of dependence, change, and/or recovery, (7) a diagnosis using DSM-5, (8) client’s risk and protective factors related to ASAM placement criteria, and (9) an initial comprehensive treatment plan. The intake interview should be limited to one clinical hour (50 minutes). Final submission of this assignment will include the completed assessment form, treatment planning form, and link to the video that should be checked to ensure it works as anticipated prior to submission. Video links should be added to a Word document and uploaded to BlackBoard. All materials are due on BlackBoard by 5:10 p.m. on the date listed in the course schedule.

Substance Use Disorder Counseling Session (25 points):
This assignment requires you to role-play a counseling session with a classmate who will be presenting with a substance-related concern. Your counseling session must be videotaped. Role-plays must be for a full clinical hour (50 minutes) and should integrate motivational interviewing (MI) techniques and processes and the stages of change model in addition to any other techniques you choose to use based upon your client’s presenting concerns. You will use the same scenario and partner that was used for the Intake Interview assignment.

The counselor is expected to type and submit a transcript of the counseling session, produce a written summary of the counseling session, and complete a Motivational Interviewing Treatment Integrity (MITI) assessment of the full session using the forms provided on BlackBoard as a guide. For this assignment, you are required to: (1) conduct a counseling session using motivational interviewing as a foundation, (2) explain the basic tenets of MI and your plan for the session on the videotape prior to working with the client, (3) demonstrate key components of MI in the role-play, and (4) incorporate any brief interventions that are relevant based on client presenting information. Once the session is completed, each counselor is required to write a 4-6 page session summary that includes describing: 1) your assessment of the client’s stage of change, 2) how you matched your use of MI and other techniques to the client’s stage of change and presenting concerns, 3) how well you adhered to MI principles and techniques based upon the MITI assessment and your observations, 4) what went well, and 5) what could be improved.
Final submission of this assignment will include a full transcript of the counseling session, written session summary, completed MITI assessment form, and copy of the video via private Youtube link or other video sharing platform. Video links should be added to a Word document and uploaded to BlackBoard. All materials are due on BlackBoard by 5:10 p.m. on the date listed in the course schedule. You will also submit this assignment to TaskStream before the last day of class.

Class Notes:
All class notes will be posted on Blackboard (link located on the YSU homepage). All students are required to be connected to this course in Blackboard by Week 3. Any communication to the class will be broadcast through Blackboard. It is each student’s responsibility to resolve any difficulties through the YSU tech desk http://techdesk.ysu.edu/.

Grading Criteria for Papers and Presentations:
Grading rubrics will be provided on BlackBoard for the following assignments: Book Reflection Journal, AA/NA Meeting Paper, Intake Interview, Substance Use Disorder Counseling Session, Group Presentation.

<table>
<thead>
<tr>
<th>Evaluation Assignment</th>
<th>Point Value</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>7 points</td>
<td>A = 100 – 91</td>
</tr>
<tr>
<td>Book Reflection Journals</td>
<td>13 points</td>
<td>B = 90 - 81</td>
</tr>
<tr>
<td>AA/NA Meeting Paper</td>
<td>10 points</td>
<td>C = 80 - 71 (Failing Grade)</td>
</tr>
<tr>
<td>Intake Interview</td>
<td>25 points</td>
<td>D = 70 – 61</td>
</tr>
<tr>
<td>SUD Counseling Session</td>
<td>25 points</td>
<td>F = 60 - 0</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

Points will be deducted from late assignments as follows: 1-7 days late: 1 point; 8-14 days late: 2 points. Assignments submitted more than 14 days after the due date will earn a grade of 0.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Activities</th>
<th>Assignments (due by class time on the date listed)</th>
</tr>
</thead>
</table>
| 1    | Introductions, syllabus review  
Overview of substance use disorders and process addictions  
Addiction Counseling: History, Roles, settings, credentials, scope of practice, and practice management issues | Lewis: Ch. 1 & 2 |
| 2    | Legal and ethical issues in addiction counseling  
Assessment, diagnosis, and treatment planning part 1 | Lewis: Ch. 3 & 4  
Book reflection 1 (all book reflections must be submitted via Blackboard by class time) |
| 3    | Assessment, diagnosis, and treatment planning part 2 | Lewis: Ch. 4  
Book reflection 2 |
| 4    | Record keeping, documentation, and case management  
Overview of Motivational Interviewing | Lewis: Ch. 5  
Miller & Rollnick: Ch. 1-3  
Book reflection 3 |
| 5    | MI: Engaging | Miller & Rollnick: Ch. 4-7  
Book reflection 4 |
|      | NO CLASS: Spring Break Wellness Day | |
| 6    | MI: Focusing | Miller & Rollnick: Ch. 8-11  
Book reflection 5 |
| 7    | MI: Evoking part 1 | Miller & Rollnick: Ch. 12-15  
Book reflection 6 |
| 8    | MI: Evoking part 2 | Miller & Rollnick: Ch. 16-18  
Book reflection 7  
**Intake Interview Due via BlackBoard by class time** |
| 9    | MI: Planning  
Solution-focused therapy and substance use disorders | Lewis ch. 10  
Miller & Rollnick: Ch 19-22 (23-28 optional)  
Book reflection 8 |
| 10   | Evaluating MI and MI in Practice  
Multicultural considerations and substance use disorders | Book reflection 9 |
| 11   | Relapse prevention and substance use disorders  
Group therapy for substance use disorders | Lewis: Ch. 7 & 8  
Book reflection 10 |
| 12   | CBT and substance use disorders | Lewis: Ch. 6  
Book reflection 11  
**AA/NA Meeting paper due via BlackBoard by class time** |
| 13   | NO CLASS: SUD Counseling Session Work Day | |
| 14   | Family systems approaches and substance use disorders  
12-Step programs and substance use disorders  
Integrating spirituality into substance use disorder treatment  
**Guest Speaker: Stephanie Geer-Gambling Disorder Treatment (online presentation)** | Lewis ch 9 and 13  
Book reflection 12 |
| 15   | Treating process addictions and co-occurring disorders  
Other approaches and theories for treating SUDs | Lewis: Ch. 11 & 12  
Book reflection 13  
**SUD Counseling Session due on BlackBoard by class time** |
| 16   | Group Presentations and Semester wrap-up | |
Note: This is a tentative schedule of activities/assignments. Contents of the course are subject to change based on the unique characteristics of the class. Any changes will be announced in class or via the BlackBoard e-mail system.

Course Policies:

Academic Conduct:
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

Academic Dishonesty (YSU Statement)
As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

Americans with Disabilities Act (YSU Statement)
In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center room 2082, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.

Attendance: Students are expected to attend classes, complete all assignments and participate in class discussions and activities. If you cannot attend class, please contact the professor via e-mail. Advanced notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. You are responsible for all information if you do miss a class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with
an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.

Course Evaluation: You will have the opportunity to evaluate the course and the instructor.

Counseling Services: If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues along. You are encouraged to contact one of the campus or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)

Candidate Disposition Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

Dispositions:
The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. Collaborative: Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. Inclusive: Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. Professional: Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

Incomplete Grade Policy (Official YSU Policy)
An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:
Spring semester incompletes - by Sept. 1
Summer incompletes - by October 1
Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

NAF Guidelines.
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website

Participation: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities

Problematic Behaviors:
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity, and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.
If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use During Class:**
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

**Writing and Group Presentation Policy:** Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

**YSU Statement of Non-Discrimination:**
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit YSU’s ADA Accessibility Site for contact information for persons designated to handle questions about this policy.

**YSU E-Mail (Common University E-Mail):**
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.
## Appendix A: Grading Rubrics

### Intake Assessment Rubric

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes (2)</th>
<th>No (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video and written assessment both include biopsychosocial/spiritual history</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video and written assessment both include mental status exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video and written assessment both include mental health history</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video and written assessment both include psychological assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video and written assessment both include assessment of risk for suicide/homicide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video and written assessment both include assessment of client’s stage of change/motivation for treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written assessment includes preliminary diagnosis per DSM-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written assessment includes risk and protective factors per ASAM criteria dimensions AND assignment of placement level based upon this information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment plan includes at least 2 goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment plan includes at least 3 objectives for each goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment plan objectives are specific, measurable, attainable, realistic, and time-limited (meet SMART goal criteria)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video demonstrates student’s professionalism and professional dispositions as a counselor for the entirety of the interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes (1)</td>
<td>No (0)</td>
</tr>
<tr>
<td>Student submitted all elements of assignment: video, written assessment document, treatment plan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Counseling Session Rubric

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes (2)</th>
<th>No (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student accurately explained basic tenets of MI prior to counseling in video and written transcript</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student described plan for the counseling session in video and written transcript</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student generally adhered to MI practices and principles throughout the video and transcript</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student completed and submitted the MITI with assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MITI ratings align with counseling session video and transcript contents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates key components of MI (i.e., engaging, focusing, evoking planning; expressing empathy, rolling with resistance, supporting self-efficacy, developing discrepancies, OARS) throughout the video and transcript</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written summary describes client’s stage of change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written summary describes how student matched MI and other techniques to client stage of change and presenting concerns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written summary describes student’s reflection on adherence to MI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written reflection includes information from and reflection on the MITI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written reflection includes description of what went well and what the student would like to improve upon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates professionalism and professional counseling dispositions throughout entirety of video tape and transcript</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student submitted transcript, videotape, and written summary for this assignment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Book Journal Rubric

<table>
<thead>
<tr>
<th>Yes (.25)</th>
<th>No (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student describes thoughts and feelings related to reading</td>
<td></td>
</tr>
<tr>
<td>Student describes applications/connections of reading to working with clients impacted by addiction</td>
<td></td>
</tr>
<tr>
<td>Student’s reflection is thoughtful and goes beyond surface level reporting</td>
<td></td>
</tr>
<tr>
<td>Student’s writing is coherent</td>
<td></td>
</tr>
</tbody>
</table>

## AA/NA Reflection Paper Rubric

<table>
<thead>
<tr>
<th>Yes (2)</th>
<th>No (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student summarizes the experience of meeting attendance</td>
<td></td>
</tr>
<tr>
<td>Student describes thoughts, feelings, and reactions stemming from meeting experience</td>
<td></td>
</tr>
<tr>
<td>Student describes likes and dislikes of the experience</td>
<td></td>
</tr>
<tr>
<td>Student describes how he/she might present AA/NA groups to clients</td>
<td></td>
</tr>
<tr>
<td>Student’s writing is coherent and adheres to APA format</td>
<td></td>
</tr>
</tbody>
</table>
### Group Presentation Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Yes (2)</th>
<th>No (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group chose appropriate topic for this assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group provided overview of characteristic and special considerations related to topic chosen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group provided relevant data related to the chosen topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group provided information on best treatment practices for the chosen topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group described other treatment issues and concerns related to the chosen topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group used an appropriately-formatted formal presentation (i.e., PowerPoint)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group provided a handout that was relevant and user-friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group provided a reference list and appropriately cited sources throughout the presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group members demonstrated professionalism during presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group members handled questions appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All group members contributed equitably to the presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group included creative/innovative/engaging materials, processes, or activities</td>
<td></td>
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<tr>
<td>Group adhered to time limit</td>
<td>YES(1)</td>
<td>NO(0)</td>
</tr>
</tbody>
</table>
Appendix B: Additional Resources


Class Meetings:
Instructor:
Contact Info:
Office Hours:

Required Texts:


Recommended Readings:


Catalog Description: This course provides students with an introduction to the field of professional counseling and the foundations of community counseling. The course addresses the following topics: history, philosophy, cultural dynamics, advocacy, consultation, technology applications, and trends in professional and community counseling. The counseling profession’s ethical standards are also addressed with an emphasis on the ACA code of ethics and counselor ethical decision making processes. Requirements differ for undergraduate and graduate students.

Critical Task Description and Essential Tasks

*Critical Tasks are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate’s ability to move through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course. Therefore, candidates must be prepared to be an effective educator once they leave Youngstown State University. Critical Tasks and Essential Tasks are to be submitted through TaskStream.

Taskstream (Counseling Students): All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of school counseling candidates in each course. This is essential for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Task Stream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

In this course, Counseling Portfolio has been identified as the “Task” in COUN 6920. The completed assignment must be submitted through Taskstream by all Counseling students.
<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
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<tbody>
<tr>
<td><strong>Section II</strong></td>
<td></td>
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<tr>
<td>F.1.b.</td>
<td>Candidate understands the professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communication.</td>
<td>Candidate presents a minimal, irrelevant or biased understanding of the professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communication.</td>
<td>Candidate presents general information regarding the professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communication.</td>
<td>Candidate presents comprehensive information about the professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communication.</td>
<td>Candidate exceeds all expectations for critically analyzing information about the professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communication.</td>
<td></td>
</tr>
<tr>
<td>F.1.d.</td>
<td>Candidate understands self-care strategies appropriate to the counselor role.</td>
<td>Candidate presents a minimal, irrelevant, or biased understanding of self-care strategies appropriate to the counselor role.</td>
<td>Candidate presents general information regarding self-care strategies appropriate to the counselor role.</td>
<td>Candidate presents comprehensive information about self-care strategies appropriate to the counselor role.</td>
<td>Candidate exceeds all expectations for critically analyzing information about self-care strategies appropriate to the counselor role.</td>
<td></td>
</tr>
<tr>
<td>F.1.e.</td>
<td>Candidate understands advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.</td>
<td>Candidate presents a minimal, irrelevant, or biased understanding of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.</td>
<td>Candidate presents general information regarding advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.</td>
<td>Candidate presents comprehensive information about advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.</td>
<td>Candidate exceeds all expectations for critically analyzing information about advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.</td>
<td></td>
</tr>
<tr>
<td>F.1.f.</td>
<td>Candidate understands professional organizations, including membership benefits, activities, services to members, and current issues.</td>
<td>Candidate presents a minimal, irrelevant, or biased understanding of professional organizations, including membership benefits, activities, services to members, and current issues.</td>
<td>Candidate presents general information regarding professional organizations, including membership benefits, activities, services to members, and current issues.</td>
<td>Candidate presents comprehensive information about professional organizations, including membership benefits, activities, services to members, and current issues.</td>
<td>Candidate exceeds all expectations for critically analyzing information about professional organizations, including membership benefits, activities, services to members, and current issues.</td>
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</table>
Section II F.1.g. | Candidate understands professional credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. | Candidate presents general information regarding professional credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. | Candidate presents and analyzes a comprehensive amount of information about professional credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. | Candidate exceeds all expectations for critically analyzing information about professional credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. |

Section II F.1.i. | Candidate understands ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. | Candidate presents general information regarding ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. | Candidate presents and analyzes a comprehensive amount of information about ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. | Candidate exceeds all expectations for critically analyzing information about ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. |

Field Experience: None

Course Fees: None

Knowledge Base Rationale: The general purpose of the course is to provide an orientation to the counseling profession, to the role of the practicing counselor, to legal and ethical issues and to educational, legal, and personal requirements for being licensed and/or certified as a professional counselor. Another purpose is to initiate the students to the process of critical thinking about students to selected counseling theories, cross-cultural issues and the role of assessment and research in counseling. Also the course proposes to orient students to the master's degree program at YSU and to assist students in initiating a planned course of study and a curriculum design in accordance with their career goals. The format of the class requires active participation in all aspects of the class including lecture, readings, discussions, and activities.

CACREP 2016 Standards
Section II Professional Counseling Identity

F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
history and philosophy of the counseling profession and its specialty areas (CACREP 2016 Foundation Standard F1A);

the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation. (CACREP 2016 Foundation Standard F1B);

counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP 2016 Foundation Standard F1C);

the role and process of the professional counselor advocating on behalf of the profession (CACREP 2016 Foundation Standard F1D);

advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP 2016 Foundation Standard F1E);

professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP 2016 Foundation Standard F1F);

professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP 2016 Foundation Standard F1G);

current labor market information relevant to opportunities for practice within the counseling profession (CACREP 2016 Foundation Standard F1H);

ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP 2016 Foundation Standard F1I);

technology’s impact on the counseling profession (CACREP 2016 Foundation Standard F1J).

strategies for personal and professional self-evaluation and implications for practice (CACREP 2016 Foundation Standard F1K).

self-care strategies appropriate to the counselor role (CACREP 2016 Foundation Standard F1L).

the role of counseling supervision in the profession (CACREP 2016 Foundation Standard F1M).

Section 5 Clinical Mental Health Counseling

Foundations

- history and development of clinical mental health counseling (CACREP 2016 CMHC Standards, 1A);

Contextual Dimensions

- roles and settings of clinical mental health counselors (CACREP 2016 CMHC Standards, 2A);

- professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP 2016 CMHC Standards, 2K);

- legal and ethical considerations specific to clinical mental health counseling (CACREP 2016 CMHC Standards, 2L); and

Course Requirements:

Attendance -

Students are expected to attend classes, complete all assignments, and participate in class discussions and activities. If you cannot attend class, please contact the instructor via e-mail. Advanced notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered and to make sure all assignments are turned into the instructor on time. **Unexcused absences in excess of one class will result in a drop of one**
letter grade. However, absences can be excused by providing a doctor’s note or other relevant documents. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

Class Punctuality –
Students are expected to attend classes on time and stay the remainder of the class time. Arriving late at the beginning of class or when returning from breaks in excess of two times will result in a drop of one letter grade followed by an additional letter grade for each additional instance.

Class Participation –
Participation and attendance are essential components of this class. Students are expected to come to class fully prepared and to actively participate in class activities and discussions. During class, students will be provided opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in-class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class, and engagement in class activities.

Chapter Reflections (on BB Discussion Board) (10 points) –
You will have the opportunity to communicate with your peers through discussion boards during this course. This will be done through the Discussion Board on Blackboard. For each chapter, you will be given a topic for self-reflection/journaling. You will be asked to write (at minimum) a total of six discussion board entries and respond to (at minimum) four of your peers’ entries. Each discussion board entry and response will be worth one point (up to 10 points total).

Weekly Material Discussion Questions (15 points):
You will have the opportunity to communicate your questions regarding the weekly readings through discussion boards during the semester. This will be done through the Discussion Board on Blackboard. For each week, you will be required to post a minimum of 2 discussion questions based on the readings by end of day Tuesday.

Quizzes (10 points) –
There will be 10 quizzes identified in the course schedule. You will complete a quiz on BlackBoard based upon your textbook readings and lectures for the class (these are open book quizzes that should be completed independently, i.e., you may not work with classmates on these quizzes). These quizzes are opportunities to assess your understanding and application of course readings and lectures and will form a foundation for class activities. Therefore, it is imperative that you read ALL assigned readings. You will have the opportunity to earn one point for each of the 10 quizzes for a total of 10 points at the conclusion of the semester. Your quizzes will be due to Blackboard prior to the start of class.
Ethical Dilemma Paper OR Presentation (10 points)

**GROUP Assignment

Ethical Dilemma Presentation
You will create a presentation (and use a medium to record the presentation), using all steps of an ethical decision-making model, to address an ethical dilemma (created by you). You will need to apply the ACA Code of Ethics and Ohio Counselor, Social Worker, & Marriage and Family Therapist Board Laws & Rules to the dilemma and provide an ethically and legally sound solution. After you have successfully reached a solution, you will be charged with the responsibility of recording yourself presenting the dilemma and your chosen solution (through your chosen medium). You will be required to include at least three articles from peer-refereed journals in the field of counseling (i.e., Journal of Mental Health Counseling, Journal of Counseling and Development, etc.) that relate to your ethical dilemma. References should be included in your presentation either via PowerPoint or the provision of a reference page.

You will create provide a list of discussion questions that you would use to facilitate the discussion with peers (as if you would have presented in class).

OR

Ethical Dilemma Paper
You will write a paper, based on an ethical dilemma (created by you), that is addressed through an ethical decision-making model (all steps of the ethical decision-making model need to be addressed in a thorough manner). You will need to apply both the ACA Code of Ethics and the Ohio Counselor, Social Worker, & Marriage and Family Therapist Board Laws & Rules to the dilemma and provide an ethically and legally sound solution. You will be required to include at least three articles from peer-refereed journals in the field of counseling (i.e., Journal of Mental Health Counseling, Journal of Counseling and Development, etc.) that relate to your ethical dilemma. This paper will require a reference page.

You will create provide a list of discussion questions that you would use to facilitate the discussion with peers (as if you would have presented in class).

Counseling Portfolio (30 points) -
You will be expected to assemble a counseling portfolio. Throughout the semester, you will be asked to submit components of the counseling portfolio on specific due dates. This provides an opportunity for me to give you feedback and for you to revise each component before the completed counseling portfolio is due.

You will have the opportunity to earn:

- 10 points on the first component, Professional Counseling Resources
- 10 points on the second component, Interview, and Observation of a Counseling Professional
- 10 points on the third component, Personal Counseling Plan

The requirements for each component are listed below:
1) **Professional Counseling Resources**: You will include information for two community agencies and/or college/university counseling centers. This information could include but is not limited to brochures, pamphlets, and handouts that describe the services provided. You will include a one-page summary of each resource in the portfolio. These summaries will serve as introductions and should include the following:
   a. Purpose or mission of the center
   b. Goals of the center
   c. Population(s) served
   d. Services provided
   e. Current staff members, their qualifications, and their job titles
   f. Overall Perception of the facility

2) **Interview and Observation** of a Counseling Professional: You will have an opportunity to observe and interview one counseling professional who is employed in a community agency or college/university counseling setting. The professional should have a current professional counseling license (e.g., LPC/PC, LPCC/PCC, LPCC-S). You are required to observe the licensed counseling professional for a **minimum of 10 hours**. Your observation hours should be documented and verified on a time log sheet. You will then write a paper summarizing the observation experience and the interview. Please ensure that you include the following points:
   a. Job description
   b. Education and professional certifications and licenses (and process it took to receive license)
   c. History within the counseling field
   d. Career goals
   e. Work setting
   f. Skills and personal attributes needed to succeed in the job
   g. Positive and negative aspects of the job
   h. Role of advocacy as a counselor
   i. Involvement in professional organizations (membership/leadership)
   j. Use of ethical standards (of professional counseling organizations and credentialing bodies) and applications of ethical and legal considerations in professional counseling
   k. Explanation of the role consultation and collaboration play in the job (within and outside of agency)
   l. Explanation of the role self-care plays in the job
   m. Student’s (your) personal reactions to the observation and interview

3) **Personal Counseling Plan**: You will design a plan for your personal development as a counseling professional to prepare you for employment in the field. The personal counseling plan should include the following:
   a. Updated resume
   b. Three reasons for desiring employment as a counseling professional
   c. Personal strengths and weaknesses related to becoming a counselor - plans for addressing your weaknesses should also be included
   d. Description of the population(s) with whom you would like to work
   e. Relevant training, skills, and/or completed workshops
   f. Licenses, certifications, and/or specialty areas
Final Exam (25 points) -
The questions on the final exam will include material discussed throughout the semester. The 10 quizzes will offer a good outline for exam preparation. You will have an opportunity to earn 25 points on the final exam. The final exam will be offered on Blackboard. The exam consists of multiple choice and essay/case study questions.

<table>
<thead>
<tr>
<th>Grading:</th>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>Chapter Reflection Prompts 10</td>
<td>A = 100-90</td>
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<tr>
<td>Weekly Discussion Questions 15</td>
<td>B = 89-80</td>
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<tr>
<td>Quizzes 10</td>
<td>C = 79-70 (Failing)</td>
</tr>
<tr>
<td>Ethical Dilemma Presentation/Paper 10</td>
<td>D = 69-60</td>
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<tr>
<td>Counseling Portfolio 30</td>
<td>F = 59-0</td>
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<tr>
<td>Final Exam 25</td>
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<td><strong>Total</strong> 100</td>
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Course Schedule
**This course schedule is subject to change**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings</th>
<th>Assignments</th>
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</table>
| 1    |      | Introductions and Review of the Syllabus | Review Syllabus  
Begin search of counseling agencies and professional counselors to shadow. |
| 2    |      | Chapter 1: Foundations  
Chapter 14: Issues in Counselor Education (e.g., preparation standards)  
Section F: ACA Code of Ethics  
Chapters 1 and 2 in the APA Manual | Due: Quiz #1  
Reminder: Discussion Board  
Entry Opportunity |
| 3 | Chapter 2: Professional Identity/History of Counseling  
Professional Organizations (e.g., ACA, OCA)  
State Licensure/Credentialing  
Section C: ACA Code of Ethics  
Chapters 3 and 4 in the APA Manual | **Due: Quiz #2**  
*Reminder: Discussion Board Entry Opportunity* |
| 4 | Chapter 3: Multicultural Competence and Social Justice  
Chapters 5 and 6 in the APA Manual | **Due: Quiz #3**  
*Reminder: Discussion Board Entry Opportunity* |
| 5 | Chapter 4: Client Rights and Counselor Responsibilities  
Advocacy, Legislation, & Policies relevant to CMHC  
Section A: ACA Code of Ethics  
Chapters 7 and 8 in the APA Manual  
Resume Writing (Guest Speaker) | **Due: Quiz #4**  
*Reminder: Discussion Board Entry Opportunity*  
**Due: Professional Counseling Resources** |
| 6 | Chapter 5: Confidentiality and Privileged Communication  
Section B: ACA Code of Ethics  
Read: Cottone & Claus (2000), Ohio Laws and Rules (2016) | **Due: Quiz #5**  
*Reminder: Discussion Board Entry Opportunity* |
| 7 | Chapter 6: Records and Subpoenas  
Mandated & Court-referred Clients  
Chapter 7: Competence, Assessment, and Diagnosis  
Personal and Professional Evaluation  
Burnout and Self Care  
Section E: ACA Code of Ethics | Due: Quiz #6  
Reminder: Discussion Board Entry Opportunity |
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<tr>
<td>8</td>
<td><strong>New Professionals Panel</strong></td>
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</table>
| 9 | Chapter 8: Malpractice and Resolving Legal and Ethical Challenges  
Chapter 9: Boundary Issues | Due: Quiz #7 |
| 10 | Chapter 10: Technology in Counseling  
Section H: ACA Code of Ethics | Due: Quiz #8  
Reminder: Discussion Board Entry Opportunity |
| 11 | Chapter 11: Counseling Children and Vulnerable Adults  
Chapter 12: Counseling Families and Groups | Due: Quiz #9  
Due: Interview and Observation of a Counseling Professional |
| 12 | Suicide Assessment and Safety Planning | Due: All Discussion Board Entries/Responses |
| 13 | NO CLASSES | NO CLASSES |
| 14 | Chapter 13: Professional Relationships, Private Practice, and Health Care Plans  
Roles and Settings of CMHC (including Interdisciplinary community outreach and emergency management response teams) | Due: Quiz #10  
Due: Personal Counseling Plan |
|---|---|---|
| 15 | Chapter 15: Supervision and Consultation  
Current labor market information  
GUEST SPEAKER PANEL | GUEST SPEAKER PANEL |
| 16 | FINAL EXAM | FINAL EXAM |

COURSE EXPECTATIONS

**Academic Conduct:**
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

**Academic Integrity/Honesty Policy:**
- Academic Integrity/Honesty

**Student Accessibility Policy:**
- Student Accessibility

Attendance: It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your
responsibility to meet with the instructor or your classmates to learn about the content of the missed class.

**Civility:** All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Students will be expected to respectfully listen to other individuals and share their own opinions and values in a positive, respectful manner. Participants therefore will:

- Silence cellular phones and refrain from texting during the class.
- Arrive on time and remain for the duration of the class.
- Refrain from conducting private conversations in class.
- Refrain from reading material (print or electronic) extraneous to the course content and discussion.
- Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present.

**Course Evaluation:** You will have the opportunity to evaluate the course and the instructor.

**Counseling Services:** If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

**Candidate Disposition Alert Process (Required for all courses taken by BCLASSE candidates)**

Candidate Disposition Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCLASSE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate's ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

**Incomplete Grade Policy (Official YSU Policy)**

- Incomplete Grade Policy

**NAF Guidelines.**

A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website

Participation: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate
reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in-class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities.

**Problematic Behaviors:**
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the BCLASSE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use During Class:**
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

**Writing and Group Presentation Policy:**
Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

**YSU Statement of Non-Discrimination:**
- Statement of Non-Discrimination from the University

**YSU E-Mail (Common University E-Mail):**
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.
# Orientation & Ethics in Counseling - Service Hours Record Form

Name: __________________ Course Semester (Fall/Spring & year) ____________

Location: ______________________________________________________________________

<table>
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<tr>
<th>Date</th>
<th>Hours</th>
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</tbody>
</table>
Class Meetings:  
Instructor:  
Contact Info:  
Office Hours:  

Catalog Description  
This course provides students with an overview of the field of college counseling. The course addresses the following topics: history, philosophy, theories, cultural dynamics, technology applications, assessment and evaluation responsibilities, legal and ethical issues, and current trends in college counseling settings. It further examines the college counselor's role, function, and professional identity as a student advocate, program coordinator, individual and group counselor, professional consultant, and prevention specialist. Particular mental health issues on university and community college campuses are addressed.

Required Textbook  

Supplemental Readings:  
*Students may refer to these articles to facilitate the completion of course assignments and as assigned by the instructor*  
https://doi.org/10.1002/ss.  
https://doi.org/10.1080/03634523.2018.1465191  
https://doi.org/10.15241/mtk.8.2.175


Course Objectives - CACREP 2016 Standards (College Counseling and Student Affairs)

1) Contextual Dimensions
   - Roles of college counselors and student affairs professionals in relation to the operation of the institution’s emergency management plan, and crises, disasters, and trauma (CCSA E.2.b.)
   - Roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions (CCSA E.2.c)
   - Characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders (CCSA E.2.d.)
   - Signs and symptoms of substance abuse in individuals in higher education settings (CCSA E.2.f)
   - Unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students (CCSA E.2.m.)

2) Practice
   - Interventions related to a broad range of mental health issues for individuals in higher education settings (CCSA E.3.c.)
   - Strategies for addiction prevention and intervention for individuals in higher education settings (CCSA E.3.d.)

Methods of Instruction

Lecture (synchronous and pre-recorded), PPTs, videos, interactive classroom discussions, role-plays, small group work, internet resources, and student presentations.

Course Overview and Expectations

Technology:
We will be utilizing Zoom to meet “Online-Live” for the duration of the summer semester. You are expected to keep your cameras on throughout the class session to engage with the material, the instructor, and your peers. Life happens and there may be times when you need to temporarily turn your camera off. It is understandable to turn your camera off if you’re stepping away to use the restroom or if you have children at home that need your attention briefly. It is not
appropriate to keep your camera off for the duration of the class or to be doing other tasks simultaneously.

The instructor may ask students to compute formulas commonly used in psychological assessment (e.g., mean, standard deviation, variance, correlation coefficient). It is acceptable to use calculators on your laptop and smartphone if they are being used for classroom purposes. For those who are Mac users (like me), please make sure you turn off your iMessage (or at least the sound notification at minimum).

Attendance:
It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your involvement in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop, and you may miss a class. If you miss more than one class, you may be asked to provide an appropriate excuse. If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed.

Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course.

Professional Dispositions:
All Counseling Program students will demonstrate behavior that is consistent with the “Ethical Standards of the American Counseling Association” and policies contained in the “The YSU Code of Student Rights, Responsibilities, and Conduct.” Students are expected to always demonstrate professional behaviors.

Course Assignments:  
Grading Scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20</td>
<td>A = 100 - 90</td>
</tr>
<tr>
<td>Review/Critique of University Services</td>
<td>15</td>
<td>B = 89 - 80</td>
</tr>
<tr>
<td>Current Event Presentation</td>
<td>15</td>
<td>C = 79 - 70 (Failing Grade)</td>
</tr>
<tr>
<td>Outreach Plan</td>
<td>20</td>
<td>D = 69 - 60</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td>F = 59 - 0</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
<td></td>
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</tbody>
</table>

Summary of Assignments

Class Participation (20 points)
A quality learning experience in contingent upon a high degree of interaction and exchange of ideas among students and instructor. The student’s ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighted in determining the final course grade. Class attendance is essential and expected. Unexcused absences will be factored into your participation grade. In addition, texting, using cell phones, and using laptops for non-class related activities during class will negatively impact your class participation grade.
Instructor will be assigning participation points via objective (attendance) and subjective (active participation during class) measures.

**Full Participation (20-14 points):** Evidence found within each class session that you have read the assigned readings, initiating/leading discussions, openness to feedback, providing appropriate feedback to others, completion of assigned discussion posts/responses to peers.

**Active Participation (13-7 points):** Evidence found that you have read the assigned readings in many class sessions, verbal participation in discussion/lectures, providing input when prompted.

**Passive Participation (6-0 points):** Listens actively, adequately prepared for class, nonverbal communication of understanding. This area also includes monopolizing lecture and activities with inappropriate material.

**Review/Critique of University Services (15 points)**
Students will choose a university to review/critique college student health resources (i.e., mental, emotional, and physical aspects of health). This paper has a maximum of 5-pages in length, which does not include the title page or references page. It is expected that students are adherent to APA 7 formatting (e.g., double-spaced, headings, in-text citations). Please see the resources at the end of the syllabus to aid in APA 7 formatting. This assignment should include the following:
- Overview of university characteristics
- Description/review of college health services
- Critique and recommendations for university health services

To complete this assignment, please utilize readings from your text as well as the Best Practices for Mental Health Services in College and Universities. ([http://www.okhighered.org/campus-safety/resources/CBP-mental-best-practices-higher-ed.pdf](http://www.okhighered.org/campus-safety/resources/CBP-mental-best-practices-higher-ed.pdf))

**Current Event Presentation/Facilitation of Discussion (15 points)**
This assignment will require each group to present on a current event related to the chosen topic. There are two overarching themes: a) the impact of social media and b) understanding diverse student populations. Following the presentation of the current event, the group must pose a minimum of three discussion questions (and facilitate a 20- to 30- minute-long discussion) directly related to content. Students are encouraged to utilize additional materials outside of the text in preparing their presentation.

**Outreach Plan/Group Presentations (20 points)**
Students will provide an overview of a plan for organizing and presenting a group or outreach activity consistent with chapter content and outside resources during a group presentation. Please prepare the presentation portion of this assignment to last for approximately 30- to 45- minutes.

I. The written plan should include the following:
   a) The title of the group/activity
   b) The purpose of goals of the group/activity
   c) Ideal population involved in the group/activity
   d) Recruitment/advertising strategies for the group/activity (including anticipated problems in recruiting participants and strategies for resolving this issue)
   e) The timeframe (e.g., total length for the group/activity, number of sessions as well as themes/foci for each session)
   f) The implementation plan (e.g., description of activities to take place in each group/activity)
   g) Procedures for evaluating the effectiveness of the group/activity and follow-up actions required upon completion of the group/activity

II. The presentation portion of this assignment should include components of the criteria listed above and any other information as presenters deem to be appropriate. In addition, the presentation will also include a demonstration of one or more elements of the group or outreach activity consistent with course content and the plan. You will find examples below:
   • A portion of the group counseling session designed for students who have substance abuse issues
   • An outreach meeting with the campus director of student affairs and a committee of seven faculty from various academic programs to provide an overview of psychological disorders, and to introduce them to services offered by the university counseling center
   • A portion of a counseling group for students presenting with concerns about eating issues

Using classmates as group members/other individuals involved in the group/outreach plan is highly encouraged. The demonstration should be carefully constructed and include strategies or techniques identified in the texts or supplemental readings to create a representative experience.

Final Exam (30 points)
The final exam is designed to assess knowledge of content for specific book chapters, lectures, and class discussions. Test content may be drawn from the textbook, course lectures, student presentations, or other readings assigned by the instructor.
<table>
<thead>
<tr>
<th>Class</th>
<th>Day</th>
<th>Topics</th>
<th>Assignments Due</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Introductions and Overview of the Course Establishing the Community of Learners Review Syllabus Assignment of Groups</td>
<td></td>
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</tbody>
</table>
| 2     | 2   | Roles and Settings of CMHC:  
- Interdisciplinary community outreach and emergency management response teams  
- Roles of college counselors and student affairs professional in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions  
Trends on College Campuses and Understanding the Distressed Student  
- Characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders  
Group Work Focus – A & B | A & B = Due by 5/23 at 12 pm | ACHA Data |
| 3     | 3   | Counseling theories for Student Affairs Professionals  
Use of assessments for diagnostic and intervention planning purposes  
Use of symptom checklists, and personality and psychological testing  
Use of assessment results to diagnose developmental, behavioral, and mental disorders; |  | Chapter 1 |
| 4     | 4   | Non-Suicidal Self-Injury and Suicidal College Students  
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide | C = Due by 5/30 at 12 pm | Chapter 15  
Chapter 16 |
| 5     | 5   | Sexual Assault and College Campuses  
Depression and Anxiety Disorders |  | Chapter 9  
Chapter 10  
Johnson et al. (2016)  
Chapter 13  
Chapter 14 |
| 6     | 6   | Impact of Social Media (Groups 1&2)  
Group Work Focus – D | Group #1 – Current Event  
Group #2 – Current Event  
D = Due by 6/06 at 12 pm |  |
| 7 | Signs and symptoms of substance abuse in individuals in higher education settings  
- Strategies for addiction prevention and intervention for individuals in higher education settings  
- Interventions related to a broad range of mental health issues for individuals in higher education settings  
Guest Speaker Panel – College Counseling Clinic Directors/Staff |
| 8 | Unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students  
Guest Speaker Panel – Misc. Panel (Mentorship, Diversity and Inclusion, and Accessibility Services)  
Group Work Focus – E & F |
| 9 | Guest Speaker Panel – Athletics  
TRAUMA:  
- Procedures for identifying trauma and abuse and for reporting abuse  
- Roles of college counselors and student affairs professionals in relation to the operation of the institution’s emergency management plan, and crises, disasters, and trauma |
| 10 | Understanding Diverse Student Populations (OL) (Groups 3-5)  
Group #3 – Current Event  
Group #4 – Current Event  
Group #5 – Current Event  
Critique/Review of University Services – Due by 6/20 at 12 pm  
Chapter 5 |
| 11 | Guest Speaker Panel – Academic Advising |
| 12 | **Group Presentation Prep – NO CLASS MEETING**  
COVID-19 and College Students (OL)  
Multiple Marginalized Identity Development (OL)  
Group Work Focus – G |
| 13 | **Group Presentations**  
Written Outreach Plan – Due by 6/29 at 4 pm |
| 14 | **Final Exam**  
Final Exam – Due by 9:50 pm (7/01) |

*Schedule and syllabus subjective to change with notice*
Course Policies

Academic Conduct:
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense. Please review department plagiarism policy for more detail.

Statement on Academic Dishonesty (Official YSU Policy):
Please refer to student handbook, noting sections on plagiarism and dishonesty. Failure to comply with these standards may result in an “F” for the course.

Americans with Disabilities Act Statement (Official YSU Policy):
In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Accessibility Services, located in Kilcawley Center Room 2082, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach Accessibility Services at 330-941-1372.

Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates):
The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

Dispositions:
The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. Collaborative: Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. Inclusive: Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc.. Professional: Candidates who exhibit a professional nature demonstrate principled behaviors
including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

**Incomplete Grade Policy (Official YSU Policy):**
An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

- Spring semester incompletes - by Sept. 1
- Summer incompletes - by October 1
- Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

**NAF Guidelines:**
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: [NAF Guidelines on the YSU website](https://www.ysu.edu/)

**Problematic Behaviors:**
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with **professionalism, inclusivity, and collaboration** determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the student’s file.
If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use During Class:**
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class (i.e., taking in-class notes, completing quizzes, consulting online resources).

**YSU Statement of Non-Discrimination:**
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit [www.ysu.edu/ada-accessibility](http://www.ysu.edu/ada-accessibility) for contact information for persons designated to handle questions about this policy.

**YSU E-Mail (Common University E-Mail):**
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.
Class Meetings:
Instructor:
Contact Info:
Office Hours:

Required Text:


Knowledge Base Rationale:
The goal of this course is to help students develop an understanding of the theories and concepts associated with human growth and development, specifically in regard to how they relate to counseling. Students will develop an understanding of development through life through a study of research and discussion of development theories. An understanding of the biosocial aspects of development specifically using Erikson’s and other theories will occur. The application of this information will be stressed due to its crucial role in the development of determining normal versus abnormal as well as the utilization of appropriate treatment goals and plans.

2016 CACREP STANDARDS: PROFESSIONAL COUNSELING IDENTITY

The following standards are applicable in this course and detailed in the learning objectives.

HUMAN GROWTH AND DEVELOPMENT
a. theories of individual and family development across the lifespan
b. theories of learning
c. theories of normal and abnormal personality development
d. theories and etiology of addictions and addictive behaviors
e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
f. systemic and environmental factors that affect human development, functioning, and behavior
g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
h. a general framework for understanding differing abilities and strategies for differentiated interventions
i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Instructional/ Learning Objectives:
A. Knowledge
The student will:
• Learn theories of individual and family development and transitions across the life span
- Learn theories of learning and personality development
- Learn human behavior, including and understanding of developmental crises, disability, exceptional behavior, and situational and environmental factors that affect both normal and abnormal behavior
- Learn biological, neurological, and physiological factors that affect human development, functioning, and behavior
- Learn frequent difficulties of development at various stages, as well as the ages at which the accomplishment of developmental tasks are most appropriate
- Learn strategies for facilitating optimum development over the life span
- Gain knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development
- Be aware of methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs
- Become familiar with issues that may affect development and functioning (e.g., abuse, violence, trauma, crises, disasters, childhood depression and suicide)
- Learn different developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options)
- Learn the current knowledge and positions from lay and professional groups concerning the counseling and human development needs of a pluralistic society
- Learn theories of adult development
- Gain knowledge of issues that might affect development and functioning (e.g., attention deficit hyperactivity disorder, sexual assault, various disabilities, eating disorders, addiction and substance abuse, stress) and the methods and procedures that are designed to prevent, cope with, and/or deter healthful living

B. Skills
The student will be able to:
- Develop the ability to utilize information and knowledge to develop a diagnosis, treatment goals, and treatment plan. Students will be able to develop a scenario when information gained can be utilized for differentiated interventions
- Develop the ability to critically review research in growth and development, identify useful elements of a study and identify flawed, nongeneralizable studies and avoid using information that cannot be generalized to a client.
- Develop the ability to discuss advantages and disadvantages of a theory rather than accepting an entire theory or rejecting it completely. Stress of how information can be used will occur.
- Develop knowledge and skills in conducting programs and strategies that are designed to enhance students’ academic, social, emotional, career, and other developmental needs and abilities
- Develop strategies that are culturally relevant for resilience and optimal development

C. Attitude and Values: Dispositions
The student will:
- appreciate the fact that the growth and development of a human never ends and that an understanding of this process is a prerequisite to doing a competent and complete job as a counselor while adhering to ethical and legal considerations
- Examine personal attitudes and values regarding a variety of ethical issues
• Examine and clarify personal attitudes and values regarding the dynamics of change in human beings
• Appreciate the importance of becoming a life-long learner; one who always strives to be reflective and active in his or her life and career
• Examine personal attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities
• Value the applicability of research in this area and the need for a clinician to keep current with the research in their area.
• Appreciate that the psychological aspects of human development and care are incomplete unless they also involve the sociological, cultural, and biomedical aspects of the individual.

D. Diversity
The student will be able to:
• Examine personal attitudes and values regarding human diversity and the process of child counseling; examine and value the complexity of counseling culturally diverse populations
• Learn individual strategies for working with diverse populations and ethnic groups as related to traditional developmental counseling.
• Increase awareness of counselors’ selection of developmental theories in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body
• Learn how developmental theories and techniques relate to child counseling, theories of identity development, and multicultural competencies

E. Technology
The candidates will:
• Demonstrate an ability to use internet email regularly emailing the class instructor with questions or concerns as well as using platforms such as banner
• Use PowerPoint in implementing class presentations, as needed
• Utilize word processing in writing all of their assignments and papers
• Utilize the internet as a source of information in researching developmental theories

Instructional Methods:
To address the varied learning needs of students, this course will involve instructional methods appropriate for visual, auditory, kinesthetic learners. Some lecture format including power point presentations and the use of video clips will be utilized. Lectures will not necessarily cover material from the text; however, you will be responsible for knowing textbook material, as well as material presented in class. Additionally, students will be expected to engage in interactive classroom discussions, role-plays, and small group work (e.g., cases, projects, discussion). Internet resources will also be used to facilitate student learning. Student presentations will also comprise part of the course. Readings from the text and journal articles will also be required. Weekly lectures and other supplemental materials are available on banner for this course.

Taskstream ALL Counseling Students:
All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling Graduate Program is required to administer performance assessments of counseling candidates in each course. This is essential documentation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Taskstream accounts can be purchased online at taskstream.com or through the bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates
associated with the Counseling program.

In this course, Research Paper has been identified as the “Task” in COUN 6940. The completed assignment must be submitted through Taskstream by all Counseling students.
<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section II: F3a</strong></td>
<td>Candidate understands theories of individual and family development across the lifespan</td>
<td>Candidate presents a minimal, irrelevant, or biased understanding of the theories of individual and family development across the lifespan.</td>
<td>Candidate presents general information regarding the theories of individual and family development across the lifespan.</td>
<td>Candidate presents and analyzes a comprehensive amount of information regarding the theories of individual and family development across the lifespan.</td>
<td>Candidate exceeds all expectations for critically analyzing the theories of individual and family development across the lifespan.</td>
<td></td>
</tr>
<tr>
<td><strong>Section II: F3e</strong></td>
<td>Candidate knows the biological, neurological, and physiological factors that affect human development, functioning, and behavior.</td>
<td>Candidate presents a minimal, irrelevant, or biased understanding of the biological, neurological, and physiological factors that affect human development, functioning, and behavior.</td>
<td>Candidate presents general information regarding the biological, neurological, and physiological factors that affect human development, functioning, and behavior.</td>
<td>Candidate presents and analyzes a comprehensive amount of information about the biological, neurological, and physiological factors that affect human development, functioning, and behavior.</td>
<td>Candidate exceeds all expectations for critically analyzing information about the biological, neurological, and physiological factors that affect human development, functioning, and behavior.</td>
<td></td>
</tr>
<tr>
<td>Section II: F3f</td>
<td>Candidate understands the systemic and environmental factors that affect human development, functioning, and behavior.</td>
<td>Candidate presents a minimal, irrelevant or biased understanding of the systemic and environmental factors that affect human development, functioning, and behavior.</td>
<td>Candidate presents general information regarding the systemic and environmental factors that affect human development, functioning, and behavior.</td>
<td>Candidate presents and analyzes comprehensive information about the systemic and environmental factors that affect human development, functioning, and behavior.</td>
<td>Candidate exceeds all expectations for critically analyzing information about the systemic and environmental factors that affect human development, functioning, and behavior.</td>
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</table>
Course Requirements and Assignments

Each student will be responsible for demonstrating knowledge and understanding of the materials presented in the textbook, handouts, and lectures. This process will be evaluated during two written examinations, presentations, paper, and discussions. Students are expected to attend every class, contribute to class discussions, and meet all deadlines. Exams are to be taken during the scheduled times.

1. Research Paper Requirements: Length: 8–12-page paper (100 points)

   Content: This assignment involves observing, interacting with, and when applicable, interviewing a person. Preferably, you should choose someone you know. If you do not formally know the person, please do not interview them; however, you could observe or interact with the person. For example, if you would like to use a person from an older adult population you could consider doing volunteer work at a senior citizen center. Thus, you could interact and observe the person.

   I. In depth view of a particular developmental level - Interact/observe/interview a person at a developmental level you are interested. In your paper, make relevant observations and reactions to the person’s developmental level. You will apply research and theory to your observations of the person. Be sure to apply developmental information regarding the person's current physical, cognitive, and psychosocial experiences.

   II. Developmental Issues - You will need to address developmental issues, which would be relevant to your work with this person assuming he or she was your client. For example, if your client were an older adult you would need to consider physical barriers, grief/loss issues, etc. You should pick a person in an age group that interests you. Preferably, the person should be from an age group that you plan to work with when you in your future work.

   III. Themes - What themes did you discover that have reoccurred in this individual’s life? How has the person adapted to on-going life as a result of his/her earlier experiences? Other things that you noticed?

   IV. Mental Health/ Substance Abuse issues - As you interview this individual, tried to determine if substance abuse or mental health issues impacted any developmental stages. Was there trauma for this individual as a child? Were there issues related to lack of food or possible eating disorders? Do the individual’s parents or siblings have mental health or substance abuse problems?

   V. Personal Reflection - Reflect upon your personal experience of conducting this interview/observing/interacting with the person. What personal issues arose for you? What repetitive themes in your life did you notice, if any? What were the difficulties for you? What were the positives for you? What will you want to be more aware of in your future work? Other observations about yourself?

   VI. References - You will need to back up your observations and conclusions with research articles. A total of 8 references should be cited in your paper. These references should be from professional books and journal articles. Internet resources (e.g., websites talking about adolescent development) will not be counted towards the 8 required references.

   Style of Paper: Your paper must be written according to the current edition of the American Psychological Association (APA) guidelines (e.g., double-spaced, headings, subheadings, appropriate referencing, etc.). You do not need an abstract. Papers should reflect the quality of a professional in the counseling field. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. Grammar and spelling will be taken into account when they detract from the presentation or understanding of the professional arguments made. Assignments must be turned in on time to be considered for a grade of “A.”
Grading Criteria for Research Paper

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant Observations and Reactions</td>
<td>25</td>
</tr>
<tr>
<td>Application of Developmental Theory/Research</td>
<td>25</td>
</tr>
<tr>
<td>Application of Counseling Considerations</td>
<td>25</td>
</tr>
<tr>
<td>APA Style</td>
<td>10</td>
</tr>
<tr>
<td>Grammar/Spelling and Organization/Clarity</td>
<td>15</td>
</tr>
</tbody>
</table>

1a. Proposal of paper (20 points): You will be expected to submit a proposal (i.e., outline) of your paper topic and outline to the instructor on the date assigned and are encouraged to work on your paper throughout the semester, prior to its due date.

2. News Flash Presentation (30 points):
Students will choose a topic that affects a particular age group (e.g., bullying, divorce, end-of-life issues) and will prepare a presentation on this topic. Please see page 12 for more details regarding this project.

3. Examinations (100 points each):
A midterm and a final will be given. The exams will be an overview of all materials and information covered in class prior to the exam date. The final will not be cumulative; it will cover material discussed after the midterm.

4. Participation/Attendance (50 points):
It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have evidence to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with your classmates to learn about the content of the missed class. Breathing exercise presentations count towards participation grades.

Additional Note: All papers and assignments must be turned in the day they are due. If you have an emergency and cannot make it to class, please email me your assignment the same day it is due. Any late papers will be lowered one letter grade for each day turned in late. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

Various Course Details

1. Writing Assignments:
Your papers are expected to be written at a graduate level which means appropriate writing style, formatting, and with references. Your paper is to be typed, proofed, and in APA format, unless otherwise specified. Candidates who wish to obtain help with their writing style should contact the YSU writing center at (330) 941-3055 or wcenter@cc.ysu.edu, to make an appointment for a writing assessment.
2. **Late Assignments:**
   Late assignments will be penalized **one letter grade** for each day that they are late. If you are aware that you will be absent on the date that an assignment is due/test it to be taken, you may submit your assignment early or via email. If this is the case, make arrangement with the instructor prior to your anticipated absence.

3. **Technology Use during Class:**
   Please turn off cell phones during class. Text messaging is also not permitted. If you anticipate a potential emergency situation, please consult with me **before** class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class (e.g., taking in-class notes).

4. **YSU CUE Mail:**
   Students are required to activate their YSU “CUE” email account - All email will be sent to the student’s YSU email account. Students are encouraged to access their email on a daily basis. Note: there is a limit on the amount of information that can be maintained in the email account. If you do not delete and purge email after it is read then your account may become full and you will not be able to receive additional email.

5. **Banner:**
   Students are responsible for regularly checking banner for important course updates, handouts, lectures, and various other course details.

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**Grading:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper Proposal</td>
<td>20</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>50</td>
</tr>
<tr>
<td>News Flash Presentation</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>400</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- **A** = 100-90%
- **B** = 89-80%
- **C** = 79-70%
- **D** = 69-60%
- **F** = 59-0%
### Course Schedule
- subject to change as necessary -

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Material</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Review Syllabus; Review Assignments; Introductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 2</td>
<td><strong>No Class – Labor Day</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 3</td>
<td>Organizing Themes in Development. Epigenesis and the Brain, Normal Development and Psychopathology. Effects of systemic and environmental factors. The impact of trauma</td>
<td>Chapter 1 – 2</td>
<td></td>
</tr>
<tr>
<td>Class 4</td>
<td>Infant &amp; Toddlers: Theories of learning Biological, Neurological, and Physiological Factors Neural and Cognitive Development in the Early Years Emotional Development in the Early Years Emerging Self in the Early years</td>
<td>Chps. 3,4,5</td>
<td>2 Newsflash Presentations</td>
</tr>
<tr>
<td>Class 5</td>
<td>Early to Middle Childhood: Theories of learning Biological, Neurological, and Physiological Factors Realms of Cognition in Middle Childhood, Self and Moral Development</td>
<td>Chapter 6-7</td>
<td><strong>Research Paper Proposal Due</strong></td>
</tr>
<tr>
<td>Class 6</td>
<td>Middle Childhood to Early Adolescents: Theories of learning Biological, Neurological, and Physiological Factors Gender and Peer Relationships</td>
<td>Chapter 8</td>
<td>2 Newsflash Presentations</td>
</tr>
<tr>
<td>Class 7</td>
<td>Adolescents: Theories of learning Biological, Neurological, and Physiological Factors Physical, Cognitive, and Identity Development Behavior Risk, Etiology of addictions and Addictive Behaviors</td>
<td>Chapter 9</td>
<td>3 Newsflash Presentations</td>
</tr>
<tr>
<td>Class 8</td>
<td>Adolescents: Social Development</td>
<td>Chapter 10</td>
<td>3 Newsflash Presentations</td>
</tr>
<tr>
<td>Class 9</td>
<td>Midterm</td>
<td></td>
<td>Available on Blackboard 10/18; due 10/25</td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
<td>Material</td>
<td>Assignment</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------------------</td>
<td>------------</td>
<td>---------------------------------</td>
</tr>
</tbody>
</table>
| Class 10 | **Young Adulthood:**  
Biological, Neurological, and Physiological Factors  
Theories of learning  
Physical and Cognitive Development | Chapter 11 | 3 Newsflash Presentations       |
| Class 11 | **Young Adulthood:**  
Socioemotional and Vocational Development | Chapter 12 | 3 Newsflash Presentations       |
| Class 12 | **Middle Adulthood:**  
Theories of learning  
Biological, Neurological, and Physiological Factors  
Cognitive, Personality Development | Chapter 13 | 3 Newsflash Presentations       |
| Class 13 | **Middle Adulthood:**  
Social Development | Chapter 13 cont. | **Research Papers Due** |
| Class 14 | **Adulthood:**  
Theories of learning  
Biological, Neurological, and Physiological Factors  
Living Well: Stress, Coping, and Life Satisfaction, Gains and Losses in Life | Chapter 14 | 3 Newsflash Presentations       |
| Class 15 | **Topics in Human Development:**  
Differing abilities and differentiated interventions, cultural issues in resilience and wellness across the lifespan | Chapter 15 | 2 Newsflash Presentations       |
| Class 16 | **Final Exam**                                                       |            | Available on Blackboard 12/6; Due 12/13 |


News Flash Presentation Instructions

**Content:**
Your 20-minute News Flash presentation should include:
I. An overview of the developmental issue – indicating how it manifests across the lifespan
II. Relevant literature (include citations and a reference page/slide)
III. Potential research questions
IV. Potential theoretical approaches & interventions for CMH, SC, Addictions, College, or SA could be impacted. Be sure to include concepts that consider underrepresented groups and the intersection of their identities.

In preparing a Newsflash presentation, simplicity is the key. There should be a minimum of clutter and a maximum of informative statements and enlightening graphics. The presentation should tell a story. This is room for creativity within the presentation format. A presentation should not contain a lot of details—the presenter can always communicate the fine points to interested participants. The presentation should begin with a definition of the problem, together with a concise statement of the motivation for the work. It is not necessary to write in complete sentences; sentence fragments may be easier to comprehend. Bulleted lists are effective.

**News Flash Evaluation Rubric**
**Total Possible Points: 30 Points**

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>6 Point</th>
<th>8 Points</th>
<th>10 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>News Flash clearly represents a developmental issue across the lifespan in Counseling.</td>
<td>Presenter does not use citations and fails to clearly represent the origins of the research and media. The topic is not established as an important and relevant developmental issue.</td>
<td>Presenter has some citations within News Flash. Presenter struggles to clearly establish the topic as an important and relevant developmental issue in Counseling.</td>
<td>Presenter uses extensive citations throughout News Flash to clearly represent the origins of the research and media. Presenter uses a variety of references and resources to firmly establish the topic as an important and relevant developmental issue in Counseling.</td>
</tr>
<tr>
<td>The presentation of the News Flash is visually interesting and the presenter uses interactive strategies.</td>
<td>Presenter lacks handouts and has limited use of technology. Audience does not participate in News Flash.</td>
<td>Presenter uses technology and handouts, but without much success in engaging the audience. Audience participation in the News Flash is limited.</td>
<td>Presenter successfully uses technology (e.g. PowerPoint, Prezi, Animoto, Keynote) and links handouts to engage the audience. Presenter uses multiple interactive strategies to increase audience participation in the News Flash.</td>
</tr>
<tr>
<td>Professional Attire and Length of Presentation</td>
<td>Professional attire is lacking. Professional delivery of the News Flash is lacking. Presentation is under 12</td>
<td>Presenter professional attire could be improved but is not blatantly unprofessional. News Flash is completed</td>
<td>Presenter wears professional attire, is professional in the delivery of the News Flash, and completes the News Flash presentation between 15-20</td>
</tr>
</tbody>
</table>
minutes or 25-minutes or over.

between 12-15 minutes or between 20-22 minutes.

Course Expectations

Academic Conduct:
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

Academic Dishonesty (YSU Statement):
As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

Americans with Disabilities Act (YSU Statement):
In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center Room 2082, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.

Attendance:
It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.

Course Evaluation:
You will have the opportunity to evaluate the course and the instructor.

Counseling Services:
If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.
Candidate Disposition Alert Process
(Required for all courses taken by BCOE candidates)

Candidate Disposition Alert Process:
The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

Dispositions:
The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. Collaborative: Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. Inclusive: Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. Professional: Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one's workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

Incomplete Grade Policy (Official YSU Policy):
An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

- Spring semester incompletes - by Sept. 1
- Summer incompletes - by October 1
- Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.
NAF Guidelines:
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website

Participation:
Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities

Problematic Behaviors:
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity, and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

Technology Use During Class:
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc. If a class takes place in a virtual modality and is recorded, you are consenting to sharing your information if you leave your camera on.

Writing and Group Presentation Policy:
Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The APA
Publication Manual will be the primary reference for issues of style.

**YSU Statement of Non-Discrimination:**
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit YSU’s ADA Accessibility Site for contact information for persons designated to handle questions about this policy.

**YSU E-Mail (Common University E-Mail):**
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.
YOUNGSTOWN STATE UNIVERSITY
Department of Psychological Sciences and Counseling
Orientation and Ethics in School Counseling
COUN 6961 / 3 S.H.
TERM

Class Meetings:
Instructor:
Contact Info:
Office Hours:

Required Texts:

Required Readings:

Updated 8/28/2021
Catalog Description:
This course provides students with an introduction to the field of professional counseling and the foundations of school counseling. The course addresses the following topics: history, philosophy, theories, cultural dynamics, classroom management issues, technology applications, assessment and evaluation responsibilities, legal and ethical issues, and current trends in school counseling and educational settings. It further examines the school counselor's role, function, and professional identity as a student advocate, program coordinator, individual and group counselor, and professional consultant. The counseling profession's ethical standards are also addressed with an emphasis on the American Counseling Association (ACA) and the American School Counseling Association (ASCA) codes of ethics, and counselor ethical decision-making processes.

Taskstream (Counseling Students):
All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of school counseling candidates in each course. This is essential for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Taskstream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

In this course, there are two “Tasks” to complete. The Classroom Guidance Unit Portfolio & Ethical Decision-Making Case Vignette have been identified as the “Tasks” in COUN 6961. The completed assignments must be submitted through Taskstream by all Counseling students.

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACREP 2016 School Counseling, 2.a</td>
<td>School counselor roles as leaders, advocates, and systems change agents in P-12 schools (Target Population, Rationale)</td>
<td>Candidate presents minimal, irrelevant or biased school and research based information regarding the target population and rationale for the unit topic.</td>
<td>Candidate presents minimal school and research based information regarding the target population and rationale for the unit topic.</td>
<td>Candidate presents and analyzes a comprehensiv e amount of school and research based information regarding the target population and rationale for the unit topic.</td>
<td>Candidate exceeds all expectations for critically analyzing the school and research based information regarding the target population and rationale for the unit topic.</td>
<td></td>
</tr>
</tbody>
</table>
| CACREP 2016 School Counseling, 3.c | Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies  
(Objecitives, Six-Step Lesson Plan) | Candidate displays minimal, stereotypical, or irrelevant knowledge of the objectives and the lesson plan materials created for the classroom guidance unit. | Candidate displays general knowledge of the topic through the creation of the objectives and the lesson plan for the classroom guidance unit. | Candidate displays specific understanding of the topic through the creation of the objectives and the lesson plan for the classroom guidance unit. | Candidate exceeds all expectations for critically analyzing and creating objectives and the lesson plan for the classroom guidance unit. |
| --- | --- | --- | --- | --- | --- |
| CACREP 2016 School Counseling, 2.b | School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies  
(Letters to Parents, Fast Facts for Teachers, Lesson Brochure) | Candidate does not present a letter to parents, fast facts for teachers, or lesson brochure that promotes the guidance unit. | Candidate presents a general letter to parents, fast facts for teachers, and lesson brochure that promotes the guidance unit. | Candidate presents a setting appropriate letter to parents, fast facts for teachers, and lesson brochure that promotes the guidance unit. | Candidate exceeds all expectations for presenting a letter to parents, fast facts for teachers, and lesson brochure that promotes the guidance unit. |
| CACREP 2016 School Counseling, 3.1 | Techniques to foster collaboration and teamwork within schools  
(Core Curriculum) | Candidate displays minimal, stereotypical, or irrelevant knowledge of lessons, exercises, or activities which classroom teachers can implement to reinforce student learning in reading/writing, math, social studies and science. | Candidate displays general knowledge of lessons, exercises, or activities which classroom teachers can implement to reinforce student learning in reading/writing, math, social studies and science. | Candidate displays specific understanding of lessons, exercises, or activities which classroom teachers can implement to reinforce student learning in reading/writing, math, social studies and science. | Candidate exceeds all expectations for critically analyzing and determining the most appropriate lessons, exercises, or activities which classroom teachers can implement to reinforce student learning in reading/writing, math, social studies and science. |
| CACREP 2016 School Counseling, 2.g | Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (Needs Assessment, CDGC Prevention/Intervention, Evaluation) | Candidate displays little or irrelevant knowledge of specific strategies to assess the needs of the students, determine prevention/intervention strategies and evaluate the impact of the guidance unit. | Candidate displays general knowledge of specific strategies to assess the needs of the students, determine prevention/intervention strategies and evaluate the impact of the guidance unit. | Candidate displays specific understanding of the setting appropriate strategies to assess the needs of the students, determine prevention/intervention strategies and evaluate the impact of the guidance unit. | Candidate exceeds all expectations for critically analyzing empirically supported measures to assess the needs of the students, determine prevention/intervention strategies and evaluate the impact of the guidance unit. |
| CACREP 2016 School Counseling, 2.F.1.i | Students will demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (ethics). | Candidate presents minimal knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. | Candidate presents general knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. | Candidate presents a comprehensive amount of knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. | Candidate exceeds all expectations with their knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. |
Knowledge Base Rationale: The goal of this course is to help candidates develop not only an awareness of but also an understanding of pupil personnel services in education as well as their interrelationships with the administrative and instructive services.
Course Objectives

Professional Counseling Orientation and Ethical Practice

- History and philosophy of the counseling profession and its specialty areas (CACREP 2016 Professional Counseling Identity, 1.a)
- The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (CACREP 2016 Professional Counseling Identity, 1.b)
- Counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP 2016 Professional Counseling Identity, 1.c)
- The role and process of the professional counselor advocating on behalf of the profession (CACREP 2016 Professional Counseling Identity, 1.d)
- Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP 2016 Professional Counseling Identity, 1.e)
- Professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP 2016 Professional Counseling Identity, 1.f)
- Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP 2016 Professional Counseling Identity, 1.g)
- Current labor market information relevant to opportunities for practice within the counseling profession (CACREP 2016 Professional Counseling Identity, 1.h)
- Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP 2016 Professional Counseling Identity, 1.i)
- Technology’s impact on the counseling profession (CACREP 2016 Professional Counseling Identity, 1.j)
- Strategies for personal and professional self-evaluation and implications for practice (CACREP 2016 Professional Counseling Identity, 1.k)
- Self-care strategies appropriate to the counselor role (CACREP 2016 Professional Counseling Identity, 1.l)
- The role of counseling supervision in the profession (CACREP 2016 Professional Counseling Identity, 1.m)

School Counseling Foundations

- History and development of school counseling (CACREP 2016 School Counseling, 1.a)
- Models of school counseling programs (CACREP 2016 1.b)
- Models of P-12 comprehensive career development (CACREP 2016 School Counseling, 1.c)
- Models of school-based collaboration and consultation (CACREP 2016 School Counseling, 1.d)

Contextual Dimensions

- School counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP 2016 School Counseling, 2.a)
- School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (CACREP 2016 School Counseling, 2.b)
- School counselor roles in relation to college and career readiness (CACREP 2016 School Counseling, 2.c)
- School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (CACREP 2016 School Counseling, 2.e)
• Competencies to advocate for school counseling roles (CACREP 2016 School Counseling 2.f)
• Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (CACREP 2016 School Counseling, 2.g)
• Common medications that affect learning, behavior, and mood in children and adolescents (CACREP 2016 School Counseling, 2.h)
• Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP 2016 School Counseling, 2.i)
• Community resources and referral sources (CACREP 2016 School Counseling, 2.k)
• Professional organizations, preparation standards, and credentials relevant to the practice of school counseling (CACREP 2016 School Counseling, 2.l)
• Legislation and government policy relevant to school counseling (CACREP 2016 School Counseling, 2.m)
• Legal and ethical considerations specific to school counseling (CACREP 2016 School Counseling, 2.n)

Practice
• Approaches to increase promotion and graduation rates (CACREP 2016 School Counseling 3.i)
• Use of accountability data to inform decision making (CACREP 2016 School Counseling 3.n)
• Use of data to advocate for programs and students (CACREP 2016 School Counseling 3.o)
Course Requirements

1. **Community Mapping Inventory Report**
   The purpose of this assignment is to help you identify all of the resources upon which you could draw if you were the school counselor in a particular school. Select a school that you would like to intern at and then identify the academic, career, and personal/social community resources that are reasonable accessible to school counselors / students / parents in that community. Prepare this response in a professional manner as if you were presenting a copy to a school counselor and to the principal of a school.

   During the course of this assignment and within the body of your report you should address the following issues: List and provide a brief description of all community agencies serving the students in the school or their families (including website address & phone number). Identify any resources (business and industry, agencies, etc.) that can be used to foster student achievement. Describe what services they provide.

2. **Guidance-Related Educational Program (in service) Brochure/flyer**
   To complete this assignment, students will prepare brochure or flyer advertising a guidance-related educational program for school personnel and/or parents/community, which promote healthy development of children and adolescents. The topic for this assignment will be relevant and developmentally appropriate for the population. To demonstrate proficiency in guidance related education programming, students will develop a written document (brochure) which contains the following: Workshop Title, Date, Presenter, Location, Agenda, Abstract, Objectives, Information about Presenter, Objectives, & Contact to Register for the Workshop.

3. **Interview with a School Counselor**
   To complete this requirement, students will interview a school counseling professional using as a guide, questions which ascertain the specific training and preparation, theoretical orientation, as well as roles and responsibilities of the interviewee. Following the interview, students will submit a 3–5-page report summarizing the contents of this interview and share their findings with the class during a 10-minute oral presentation. Students will also be required to briefly share their experience with the class. (Note: It is recommended that this experience is not in a school where you currently are employed). During the course of your interview and within the body of your written and oral report you should address the following issues:
   a. Provide the counselor’s name, title, school, location and phone number
   b. What kind of training and preparation did the counselor receive?
   c. What kind of certification/licensure does the counselor hold?
   d. What additional training and preparation did the counselor receive including staff development, professional conferences etc.?
   e. What kinds of activities are included in the counselor’s daily routine (e.g. individual classroom guidance, small group guidance, testing, career development, consultation, referral and coordination, etc)?
   f. How does the counseling staff address multicultural issues within the schools?
   g. Does the school have an annual guidance plan (secure a copy if possible)?
   h. What is the counselor’s preferred counseling modality or theoretical orientation?
   i. How does the counselor allocate her/his time (prevention/intervention’ counseling/non-counseling responsibilities)?

Updated 8/28/2021
j. What role does the counselor play with regard to Special Programs?
k. How or in what ways does the counselor collaborate with support personnel professionals (e.g., school nurse, psychologist, social worker, etc.)?
l. What kind of parent education workshops does the counseling department conduct?
m. Does a guidance committee exist for the department? If so, who serves on this committee?
n. In what professional organizations is the counselor involved?
o. What social outlets does the counselor use to balance job related rigors?
p. Your personal reactions to this interview?

4. **Community Site Information Paper**
   a. Make an independent site (certain sites restricted – only one student may visit the agency) visit to gather information from an agency serving the community of the school site that you are shadowing which services school age children and school personnel. You may also gather additional information online.
   b. This requirement will enhance students’ knowledge and understanding of prospective referral sources and service organizations, as well as prepare future counselors to develop reciprocal working alliances with community agencies. The content of your findings will be detailed in a 3–5-page report. Prepare this response in a professional manner as if you were presenting a copy to a school counselor and to the principal of a school. During the course of your interview and within the body of your written and oral report you should address the following issues:
   c. Provide the agency name, title, contact person, location and phone number.
   d. What function does the agency serve?
   e. Describe the programming services available to the community?
   f. What services does the agency provide for school age children and families?
   g. How are referrals made to the agency?
   h. How or in what ways does the agency collaborate with support personnel professionals (e.g., school nurse, psychologist, social worker, etc.)?
   i. How is the agency funded?
   j. What are your personal reactions to this interview?

5. **Classroom Guidance Unit Portfolio** TASKSTREAM Assignment
   a. Each student will create a developmentally appropriate classroom guidance unit which contains at least three in-class lessons. The project should be submitted in one file and should contain the following elements:
   b. Target Population. Identify relevant information regarding the target group which will receive your classroom guidance unit. In particular, you will want to address the grade level, developmental issues with which this population must contend, and curricular areas to which students have had exposure, which may pertain specifically to your classroom guidance unit (i.e. conflict resolution, character education, etc.).
   c. Rationale. Provide justification for conducting this particular guidance unit which supports both demographically and empirically your reasons for implementing this unit. Be sure to use reliable sources (ERIC search, Psych INFO search, interviews with practitioners and clinicians in the field, internet, journal articles, activities guides, and statistical reports). Balance your rationale; do not rely on anecdotal information. You should have at least five journal articles that emphasize the importance of your topic.

Updated 8/28/2021
d. Letter to Parents. Draft a letter which describes the classroom guidance unit you propose to use with children. This letter should acquaint parents with the purpose goals, objectives for your classroom guidance unit. Suggest experiences and activities which parents can do at home which extend and reinforce children’s understanding of this particular unit.

e. Lesson Brochure: Design a brochure to introduce your guidance session to the school population, administration, staff, etc.

f. Needs Assessment. Design a needs assessment which you will distribute to students that assesses areas students think counselors should address during the course of the year. If relevant, develop an assessment measure which ascertains students’ current knowledge base about this particular subject matter.

g. Objectives: Identify broad goals/specific behavioral objectives which detail learning outcomes.

h. Activities: Identify and include the lesson plan/activity you will use for the classroom guidance unit (each of the three in class lessons).

i. Evaluation: Develop an evaluation which assesses student’s reactions to the guidance unit.

j. Fast Facts for Teachers. Draft a one-page information sheet concerning the topic of your guidance unit. Make them accessible for the teachers and provide a quick review of the information presented.

k. Core Curriculum: Identify lessons, exercises, or activities which classroom teachers can implement in order to extend and reinforce student learning in one of the four content areas (Reading, Math, Writing, Social Studies and Science).

l. Comprehensive Developmental Guidance and Counseling. Discuss which of standards of the ASCA National Model your guidance unit addresses. You may complete this task using a chart to illustrate relevant activities.

m. Personal Reaction. Discuss in a few paragraphs your personal reaction to this exercise, including particular insights you may have acquired as well as how this assignment may help you as a school counselor.

n. References: APA reference page listing the minimum of five journal articles and the additional resource materials you used to create your guidance unit lesson and activities.

o. Submission: All the material should be submitted in one binder, which includes a table of contents, and tabs separating the different sections. You have two copies (binders) of the project. One for you and one to submit to the instructor.

6. **Ethical Decision-Making Case Vignette TASKSTREAM Assignment**

   Students will read through a case vignette and consider the ethical implications. They will then identify and indicate an ethical decision-making model to describe how they would handle the situation as the school counselor.

7. **Counselor Shadowing Experience:** *May be adjusted due to Pandemic*
   
a. During the semester, each student will be required to do at least thirty (30) hours of shadowing a school counselor(s) during the semester. (Note: It is recommended that some of the hours for this experience is not in a school where you currently are employed).

   b. After the shadowing experience, the student is required to complete a brief 2–3-page reflection paper anda documentation of experience form.
8. **Deliver Guidance Lesson Presentation / Present Video in class**
   
   Student will present one classroom guidance unit lesson to the class. The lesson should be related to one of the three lessons that was included in the portfolio. Students will videotape at least one of their Classroom Guidance Unit Lesson and present a 15-minute segment of your presentation part of a guidance lesson. Student should cue up the tape to a 15-minute section that they would like to share with the class. See attachment for more directions.

9. **Final Exam**
   
   There will be a final comprehensive exam.

**Grading:**

1. Counselor Shadowing Reflection/Documentation  
   10
2. Interview (& Discussion)  
   10
3. Community Mapping Inventory Report  
   5
4. Community Site Information Paper  
   5
5. Guidance Related Educational Program Brochure  
   5
6. Classroom Guidance Unit Portfolio  
   15
7. Ethical Decision- Making Case Vignette  
   10
8. Videotape/Presentation of Guidance Lesson  
   10
9. Final Examination  
   20
10. Participation  
   10

**Points**

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**Grading Scale:**

A = 90 – 100 points  
B = 80 – 89 points  
C = 70 – 79 points  
Failing grade: MUST REPEAT COURSE

**Course Topics***

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments/Activities</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>o Introductions</td>
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<td>o Review of syllabus</td>
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<td>2</td>
<td>LABOR DAY - NO CLASS</td>
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| o Becoming a Professional School Counselor  
| o Advocating for the Profession  
| o Models of School Counseling Programs and The ASCA National Model (SC1A) (SC1B) (SC3A) |
| | • Erford – Chapter 1 & 2  
| | • ASCA - Chapter 1  
| 4 |  
| o Transformational Thinking & Systemic, Data Driven School Counseling (SC3K) |
| | • Erford – Chapter 3 & 4  
| | • ASCA – Chapter 2  
| 5 |  
| o Accountability & Outcomes Research (SC3B) |
| | • Erford – Chapter 5 & 6  
| | • ASCA – Chapters 3, 4, 5, & 6  
| 6 |  
| o Ethical, Legal, and Professional Issues & Culturally Competent School Counselors  
| o Issues of Technology, Social Media & Cyberbullying (SC2F) (SC2L) (SC2M) (SC2N) |
| | • Erford – Chapter 7 & 8  
| | • ASCA – Chapter 12  
| | • Ohio Operating Standards – School Operating Standards (OAC Chapter 3301-35)  
| | - [http://education.ohio.gov/Topics/CareerTech/Operating-Standards](http://education.ohio.gov/Topics/CareerTech/Operating-Standards)  
<p>| | • Ohio Standards for Professional Development - <a href="http://education.ohio.gov/Topics/Teaching/Professional-Development/Organizing-for-High">http://education.ohio.gov/Topics/Teaching/Professional-Development/Organizing-for-High</a> |</p>
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<tr>
<th>Page</th>
<th>DUE: ETHICAL DECISION – MAKING CASE VIGNETTE - TaskStream assignment</th>
<th>DUE: GUIDANCE RELATED EDUCATIONAL PROGRAM (IN SERVICE) BROCHURE/FLYER</th>
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<tr>
<td>7</td>
<td>○ Leadership and Advocacy &amp; Developmental Classroom Guidance (SC2A) (SC2D) (SC2J)</td>
<td>○ Erford – Chapter 9 &amp; 10</td>
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<td>DUE: INTERVIEW PAPER / BRIEF DISCUSSION OF INTERVIEWS</td>
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<td>○ Counseling Individuals and Groups in School &amp; Consultation, Collaboration, and Encouraging Parent Involvement (SC1D) (SC2B) (SC3L)</td>
<td>○ Erford – Chapter 13 &amp; 14</td>
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<td>○ ASCA – Chapter 7</td>
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<td>10</td>
<td>○ Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems</td>
<td>○ ASCA – Chapters 8, 9, 10 &amp; 11</td>
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<td></td>
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<td>○ Erford – Chapter 15</td>
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<td>○ Strear, M. (2017). Forecasting an inclusive future: School counseling strategies to deconstruct educational</td>
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Updated 8/28/2021

heteronormativity. *Professional School Counseling*, 20(1a), 47-56.


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<tr>
<td>11</td>
<td>o The Professional School Counselor and Students with Disabilities</td>
<td>o Erford – Chapter 16</td>
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| 12 | o Counseling Students with Mental and Emotional Disorders (SC2K) | o Erford - Chapter 17  

**DUE: COMMUNITY SITE INFORMATION PAPER**

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| 13 | o Responding to Crisis, Disasters, & Emergencies (SC2E)  
  o How to Manage Vicarious Trauma (SC2E) | o James, R. (2008). Crisis in Schools (Chapter 12 in Crisis Intervention Strategies).  
| 14 | Video-Taped Guidance Lesson Presentations & Review | Guidance Lesson Presentations |
| 15 | Video-Taped Guidance Lesson Presentations & Review (SC3C) | DUE: GUIDANCE LESSON UNIT PORTFOLIO – TaskStream assignment |
| 16 | Final | DUE: SHADOWING REFLECTION & DOCUMENTATION FORM |

* This is a *tentative* schedule of activities/assignments. Contents of the course are subject to change based on the unique characteristics of the class. Any changes will be announced in class, Blackboard, and/ or via the university e-mail system.
Course Policies

Academic Conduct:
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalty ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

Academic Dishonesty (YSU Statement):
As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

Americans with Disabilities Act (YSU Statement):
In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center Room 2082. You can reach CSP Disability Services at 330-941-1372.

Attendance:
Students are expected to attend classes, complete all assignments and participate in class discussions and activities. Breathing exercise presentations will count towards your class participation. If you cannot attend class, please contact the professor via e-mail herman@ysu.edu. Advanced notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. Unexcused absences in excess of one class will result in a drop of one letter grade. Absences can be excused by providing a doctor’s note. You are responsible for all information if you do miss a class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

Background Check:
All students must submit background check (BCI) before they meet with their volunteer. If applicable, a student must submit an (FBI) background check.

Class Punctuality:
Students are expected to attend classes on time. Students who are late at the beginning of class or returning from breaks in excess of two times will result in a drop of one letter grade of participation points followed by an additional letter grade for each time after.

Course Evaluation:
You will have the opportunity to evaluate the course and the instructor.

Counseling Services:
If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

Candidate Disposition Alert Process
(Required for all courses taken by BCOE candidates)

Candidate Disposition Alert Process:
The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate's performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

Dispositions:
The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. Collaborative: Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. Inclusive: Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. Professional: Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.
**Incomplete Grade Policy (Official YSU Policy):**
An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

- Spring semester incompletes - by Sept. 1
- Summer incompletes - by October 1
- Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

**NAF Guidelines:**
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website

**Participation:**
Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities

**Problematic Behaviors:**
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial
questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity, and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file. If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use During Class:**

Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc. If a class takes place through a virtual modality and is recorded, you are consenting to your identifying information being shared by keeping your video on during the recorded portion.

Writing and Group Presentation Policy: Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

**YSU Statement of Non-Discrimination:**

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit YSU’s ADA Accessibility Site for contact information for persons designated to handle questions about this policy.

**YSU E-Mail (Common University E-Mail):**

Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.
Guidelines for Delivering Guidance Lesson Presentation

- Present and videotape one of the approx. 45-minute (1 class period) classroom guidance lessons that is included in your Classroom Guidance Unit Portfolio to students.
- Administer and collect the evaluation of the guidance lesson.

TIPS for Presenters

- From beginning to end, you will deliver this lesson as if you were a school counselor intern presenting this to a classroom of students.
- Present your lesson using language and examples that are developmentally appropriate.
- Maintain a professional role (i.e., address yourself as Mr., Ms., or Mrs.)
- Wear professional clothing appropriate to what a teacher or school personal should wear when working in a school system.
- Handle any classroom management or behavioral disruptions appropriately

Guidelines for Presenting Your Guidance Lesson Video to COUN 6961

- Provide a one-page handout summarizing your Classroom Guidance Unit to the class. Handout should include Topic, ASCA National Standards (Mindsets and Behaviors) Addressed, and Activities for each of the three lessons, and Resources Used to Create the Unit.
- Cue your tape to a 15-minute segment that shows you doing something well and also something that you could improve upon. Following the video discuss what you did well and what you could have improved upon. Discuss what you would do differently if you presented this lesson again.
- Present the results of the student evaluation of your guidance lesson.
COUN 6961 (15 Minute Guidance Lesson) Evaluation Form

Your Name: ___________________________________ Date: ______________________

Presenter: ___________________ Guidance Lesson Topic: ____________________

Rate the presenter based upon the following statements  
(1 = Strongly Disagree,  2 = Disagree,  3 = Agree,  4 = Strongly Agree)

<table>
<thead>
<tr>
<th>Guidance Lesson Video Tape</th>
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<tbody>
<tr>
<td>1. Presenter clearly delivered the lesson professionally as school counselor in the 15-minute clip.</td>
<td>1 2 3 4</td>
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<td>2. Presenter was able to respond to any questions/distraction from students</td>
<td>1 2 3 4</td>
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<tr>
<td>3. Presenter was developmentally appropriate and addressed a topic critical to these students.</td>
<td>1 2 3 4</td>
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<tr>
<td>4. Presenter had a style that allowed them to connect with the students.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guidance Lesson Video Tape Presentation to 6961 Class</th>
<th>Circle a number.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The presenter was able to appropriately reflect on their performance by discussing both positives, negatives, and areas for improvement.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. The handout adequately described the relevant points of their guidance lesson unit</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Additional Comment: ____________________________  TOTAL SCORE: ________
Class Meetings:
Instructor:
Contact Info:
Office Hours:

Required Textbooks:


Catalog Description:
Basic principles of counseling in an educational context. Development of procedural bases for counseling educationally oriented counseling theory. Ethics and limitations involved in counseling practice.

Prerequisites:
None

Critical Task Description and Essential Tasks:
*Critical Tasks are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate’s ability to move through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. Critical Tasks and Essential Tasks are to be submitted through TaskStream.*

Taskstream (Counseling Students):
All candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of school counseling candidates in each course. This is essential for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Taskstream accounts can be purchased online at taskstream.com or...
through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

In this course, **Personal Counseling Theory Paper** has been identified as the “Task” in COUN 6962. The completed assignment must be submitted through Taskstream by all students.

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/ Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/ Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section II F.5.a.</td>
<td>Candidate knows and understands theories and models of counseling.</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of theories and models of counseling.</td>
<td>Candidate displays basic knowledge of theories and models of counseling.</td>
<td>Candidate displays a thorough understanding of theories and models of counseling.</td>
<td>Candidate exceeds all expectations for critically analyzing information about theories and models of counseling.</td>
<td></td>
</tr>
<tr>
<td>Section II F.5.b.</td>
<td>Candidate understands a systems approach to conceptualizing clients.</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of understands a systems approach to conceptualizing clients.</td>
<td>Candidate displays basic knowledge of understands a systems approach to conceptualizing clients.</td>
<td>Candidate displays a thorough understanding of understands a systems approach to conceptualizing clients.</td>
<td>Candidate exceeds all expectations for critically analyzing the information about understands a systems approach to conceptualizing clients.</td>
<td></td>
</tr>
<tr>
<td>Section II F.5.g.</td>
<td>Candidate understands essential interviewing, counseling, and case conceptualization skills.</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of essential interviewing, counseling, and case conceptualization skills.</td>
<td>Candidate displays basic knowledge of essential interviewing, counseling, and case conceptualization skills.</td>
<td>Candidate displays a thorough understanding of essential interviewing, counseling, and case conceptualization skills.</td>
<td>Candidate exceeds all expectations for critically analyzing the information about essential interviewing, counseling, and case conceptualization skills.</td>
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<tr>
<td>Section II F.5.h.</td>
<td>Candidate understands and recognizes developmentally relevant counseling treatment or intervention plans.</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of developmentally relevant counseling treatment or intervention plans.</td>
<td>Candidate displays basic knowledge of developmentally relevant counseling treatment or intervention plans.</td>
<td>Candidate displays a thorough understanding of developmentally relevant counseling treatment or intervention plans.</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding developmentally relevant counseling treatment or intervention plans.</td>
<td></td>
</tr>
<tr>
<td>Section II F.5.i.</td>
<td>Candidate understands the development of measurable outcomes for clients.</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of the development of measurable outcomes for clients.</td>
<td>Candidate displays basic knowledge of the development of measurable outcomes for clients.</td>
<td>Candidate displays a thorough understanding of the development of measurable outcomes for clients.</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding the development of measurable outcomes for clients.</td>
<td></td>
</tr>
<tr>
<td>Section II F.5.j</td>
<td>Candidate knows evidence-based counseling strategies and techniques for prevention and intervention.</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of evidence-based counseling strategies and techniques for prevention and intervention.</td>
<td>Candidate displays basic knowledge of evidence-based counseling strategies and techniques for prevention and intervention.</td>
<td>Candidate displays a thorough understanding of evidence-based counseling strategies and techniques for prevention and intervention.</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding evidence-based counseling strategies and techniques for prevention and intervention.</td>
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</tr>
<tr>
<td>Section II F.5.l</td>
<td>Candidate is aware of suicide prevention models and strategies.</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of suicide prevention models and strategies.</td>
<td>Candidate displays basic knowledge of suicide prevention models and strategies.</td>
<td>Candidate displays a thorough understanding of suicide prevention models and strategies.</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding suicide prevention models and strategies.</td>
<td></td>
</tr>
<tr>
<td>Section II F.5.m</td>
<td>Candidate has knowledge of crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid</td>
<td>Candidate displays basic knowledge of crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid</td>
<td>Candidate displays a thorough understanding of crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid</td>
<td></td>
</tr>
<tr>
<td>Section II F.5.n.</td>
<td>Candidate is aware of processes for aiding students in developing a personal model of counseling.</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of processes for aiding students in developing a personal model of counseling.</td>
<td>Candidate displays basic knowledge of processes for aiding students in developing a personal model of counseling.</td>
<td>Candidate displays a thorough understanding of processes for aiding students in developing a personal model of counseling.</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding processes for aiding students in developing a personal model of counseling.</td>
<td></td>
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</tbody>
</table>
Knowledge Base Rationale:
The goals of this course are to: promote an understanding of the development, function and criteria of sound theory in general; to provide a socio-historical framework of the evolution of psychotherapy; to develop an understanding of the theory underlying major approaches; to enhance the integration of theoretical assumptions, values, experience and knowledge into coherent models of ethical and culturally relevant practice.

Course Objectives:
2016 CACREP Standards-Section 2: Professional Counseling Identity
5. Counseling and Helping Relationships
   a. Knows and understands theories and models of counseling. (CACREP 2016 Foundation Standard)
   b. Understands a systems approach to conceptualizing clients. (CACREP 2016 Foundation Standard)
   g. Understands essential interviewing, counseling, and case conceptualization skills. (CACREP 2016 Foundation Standard)
   h. Understands and recognizes developmentally relevant counseling treatment or intervention plans. (CACREP 2016 Foundation Standard)
   i. Understands the development of measurable outcomes for clients. (CACREP 2016 Foundation Standard)
   j. Knows evidence-based counseling strategies and techniques for prevention and intervention. (CACREP 2016 Foundation Standard)
   l. Aware of suicide prevention models and strategies. (CACREP 2016 Foundation Standard)
   m. Knowledge of crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid. (CACREP 2016 Foundation Standard)
   n. Aware of processes for aiding students in developing a personal model of counseling. (CACREP 2016 Foundation Standard)
Course Requirements

Attendance:
Students are expected to attend classes, complete all assignments and participate in class discussions and activities. If you cannot attend class, please contact the professor via e-mail. Advanced notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. You are responsible for all information if you do miss a class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

Class Punctuality:
Students are expected to attend classes on time.

Class Participation:
Participation and attendance are essential components of this class. Students are expected to come to class fully prepared and to actively participate in class activities and discussions. During class, students will be provided opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class, and engagement in class activities. Breathing exercise presentations will count towards your class participation.

Quizzes (100 points):
There will be 11 quizzes assigned on blackboard throughout the semester. Quizzes will be available to complete AFTER class on the date the quiz is assigned and available until the following Wednesday. Failure to complete the quiz within this time frame will result in a score of 0. These quizzes will assess your comprehension of the assigned readings. Therefore, it is imperative that you read all assigned readings. You will have the opportunity to earn 10 points for each of your top 10 quiz grades for a total of 100 points at the conclusion of the semester.

Theoretical Techniques Presentation (30 points):
NOTE – Schedule will be posted in Blackboard for your assigned date, partner(s), and topic for this presentation. You will have an opportunity to engage in a group presentation/demonstration of two counseling techniques and/or interventions associated with a counseling theory of your choice. The intention of this assignment is to promote a deeper understanding of techniques or approaches related to specific theories.
Students should incorporate a minimum of five articles from peer-reviewed journals in the field of counseling (i.e., Journal of Mental Health Counseling, Journal of Counseling & Development, etc.) into the presentation. References should be included in your presentation either via PowerPoint or provision of a reference page in APA style.

The presentation should not be a lecture but rather an interactive/engaging presentation. Therefore, technological mediums are allowed and encouraged. Incorporate a short video segment from a movie/television show OR an audio clip that demonstrates some aspect of the theory. Additionally, you should select an activity for the class to practice and then process the activity as a class. The presentation should be no more than 40 minutes in length. Therefore, you are encouraged to practice prior to the presentation date. You should also provide a handout to the class that includes information specific to the technique and its use when providing counseling services to adults and children. Please email this handout to your classmates prior to the start of class on the date of your presentation. You will be provided a summary of feedback from your peers with your grade. Please see the rubric for further grading information (on blackboard).

**Personal Counseling Theory Paper (100 points):** You will have the opportunity to develop your personal counseling theory during this class. Throughout the semester, you will be asked to submit components of the personal counseling theory paper on specific due dates. This provides an opportunity for me to give you feedback and for you to revise each component before the completed personal counseling theory paper is due. You will have the opportunity to earn 25 points on the first component, Self-Reflection, which is due on the date listed below in the Course Schedule. You will also have an opportunity to earn 25 points on the second component, Selecting a Theory, which is due on the date listed below in the Course Schedule. Finally, you will have an opportunity to earn 50 points for the completed Personal Counseling Theory Paper, which is due on the date listed below in the Course Schedule.

You will create a 12-page (including title and reference pages) personal counseling theoretical perspective with roots in two of the theories discussed in class (i.e., Psychoanalytic Therapy, Adlerian Therapy, Existential Therapy…Postmodern Approaches, etc.). Please ensure that you read Chapter 20 in the textbook in order to gain a full understanding of theoretical integration. Additionally, you should incorporate a minimum of six journal articles from peer-refereed journals. Non-academic references will not be accepted (e.g., popular magazines, websites, etc.). You may need to begin searching for these articles the first week of class as it can take several weeks to retrieve these items through the Ohio library system.

To assist with this assignment, consider the following: It is the first day of your practicum, and you are working with your ideal client. You believe your counseling approach aligns with two main theories (e.g., Cognitive Behavioral and Existential Therapies), and you are charged with the task of integrating them.

Be sure to address the following as you present your personal counseling theory:

1. **Self-Reflection:** Self-reflection is an important aspect of professional competence. The first section of your paper should include personal self-reflections of your life experiences, family of origin, culture, and personal development as well as the intersection between these factors and your current views of the world. For this paper, essentially, you will be answering the following question: How are my
theoretical preferences a reflection of who I am as a person? Please address the following when answering this question.

a. What is your view of human nature?
b. What factors do you believe most affect personal development?
c. How do people perceive the development of problems?
d. How do you think people change? What causes change to occur?
e. What are your perceptions of competent counseling?
f. If you were in counseling, what theory would you want someone to use? Why?

2. Selecting a Theory: The second section of your paper should identify and explain your personal counseling theory. This section will be based on the self-reflections included in the first section of your paper. Please address the following questions when writing this section.

a. Which two theories do you espouse at this point in your professional development?
b. What name would you give your integrated theory?
c. What professional setting would you prefer?
d. How is the counseling relationship defined in your theory?
e. What is your role as the counselor?
f. What therapeutic goals are considered important in your theory?
g. What techniques and interventions would you use with clients? Please be specific.
h. What steps would you take to facilitate the therapeutic process from start to finish?
i. What strengths and limitations are there to using your theory?
j. With what populations and presenting issues would your theory work best? Why?
k. With what populations and presenting issues would your theory be inappropriate? Why?

Your paper should not be a regurgitation of basic knowledge or comprehension. You are to be thoughtful and reflective by analyzing and synthesizing the content you have learned over the course of the semester. It is important that you are consistent in your application of the two chosen theories. Please remember, you will need to be concise and thorough simultaneously due to the restriction on page length.

Final Exam (20 points):
There will be a final exam held on the final exam date and time on the date listed below in the Course Schedule.

Grading:  

<table>
<thead>
<tr>
<th></th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes (10 total)</td>
<td>100</td>
</tr>
<tr>
<td>2. Theoretical Techniques Presentation</td>
<td>30</td>
</tr>
<tr>
<td>3. Personal Counseling Theory Paper</td>
<td>100</td>
</tr>
<tr>
<td>4. Final Exam</td>
<td>20</td>
</tr>
</tbody>
</table>

Total 250

Grading Scale:  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70 (Failing)</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>59-0</td>
</tr>
</tbody>
</table>

Updated 09/04/2021
# Course Schedule*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Review syllabus; Foundations of Effective Counseling</td>
<td>Read: Chapter 1</td>
</tr>
</tbody>
</table>
| 2    |      | Psychoanalytic Therapy, Post and Neo-Freudian Therapies | Read: Chapter 2, 4  
Due: Quiz #1 |
|      |      | Demonstration on Presentation | |
| 3    |      | Adlerian Therapy | Read: Chapters 5  
Due: Quiz #3 and Presentation #2 |
| 4    |      | Behavior Therapy | |
| 5    |      | Cognitive Behavioral Therapy | Read: Chapter 6  
Due: Quiz #4, Presentation #3, and Self-Reflection |
| 6    |      | Reality Therapy | Read: Chapter 7  
Due: Quiz #5 and Presentation #4 |
| 7    |      | Contemporary Cognitive Behavioral Therapies | Read: Chapter 8  
Due: Quiz #6 and Presentation #5  
I |
| 8    |      | Existential Therapy | Read: Chapter 9  
Due: Quiz #7 and Presentation #6 |
| 9    |      | Person Centered Therapy | Read: Chapter 10  
Due: Quiz #8 and Presentation #7 |
| 10   |      | Gestalt | Read: Chapter 11  
Due: Quiz #9, Presentation #8, and Selecting a Theory |
| 11   |      | No Class | Veteran’s Day |
| 12   |      | Feminist Therapy & Postmodern Therapy | Read: Chapter 12 & 13  
Due: Quiz #10 and Presentation #9 & #10 |
| 13   |      | No Class | Thanksgiving |
| 14   |      | Family Systems Therapies & Integrative Therapies | Read: Chapter 14 & 15  
Due: Quiz #11 and Presentation #11 & #12 |
| 15   |      | Discussion on Trauma and Suicide Assessment and Prevention | Due: Personal Counseling Theory Paper |

*Updated 09/04/2021*
| 16 | Final Examination | Due: Final Exam – will be available on Blackboard on XX after class and due today |

*This course schedule is subject to change.*
Course Policies

Academic Conduct:
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalty ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

Academic Dishonesty (YSU Statement):
As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

Americans with Disabilities Act (YSU Statement):
In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center Room 2082, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.

Attendance:
Students are expected to attend classes, complete all assignments and participate in class discussions and activities. If you cannot attend class, please contact the professor via e-mail. Advanced notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. You are responsible for all information if you do miss a class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.
**Course Evaluation:**
You will have the opportunity to evaluate the course and the instructor.

**Counseling Services:**
If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

**Candidate Disposition Alert Process**
(Required for all courses taken by BCOE candidates)

**Candidate Disposition Alert Process:**
The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

**Dispositions:**
The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. Collaborative: Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. Inclusive: Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. Professional: Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

**Incomplete Grade Policy (Official YSU Policy):**
An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all
requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

- **Spring semester incompletes** - by Sept. 1
- **Summer incompletes** - by October 1
- **Fall incompletes** - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

**NAF Guidelines:**
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: [NAF Guidelines on the YSU website](#)

**Participation:**
Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities.

**Problematic Behaviors:**
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity, and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients.
Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the student’s file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use During Class:**
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc. If a class takes place through a virtual modality and is recorded, you are consenting to your identifying information being shared by keeping your video on during the recorded portion.

**Writing and Group Presentation Policy:**
Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

**YSU Statement of Non-Discrimination:**
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit [YSU’s ADA Accessibility Site](#) for contact information for persons designated to handle questions about this policy.

**YSU E-Mail (Common University E-Mail):**
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.
Recommended Readings


Theories Bibliography - The Classics

Erford, B.T. (2014). 40 techniques every counselor should know (2nd ed.). Pearson

Appendix
Theoretical Techniques Presentation Evaluation Form

Theory: ___________________________  Date: ___________________________

Presenters: ____________________________

Strengths:

Areas of Improvement/Suggestions:
Class Meetings: 
Instructor: 
Contact Info: 
Office Hours: 

Required Texts/Readings/Materials: 


Other readings assigned by the instructor 

**Catalog Description of Appraisal Techniques in Counseling:** 
Overview of the administration, scoring, and interpretation of standardized tests and measures used in counseling practice with specific focus and supervised practice in the administration, scoring, and interpretation of standardized personality, career interest and skill, depression, anxiety, hopelessness, and suicidal ideation instruments.

**Course Objectives:** 
The purpose of this course is to insure that, upon course completion, candidates:
- understand psychometric properties of assessment instruments;
- are familiar with individual and group approaches to assessment and evaluation;
- demonstrate abilities to correctly and accurately administer, score, and interpret select psychological tests/inventories;
- are able to appropriately evaluate and utilize assessment results in a variety of settings with diverse populations; and,
- possess core knowledge and skills pre-requisite to advanced training.

We will examine statistical and measurement concepts necessary to evaluate assessment instruments and results as well as review specific areas of appraisal, including personality, career, and clinical domains, with particular emphasis on the appropriate/inappropriate uses of instruments and their application to diverse populations. Legal and ethical issues related to test construction, security, administration, and reporting will be reviewed.

**Course Objectives Based upon CACREP 2016 STANDARDS** 

**Professional Counseling Orientation and Ethical Practice (Section 2)**
Students will demonstrate knowledge and skills related to:

F.7.a. historical perspectives concerning the nature and meaning of assessment and testing in counseling

F.7.b. methods of effectively preparing for and conducting initial assessment meetings

F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

F.7.d. procedures for identifying trauma and abuse and for reporting abuse

F.7.e use of assessments for diagnostic and intervention planning purposes

F.7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments

F.7.g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

F.7.h. reliability and validity in the use of assessments

F.7.i. use of assessments relevant to academic/educational, career, personal, and social development

F.7.j. use of environmental assessments and systematic behavioral observations

F.7.k use of symptom checklists, and personality and psychological testing

F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders

F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

Section 5: Entry-Level Specialty Areas (Section 5)

Students will demonstrate knowledge and skills related to:

A.1.f. psychological tests and assessments specific to addiction counseling

A.3.a. screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments

B.1.d. formal and informal career- and work-related tests and assessments
Methods of Instruction:
Course content is delivered using the following methods:

- **Lecture** – Microsoft PowerPoint presentations will be the primary method of content delivery. In order to gain knowledge of course content, students must read and attempt to understand the material before class lectures.
- **In-class activities** – Students will participate in group activities (test administration, scoring, and interpretation) designed to provide practice in the application of key concepts and skills.
- **Out-of-class Activities** – Students may be required to work on assignments related to test administration, scoring, and interpretation outside of regular class hours.

Course Requirements:

**Information technology**
The instructor may ask students to compute formulas commonly used in psychological assessment (e.g., mean, standard deviation, variance, correlation coefficient). It is acceptable to bring laptop computers that include calculators with these functions.

**Activate YSU “CUE” email account:**
All email will be sent to students’ YSU email accounts. This is the only email address the instructor will use to communicate with students. Students will be responsible for accessing and responding to information (updates, electronic files, changes in course requirements, etc.) sent to YSU email accounts. Therefore, students are encouraged to access email on their YSU email accounts on a regular basis. If your preferred email account is not your YSU email account, note that it may be possible to automatically forward YSU emails to your preferred email account. Important: there is a limit on the amount of information that can be maintained in the email account. If you do not delete and purge email after you read it, your account may become full and you will not be able to receive additional email.

**TaskStream Accounts:**
All students are required to purchase a Task Stream account in order to submit the Critical Task (i.e., Report of Testing) for COUNS 6964. **ALL Counseling students MUST submit this completed assignment through Task Stream.**

The purchase and use of TaskStream accounts are essential for data collection as required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and Council for the Accreditation of Educator Preparation (CAEP). Task Stream accounts can be purchased on-line at taskstream.com or through the YSU
Bookstore for an additional fee. Certain assessments in Gate-keeping courses (COUN 6900, 7001, 7007, 7009) may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the school counseling candidate will not be permitted to pass through the pre-established gates associated with the School Counseling program. For COUN 6964, the “Report of Testing” assignment is a “Critical Task.”

Technology Use During Class
Students are required to SWITCH “OFF” COMPLETELY all cell phones and to disable texting programs/options (including those that are computer based) during class sessions. Cell phones are to be placed in a secure location off of the desk or table. Students may use laptop computers and/or tablets only for class-related purposes (i.e., accessing MS PowerPoint presentations and taking notes). EACH/EVERY violation of this course policy will result in the loss of 10 points from the total score.

Academic Conduct:
Cheating, submitting work of other candidates as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the university, depending on the seriousness of the offense. All candidates in the Department will demonstrate behavior that is consistent with the “Ethical Standards of the American Counseling Association” and policies contained in the “The YSU Code of Student Rights, Responsibilities, and Conduct.”

Students are expected to demonstrate professional behaviors at all times. Failure to do so will result in a significant reduction in final grade. The following list of professional behaviors is representative, but is not comprehensive:

- Students are expected to demonstrate respect and professionalism in all verbal and written communications.
- Students are expected to receive evaluative feedback in a manner that demonstrates their roles as reflective practitioners, a desire to learn, and with respect for those providing such feedback.
- Students are expected to complete all reading and writing assignments prior to class and to be prepared to discuss assigned material.
- Students are expected to demonstrate active involvement in class discussions/activities during every class session.
- Although class discussion is strongly encouraged during class periods, idle chatter, or other communications (“side bars”) that disrupt the learning environment are not acceptable and will not be tolerated.
- Cellular and digital telephones and other wireless communication devices must be switched off during class sessions and telephones removed from the desk.
- Although computers may be used to access PowerPoint presentations provided by the instructor, the use of computers for non-class-related purposes (e.g., internet surfing, texting, teleconferencing, etc.) is prohibited. EACH/EVERY violation of this course policy will result in the loss of 10 points from the total score.
- When providing feedback, students are expected to demonstrate sensitivity to
individual and cultural differences.

**Class Attendance and Punctuality:**
Class attendance is **required**. If you must miss a class for reasons of serious illness, emergency, or a death in the immediate family, you will be required to provide the instructor with documentation of the reason for your absence. *If you miss a class session, you are responsible for obtaining and responding to all information presented during that session.* You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class. Punctuality is **required**. Unless excused, failure to attend all class sessions and/or tardiness will result in a significant reduction in your final grade.

**Class Participation: 50 points**
Class discussion is an integral component of learning and candidates are expected to **actively participate in every class.** Candidates will complete/administer, score, and interpret a variety of assessment instruments. Failure to actively participate in class discussions and activities will result in a one letter grade reduction in your final grade. These points will also be earned through Blackboard Ultra discussion boards.

**Ethics Quiz: 50 points**
This quiz will be given in class and will be over Chapter 5.

**Mid-Term and Final Exams: 100 points (50 points each)**
Each exam is designed to assess knowledge of content for specific book chapters, lectures, other readings, etc. (see class schedule for details). Test content may be drawn from the course text, test manuals, course lectures, student class presentations, or other readings assigned by the instructor.

**TaskStream Assignment, Report of Testing: 100 points**
- Each student will prepare a “Report of Testing” based on a testing instrument you are assigned during the first night of class. You will create a 10-12-page APA double spaced paper, not including cover sheet and references, on the instrument you have been assigned. It is ok to go over the page limit.
- You will need at least six to 8-10 peer reviewed journal references.
- The paper should include, but is not limited to, the following information/components of instrument:
  - Author of the instrument.
  - Norming group.
  - Reliability and validity of the instrument.
  - Various revisions of the instrument and purpose for the revisions.
  - Target population.
  - Process of administration, scoring, interpreting, and reporting of results.
  - Testing environment.
  - Cultural and class issues related to the creation, revisions, administration, scoring, interpreting, and reporting of the results.
  - Possible bias related to the test and the test administrator.
- Research with special populations related to the test.
- Controversy related to the instrument; etc.

Presentation: 100 points. Presentations will still take place live, virtually on Blackboard Ultra (Dates of presentations will be posted on Blackboard and reviewed the first night of class. See Blackboard posting for more details. During this first class you will be assigned a night, during the semester, to present the content of your Task-stream assignment. This presentation should be 15 minutes in length. Please include the following:

- Present the content of your paper in class. Use a PPT, videos, experiential interaction with class, etc. Please be creative with this.
- Provide the instructor with a one-page word document summary of the components of the instrument. I will then email the summary to the entire class on the night you are presenting. This one-page summary should include the components of the instrument you are presenting on (i.e., name instrument, creator, revisions, reliability, validity, target population, level of the tool, controversy, etc.) will be a reference sheet for all of you in the future. Examples of handouts will be discussed in class.
- Forward handout materials to instructor prior to class. Ask instructor for a test session prior to your presentation if you are unsure of the technology.

Table 1. Report of Testing Grading Rubric

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score /Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (2.7.f.)</td>
<td>Candidate demonstrates inadequate or inaccurate knowledge of assessment concepts and techniques.</td>
<td>Candidate demonstrates minimally acceptable knowledge of assessment concepts and techniques.</td>
<td>Candidate demonstrates a thorough understanding of assessment concepts and techniques.</td>
<td>Candidate demonstrates an unparalleled understanding of assessment concepts and techniques.</td>
<td></td>
</tr>
<tr>
<td>Reliability and validity in the use of assessments (2.F.7.h.)</td>
<td>Candidate demonstrates inadequate understanding of instrument reliability and validity.</td>
<td>Candidate demonstrates minimal understanding of instrument reliability and validity.</td>
<td>Candidate comprehensively analyzes and accurately critiques the reliability and validity of assessment instruments.</td>
<td>Candidate exceeds all expectations for critically analyzing the reliability and validity of assessment instruments.</td>
<td></td>
</tr>
<tr>
<td>Use of assessments relevant to academic/educational, career, personal, and social development (2.F.7.i.)</td>
<td>Candidate demonstrates inadequate abilities to use assessments relevant to academic/educational, career, personal, and social development.</td>
<td>Candidate demonstrates minimal abilities to use assessments relevant to academic/educational, career, personal, and social development.</td>
<td>Candidate demonstrates comprehensive abilities to use assessments relevant to academic/educational, career, personal, and social development.</td>
<td>Candidate exceeds all performance expectations related to the use of assessments relevant to academic/educational, career, personal, and social development.</td>
<td></td>
</tr>
<tr>
<td>Use of assessment results to diagnose developmental, behavioral, and mental disorders (2.F.7.1.)</td>
<td>Candidate presents inadequate abilities to use assessment results to diagnose developmental, behavioral, and mental disorders.</td>
<td>Candidate demonstrates minimal abilities to use assessment results to diagnose developmental, behavioral, and mental disorders.</td>
<td>Candidate demonstrates comprehensive abilities to use assessment results to diagnose developmental, behavioral, and mental disorders.</td>
<td>Candidate exceeds all performance expectations related to the use of assessments to diagnose developmental, behavioral, and mental disorders.</td>
<td></td>
</tr>
<tr>
<td>Use of (select) formal and informal career- and work-related tests and assessments (B.1.d.)</td>
<td>Candidate presents inadequate abilities to use formal and informal career- and work-related tests and assessments.</td>
<td>Candidate demonstrates minimal abilities to use formal and informal career- and work-related tests and assessments.</td>
<td>Candidate demonstrates comprehensive abilities to use formal and informal career- and work-related tests and assessments.</td>
<td>Candidate exceeds all performance expectations related to the use formal and informal career- and work-related tests and assessments.</td>
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<td></td>
</tr>
<tr>
<td>Use of (select) psychological tests and assessments specific to clinical mental health counseling (C.1.e.)</td>
<td>Candidate demonstrates inadequate abilities to use psychological tests and assessments specific to clinical mental health counseling.</td>
<td>Candidate demonstrates minimal abilities to use psychological tests and assessments specific to clinical mental health counseling.</td>
<td>Candidate demonstrates comprehensive abilities to use psychological tests and assessments specific to clinical mental health counseling.</td>
<td>Candidate exceeds all performance expectations related to the use of psychological tests and assessments specific to clinical mental health counseling.</td>
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</tbody>
</table>

**Disposition Alert Statement:**
The faculty of the Beeghly College of Education and the BCOE Professional Education Committee have approved the following dispositions as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs: **Collaborative:** Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors toward colleagues, school personnel, clinical personnel, students, and/or mentors. **Inclusive:** Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. **Professional:** Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

**Candidate Performance Alert Process:**
The purpose of this alert process is to identify candidate performance or conduct that fails
to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all students or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a required YSU field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. University faculty, staff, supervisors, cooperating teachers, or other school personnel can use the Candidate Performance Alert form when they have a concern, other than one that can be effectively addressed through routine means of supervision.

**Students with Disabilities:**
*In accordance with university procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center Room 2082. You can reach CSP Disability Services at 330-941-1372.*

**Statement of Non-Discrimination:**
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit the ADA Accessibility Website for contact information for persons designated to handle questions about this policy.”

**YSU Counseling Program Statement:**
“The YSU Counselor Education Program prepares students for careers as professional counselors, school counselors, or college student affairs professionals. The faculty is dedicated to providing a challenging and supportive environment in which students’ rights and responsibilities are respected. Throughout the program, faculty continually assesses students, and student progress may be interrupted or terminated by failure to comply with academic standards or if a student’s interpersonal or emotional status interferes with training/education-related requirements for self and others. In addition to academic competence, the counselor education curriculum requires students to be aware of their own affective and cognitive development, be open to personal growth and change, and be willing to present themselves in an open manner. Awareness of the needs of others and acceptance of human rights is paramount.”

**ADDITIONAL NOTES:**
- *If you will be absent on the due date for an assignment, it must be submitted by email prior to class.*
- *If you stop attending class, but fail to officially withdraw from the course, you will receive a grade of “F” for the course.*
- *Course content, timing/sequencing of topics and requirements are subject to change based on instructional needs and circumstances.*

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>50</td>
</tr>
</tbody>
</table>
Quiz 50 points
Midterm Examination 50 points
Final Examination 50 points
Task Stream 100 points
Presentation on Testing 100 points

Total Possible Points 400 points

**Grading Scale:**

(400 points possible)

Grades will be based on total points and earned according to the following scale:
A= 90 – 100%
B=80-89%
C=70-79% FAILING GRADE
D= 60 – 69%
F=59% and below

**Bibliography**


**Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
<th>Readings</th>
</tr>
</thead>
</table>

10
<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Assigned Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions; review syllabus/course assignments; review Section E of ACA Ethical Standards; Ethical and Legal Issues in Assessment</td>
<td>ACA Code of Ethics, Section E; Chapters 5,</td>
</tr>
<tr>
<td>2</td>
<td>Assessment in Counseling; Basic Assessment Principles; Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations</td>
<td>Chapter 1 &amp; 2</td>
</tr>
<tr>
<td>3</td>
<td><strong>QUIZ 50 POINTS</strong> Review Test Manuals; Reliability; Validity and Item Analysis ADMINISTER ASSESSMENT INSTRUMENTS</td>
<td><strong>QUIZ 50 POINTS</strong> Chapters 3 and 4</td>
</tr>
<tr>
<td>4</td>
<td>Issues Related to Assessment with Diverse Populations; Selecting, Administering, Scoring, and Communicating Assessment Results; Initial Assessment in Counseling; Assessment of Risk/Danger/Trauma/Abuse ADMINISTER ASSESSMENT INSTRUMENTS</td>
<td>Chapters 6 and 7</td>
</tr>
<tr>
<td>5</td>
<td>Initial Assessment in Counseling; Intelligence and General Ability Testing ADMINISTER ASSESSMENT INSTRUMENTS</td>
<td>Chapters 8 and 9</td>
</tr>
<tr>
<td></td>
<td>Spring Break Day</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>MIDTERM</td>
<td>MIDTERM</td>
</tr>
<tr>
<td>7</td>
<td>Assessment in School Counseling Achievement and Aptitude (SC1E) ADMINISTER ASSESSMENT INSTRUMENTS</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>8</td>
<td>Assessment in Career Counseling; ADMINISTER ASSESSMENT INSTRUMENTS</td>
<td>Chapters 11</td>
</tr>
<tr>
<td>9</td>
<td>Appraisal of Personality ADMINISTER ASSESSMENT INSTRUMENTS</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>10</td>
<td><strong>TaskStream Assignment Due No lecture this night Take class time to complete and submit on TaskStream by 10pm.</strong></td>
<td>TaskStream Assignment Due</td>
</tr>
<tr>
<td>11</td>
<td>Behavioral Assessment. ADMINISTER ASSESSMENT INSTRUMENTS</td>
<td>Chapters 13 and 14</td>
</tr>
<tr>
<td>12</td>
<td>Assessment in Marriage and Family Counseling. ADMINISTER ASSESSMENT INSTRUMENTS</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>13</td>
<td>Diagnosis; Monitoring and Evaluating Counseling; Risk/Danger/Trauma/Abuse</td>
<td>Chapters 15 and 16</td>
</tr>
</tbody>
</table>
Note: The class schedule is subject to revisions based on student and/or instructional needs.

I. Instrumentation and Test Administration

1. The Minnesota Multiphasic Personality Inventory MMPI
2. Millon Inventories
3. Beck Inventories
4. Rorschach
5. Wechsler IQ Inventories
6. Behavioral Assessment System for Children BASC
7. Vineland
8. Conners 3
9. Autism Spectrum Rating Scales ASRS
10. Gilliam Autism Rating Scale GARS
11. Brief Symptom Inventory 18 BSI 18
12. Substance Abuse Subtle Screening Inventory SASSI-4
13. Kaufman Test of Educational Achievement KTEA-3
14. Emotional Quotient Inventory EQ-I 2.0
15. Coping Inventory for Stressful Situations CISS
17. NEO Personality Inventory 3
18. Trauma Symptom Inventory TSI-2
19. Reynolds Child Depression Scale RCDS
20. State-Trait Anger Expression Inventory STAXI
Youngstown State University  
Department of Psychological Sciences and Counseling  
Research in Counseling  
COUN 6968 / 3 S.H.  
TERM

Class Meetings:  
Instructor:  
Contact Info:  
Office Hours:


**Required Readings (posted on Blackboard):**

**Articles for Critiques:**


**Class Readings:**

Developing and Using a Logic Model  
Program Evaluation Matrix

**Catalog Description:**
This course provides students with an introduction to the study and application of quantitative/qualitative research in counseling with a statistical application component.

**Critical Task Description and Essential Tasks:**

In this course, *Program Evaluation Research Paper* has been identified as the “Task” in COUN 6968. The completed assignment must be submitted through Taskstream by all Counseling students.
*Critical Tasks* are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate’s ability to move through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. *Critical Tasks and Essential Tasks are to be submitted through TaskStream*

**Taskstream:**

All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of school counseling candidates in each course. This is essential for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Taskstream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>CACREP Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 2 F. 8. a.</td>
<td>Student demonstrates knowledge of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</td>
<td>Candidate demonstrates inadequate or inaccurate knowledge of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.</td>
<td>Candidate demonstrates minimally acceptable knowledge of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.</td>
<td>Candidate demonstrates a thorough understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.</td>
<td>Candidate exceeds all expectations for demonstrating knowledge and application of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.</td>
<td></td>
</tr>
<tr>
<td>Section 2 F. 8. b.</td>
<td>Student demonstrates knowledge of the identification of evidence-based counseling practices</td>
<td>Candidate demonstrates inadequate or inaccurate knowledge of the identification of evidence-based counseling practices</td>
<td>Candidate demonstrates minimally acceptable knowledge of the identification of evidence-based counseling practices</td>
<td>Candidate demonstrates a thorough understanding of the identification of evidence-based counseling practices</td>
<td>Candidate exceeds all expectations for demonstrating knowledge and application of the identification of evidence-based counseling practices.</td>
<td></td>
</tr>
<tr>
<td>Section 2 F. 8. c.</td>
<td>Student demonstrates knowledge of the purpose and processes of needs assessments</td>
<td>Candidate presents inadequate, irrelevant, or inaccurate knowledge of the purpose and processes of needs assessments</td>
<td>Candidate demonstrates minimal knowledge of the purpose and processes of needs assessments</td>
<td>Candidate demonstrates a thorough understanding of the purpose and processes of needs assessments</td>
<td>Candidate exceeds all expectations for demonstrating knowledge and application of the purpose and processes of needs assessments.</td>
<td></td>
</tr>
<tr>
<td>Section 2 F. 8. d.</td>
<td>Student demonstrates knowledge of the development of outcome measures for counseling</td>
<td>Candidate presents inadequate, irrelevant, or inaccurate knowledge of the development of outcome measures</td>
<td>Candidate demonstrates minimal knowledge of the development of outcome measures</td>
<td>Candidate demonstrates a thorough understanding of the development of outcome measures</td>
<td>Candidate exceeds all expectations for demonstrating knowledge and application of the development of outcome measures.</td>
<td></td>
</tr>
<tr>
<td>Section 2 F. 8.e.</td>
<td>Student demonstrates knowledge of the evaluation of counseling interventions and programs</td>
<td>Candidate presents inadequate, irrelevant, or inaccurate knowledge of the evaluation of counseling interventions and programs</td>
<td>Candidate demonstrates minimal knowledge of the evaluation of counseling interventions and programs</td>
<td>Candidate demonstrates a thorough understanding of the evaluation of counseling interventions and programs</td>
<td>Candidate exceeds all expectations for demonstrating knowledge and application of the evaluation of counseling interventions and programs</td>
<td></td>
</tr>
<tr>
<td>Section 2 F. 8.f.</td>
<td>Student demonstrates knowledge of qualitative, quantitative, and mixed research methods</td>
<td>Candidate presents inadequate, irrelevant, or inaccurate knowledge of qualitative, quantitative, and mixed research methods</td>
<td>Candidate demonstrates minimal knowledge of qualitative, quantitative, and mixed research methods</td>
<td>Candidate demonstrates a thorough understanding of qualitative, quantitative, and mixed research methods</td>
<td>Candidate exceeds all expectations for demonstrating knowledge and application of qualitative, quantitative, and mixed research methods programs</td>
<td></td>
</tr>
<tr>
<td>Section 2 F. 8.g.</td>
<td>Student demonstrates knowledge of the designs used in research and program evaluation</td>
<td>Candidate presents inadequate, irrelevant, or inaccurate knowledge of the designs used in research and program evaluation</td>
<td>Candidate demonstrates minimal knowledge of the designs used in research and program evaluation</td>
<td>Candidate demonstrates a thorough understanding of the designs used in research and program evaluation</td>
<td>Candidate exceeds all expectations for demonstrating knowledge and application of the designs used in research and program evaluation</td>
<td></td>
</tr>
<tr>
<td>Section 2 F. 8.h.</td>
<td>Student demonstrates knowledge of the statistical methods used in conducting research and program evaluation</td>
<td>Candidate presents inadequate, irrelevant, or inaccurate knowledge of statistical methods used in conducting research and program evaluation</td>
<td>Candidate demonstrates minimal knowledge of statistical methods used in conducting research and program evaluation</td>
<td>Candidate demonstrates a thorough understanding of statistical methods used in conducting research and program evaluation</td>
<td>Candidate exceeds all expectations for demonstrating knowledge and application of statistical methods used in conducting research and program evaluation</td>
<td></td>
</tr>
<tr>
<td>Section 2 F. 8.i.</td>
<td>Student demonstrates knowledge of the analysis and use of data in counseling</td>
<td>Candidate presents inadequate, irrelevant, or inaccurate knowledge of the analysis and use of data in counseling</td>
<td>Candidate demonstrates minimal knowledge of the analysis and use of data in counseling</td>
<td>Candidate demonstrates a thorough understanding of the analysis and use of data in counseling programs</td>
<td>Candidate exceeds all expectations for demonstrating knowledge and application of the analysis and use of data in counseling</td>
<td></td>
</tr>
<tr>
<td>Section 2 F. 8.j.</td>
<td>Student demonstrates knowledge of the ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</td>
<td>Candidate presents inadequate, irrelevant, or inaccurate knowledge of the ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</td>
<td>Candidate demonstrates minimal knowledge of the ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</td>
<td>Candidate demonstrates a thorough understanding of the ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</td>
<td>Candidate exceeds all expectations for demonstrating knowledge and application of the ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</td>
<td></td>
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</tbody>
</table>
Rationale:
The primary goals of this course are to help students understand research methods, statistical analysis, needs assessment, and program evaluation (i.e., CACREP Standards Section II. 8). The primary objectives of this course are to help students apply these knowledge bases for the critical evaluation of published research, theoretical literature, and for the development and implementation of future research plans and program evaluation with diverse populations. The course is further designed to help students develop problem-solving, decision-making, and professional skills related to research and evaluation. Problem-solving activities, cooperative learning techniques, and discussion of field-based mental health and school counseling research are utilized to contribute to the development of the reflective counselor.

Course Objectives Based upon CACREP 2016 STANDARDS

Section 2: Professional Counseling Identity
Counseling Curriculum

F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

8. RESEARCH AND PROGRAM EVALUATION
   a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
   b. identification of evidence-based counseling practices
   c. needs assessments
   d. development of outcome measures for counseling programs
   e. evaluation of counseling interventions and programs
   f. qualitative, quantitative, and mixed research methods
   g. designs used in research and program evaluation
   h. statistical methods used in conducting research and program evaluation
   i. analysis and use of data in counseling
   j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Course Requirements:

Attendance and Punctuality
Class attendance and punctuality are required. If you must miss a class for reasons of serious illness, emergency, a death in the family, or other substantive reason, you will be required to provide the instructor with documentation of the reason for your absence. If you miss a class session, you will be responsible for obtaining and responding to all information presented during that session. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class. Unless excused, failure to attend all class sessions and/or tardiness will result in a significant reduction in your final grade.

NOTE: Consistent with counseling program policy, one excused class session or one excused tardiness for reasons of serious illness, emergency, death in the family, etc. will not result in a significant reduction in your final grade.

Professional Behavior
Students are expected to demonstrate professional behaviors at all times. Failure to do so will result in a significant reduction in your final grade. The following list of professional behaviors is representative, but is not comprehensive:

• Students are expected to demonstrate respect and professionalism in all verbal and written communications.
• Students are expected to receive evaluative feedback in a manner that demonstrates their roles as reflective practitioners, a desire to learn, and with respect for those providing such feedback.
• Students are expected to complete all reading and writing assignments prior to class and to be prepared to discuss assigned material.
• Students are expected to demonstrate active involvement in class discussions/activities every class session.
• Students will be expected to maintain the focus of small group discussions to the topic assigned. Engaging in idle chatter/off-topic conversations will result in a significant reduction in the final grade.
• Although class discussion is strongly encouraged during discussion periods, idle chatter or other communications that disrupt the learning environment are not acceptable and will not be tolerated.
• Cellular and digital telephones must be switched off during class sessions unless being used for class activities.

**Taskstream**
All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. This is essential for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Taskstream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

**Participation and Small Group Work**
It is important that you actively participate in class discussions, as much of the learning that occurs is facilitated through these discussions. You will be assigned to work in small groups to complete various tasks throughout the semester, including article critiques and case studies. Note: A critical aspect of the small group work identified above is maintaining focus on the task of generating responses to the identified question(s). Although opportunities for idle chatter and off-topic discussion will undoubtedly present themselves, it is the responsibility of all group members to redirect comments to the task at hand.

**Reading Quizzes**
As a component of class participation, each week before class you will complete a non-graded quiz on BlackBoard based upon your textbook readings and online lectures for the class (these are open book quizzes that should be completed independently, i.e., you may not work with classmates on these quizzes). These quizzes are opportunities to assess your understanding and application of course readings and online lectures and will form a foundation for class activities. In addition, these quizzes will provide you with valuable test-taking practice to support your preparation for Comps and the NCE related to research competencies. These quizzes will not count for or against your grade, although your progress may be viewed by Dr. Williams to assess your comprehension of course readings.

**Midterm Examination**
A 25-item, multiple-choice, midterm examination will be administered approximately half way through the semester (please see Course Schedule for details).

**Final Examination**
A 25-item, multiple-choice, final examination will be administered at the end of the term on the last day of class (please see Course Schedule for details).

**Research Mission Statement**
You will submit a written description of your personal mission for learning and applying research principles and processes to your work as a student and a future counselor or student affairs professional. You should respond to the following questions in your submission: What do you expect to get out of this course? What strengths and needs do you bring to this course and process? At the end of this course, what would you like to have accomplished in terms of learning and application related to research in counseling? This statement will serve as a beginning point for the
course and allow you to reflect on your own progress throughout the semester. This paper is expected to be **2-3 pages and submitted to BlackBoard by class time on the date identified in the course schedule.**

**Critical Evaluation of Published Research**
All students have an opportunity to critically evaluate published research throughout the semester. Five research articles from peer-reviewed journals will be selected by the instructor and posted on Blackboard. Students are then expected to read the articles for the critical evaluation class discussions identified in the course schedule. During class, students will be asked to work with peers to prepare and present a critique of the research design, methodology, results, conclusions, etc. The entire group is expected to participate. Refusing to contribute or participate will result in a deduction of points.

**Mass Media Research Reporting Discussion**
All students have an opportunity to provide one example mass media research reporting for the class to discuss. Examples of mass media research reporting can be found [Huffington Post: Shift Work Can Really Mess With Your Head](https://www.huffpost.com/entry/shift-work-can-really-mess-with-your-head) and [Huffington Post: Sleep Makes You A Better Boss](https://www.huffpost.com/entry/sleep-makes-you-a-better-boss). Students are expected to share a brief description of the research and how the findings are currently being used. The entire class will then break into small groups to discuss strengths and limitations of the research. **You should share a digital copy of your article with each group member and upload a copy of your article to BlackBoard by class time on the date of the Mass Media Reporting discussion activity.**

**Completion of Online YSU CITI Human Subjects Training-OPTIONAL BONUS TASK (worth 5 bonus points)**
All students are offered the opportunity to complete the online human subjects training offered at [https://cms.ysu.edu/administrative-offices/research/human-subject-protection-irb-required-training](https://cms.ysu.edu/administrative-offices/research/human-subject-protection-irb-required-training). Please read the instructions on this page carefully to create your registration information and access the course. You should complete the [Human Subjects Research-Social-Behavioral Research Basic Course](https://cms.ysu.edu/administrative-offices/research/human-subject-protection-irb-required-training). Students must upload a copy of the Certificate of Completion to BlackBoard by the date identified in the Course Schedule to earn bonus points.

**Program Evaluation Paper (See Page 12 for more information)**
The paper should reflect your ability to develop core components of a program evaluation plan, including a) program description, b) logic model, c) evaluation matrix, d) needs assessment survey, e) other assessment surveys/rubrics/questions, f) program evaluation plan description, and g) needs assessment data analysis summary. Your Program Evaluation Paper elements will be evaluated based on clarity, succinctness, adherence to program evaluation guidelines and principles, and adherence to APA style. **Your contributions to the peer review process and integration of peer feedback into your final paper will also be graded as a component of this assignment.** More information can be found for each of these components at the end of this syllabus in Appendices A and B.

**Program Evaluation Poster Presentation**
Students will develop a poster presentation of their paper to present to the class. This presentation should be professional and should follow guidelines and rubric in syllabus appendix. Please see Appendix B for more information and guidelines.

**Other Course Details**
**Writing Assignments:** Papers will be professionally written in a manner that demonstrates performance consistent with graduate school standards. This means that papers will be written in the appropriate writing style, formatting, and with references (i.e., APA format). Your paper is to be typed, double-spaced, proofed, and in APA format, unless otherwise specified. Candidates who wish to obtain help with their writing style should contact the YSU writing center at (330) 941-3055 or wcenter@cc.ysu.edu to make an appointment for a writing assessment.

**Assignment Submissions and Late Assignments:** All assignments must be submitted to BlackBoard by the date identified in the course schedule. **Late assignments will be penalized one point for each day that they are late.** Assignments submitted more than 7 days late or within less than 24 hours of final grade submission to Banner will **not be accepted.** If you are aware that you will be absent on the date that an assignment is due/test it to be taken, you may submit your assignment early via BlackBoard.
Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Mass Media Research Reporting Discussion</td>
<td>5</td>
<td>A= 100-90</td>
</tr>
<tr>
<td>Critical Evaluation of Published Research</td>
<td>10</td>
<td>B= 89-80</td>
</tr>
<tr>
<td>Research Mission Statement</td>
<td>10</td>
<td>C= 79-70 (failing)</td>
</tr>
<tr>
<td>Poster Presentation</td>
<td>20</td>
<td>D= 69-60</td>
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<tr>
<td>Final Program Evaluation Paper</td>
<td>20</td>
<td>F= 59-0</td>
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<td>Peer Review Contributions and Revisions Based on</td>
<td>10</td>
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<tr>
<td>Peer Review for Paper Components</td>
<td></td>
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<tr>
<td>Midterm Exam</td>
<td>12.5</td>
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<tr>
<td>Final Exam</td>
<td>12.5</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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</table>
## Course Schedule*

*This course schedule is subject to change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments (due by class time on date listed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Importance of research in advancing the counseling profession</td>
<td>Heppner ch 1 and 2 (pp. 18-23 only)</td>
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<tr>
<td></td>
<td>Science and counseling</td>
<td></td>
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<tr>
<td>2</td>
<td>Introduction to research and program evaluation</td>
<td>Quiz #1</td>
</tr>
<tr>
<td></td>
<td>Overview of APA format</td>
<td>Heppner chapters 4 and 22</td>
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<td></td>
<td>How to critique research</td>
<td>Spaulding ch. 1</td>
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<tr>
<td></td>
<td>Critical evaluation of published research discussion</td>
<td>APA Manual chapter 2, 8, 9, 10</td>
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<td></td>
<td></td>
<td>Byrne &amp; Shufelt (2013) on Blackboard for Critical Evaluation of Published Research Discussion</td>
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<td></td>
<td></td>
<td><strong>DUE: Research Mission Statement</strong></td>
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<td></td>
<td><strong>Decide on Program Evaluation Topic by next week</strong></td>
</tr>
<tr>
<td>3</td>
<td>Research writing</td>
<td>Quiz #2</td>
</tr>
<tr>
<td></td>
<td>Locating Resources</td>
<td>APA manual chapter 1, 4, 5, 6</td>
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<tr>
<td></td>
<td>How to describe a program (for paper)</td>
<td>Spaulding chapter 2</td>
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<td></td>
<td>Developing a logic model</td>
<td>Developing and Using a Logic Model document on BB</td>
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<td></td>
<td></td>
<td><strong>DUE: Program Evaluation Topic</strong></td>
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<tr>
<td>4</td>
<td>Program evaluation models and designs part 1: Describing the program</td>
<td>Quiz #3</td>
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<tr>
<td></td>
<td>and selecting variables</td>
<td>Heppner chapters 5, 18, and 19</td>
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<td></td>
<td>Identifying interests and operationalizing topics</td>
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<td></td>
<td>Independent and dependent variables</td>
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<tr>
<td>5</td>
<td>Program evaluation models and designs part 2: Selecting a program</td>
<td>Quiz #4</td>
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<tr>
<td></td>
<td>evaluation design and methods and identifying program evaluation</td>
<td>Heppner chapter 6 and 17</td>
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<td></td>
<td>goals, objectives, and variables</td>
<td>Spaulding pp 15-31 and chapter 7</td>
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<td></td>
<td>Selecting research designs</td>
<td><strong>DUE: Bring completed draft of program description (problem being addressed, research base supporting the program, program details, program goals and objectives, logic model, and APA-formatted reference list) for peer review</strong></td>
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<td></td>
<td>Mixed methods research and program evaluation</td>
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<td></td>
<td>Peer Review: Program Description</td>
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<tr>
<td>6</td>
<td>Quantitative research methods</td>
<td>Quiz #5</td>
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<tr>
<td></td>
<td>Populations and sampling</td>
<td>Heppner chapters 8, 11, and 12</td>
</tr>
<tr>
<td></td>
<td>Critical evaluation of published research discussion</td>
<td>Dass-Brailsford &amp; Hage Thomley (2015) on Blackboard for Critical Evaluation of Published Research Discussion</td>
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<tr>
<td></td>
<td></td>
<td><strong>DUE: Program description and logic model and Peer Review 1 form due on BlackBoard for instructor feedback</strong></td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Assignments</th>
<th>DUE</th>
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<tbody>
<tr>
<td>7</td>
<td>Developing outcome measures for counseling programs</td>
<td>Quiz #6&lt;br&gt;Heppner chapter 7, 13 and 23&lt;br&gt;Spaulding chapter 3-4&lt;br&gt;Program evaluation matrix reading on BB</td>
<td>Bring your logic model to class for evaluation matrix development</td>
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<td></td>
<td>Program and evaluation plan development I: Quantitative methods</td>
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<td></td>
<td>Survey research designs</td>
<td>-</td>
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<td></td>
<td>Investigator and participant bias</td>
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<tr>
<td></td>
<td>Issues of reliability and validity</td>
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<td></td>
<td>Developing an evaluation matrix</td>
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<tr>
<td>8</td>
<td>Program and evaluation plan development II: Qualitative methods</td>
<td>Quiz #7&lt;br&gt;Heppner ch. 16&lt;br&gt;Spaulding chapters 6 and 11&lt;br&gt;Larsen &amp; Stege (2012) on BB for Critical Evaluation of Published Research Discussion</td>
<td>Bring completed program evaluation matrix for peer review</td>
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<tr>
<td></td>
<td>Qualitative research methodologies</td>
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<td></td>
<td>Peer Review: Evaluation Matrix</td>
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<td></td>
<td>Critical Evaluation of Published Research</td>
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<tr>
<td>9</td>
<td>Mid-term exam and paper work day</td>
<td>DUE: Mid-term exam (on BB)&lt;br&gt;DUE: Program evaluation matrix and Peer Review 2 form due on BB for instructor feedback</td>
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<tr>
<td>10</td>
<td>Needs assessments</td>
<td>Quiz #8&lt;br&gt;Heppner chapter 10</td>
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<td></td>
<td>Instrument/scale/survey development</td>
<td>-</td>
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<tr>
<td>11</td>
<td>Ethical and cultural considerations and practices related to research and program evaluation</td>
<td>Quiz #9&lt;br&gt;Heppner chapters 3 and 9&lt;br&gt;Spaulding chapters 12 and 13&lt;br&gt;Rowell et al. (2014) on BB for Critical Evaluation of Published Research Discussion</td>
<td>Bring completed program evaluation matrix for peer review</td>
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<tr>
<td></td>
<td>Research and program evaluation and evidence-based practice</td>
<td>-</td>
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<td></td>
<td>Critical evaluation of published research discussion</td>
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<tr>
<td>12</td>
<td>Statistical methods and use of data in research and program evaluation</td>
<td>DUE: Bring data obtained from your needs assessment survey (15 responses)&lt;br&gt;DUE: Bring completed program evaluation plan description due for peer review&lt;br&gt;DUE: Upload article for Mass Media discussion to Blackboard and bring copies for each group member to class</td>
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<td></td>
<td>Mass Media Research Reporting Discussion</td>
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<td></td>
<td>Peer Review: Program Evaluation Plan</td>
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<tr>
<td>13</td>
<td>Single-subject research</td>
<td>Quiz #10&lt;br&gt;Heppner chapters 15, 20, and 21&lt;br&gt;O’Connell article (2012) on Blackboard for Critical Evaluation of Published Research Discussion</td>
<td>Submit Program evaluation plan description and Peer Review 3 form on BB for instructor feedback&lt;br&gt;Create and bring all other program evaluation surveys/instruments/questions, needs assessment data summary, and overall draft of your paper for peer review</td>
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<tr>
<td></td>
<td>Counseling outcome and process research</td>
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<td></td>
<td>Peer Review: Appendices and overall paper</td>
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<td></td>
<td>Critical evaluation of published research discussion</td>
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<td></td>
<td>Application to Real-World Practice: Counseling Program Assessment Process Description and Discussion</td>
<td>-</td>
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<td>14</td>
<td>Work/consultation day: Final paper revisions and poster presentation preparation</td>
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<tr>
<td>16</td>
<td>Final exam</td>
<td>DUE: CITI Certificate on BB (optional) DUE: Final Exam (on BB)</td>
<td></td>
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</tbody>
</table>
Course Expectations:

Academic Conduct:  
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

Academic Dishonesty (YSU Statement)  
As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

Americans with Disabilities Act (YSU Statement)  
In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the Accessibility Services, located in Kilcawley Center room 2082. You can reach Accessibility Services at 330-941-1372.

Attendance: It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.

Course Evaluation: You will have the opportunity to evaluate the course and the instructor.

Counseling Services: If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)  
Candidate Disposition Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by
university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

**Dispositions:**

The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs.  
*Collaborative:* Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. *Inclusive:* Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc.  *Professional:* Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellence in self and others.

**Incomplete Grade Policy (Official YSU Policy)**

An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

Spring semester incompletes - by Sept. 1  
Summer incompletes - by October 1  
Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

**NAF Guidelines.**

A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: [NAF Guidelines on the YSU website](#)

**Participation:** Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities.
**Problematic Behaviors:**
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use During Class:**
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

**Writing and Group Presentation Policy:** Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

**YSU Statement of Non-Discrimination:**
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit [YSU's ADA Accessibility Site](https://www.ysu.edu) for contact information for persons designated to handle questions about this policy.

**YSU E-Mail (Common University E-Mail):**
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.

**Civility:** All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Students will be expected to respectfully
listen to other individuals and share their own opinions and values in a positive, respectful manner. Participants therefore will:

- Silence cellular phones and refrain from texting during the class.
- Arrive on time and remain for the duration of the class.
- Refrain from conducting private conversations in class.
- Refrain from reading material (print or electronic) extraneous to the course content and discussion.
- Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present.
Additional References and Resources


Appendix A: Program Evaluation Paper Guidelines and Grading Rubric

For this assignment, you may work individually or in a group of no more than 3 students. If you choose to work with a group, it is expected that all group members will contribute equitably to the assignment and agree that grades earned will be awarded to the group’s products as a whole and, as a result, all group members will earn the same grade on submitted assignments.

You may use an idea you have explored for a previous course, but you may not use work previously submitted in whole or in part for another course for this assignment.

Assignment Components:

Program Description (please use template provided for this component):
You will describe your program in no more than 3-4 pages formatted per APA style, not including your reference list (Times New Roman font, running header and page numbers, double spaced, appropriate headings, etc.). Your summary should be succinct, include only information relevant for describing the program, and rely on research support to justify the program selection and implementation plan.

You should address the following in this description:
- Problem or issue this program addresses;
- Description of research supporting the program;
- Program Description, including: Program Context and Participants, Program Materials, Program Procedure, Anticipated Benefits and Outcomes
- APA-formatted reference list for a minimum of 6 articles no older than 2009 used to justify the use of the program and/or to describe program elements, benefits, or outcomes

Program Logic Model (please use template provided for this component):
You will create a logic model that contains the following components using the template provided:
- Context (where the program will be implemented; factors that may influence program implementation and evaluation; needs of the context relevant to the program)
- Inputs (resources that will be needed to implement the program, such as people, money, equipment, supplies, buildings/space, time, ideas, trainings, etc)
- Processes (the things that will be done to implement the program, such as recruitment, training, implementation steps, assessment processes, etc.)
- Products: Divided into the two elements below:
  - Outputs (products that will result from program implementation, such as demonstration of growth/change in staff, increased knowledge of or adherence to implementation for staff, number of individuals trained, etc.)
  - Outcomes (impacts on consumers of the program, such as changes between pre/post scores, increased coping skills, number of clients impacted, qualitative reports of program impact on participants, etc.) These should be specified in terms of short-term, intermediate, and long-term outcomes per logic model template

Program Evaluation Matrix (please use template provided for this component):
You will create an evaluation matrix that includes the following:
- Program evaluation goals and objectives (goals are long-term and overarching, e.g., clients will developed increased coping skills; objectives are specific and directly tied to evaluation questions at short-, intermediate, and/or long-term intervals, e.g., at a one-month assessment intervals, clients will report at least a 25% decrease in ineffective coping mechanisms from baseline/previous assessment period)
• Evaluation questions (based on what element(s) of the logic model your evaluation plan will focus on); these will generally be the goals you’ve identified in question form, e.g., how does the program impact client coping skills?
• Indicators (what you will measure/evaluate/collect to determine whether program goals and objectives have been met, e.g., client self-report measures at monthly intervals; client post-program interview, etc.)
• Data source (from whom you will be obtaining data for evaluation)
• Collection methods (where, when, and how you will collect data, e.g., survey, interview, rating scale, observation, etc.)
• Analysis procedures (what you will do to analyze and evaluate data obtained)

**Written program evaluation plan (please use template provided for this component):**
You will describe your plan for program evaluation in the following sections, formatted per APA style. Use your evaluation matrix as a foundation for this component.

• Participants (describe who will be targeted in the evaluation plan, including relevant demographic characteristics and approximate number of participants. Also describe how you will protect participants from harm and how you will address adverse events)
• Measures (describe what instruments/surveys/questions/etc. you will use to collect these data. Add all surveys you’ve created in an appendix and be sure to describe them in this section. If you plan to use any standardized instruments, describe their properties [reliability, validity, content, etc.] and cite them in your reference list)
• Procedures (describe your evaluation goals and objectives and a step-by-step plan for collecting data per your evaluation matrix and logic model descriptions)
• Data analysis, Use, and Dissemination (describe your plan for analyzing data you plan to collect, how these data will be used to inform program planning/implementation/evaluation, and how you will communicate these results to stakeholders)

**Program evaluation instruments/surveys/questions**
You will create and submit a minimum of 2 additional assessments (survey, observation form, rating scale, and/or qualitative question list) and add them as appendices to your final paper.

**Needs assessment survey**
You will create a mixed-methods needs assessment survey with 5 quantitative questions and 1 qualitative question that you would administer prior to implementing your program. You will identify your intended audience and develop questions focusing on perceived needs related to the program you plan to implement and outcomes you plan to address. You will submit this as an appendix to your final paper.

**Needs assessment data summary (please use template provided for this component):**
You will obtain a minimum of 15 unique responses to your needs assessment survey (these can be classmates, friends, or professionals who understand the focus of this project and purpose of this task as a means for collecting and analyzing data only). You will work in class to analyze data to include mean, median, mode, and standard deviation for each item and overall assessment and to thematically analyze qualitative data. You will produce a written summary for these analyses using the template provided and submit it as an appendix to your final paper.
Please review syllabus requirements for each component of the Program Evaluation Paper. Item content is summarized here, but more specific details are provided above.

<table>
<thead>
<tr>
<th>Program Evaluation Paper Rubric: The student’s final paper includes:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Description Components: 4 points total</strong></td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>Problem or issue this program addresses</td>
<td></td>
<td></td>
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<tr>
<td>Description of research supporting the program</td>
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<tr>
<td>Program Description, including: Program Context and Participants, Program Materials, Program Procedure, Anticipated Benefits and Outcomes</td>
<td></td>
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</tr>
<tr>
<td>APA-formatted reference list for a minimum of 6 articles no older than 2009</td>
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<tr>
<td><strong>Program Logic Model Components: 3 points total</strong></td>
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<tr>
<td>Processes</td>
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<tr>
<td>Products-Outputs</td>
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<tr>
<td>Products-Outcomes</td>
<td></td>
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<tr>
<td>Used template provided for this element</td>
<td></td>
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<tr>
<td><strong>Program Evaluation Matrix Components: 3.5 points total</strong></td>
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<td>0 points</td>
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<tr>
<td>Program evaluation goals and objectives</td>
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<td>Evaluation questions</td>
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<td>Indicators</td>
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<td>Data source</td>
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<td>Collection methods</td>
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<tr>
<td>Analysis Procedures</td>
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<td></td>
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<tr>
<td>Used template provided for this element</td>
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<td></td>
</tr>
<tr>
<td><strong>Written Program Evaluation Plan Components: 4 points total</strong></td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>Participants</td>
<td></td>
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<tr>
<td>Measures</td>
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<tr>
<td>Procedures</td>
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<tr>
<td>Data Analysis, Use, and Dissemination</td>
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<tr>
<td><strong>Program Evaluation Instruments/Surveys/Questions/Appendices Components: 1.5 points total</strong></td>
<td>.5 point</td>
<td>0 points</td>
</tr>
<tr>
<td>Included at least 1 additional student-created survey/instrument in appendix</td>
<td></td>
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<tr>
<td>Included needs assessment survey with 5 quantitative questions and 1 qualitative question</td>
<td></td>
<td></td>
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<tr>
<td>Included needs assessment data summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Paper Components: 4 points total</strong></td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>Overall paper adheres to APA format with fewer than 2 major and 5 minor APA errors</td>
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<td></td>
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<tr>
<td>Student used paper template provided for this assignment</td>
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<tr>
<td>Student submitted all assignment sub-components for instructor review on time</td>
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<tr>
<td>Student integrated instructor and peer review feedback into final paper</td>
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Appendix B: Poster Presentation Guidelines and Rubric

Research Paper Virtual Poster Session

Overview:
Poster sessions are commonly used at professional counseling conferences, as they offer the opportunity to interact with other researchers in discussing research. The point of this project is to give you experience at visually presenting your research in this manner. As future counseling professionals, you will be expected to contribute to the profession through participation in professional scholarship.

Content:
This presentation should be prepared as if it were going to be presented as a conference presentation poster. Your PowerPoint should present core elements of your Program Evaluation Paper (summary of program, logic model, evaluation matrix, program evaluation plan, needs assessment data, and reference list) in a visually appealing manner.

In preparing this presentation, simplicity is the key. Approach your presentation the same way you would approach preparing a conference session poster. There should be a minimum of clutter and a maximum of informative statements and attractive, enlightening graphics. A poster should tell a story. This is room for creativity within the poster format. A poster should not contain a lot of details—the presenter can always communicate the fine points to interested participants. The poster should begin with a definition of the problem, together with a concise statement of the motivation for the work. It is not necessary to write in complete sentences; sentence fragments may be easier to comprehend. Bulleted lists are effective.

Designing the Poster:
It is unacceptable to post a copy of a manuscript. An effective poster uses a different, visual grammar. An effective poster guides the viewer by using a visual logic, with a hierarchical structure that emphasizes the main points. It displays the essential content—the messages—in the title, main headings and graphics.

The typeface chosen for the text in your poster should be considerably larger than standard (usually no smaller than 20 point font). Good use can be made of color, both to provide a more interesting image and for color-coding of the text. Be creative (but not too creative—remember that your poster is designed as a professional product).

Facts should be properly cited per APA style, and a reference slide should appear at the end of your presentation, including only references used in the presentation.

During the Poster Session:
Each student will share their screen and presentation and provide us with an 8-10 minute description of the important elements of their program and evaluation plan.

Adapted from: Parker, 2015.
Please review syllabus requirements for each component of the Program Evaluation Virtual Poster Presentation. Item content is summarized here, but more specific details are provided above.

<table>
<thead>
<tr>
<th>Program Evaluation Poster Presentation Rubric: The student’s final poster includes:</th>
<th>Yes 1 point</th>
<th>No 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Description</td>
<td></td>
<td></td>
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<tr>
<td>Program Logic Model</td>
<td></td>
<td></td>
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<tr>
<td>Program Evaluation Matrix</td>
<td></td>
<td></td>
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<tr>
<td>Written Program Evaluation Plan</td>
<td></td>
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</tr>
<tr>
<td>Program Evaluation Instruments/Surveys/Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs Assessment/Data Summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall poster adheres to guidelines identified in the syllabus (e.g., font size, formatting, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference list is provided for all citations used on the poster</td>
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<td></td>
</tr>
<tr>
<td>Citations are included in-text for any facts included on poster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrated professionalism throughout poster presentation</td>
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<td></td>
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</tbody>
</table>
Class Meetings:
Instructor:
Contact Info:
Office Hours:

Catalog Description: Theories of vocational choice, vocational success and satisfaction, decision-making, and vocational testing. Career counseling as related to economic and social contexts.

Required Text:

Career Inventories: At YSU Bookstore
- Self-Directed Search
  - Assessment Booklet (1 copy)
  - The Occupations Finder (1 copy)
  - You and Your Career (1 copy)
- Strong Interest Inventory
  - Assessment Booklet (1 copy)
- Myers-Briggs Type Indicator
  - Form M (1 copy)
- NEO PI-R
  - Item Booklet—Form S (1 copy)
  - Answer Sheet (1 copy)
  - Adult Norms (1 copy)
  - NEO Summary (1 copy)

Career Inventories: Online
- PathwayU: https://ysu.pathwayu.com/
  - Create account with your YSU email
- Vocopher: www.vocopher.com
  - All students are required to register for FREE at: http://www.vocopher.com/register.cfm
  - Registration Access Code: ysu45
- Armed Services Vocational Aptitude Battery: https://asvabmilitarytest.com/
  - Interpretation information: https://asvabmilitarytest.com/reading-interpreting-asvab-scores
**Recommended Readings:**

**Recommended Text:**

**Recommended Journals:**
- *Career Development Quarterly*
- *Career Development International*
- *Journal of Career Development*
- *Journal of Career Assessment*
- *Journal of College Counseling*
- *Journal of Vocational Behavior*

**Recommended Website:**
Taskstream (ALL Counseling Students):

* See pages 17-18 for scoring rubric

All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of all counseling candidates in each course. This is essential documentation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and National Council for the Accreditation of Teacher Education (NCATE). Task Stream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee.

Certain assessments in gatekeeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

In this course, the Personal Career Profile Paper has been identified as the “Task” in COUN 6972. The completed assignment must be submitted through Task Stream by all Counseling students on the assignment due date.

***If you have any problems navigating Taskstream, please contact Sarah McNickle (Information Systems Coordinator, Beeghly College of Education).


<table>
<thead>
<tr>
<th>CACREP STANDARD</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
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</thead>
<tbody>
<tr>
<td>CACREP 2016 Professional Counseling Identity, 4.f</td>
<td>Strategies for career development program planning, organization, implementation, administration, and evaluation (2.4.e)</td>
<td>Candidate presents minimal, irrelevant or inaccurate information from their career inventories and test results.</td>
<td>Candidate presents minimal information from their career inventories and test results.</td>
<td>Candidate presents and analyzes their career inventories and test results indicating patterns, discrepancies and reactions.</td>
<td>Candidate exceeds all expectations for critically analyzing their career inventories and test results indicating patterns, discrepancies and reactions relevant to their career planning and decision making.</td>
<td></td>
</tr>
<tr>
<td>CACREP 2016 Professional Counseling Identity, 4.b</td>
<td>Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of their own career development.</td>
<td>Candidate displays general knowledge of their own career development.</td>
<td>Candidate displays specific understanding of their own career development as reflected by a discussion of their past work accomplishments and the interrelationship</td>
<td>Candidate exceeds all expectations for critically analyzing their own career development as reflected by a discussion of their past work accomplishments and the interrelationship</td>
<td></td>
</tr>
</tbody>
</table>
Field/Clinical Experience: none

Course Fees: none

Knowledge Base Rationale: The focus of this course is to develop beginning content knowledge and skills as they relate to career choice, planning, and adjustment. Each student must identify and reflect on her/his own understanding of the role work and culture in one’s life-style and developmental processes.

Course Objectives:

Core Standards

Career Development

- Theories and models of career development, counseling, and decision making (CACREP 2016 Professional Counseling Identity, 4.a)
- Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (CACREP 2016 Professional Counseling Identity, 4.b)
- Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (CACREP 2016 Professional Counseling Identity, 4.c)
- Approaches for assessing the conditions of the work environment on clients’ life experiences (CACREP 2016 Professional Counseling Identity, 4.d)
- Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP 2016 Professional Counseling Identity, 4.e)
- Strategies for career development program planning, organization, implementation, administration, and evaluation (CACREP 2016 Professional Counseling Identity, 4.f)
- Strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy (CACREP 2016 Professional Counseling Identity, 4.g)
- Strategies for facilitating client skill development for career, educational, and life-work planning and management (CACREP 2016 Professional Counseling Identity, 4.h)
- Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP 2016 Professional Counseling Identity, 4.i)
- Ethical and culturally relevant strategies for addressing career development (CACREP 2016 Professional Counseling Identity, 4.j)
Section G. School Counseling

1. Foundations
   - D. Models of P-12 comprehensive career development (CACREP 2016 School Counseling 1.c)

2. Contextual Dimensions
   - C. School counselor roles in relation to college and career readiness (CACREP 2016 School Counseling 2.c)

3. Practice
   - E. Use of developmentally appropriate career counseling interventions and assessments (CACREP 2016 School Counseling 3.e)
   - G. Strategies to facilitate school and postsecondary transitions
   - I. Approaches to increase promotion and graduation rates
   - J. Interventions to promote college and career readiness (CACREP 2016 School Counseling 3.j)

Ohio Department of Higher Education: Additional Program Requirement Standards
https://www.ohiohighered.org/education-programs/standards-requirements#PPS
- Candidate preparation to fully utilize the Ohio Means Jobs interactive tool in providing career advising to K-12 students - https://jobseeker.ohiomeansjobs.monster.com/
- Candidate preparation with knowledge of current resources on supply and demand for specific Ohio careers
- Candidate preparation regarding Ohio Career Connections resources - http://education.ohio.gov/Topics/Career-Tech/Career-Connections

Course Requirements:

1. Class Participation: The group projects/class participation will contain career related activities conducted in class. Where possible, activities will be directed toward your particular track. Activities will also include the use of technology as well as applied practice related to counseling theory. The following are activities to exhibit participation:
   - Role-plays simulating actual career counseling sessions
   - Discussion of assigned readings and/or videos
   - Case samples/demonstrations identifying the various stages/issues students and clients may be dealing with and materials/methods of counseling to be utilized in each case
   - Review of results of career inventories taken prior to class
   - PowerPoint presentation with partners
   - Reactions/discussions of class presentations

2. Career Inventories/Assessments: Make sure you plan to take these inventories as assigned (see tentative course schedule) so that you will have the results for class on the due dates. Avoid administering inventories to your “client/student” all in one setting. You are expected to administer these gradually as you are administering them to yourself. Consider your “client” a real “client” whom you would take time to get to know.

Weekly assignments: You are to bring your completed assessments to class at the corresponding due date (See course outline). You will also need to upload in Blackbaord one typed page outlining your results and what these results mean about you.
Included in your weekly assignments is the completion of your resume (see course outline for due date). This resume should reflect the position you are seeking in higher education, clinical counseling, or school counseling.

3. Career Group Presentation: Students will work in a group to present a 30-minute PowerPoint presentation on a career topic related to their particular area of focus in clinical counseling, school counseling, addiction counseling, or student affairs. See attached sheet for specific guidelines.

4. Client Assessment & Personal Reflection Paper: Students will write a 10-12 page paper summarizing career interview/evaluation with another individual, and comparing the individual’s results with their personal career assessment results. Prepare for a 2-3 hour interview to conduct assessments, gather information, and co-develop goals and objectives. Students will provide explanation of both client development and personal career development through a theoretical perspective described in class. Personal reflections associated with reasons for becoming a counselor and personal career goals will be included, with a focus on the integration of career assessment results with future career plans.

School counseling students need to interview a P-12 student. In the summarization, there should be a focus on 3 main categories including how the career evaluation will help with school graduation, examining any strategies from this assessment that promote college and career readiness, and how the results and interpretation can promote equity in both achievement and college access. If possible, it would be helpful to choose a client/student who is struggling academically and/or has economic limitations.

*The completed assignment must be submitted through Task Stream by all Counseling students. See attached sheet for specific guidelines.

*Writing Resource: For assistance with course papers, please visit YSU’s Writing Center. More information can be found at: http://web.ysu.edu/writingcenter/

5. World of Work Informational “Interview”: Explore the job prospects, specific skills, education level, salary data and experience needed for In-demand jobs within the state of Ohio. Students will identify one in-demand position within the state of Ohio and create a 7-10 minute overview presentation describing the occupation. This can include an informational interview with someone who works in the field, gathering information from professional online resources, and/or sharing information from Ohio Means Jobs or O*NET.

Ohio top jobs list: https://topjobs.ohio.gov/wps/portal/gov/indemand/top-jobs-list

Information gathered should include pertinent occupational information for the job title like salary, growth, environment, etc…

6-8. Exam #1, Exam #2, and Final Exam
Grading Overview

1. Participation 25 points
2. Completion of Career Inventories & weekly assignments 100 points
3. Group Presentation 100 points
4. Client Assessment & Personal Reflection Paper 100 points
5. World of Work Informational “Interview” 25 points
6. Exam #1 50 points
7. Exam #2 50 points
8. Final Exam 50 points

Total 500 points

Grading Scale:
A = 100 – 90%
B = 89 – 80%
C = 79 – 70% (Failing Grade – MUST REPEAT COURSE)
D = 69 – 60%
F = 59 - 0%

Tentative Course Schedule

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities &amp; Assignments Due (in bold)</th>
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<tbody>
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<td>1</td>
<td>Introduction to Career Counseling</td>
<td>Chapter 1</td>
<td>Review Syllabus/Intros Form Presentation Groups/Pick WoW dates</td>
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<tr>
<td></td>
<td>Ethical and Culturally Relevant Strategies</td>
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<td>Roots of Career Counseling</td>
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<td>Using technology in Career Counseling</td>
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<td>(Ohio Means Jobs &amp; O*NET)</td>
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<td>The role of the counselor in schools, mental health and higher education (SC2C)</td>
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<td>2</td>
<td>NO CLASS – UNIVERSITY CLOSED</td>
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<tr>
<td>3</td>
<td>Trait &amp; Factor Theory</td>
<td>Chapter 2</td>
<td>PathwayU Assessment Summary</td>
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<td></td>
<td>Holland’s Theory of Types</td>
<td>Chapter 5</td>
<td></td>
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<td>4</td>
<td>Work Adjustment Theory</td>
<td>Chapter 4</td>
<td>Strong Interest Inventory &amp; Self-Directed Search Summary</td>
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<td></td>
<td>Myers-Briggs Type Theory/MBTI</td>
<td>Chapter 6</td>
<td></td>
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<td>5</td>
<td>Occupations: Information &amp; Theory</td>
<td>Chapter 3</td>
<td>Myers-Briggs Type Indicator World of Work Presentations (3)</td>
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<tr>
<td>6</td>
<td>Review of Trait and Type Assessments</td>
<td></td>
<td>NEO PI-R Summary</td>
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</tbody>
</table>


### Course Expectations:

University policies can be found online and provide you guidance on your rights as a student in this course. The links below take you directly to a specific policy. Should you have any questions about a policy, please do not hesitate to contact me using the information at the top of the syllabus.

- Statement of Non-Discrimination from the University
- Academic Integrity/Honesty
- Student Accessibility
- Incomplete Grade Policy
- Coronavirus Statement

### Academic Conduct:

A student caught cheating on exams, submitting work of other students as your own or plagiarism result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.
Please review department plagiarism policy for more detail.

**Academic Dishonesty (YSU Statement):**
As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

**Americans with Disabilities Act (YSU Statement):**
In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center Room 2082, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372."

**Attendance:** It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.

**Course Evaluation:** You will have the opportunity to evaluate the course and the instructor.

**Counseling Services:** If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

**Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)**
The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational
professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

**Civility:** All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Students will be expected to respectfully listen to other individuals and share their own opinions and values in a positive, respectful manner. Participants therefore will:
- Silence cellular phones and refrain from texting during the class.
- Arrive on time and remain for the duration of the class.
- Refrain from conducting private conversations in class.
- Refrain from reading material (print or electronic) extraneous to the course content and discussion.
- Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present.

**Dispositions:**
The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. **Collaborative:** Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. **Inclusive:** Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. **Professional:** Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

**Incomplete Grade Policy (Official YSU Policy)**
An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:
- Spring semester incompletes - by Sept. 1
- Summer incompletes - by October 1
- Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.
NAF Guidelines.
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website

Participation: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities

Problematic Behaviors:
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity, and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

Technology Use During Class:
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

Writing and Group Presentation Policy: Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional
references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

YSU Statement of Non-Discrimination:
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit YSU's ADA Accessibility Site for contact information for persons designated to handle questions about this policy.

YSU E-Mail (Common University E-Mail):
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.

Guidelines for Group Presentation

**Group size:** 3-4 people

**Time:** 20-30 minutes

**Topic:** Choose a topic from the list below. The topic **must** be adapted to your area of clinical counseling, student affairs, school counseling, or addiction counseling. *Please talk with your instructor if you have an idea for a topic you wish to research.*

1. Career counseling with refugees and immigrants
2. Career counseling for school age students (K-12)
3. Retirement counseling
4. Career counseling with a culturally diverse population (your choice)
5. The mentoring relationship in work setting
6. Importance of leisure throughout the lifespan
7. Gender inequality in the workplace
8. Family of origin influence on career choice
9. From welfare to work
10. Finding a job after incarceration
11. Sexual harassment and effects on job satisfaction
12. Balancing life’s roles (i.e., work, social, personal)
13. Job satisfaction and burnout
14. Transitions such as job loss, midlife career change, etc.
15. Women’s career patterns
16. Career counseling with individuals who have a disability
17. Career counseling with veterans

The presentation should include the following:
- Introduction (10 points)
- Background (e.g., history, key terms) (10 points)
- Why this is an issue (20 points)
- What is being done about it (20 points)
- What is recommended (30 points)
- Summary and Conclusions (10 points)

The group will collaboratively present their work in class using PowerPoint and will provide the class with a handout of their presentation. Application activities are strongly encouraged.

Slides should adhere to APA style guidelines (with appropriate citations at the bottom of slides). Reference list should appear at the end of the presentation and include 6-8 references from peer-reviewed journals, as well as other sources (e.g., books, book chapters, websites, interviews, newsletters). A minimum of 10 references is required.

*See page 1 of syllabus for a list of career journals.

**Research and presentation time should be divided equally between group members.

Outline for Client Assessment & Personal Reflection Paper
This assignment will be modified for Clinical, School, & Student Affairs Students:
- **Clinical & Addiction Counseling Students:** Interview an adult; not an adult who is in college or graduate school.
- **School Counseling Students:** Interview a student (Age 10 to 18) and also interview one of the parents/guardian separately. Please include a consent form—you may write your own. You are encouraged to work with an at-risk student or one who is struggling academically.
- **Student Affairs Students:** Interview a student who is in college.

(** Do not include your participant’s name in your report — use “client“, initials, or create a fictitious name)

Section 1:
- Provide a brief description of the client/student including: (10 points)
  - Age/DOB, occupation, race, highest education level, etc.
  - Summary of this individual’s life (e.g., personal/social development, significant life events, challenges, current stressors, and successes)
Section 2:
- Provide a brief summary of the individual’s career/academic path including her/his career development and past career/school related accomplishments/activities (10 points)

Section 3:
- Provide an explanation of the individual’s career/academic development from one theoretical perspective discussed in class and compare/contrast the client development with your own career development associated with the career development theory. (10 points)

Section 4:
- Provide an overall analysis of inventory/test results indicating any overall patterns, discrepancies, and also your reaction/comments about the intake and inventories. Discuss each inventory. Discuss any additional assessments or activities that you feel would be beneficial for this individual to complete to better understand herself/himself or the world of work.

Section 5:
- Provide an explanation of the relationship between the individual’s choice of career/academic track and the intake and inventory results and …
  - How the individual relates to reasons regarding his/her choice of a career/academic track (OR)
  - How the individual relates to her/his current career/academic related problems

Section 6:
- Provide a brief summary and discussion regarding:
  - The future career development goals the individual has set for himself/herself in his/her current job (OR)
  - The plan the individual has for further investigating different careers (OR)
  - The plan the individual has for resolving current career related problem(s)
  - The plan to facilitate academic or post-secondary transitions

Section 7 (You may utilize first person writing in this section):
- Provide a minimum of one paragraph summarizing your thoughts on assessments. Consider the following questions: What was it like to assist a client with an assessment? What would you do differently? What would you do the same? What skills or knowledge do you need to develop so that you can be a more effective counselor who implements assessment to clients?

Section 8 (You may utilize first person writing in this section):
- Provide a summary of “you.” This section is to include person (e.g., intake information) and social development (role of gender, SES, race, ethnicity, ability, religion, sexual orientation, family structure), significant life events, challenges, current stressors, successes and a brief summary of your career path including your own career development and past career related accomplishments/activities. Remember career development starts young so section should be all encompassing and comprehensive.

Section 9 (You may utilize first person writing in this section):
- Provide an explanation of the relationship between choice of career and your intake and inventory results, interests, values, beliefs, personality and how they relate (or perhaps contradict) reasons regarding your choice of a career (i.e., clinical counseling, school counseling, addiction counseling, or student affairs).
• Provide a brief description of your future goals and the ideal job that you would like to have upon graduation. How do these assessments integrate with this goal? Has it changed since reviewing the inventories?

Attach:
• **Appendix A:** Description of the assessment environment, observations regarding the appearance, behaviors, and comments of the student/client during the career assessment
• **Appendix B:** Summary of test results. Include the test, test scores, and date of administration
• **Appendix C:** Treatment Plan: This explains what goals you might address with the individual to promote her/his career development (include 3-4 goals)
• **Appendix D:** Attach the following assessments based on your track (include actual instrument, drawing, or summary page

• **Use only 2-3 assessments for your client** – see Instructor if you have questions as to which to choose.

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<thead>
<tr>
<th>Clinical &amp; Addiction Track</th>
<th>School Counseling Track</th>
<th>Student Affairs Track</th>
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<tbody>
<tr>
<td>- Intake &amp; Interview Notes,</td>
<td>- Intake &amp; Interview Notes (include one intake, but separate interview/observation notes for child and parent)</td>
<td>- Intake &amp; Interview Notes</td>
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<tr>
<td>- Self Directed Search,</td>
<td>- Self Directed Search</td>
<td>- Self Directed Search</td>
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<td>- Myers Briggs Type Indicator, - Vocopher Instruments:</td>
<td>- Myers Briggs Type Indicator</td>
<td>- Myers Briggs Type Indicator</td>
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<tr>
<td>- Adult Career Concerns Inventory,</td>
<td>- Career Development Inventory - High school Form</td>
<td>- Vocopher Instruments:</td>
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<td>- Career Construction Interview – My Career Story,</td>
<td>- Career Construction Interview – My Career Story,</td>
<td>- Career Development Inventory - College Form</td>
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<td>- Salience Inventory</td>
<td>- Salience Inventory</td>
<td>- Career Construction Interview – My Career Story,</td>
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<td>- Salience Inventory</td>
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All papers are to be presented in APA style (e.g., cover page, page numbers, headings, appropriate grammar, spacing, margins). **Points will be deducted where appropriate style is not used.**
Class Meetings:
Instructor:
Contact Info:
Office Hours:

Instructor’s Responsibilities
❖ I will be prepared for class as evidenced by the presentation of materials and content.
❖ I will engage you in critical and scholarly thinking by posing questions; and presenting situations for discussion and reflection. This is in an effort to encourage self-directed learning.
❖ I will provide feedback as to your progress by the written comments on assignments.

Students’ Responsibilities
❖ You will be engaged in the process of exploration and be active learners as evidenced by your participation (e.g., posing and responding to questions and dialogue).
❖ You will be prepared for each class as evidenced by your discussion and involvement in class.
❖ You will demonstrate your ability to perform and meet the demands of today’s society by completing and turning in quality assignments on time.

Course Objectives Based upon CACREP 2016 STANDARDS

Group Counseling and Group Work (Section 2)

Students will demonstrate knowledge and skills related to:

6.a. theoretical foundations of group counseling and group work
6.b. dynamics associated with group process and development
6.c. therapeutic factors and how they contribute to group effectiveness
6.d. characteristics and functions of effective group leaders
6.e. approaches to group formation, including recruiting, screening, and selecting members
6.f. types of groups and other considerations that affect conducting groups in varied settings
6.g. ethical and culturally relevant strategies for designing and facilitating groups
6.f. direct experiences in which students participate as group members in a small group
6.h. activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
Section 5: Entry-Level Specialty Areas (Section 5)
Students will demonstrate knowledge and skills related to:
G.3.m. strategies for implementing and coordinating peer intervention programs.

Required Text:

REQUIREMENT FOR ALL SCHOOL COUNSELING STUDENTS:
All School Counseling candidates are required to purchase a Task Stream account to complete the critical tasks for each related course, which is essential for CACREP and NCATE. The assignment labeled “B” under the Course Requirements must be submitted through the Task Stream system by ALL School Counseling Students AND a copy submitted to the instructor.

Required Readings:
The instructor may distribute a list of additional readings consisting of scholarly journal articles to supplement the text.

Tentative Schedule
**Course content/schedule is subject to change due to class participants and/or situations surrounding it**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>Activities</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction, Review Syllabus (In person)</td>
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<td>2</td>
<td>Introduction to Group Work</td>
<td>Chapter 1</td>
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<td>3</td>
<td>The Group Counselor</td>
<td>Chapter 2</td>
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<td>4</td>
<td>Ethical and Legal Issues</td>
<td>Chapter 3</td>
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<td>5</td>
<td>Theories and Techniques (In person)</td>
<td>Chapter 4</td>
<td>Visit/Reflection of a Helping Group Due</td>
<td>Discuss Group Experiences</td>
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<td>6</td>
<td>No Class Mental Health Day!!</td>
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<td>7</td>
<td>Midterm (In Person)</td>
<td>Chapter 5</td>
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<td>8</td>
<td>Forming Stage</td>
<td>Chapter 6</td>
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<td>9</td>
<td>Initial Stage</td>
<td>Chapter 7</td>
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<td>10</td>
<td>Transition Stage</td>
<td>Chapter 8</td>
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<td>11</td>
<td>Working Stage</td>
<td>Chapter 9</td>
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<td>12</td>
<td>Final Stage</td>
<td>Chapter 10</td>
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<td>13</td>
<td>Groups in School Settings/ Peer Counseling (SC3M)</td>
<td>Chapter 11</td>
<td>Group Proposal Due</td>
<td>Discuss Group Proposals</td>
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<tr>
<td>14</td>
<td>Groups in Community Settings (In person)</td>
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<td>14</td>
<td>Videos of Groups –various populations</td>
<td>PowerPoint/Supplemental Materials</td>
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</table>
Course Requirements:

A. Attendance: You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class. Due to the intensity of involvement in the experiential component and the educational value inherent in debriefing and feedback attendance at ALL class and lab sessions is essential. Students will be expected to participate by regular attendance, completion of assignments on due dates, and participation in class discussions and activities. Late assignments will be reduced by one letter grade. Participation is expected and rewarded in class and in the lab. Come to class prepared to participate in class discussions and activities with questions and comments. Students should also be prepared to participate in the lab component in this class as a group leader and a group member. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, videotapes, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class engaging in class activities, and the lab.

B. Visitation/Reflection upon a Helping Group: Each student will contact a community service, mental health agency, school, or student affairs organization and request permission to observe a group. After the visitation submit a 3 – 4 page paper on your experience. Your reflection should include the following:
   a. Introduction and description of the group.
      i. Type of Group, group members, stage of the group, participation, location/setting, age or grade level of members, characteristics/issues of members, goals of the group, perceived importance of the “issue” by other people, perceived importance of the “issue” by the group members.
   b. Description of the group facilitator(s)
      i. What kind of role did they take? What skills did they demonstrate? (If you are able to get) What type of training in group, personal experience, or licensure does this group facilitator have?
   c. What did you gain from attending the group (knowledge, insight, personal help, etc.)

C. School, Community or Higher Education Group Proposal: Submit a proposal for a group counseling experience that could be implemented in a work setting of your choice. See attached guidelines for the Group Proposal

D. Midterm & Final Exams: The foci will be on the understanding of concepts and terminology, the application of knowledge.

Grading:
I. Class Participation & Attendance 50 (~3 pts per class)
Group Counseling: Theory & Practice
COUNS 6973 (2 s.h.)

2. Group Visitation Paper 75
3. School, Community or Higher Education Group Proposal 100
4. Midterm 75
5. Final Exam 75

Total 375

Grading Scale:
A = 100 – 90%
B = 89 – 80%
C = 79 – 70%
D = 69 – 60%
F = 59 – 0%

You will receive a separate syllabus for the COUNS 6973L (1 s.h.) lab:

The class session will be spent reviewing general principles of group dynamics with particular emphasis on group-leader/member behavior and skills. This lab will include experiential components to highlight and practice the skills learned in the class session. The lab component will require active participation of all students of an on-going weekly laboratory group. Lab Requirements will be discussed later by the Lab Instructors and will include:

1. **Individual group leader ratings:** An evaluation by the lab instructor based upon the group members willingness to contribute to the group as a helper/helpee (i.e. appropriate participation, demonstration of skills, and preparedness).
   - Leading/Co-leading a personal development group session.
   - Leading/Co-leading a community/school/higher education group session.

2. **Journal:** Members will write a journal summary after each group meeting focusing on participation, leader behavior, group members’ behavior, group process and integration issues.
3. **Individual Group Member Appraisal:** An evaluation by the student group leader.
4. **Group Process Paper:** You are required to reflect upon yourself and other group members.

**School, Community or Higher Education Group Proposal**

Submit a proposal for a group counseling experience that could be implemented in a work setting of your choice. The total project should be around 10 pages (including title, body, references, and appendices). Note: Since it is a proposal of something you want to do - the tense of the paper should be in present or future “This group will…” However, anytime you are citing authors/research it must be past tense (USE APA style), “Smith and Jones (1999) demonstrated that, have shown, found, reported, discovered, etc.” The following is the outline of the paper...

Conceputalize this as a proposal that you would submit to a Counseling Supervisor, School Principal, or Student Services/Affairs Director

Title Page
Body of the Paper
   1. Introduction
a. Briefly introduce the administrator/supervisor to your topic/problem area, your population, and let them know what you will be in your proposal.

2. Importance of the Group
   a. What is the perceived importance of the “issue” by other people and what is the perceived importance of the “issue” by the group members.
   b. Using the research literature (AT LEAST 3 JOURNAL ARTICLES), establish the need for the group you are proposing, and clearly demonstrate how your proposed approach is appropriate for the group. Show that other professionals think your group or the problem is important/needs to be addressed. When looking for articles, find ones that address your problem/population (e.g. peer pressure, borderline personality disorder, transition to 9th grade) and interventions group or individual that has been successful in working with this problem/population.

3. Description of the Group
   a. Type of Group, group members, location/setting, age or grade level of members, characteristics/issues of members, goals of the group,
   b. Structure & Setting: Size of the group, Number of sessions. Time frame, Open or closed group. Physical setting, Selection of members, Recruitment of members
   c. Describe the objectives – what do you expect to accomplish? Be as specific as possible so that specific outcomes can be measured. How will the environment (school, community, higher education) benefit because of your group?
   d. Process: Identify and briefly describe the group / theoretical approach (e.g. counseling/psychotherapy or psychoeducational)

4. Evaluation of the Group
   a. Identify and briefly describe what outcome measure you will use (i.e. DSM criteria, Ohio Outcomes Scales, ASCA school counseling standards). How will administrators/supervisors know that you group is benefiting anyone? Discuss what you will use to argue that your work and the group is beneficial.

5. Conclusion
   a. Summarize your proposal in a paragraph or two.

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2. Attach a Recruitment Item. Create one of the following ways to recruit members for the group; poster placed around the school / university, flyer sent home to parents, e-mail message to other counselors/teachers, flyer at the receptionist desk for clients, etc.

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Students are continually assessed by faculty throughout the program and progress may be interrupted or terminated by failure to comply with academic standards or if a student’s interpersonal or emotional status interferes with training/education related requirements for self and others. In addition to academic competence, the counselor education curriculum requires students to be aware of their own affective and cognitive development, be open to personal growth and change, and be willing to present themselves in an open manner. Awareness of the needs of others and acceptance of human rights is paramount.

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an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.

**Writing and Group Presentation Policy:**
Presentations and projects should reflect the quality of a professional in the counseling profession. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The *APA Publication Manual* (see supplemental readings) will be the primary reference for issues of style (e.g., double spacing).
Class Meetings:
Instructor:
Contact Info:
Office Hours:

Instructor’s Responsibilities
❖ I will be prepared for class as evidenced by the presentation of materials and content.
❖ I will engage you in critical and scholarly thinking by posing questions; and presenting situations for discussion and reflection. This is in an effort to encourage self-directed learning.
❖ I will provide feedback as to your progress by the written comments on assignments.

Students’ Responsibilities
❖ You will be engaged in the process of exploration and be active learners as evidenced by your participation (e.g., posing and responding to questions and dialogue).
❖ You will be prepared for each class as evidenced by your discussion and involvement in class.
❖ You will demonstrate your ability to perform and meet the demands of today’s society by completing and turning in quality assignments on time.

Course Objectives Based upon CACREP 2016 STANDARDS
Group Counseling and Group Work (Section 2)

Students will demonstrate knowledge and skills related to:

6.a. theoretical foundations of group counseling and group work
6.b. dynamics associated with group process and development
6.c. therapeutic factors and how they contribute to group effectiveness
6.d. characteristics and functions of effective group leaders
6.e. approaches to group formation, including recruiting, screening, and selecting members
6.f. types of groups and other considerations that affect conducting groups in varied settings
6.g. ethical and culturally relevant strategies for designing and facilitating groups
6.f. direct experiences in which students participate as group members in a small group
6.h. activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
Section 5: Entry-Level Specialty Areas (Section 5)
Students will demonstrate knowledge and skills related to:
G.3.m. strategies for implementing and coordinating peer intervention programs.

Required Text:

REQUIREMENT FOR ALL SCHOOL COUNSELING STUDENTS:
All School Counseling candidates are required to purchase a Task Stream account to complete
the critical tasks for each related course, which is essential for CACREP and NCATE. The
assignment labeled “B” under the Course Requirements must be submitted through the Task
Stream system by ALL School Counseling Students AND a copy submitted to the instructor.

Required Readings:
The instructor may distribute a list of additional readings consisting of scholarly journal articles
to supplement the text.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td></td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Arrange group schedule</td>
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<tr>
<td>Week 3</td>
<td>Group</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Group</td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Group</td>
<td>Chapter 2</td>
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<tr>
<td></td>
<td><strong>No class</strong></td>
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<td></td>
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<tr>
<td>Week 6</td>
<td>Group</td>
<td>Chapter 3</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Group</td>
<td>Chapter 4</td>
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<tr>
<td>Week 8</td>
<td>Midterm/ No Class</td>
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<tr>
<td>Week 9</td>
<td>Group</td>
<td>Chapter 5</td>
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<tr>
<td>Week 10</td>
<td>Group</td>
<td>Chapter 6</td>
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<tr>
<td>Week 11</td>
<td>Group</td>
<td>Chapter 7</td>
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<tr>
<td>Week 12</td>
<td>Group</td>
<td>Chapter 8</td>
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<tr>
<td>Week 13</td>
<td>Group</td>
<td>Chapter 9</td>
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<td>Week 14</td>
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<td>Week 15</td>
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<tr>
<td>Week 16</td>
<td>Final</td>
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</tbody>
</table>
Guided Group Counseling  
COUNS 6973L

Course Requirements:

A. Attendance: You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class. Due to the intensity of involvement in the experiential component and the educational value inherent in debriefing and feedback attendance at ALL class and lab sessions is essential. Students will be expected to participate by regular attendance, completion of assignments on due dates, and participation in class discussions and activities. Late assignments will be reduced by one letter grade. Participation is expected and rewarded in class and in the lab. Come to class prepared to participate in class discussions and activities with questions and comments. Students should also be prepared to participate in the lab component in this class as a group leader and a group member. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, videotapes, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class engaging in class activities, and the lab.

B. Journal entries: Once a group is over the class should write a reflection paper about the group. The journal entry should include information about the group, the strengths of the group leader, and the experience of being in the group. Each journal entry should be a page long.

Grading:
1. Class Participation & Attendance 50
2. Journal Entries 50

Total 100

Grading Scale:
A = 100 – 90%
B = 89 – 80%
C = 79 – 70%
D = 69 – 60%
F = 59 – 0%

The class session will be spent reviewing general principles of group dynamics with particular emphasis on group-leader/member behavior and skills. This lab will include experiential components to highlight and practice the skills learned in the class session. The lab component will require active participation of all students of an on-going weekly laboratory group. Lab Requirements will be discussed later by the Lab Instructors and will include:

1. Individual group leader ratings: An evaluation by the lab instructor based upon the group members willingness to contribute to the group as a helper/helpsee (i.e. appropriate participation, demonstration of skills, and preparedness).
   • Leading/Co-leading a personal development group session.
   • Leading/Co-leading a community/school/higher education group session.
Guided Group Counseling  
COUNS 6973L

2. **Journal:** Members will write a journal summary after each group meeting focusing on participation, leader behavior, group members’ behavior, group process and integration issues.
3. **Individual Group Member Appraisal:** An evaluation by the student group leader.
4. **Group Process Paper:** You are required to reflect upon yourself and other group members.

**School, Community or Higher Education Group Proposal**

Submit a proposal for a group counseling experience that could be implemented in a work setting of your choice. The total project should be around 10 pages (including title, body, references, and appendices). Note: Since it is a proposal of something you want to do - the tense of the paper should be in present or future “This group will…” However, anytime you are citing authors/research it must be past tense (USE APA style), “Smith and Jones (1999) demonstrated that, have shown, found, reported, discovered, etc.” The following is the outline of the paper… **Conceptualize this as a proposal that you would submit to a Counseling Supervisor, School Principal, or Student Services/Affairs Director**

**Title Page**

**Body of the Paper**

1. **Introduction**
   a. Briefly introduce the administrator/supervisor to your topic/problem area, your population, and let them know what you will be in your proposal.

2. **Importance of the Group**
   a. What is the perceived importance of the “issue” by other people and what is the perceived importance of the “issue” by the group members.
   b. Using the research literature (AT LEAST 3 JOURNAL ARTICLES), establish the need for the group you are proposing, and clearly demonstrate how your proposed approach is appropriate for the group. Show that other professionals think your group or the problem is important/needs to be addressed. When looking for articles, find ones that address your problem/population (e.g. peer pressure, borderline personality disorder, transition to 9th grade) and interventions group or individual that has been successful in working with this problem/population.

3. **Description of the Group**
   a. Type of Group, group members, location/setting, age or grade level of members, characteristics/issues of members, goals of the group,
   b. Structure & Setting: Size of the group, Number of sessions. Time frame, Open or closed group. Physical setting, Selection of members, Recruitment of members
   c. Describe the objectives – what do you expect to accomplish? Be as specific as possible so that specific outcomes can be measured. How will the environment (school, community, higher education) benefit because of your group?
   d. Process: Identify and briefly describe the group / theoretical approach (e.g. counseling/psychotherapy or psychoeducational)

4. **Evaluation of the Group**
   a. Identify and briefly describe what outcome measure you will use (i.e. DSM criteria, Ohio Outcomes Scales, ASCA school counseling standards). How will
Guided Group Counseling  
COUNS 6973L

administrators/supervisors know that you group is benefiting anyone? Discuss what you will use to argue that your work and the group is beneficial.

5. Conclusion
   a. Summarize your proposal in a paragraph or two.

References
Appendices

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**Guided Group Counseling**
**COUNS 6973L**

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Class Meetings:
Instructor:
Contact Info:
Office Hours:

Required Text:

**Articles (PDFs available on BlackBoard):**


**Catalog Description:**
Counseling theory and techniques related to social and economic change, ethnic groups, subculture, issues of sexuality and gender, urban and rural societies, cultural mores, the use of leisure time, and differing life patterns.

**Critical Task Description and Essential Tasks** (Can be included in appendices. ECE example is below.)

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 2 F. 2. a.</strong></td>
<td>The student demonstrates knowledge of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td>Candidate displays general knowledge of the multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td>Candidate displays specific understanding of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
<td></td>
</tr>
<tr>
<td><strong>Section 2 F. 2. b.</strong></td>
<td>The student demonstrates knowledge of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</td>
<td>Candidate displays general knowledge of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</td>
<td>Candidate displays specific understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</td>
<td></td>
</tr>
<tr>
<td><strong>Section 2 F. 2. c.</strong></td>
<td>The student demonstrates knowledge of multicultural counseling competencies</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of multicultural counseling competencies</td>
<td>Candidate displays general knowledge of multicultural counseling competencies</td>
<td>Candidate displays specific understanding of multicultural counseling competencies</td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of multicultural counseling competencies</td>
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</tr>
<tr>
<td><strong>Section 2 F. 2. d.</strong></td>
<td>The student demonstrates knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</td>
<td>Candidate displays general knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</td>
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<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</td>
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<tr>
<td><strong>Section 2 F. 2. e.</strong></td>
<td>The student demonstrates knowledge of the effects of power and privilege for counseling clients</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the effects of power and privilege for counseling clients</td>
<td>Candidate displays general knowledge of the effects of power and privilege for counseling clients</td>
<td>Candidate displays specific understanding of the effects of power and privilege for counseling clients</td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of the effects of power and privilege for counseling clients</td>
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</tbody>
</table>
Critical Tasks are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate’s ability to move through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. Critical Tasks and Essential Tasks are to be submitted through TaskStream.

Taskstream (ALL Counseling Students):

All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of all counseling candidates in each course. This is essential documentation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and National Council for the Accreditation of Teacher Education (NCATE). Task Stream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee.

Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.
In this course, the Cultural Immersion Reflection Paper has been identified as the “Task” in COUN 6976. The completed assignment must be submitted through Taskstream by all Counseling students.

**Field Experience:** None

**Course Fees:** None

**Knowledge Base Rationale:** The focus of this course is to develop beginning content knowledge and skills as they relate to multicultural counseling. The course content assists the students in becoming aware of their own attitudes, values, beliefs, biases, and potential for developing into an effective counselor. Each student must identify and reflect on his/her own strengths, limitations, and obstacles in the counseling process. The independent assignments role-play exercises, and class discussions all contribute to the development of a culturally competent counselor.

**Course content/schedule is subject to change due to class participants and/or situations surrounding it**

**CACREP 2016 Standards**

**Section 2: Professional Counseling Identity**

**Counseling Curriculum**

F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

2. **SOCIAL AND CULTURAL DIVERSITY**
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
   c. multicultural counseling competencies
   d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
   e. the effects of power and privilege for counselors and clients
   f. help-seeking behaviors of diverse clients
   g. the impact of spiritual beliefs on clients’ and counselors’ worldviews
   h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

**Course Requirements:**

Class will be conducted in a seminar format in which you will be expected to discuss the course content critically and reflectively. While the course will involve lecture-discussion format, the class will contain different types of learning mediums and activities. Where possible, activities will be directed toward your focus area of clinical mental health, student affairs/college counseling, or school counseling. Activities will also include the use of technology as well as applied practice related to counseling theory. Activities may include role-plays simulating actual counseling sessions, discussion of assigned readings/class lectures, presentations by guest speakers, and case samples/demonstrations identifying the various stages/issues clients may be dealing with along with materials/methods of counseling to be utilized in each case. Thus, your classroom participation is very important to your learning as well as the learning of others. You will need to read and reflect before every class. Good class participation includes the following behaviors: sharing thoughtful and reflective comments, sharing relevant
personal observations, and integrating and synthesizing class material. It is expected that professional dispositions and norms will be demonstrated by students throughout the course, including refraining from use of technology devices during guest speaker presentations and classroom discussions/activities.

Reading Quizzes:
As a component of class participation, each week at the beginning of class you will complete a non-graded quiz on BlackBoard based upon your textbook readings for the week. These quizzes are opportunities to assess your understanding and application of course readings and will form a foundation for class activities. In addition, these quizzes will provide you with valuable test-taking practice to support your preparation for Comps and the NCE related to multicultural counseling competencies. These quizzes will not count for or against your grade, although your progress may be viewed by your instructor to assess your comprehension of course readings.

Personal Mission Statement (10 points):
You will submit a written description of your personal mission for cultural understanding, appreciation, and social action. You should respond to the following questions in your submission: What do you expect to get out of this course? How would you personally like to change in order to become a culturally-competent counselor? What strengths and needs do you bring to this course and process of developing cultural competence as a future counselor or student affairs professional? This statement will serve as a beginning point for the course and allow you to reflect on your own progress throughout the semester. This paper is expected to be 2-3 pages and submitted to BlackBoard by 11:59 p.m. on the date identified in the course schedule below.

Reaction Paper (10pts):
Throughout the course, you will be learning about the experiences of individuals from diverse backgrounds, which will include participating in guest presentations. Following three of these presentations (selection is up to you), you will prepare a written reflection that describes your thoughts and feelings related to the presentation, how the presenter’s presentation relates to your future work with clients, and how this presentation relates to specific knowledge learned and your overall goals for this course. Each of these reaction papers should be 2-3 pages in length. A rubric is provided on BlackBoard describing the specific grading requirements for each paper. ALL reaction papers are due on BlackBoard by 11:59 p.m. the date identified in the course schedule below. It is highly recommended that you complete these reflections directly following each of the three guest speaker presentations you plan to write about and submit them throughout the course of the semester.

Cultural Immersion Exercise (20 points):
You are required to spend a minimum of two hours in a culturally different environment. Students MUST obtain approval from the instructor before engaging in the experience. You are required to prepare a 5-7 page paper about this experience, including (1) your initial reactions and observations, (2) thoughts, feelings, and observations during the experience, (3) post-experience self-reflection, and (4) application of course information and experiences to making meaning of this cultural experience. A rubric will be provided on BlackBoard describing specific grading criteria for this assignment. Your paper is due on BlackBoard by 11:59 p.m. on the date identified in the course schedule below. You will also have an opportunity to share your experience with the class. You will also submit this assignment to TaskStream before the last day of class.

Culturally-Sensitive Counseling Demonstration (15 pts):
You will work with a partner from this class to record a simulated counseling session where you will practice using culturally-sensitive counseling practices. You and your partner will take turns counseling and being the client. For the purposes of this activity, you will create a client scenario that reflects social and/or cultural differences between the client and the counselor (you may make up this scenario to meet the requirements of this assignment). The beginning of your video-taped session should include a description of the client to serve as a frame of reference for the counselor and the instructor. This tape should be no more than 20 minutes in length and should include your demonstration of the following skills: (1) culturally-sensitive development of rapport, (2) broaching social and cultural differences, (3) use of appropriate self-disclosure to acknowledge cultural diversity within the session, and (4) engaging the client in discussion regarding his or her personal culture and how it relates to the client’s presenting concern(s). For the purposes of this assignment, culture may
include, but is not limited to, any/all of the following: race, ethnicity, geographic location, gender, socio-economic status, education level, sexual orientation, gender identity, religious/spiritual background, abilities/disabilities, family context, group affiliation.

Final submission of this assignment will include a full transcript of the counseling session and a 3-5 page written reflection on (1) what it felt like to be the counselor in this experience, (2) what it felt like to be the client in this experience, (3) how this experience impacted your understanding of multicultural counseling competencies and techniques, and (4) areas you intend to continue seeking support and supervision with related to multicultural counseling competencies. Only transcribe the session in which you are the counselor, not the session where you are the client.

All materials are due on BlackBoard by 11:59p.m. on the date identified in the course schedule below.

COVID-19 Update: Due to current measures in place recommending social distancing, you will not be required to meet with your partner in person to video tape this session. Once students have identified their partners and are ready to tape, a private course room can be set up in BlackBoard Ultra for this purpose. Please note that videos do not need to be turned in as they are already accessible to the instructor. If you record more than one video, please indicate via email which one should be viewed and graded.

Social Artifact Presentation (5 points):
Each student is required to bring in and present a social artifact (i.e., music, art, dance, etc.) that is reflective of the student’s personal culture and social identity. On the student’s assigned day, the student will present the artifact to the class and describe how the artifact is reflective of the student’s personal culture and social identity. The purpose of this activity is for the class to get to know one another and for a cultural exchange.

Assumptions for this course (Dr. Mary Arnold, 1990)
- There is no difference between apparent and unapparent diversity as experienced by the oppressed person X. We all stand simultaneously in the shoes of oppressor and oppressed.
- Support, as used in this course, is an active affirmation or acknowledgment that X feels or thinks a certain way about a matter of discussion. This is the opposite of telling X that she or he does not think that way; or to ignore or reject X for feeling and thinking as she or he does.
- It is difficult to support someone with whom we disagree as long as we focus on content rather than on the person speaking. X is a person, and before you can develop a genuine interest and appreciation for her or him, it is necessary to understand the basis for X’s feelings and thoughts
- Shutting X off or out before discovering the basis for her or his point of view closes the door to understanding and accepting, which evokes spontaneous support for X, the person.

Grading Criteria for Papers and Presentations:
Grading rubrics will be provided on BlackBoard for the following assignments: Personal Mission Statement, Reaction Papers, Cultural Immersion Exercise, and Culturally-Sensitive Counseling Demonstration.

<table>
<thead>
<tr>
<th>Evaluation Assignment</th>
<th>Point Value</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10 points</td>
<td>A = 100 – 90</td>
</tr>
<tr>
<td>Social Artifact Presentation</td>
<td>5 points</td>
<td>B = 89 – 80</td>
</tr>
<tr>
<td>Personal Mission Statement</td>
<td>10 points</td>
<td>C = 79 - 70 (Failing Grade)</td>
</tr>
<tr>
<td>Three Reaction Papers (5 points each)</td>
<td>10 points</td>
<td>D = 69 – 60</td>
</tr>
<tr>
<td>Cultural Immersion Exercise</td>
<td>20 points</td>
<td>F = 59 – 0</td>
</tr>
<tr>
<td>Culturally-Sensitive Counseling Demonstration</td>
<td>15 points</td>
<td></td>
</tr>
<tr>
<td>Evaluation Assignment</td>
<td>Point Value</td>
<td>Grading Scale</td>
</tr>
<tr>
<td>------------------------</td>
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<td>---------------</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>15 points</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>15 points</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
<td></td>
</tr>
</tbody>
</table>

Points will be deducted from late assignments as follows: 1-7 days late: 1 point; 8-14 days late: 2 points. Assignments submitted more than 14 days after the due date will earn a grade of 0.

**Paper and Grading Policy:** Papers should reflect the quality of a professional in the counseling profession. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The *APA Publication Manual 7th* edition will be the primary reference for issues of style (e.g., double spacing).
## Tentative Schedule

**Course content/schedule is subject to change due to class participants and or situations surrounding it**

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings and Assignments Due (due on BB on date listed)</th>
</tr>
</thead>
</table>
| 1     | Introduction, Review of Syllabus  
The Affective and Conceptual Dimensions of Multicultural Counseling | Chapters 1, 2, 3  
Shalcross, 2013 (on BB) |
| 2     | The Impact and Social Justice Implications of Counseling | Chapters 4, 5, 6  
Ratts et. al. 2016 (on BB)  
Wilson, 2016 (on BB) |
| 3     | The Practice Dimensions of Multicultural Counseling | Chapters 7, 8, 9, 10  
Myers, 2016b (on BB)  
**DUE: Personal Mission Statement** |
| 4     | Racial/Cultural Identity Development in Multicultural Counseling | Chapters 11, 12  
McIntosh, 1990 (on BB)  
Hankivsky, 2014 (p 1-12; on BB) |
| 5     | Culturally Competent Assessment  
Counseling Multiracial Individuals | Chapter 13, 18  
Myers, 2016a (on BB) |
| 6     | Understanding and Counseling Asian American/Pacific Islander Clients | Chapter 16 |
| 7     | Understanding and Counseling American Indian/Native American Clients  
**Guest speaker**  
**Review for Mid-Term** | Chapter 15 |
| 8     | **Mid-Term Exam** | |
| 9     | Understanding and Counseling African American Clients  
**Guest Speaker** | Chapter 14 |
| 10    | Understanding and Counseling Latina/o Clients  
**Guest Speaker** | Chapter 17 |
| 11    | Understanding and Counseling LGBT Clients  
**Guest speaker** | Chapter 23  
Hebard & Hebard, 2015 (on BB)  
Murphy, 2015 (on BB) |
| 12    | Counseling and Special Circumstances Involving Ethnic Populations | Chapter 19, 20, 21  
McGinnis, 2016 (on BB)  
**DUE: Reaction Papers** |
| 13    | Understanding and Counseling Individuals Living in Poverty and Older Adults | Chapters 24, 25  
Fullen, 2016 (on BB) |
| 14    | Understanding and Counseling Individuals with Disabilities | Chapter 22  
**DUE: Culturally-Sensitive Counseling Assignment** |
| 15    | Understanding and Counseling Women  
Review for Final | Chapter 26  
**DUE: Cultural Immersion Exercise** |
| 16    | **Final Exam** | **DUE: Cultural Immersion Exercise Uploaded to TaskStream** |
Course Policies:

Statement of Non-Discrimination from the University

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit the Equal Opportunity and Policy Development & Title IX website for contact information for persons designated to handle questions about this policy.

Academic Integrity/Honesty

As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity Policy can be found in Article III of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

Student Accessibility

In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the Accessibility Services, located in Kilcawley Center Room 2082. You can reach Accessibility Services at 330-941-1372.

Incomplete Grade Policy

An incomplete grade of “I” may be given to a student who has been doing satisfactory work in a course, but, for reasons beyond the control of the student and deemed justifiable by the instructor, has not completed all requirements for a course when grades were submitted. A letter grade MAY NOT be changed to an “I” (Incomplete) after the term has ended and grades have been recorded. For Fall Term courses, the final date to complete an “I” will be March 1 of the following term; for Spring Term courses, September 1; for Summer Term courses, October 1. These dates can only be extended with the approval of the instructor and the Dean of the College where the course is taught. Forms for extension of the deadline may be obtained and after obtaining the proper signatures, this form must be submitted to the University Records office 24 hours before the original deadline (i.e. for Fall Term courses, March 1 of the following term).

NAF Guidelines.

A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website

Attendance: Students are expected to attend classes, complete all assignments and participate in class discussions and activities. If you cannot attend class, please contact the professor via e-mail. Advanced
notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. You are responsible for all information if you do miss a class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.

**Course Evaluation:** You will have the opportunity to evaluate the course and the instructor.

**Counseling Services:** If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

**Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)**

*Candidate Disposition Alert Process:* The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

**Dispositions:**
The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. *Collaborative:* Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. *Inclusive:* Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness,
flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. **Professional:** Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

**Participation:** Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities

**Problematic Behaviors:**
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with **professionalism, inclusivity, and collaboration** determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use During Class:**
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.
**Writing and Group Presentation Policy:** Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

**YSU E-Mail (Common University E-Mail):**
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.
Resources


Class Meetings:

Instructor:

Contact Info:

Office Hours:

Required Text:


Required Reading:

Chapters:

Chapter 1. Developing Effective Treatment Plans
Chapter 2. Real World Treatment Planning: Systems, Culture, and Ethics

in


Optional Textbook and Resources:


Suggested Readings:


**Catalog Description:** Overview of the Diagnostic and Statistical Manual of Mental Disorders, fifth edition (DSM-5) format, with emphasis placed on the development of diagnostic skills for the major mental and emotional disorders commonly encountered in social service, educational, and community counseling agencies.

**Field Experience:** None  
**Course Fees:** None

**Requisite Knowledge, Skills, and Dispositional Bases:** In order to accurately diagnose mental and emotional disorders, candidates must develop numerous and sophisticated knowledge, skills, and dispositional competencies. Candidates must thoroughly understand the DSM-5-TR classification system and diagnostic codes, diagnostic criteria for each disorder, as well as circumstances and conditions that warrant the use of subtypes, severity, and course specifiers. Candidates must develop skills that enable them to distinguish among similar disorders and to make differential diagnoses. It is important that students develop an understanding of the strengths and limitations of the DSM system, and learn how to utilize the system in a contextually sensitive fashion. Candidates will have multiple opportunities to develop these knowledge, skills, and dispositional bases by engaging in reflective practice on a variety of course assignments.

**Critical Task Description and Essential Tasks:**

*Critical Tasks* are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate’s ability to move through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. Critical Tasks and Essential Tasks are to be submitted through TaskStream.

**Taskstream ALL Counseling Students:** All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling Graduate Program is required to administer performance assessments of counseling candidates in each course. This is essential documentation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Taskstream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program. **In this course, 2nd Case Vignette Paper** has been identified as the “Critical
Task”. The completed assignment must be submitted through Task Stream by Counseling students.

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Un satisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMHC. K. 1. &amp; AC K. 1</td>
<td>Know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM.</td>
<td>Candidate displays general knowledge of the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM.</td>
<td>Candidate displays specific understanding of the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM.</td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM.</td>
<td>COUN 6980, Spring 2021</td>
</tr>
<tr>
<td>CMHC. K. 3. &amp; AC K. 2.</td>
<td>Knows the impact of co-occurring substance use disorders on medical and psychological disorders</td>
<td>Candidate does not demonstrate an example of the impact of co-occurring substance use disorders on medical and psychological disorders</td>
<td>Candidate presents an example of the impact of co-occurring substance use disorders on medical and psychological disorders.</td>
<td>Candidate demonstrates an appropriate example of the impact of co-occurring substance use disorders on medical and psychological disorders.</td>
<td>Candidate exceeds all expectations for demonstrating the impact of co-occurring substance use disorders on medical and psychological disorders.</td>
<td>Exemplary</td>
</tr>
<tr>
<td>CMHC. L. 1. &amp; AC L. 1</td>
<td>Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments</td>
<td>Candidate displays minimal, stereotypical, or irrelevant application of the diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments</td>
<td>Candidate displays general application of the diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.</td>
<td>Candidate displays specific skills in application of the diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.</td>
<td>Candidate exceeds all expectations for applying the diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.</td>
<td>Competent</td>
</tr>
<tr>
<td>CMHC. L. 2. &amp; AC L. 2</td>
<td>Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals</td>
<td>Candidate does not demonstrate an ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals</td>
<td>Candidate presents some ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals</td>
<td>Candidate demonstrates an appropriate ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.</td>
<td>Candidate exceeds all expectations for demonstrating an ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
Course Objectives (CACREP 2016 Standards)
Section 5: Addiction Counseling
- Understand the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others (CACREP 2016 AC 1E);
- Understand the potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders (CACREP 2016 AC 2B);
- Understand the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD; CACREP 2016 AC 2I); and
- Understands cultural factors relevant to addiction and addictive behavior (CACREP 2016 AC 2J).

Section 5: Clinical Mental Health Counseling
- Understand the neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP CMHC 1D);
- Understands the impact of crisis and trauma on individuals with mental health diagnoses (CACREP 2016 CMHC 2F).
- Knows the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP 2016 CMHC 2B);
- Knows the neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP 2016 CMHC 1D); and
- Understands the range of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP 2016 CMHC 2C);
- Knows the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP 2016 CMHC 2D);
- Recognizes the potential for substance use disorders to mimic and coexist with a variety of neurological, medical and psychological disorders. (CACREP 2016 CMHC 2E);
- Understand the impact of biological and neurological mechanisms on mental health (CACREP CMHC 2G);
- Understands cultural factors relevant to clinical mental health counseling (CACREP 2016 CMHC 2J); and
- Understands legal and ethical considerations specific to clinical mental health counseling (CACREP 2016 CMHC 2L);

Section 5: College Counseling and Student Affairs
- Knows the characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders (CACREP 2016 CCSA 2D).

Section 5: School Counseling
- Knows the characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders (CACREP 2016 SC 2G).

**Instructional Methodologies:** This course will be held in a lecture and seminar format with students and the instructor actively dialoguing about a variety of diagnoses. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. A variety of approaches will be used including lectures, role plays, and in class activities. Lectures will not necessarily cover all material from the texts. However, students will be responsible for knowing textbook material. Along with active participation in class discussions and activities, students will be expected to participate as demonstrated through regular attendance, completion of assignments by specified due dates, and participation in class discussions and activities.

**ASSIGNMENTS:**

**Class Attendance/Participation (25 points)**
All students are expected to attend class regularly and to participate fully in exercises, activities, and assignments. To help ensure that you read and are prepared for class, individual participation and group discussion is expected to show the instructor attentiveness and understanding of class material. Class attendance and participation will help prepare you for your exams and assignments. Any absences should be discussed in advance with the instructor. You are permitted to miss one class with an official excuse with no penalties, after that you will receive one letter grade deduction off your total grade for every unexcused absence. Two (2) late arrivals will be equivalent to one (1) absence.

**Diagnostic Movie Assignment (25 points)**
The student will be provided a list of movies and asked to view one and reflect on that movie, exploring how mental health issues and the counseling profession are represented in the film. Additionally, a list of questions will be provided to address how the client, the counselor, the profession, and the concept of mental illness were presented in the movie. This assignment should be 5-7 pages in length (i.e., 12 Times New Roman, double-spaced, APA, etc.). In addition to this assignment, each student should be prepared to briefly discuss (less than 5 minutes) their reactions to the assignment and how they perceived the media handled the issue of mental illness and the counseling profession.

**Diagnostic Case Vignette Assignments (50 points each; 100 points total)**
Case studies will be distributed twice during the semester for students to develop a DSM-5 diagnosis. Students must identify each diagnostic criterion that the client meets and provide a rationale for all diagnoses. Each assessment should be 6-8 pages in length (i.e., double spaced, 12 times new roman, etc.). There will be a total of two diagnostic assignments, and each assignment will be valued at 25 points each.

Each paper should have the following format and bolded headings:
- Introduction: Initial thoughts; any concerns or frustrations; any missing information you would like to have known and why.
• Diagnosis and Rational: Identify the DSM-5 diagnosis; identify the diagnostic criteria to support your rationale; discuss any criteria you may have been unsure in contributing to diagnosis.
• Differential Diagnoses: Identify any differential diagnoses you considered or could be closely considered and why they are differential diagnoses; explain your rationale why these differential diagnoses were not chosen as your primary diagnosis.
• Conclusion: Summary and conclusion of your paper; any additional discussion.

Examinations (50 points each; 100 total points)
There will be a midterm (25 points) and a final exam (25 points). They will be based on the readings, lectures, and activities completed to that date. It is expected that students at the graduate level are reading independently and keeping up with required reading assignments.

Grading Policy and Grading Scale

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Grading</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>25 points</td>
</tr>
<tr>
<td>Movie Assignment</td>
<td>25 points</td>
</tr>
<tr>
<td>Diagnostic case vignettes (2 x 50 pts)</td>
<td>100 points</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>50 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>250 points</strong></td>
</tr>
</tbody>
</table>

Grading Scale:
225 – 250 points = A  
200 – 224 points = B  
175 – 199 points = C  
150 – 174 points = D  
< 149 points = F

Late Work: Late work will not be accepted without prior approval by the instructor. Late work, if accepted, will result in an automatic 25% deduction except for extraordinary circumstances as determined by the instructor.
**Course Schedule:**

**Course content/schedule is subject to change due to class participants and/ or situations surrounding it**

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Assignments Due (in bold) and Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Review Syllabus DSM Classification &amp; Use</td>
<td>DSM xxiii-25; 817-831</td>
<td><strong>Read course materials ahead of class. Lectures will not cover book material point-by-point but will rather synthesize the topic and be more application-focused.</strong></td>
</tr>
<tr>
<td></td>
<td>DSM Technical Terms Basics of Dx Building Blocks of Diagnosis &amp;MSE</td>
<td>Morrison 1-85; 89-126 Kress and Paylo-Chapters 1 and 2</td>
<td>Course Overview/Syllabus Review/Personal Introductions Interactive Lecture</td>
</tr>
<tr>
<td>Week 2:</td>
<td>Neurodevelopment Disorders Neurocognitive Disorders Problems of Memory &amp; Thinking</td>
<td>DSM 31-86 DSM 591-643 Morrison 216-237</td>
<td>Select movie Interactive Lecture</td>
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<tr>
<td>Week 3:</td>
<td>Depressive Disorders Depression &amp; Mania Bipolar &amp; Related Disorders</td>
<td>DSM 123-154 Morrison 129-166 DSM 123-154</td>
<td>Interactive Lecture Case Vignette: Kent</td>
</tr>
<tr>
<td>Week 4:</td>
<td>Substance-related &amp; Addictive Disorders Substance Misuse &amp; Other Addictions</td>
<td>DSM 481-590 Morrison 238-250</td>
<td>Interactive Lecture Drug Activity</td>
</tr>
<tr>
<td>Week 5:</td>
<td>Schizophrenia Spectrum &amp; Other Psychotic Disorders Psychosis</td>
<td>DSM 87-122 Morrison 185-215</td>
<td>Interactive Lecture Case Vignette: Winona</td>
</tr>
<tr>
<td>Week</td>
<td>Anxiety Disorders</td>
<td>DSM 189-234</td>
<td>Interactive Lecture</td>
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<td></td>
<td>Obsessive-Compulsive Disorders</td>
<td>DSM 235-264</td>
<td>Case Vignettes: Ann and Ruth</td>
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<td></td>
<td>Anxiety, Fear, Obsessions &amp; Worry</td>
<td>Morrison 167-184</td>
<td>1st Case Vignette Due</td>
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<td>Week 6</td>
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<td>Trauma and Stressor Related Disorders</td>
<td>DSM 265-290</td>
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<td>Dissociative Disorders</td>
<td>DSM 291-308</td>
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<td>Somatic Symptom and Related Disorders</td>
<td>DSM 309-327</td>
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<td>Week 7</td>
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<tr>
<td>Week 8</td>
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<td>MIDTERM EXAMINATION</td>
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<td>Week 9</td>
<td></td>
<td></td>
<td>NO CLASS- SPRING BREAK</td>
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<tr>
<td>Week 10</td>
<td>Feeding &amp; Eating Disorders</td>
<td>DSM 329-354</td>
<td>Interactive Lecture</td>
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<td></td>
<td>Elimination Disorders</td>
<td>DSM 355-360</td>
<td>Case Vignette: Veronica</td>
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<td>Sleep Wake Disorders</td>
<td>DSM 361-422</td>
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<td>Week 11</td>
<td>Sexual Dysfunctions</td>
<td>DSM 423-450</td>
<td>Interactive Lecture</td>
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<td>Gender Dysphoria</td>
<td>DSM 451-459</td>
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<tr>
<td>Week 12</td>
<td>Disruptive Impulse-Control, &amp; Conduct Disorders</td>
<td>DSM 461-480</td>
<td>Movie Assignment Due</td>
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<td></td>
<td>Interactive Lecture</td>
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<td>Case Vignette: Jeremy</td>
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<td>Week 13</td>
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<td></td>
<td>Paraphilic</td>
<td>DSM 685-706</td>
<td>Interactive Lecture</td>
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<td>Week 14:</td>
<td>Disorders</td>
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<tr>
<td></td>
<td>Other Mental Disorders</td>
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<td></td>
<td>Medication-Induced Movement Disorders</td>
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<td>DSM 707-708</td>
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<td>DSM 709-714</td>
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<tr>
<th>Week 15:</th>
<th>Personality Disorders</th>
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<tbody>
<tr>
<td></td>
<td>DSM 645-684</td>
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<tr>
<td></td>
<td>Morrison 251-303</td>
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<tr>
<td></td>
<td>Interactive Lecture</td>
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<tr>
<td></td>
<td>Case Vignette: Cindy</td>
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<tr>
<th>Week 16:</th>
<th>Other Conditions of Clinical Attention</th>
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<tbody>
<tr>
<td></td>
<td>Section III-Emerging Measures/Models</td>
</tr>
<tr>
<td></td>
<td>Compliance, Suicide &amp; Violence</td>
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<tr>
<td></td>
<td>DSM 715-732</td>
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<td>DSM 733-808</td>
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<td></td>
<td>Morrison 271-300</td>
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<td>Interactive Lecture</td>
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<td></td>
<td>2nd Case Vignette Due (upload to Taskstream)</td>
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<td></td>
<td>Review for Final Exam</td>
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<tr>
<th>Week 17:</th>
<th>Finals Week</th>
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<td>FINAL EXAM</td>
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</table>
Course Policies:

Class Attendance:

It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.

Academic Conduct:

A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense. Please review department plagiarism policy for more detail.

Statement on Academic Dishonesty (Official YSU Policy)

Academic Dishonesty: Please refer to student handbook, noting sections on plagiarism and dishonesty. Failure to comply with these standards may result in an “F” for the course.

Americans with Disabilities Act Statement (Official YSU Policy)

Americans with Disabilities Act: Anyone requiring special adaptations or accommodations should inform the instructor as soon as possible. "In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center Room 2082, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372."

Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)

Candidate Disposition Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored
activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

Disposi\ions:

The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. Collaborative: Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. Inclusive: Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. Professional: Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellence in self and others.

Incomplete Grade Policy (Official YSU Policy)

An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

Spring semester incompletes - by Sept. 1
Summer incompletes - by October 1
Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.
NAF Guidelines.

A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website

Problematic Behaviors:

The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity, and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

Technology Use During Class:

Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

Participation:

Participation: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede
you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in-class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities

**YSU Statement of Non-Discrimination:**

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit [YSU’s ADA Accessibility Site](https://www.ysu.edu) for contact information for persons designated to handle questions about this policy.

**YSU E-Mail (Common University E-Mail):**

Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.
# APPENDIX A

**Diagnosis of Mental Disorders**

**Assignment: Mental Health in Film Media Paper**

**Purpose:** The purpose of this paper is to explore how mental health issues and the profession is represented in the media, specifically through film media.

**Assignment:** To prepare for this assignment you will need to pick out and study one of the following films (You may suggest another film with instructor approval prior to beginning assignment):

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<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Clean &amp; Sober</td>
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<tr>
<td>2.</td>
<td>Girl's Interrupted</td>
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<td>3.</td>
<td>Good Will Hunting</td>
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<td>4.</td>
<td>Inside Out</td>
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<td>5.</td>
<td>Black Swan</td>
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<td>6.</td>
<td>Patch Adams</td>
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<td>7.</td>
<td>American Beauty</td>
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<td>8.</td>
<td>Rain Man</td>
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<td>9.</td>
<td>Benny &amp; Joon</td>
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<td>10.</td>
<td>Sling Blade</td>
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<td>11.</td>
<td>Frozen</td>
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<tr>
<td>12.</td>
<td>Little Miss Sunshine</td>
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<td>13.</td>
<td>What About Bob</td>
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<td>14.</td>
<td>The Prince of Tides</td>
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<tr>
<td>15.</td>
<td>Fight Club</td>
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<td>16.</td>
<td>The Machinist</td>
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<td>17.</td>
<td>The Fisher King</td>
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<td>18.</td>
<td>Shutter Island</td>
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<td>19.</td>
<td>Beautiful Mind</td>
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<tr>
<td>20.</td>
<td>Precious</td>
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<td>21.</td>
<td>Prozac Nation</td>
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<tr>
<td>22.</td>
<td>Frankie and Alice</td>
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<td>23.</td>
<td>As Good as it Gets</td>
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<tr>
<td>24.</td>
<td>Fatal Attraction</td>
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<td>25.</td>
<td>Misery</td>
</tr>
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<td>26.</td>
<td>The Color Purple</td>
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<tr>
<td>27.</td>
<td>28 days</td>
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<td>28.</td>
<td>My name is Bill W.</td>
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<td>29.</td>
<td>What’s eating Gilbert Grape</td>
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<td>30.</td>
<td>The Notebook</td>
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<td>31.</td>
<td>The Virgin Suicides</td>
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<td>32.</td>
<td>Me, Myself and Irene</td>
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<td>33.</td>
<td>Punch-Drunk Love</td>
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<td>34.</td>
<td>Forest Gump</td>
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<td>35.</td>
<td>Finding Nemo</td>
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<td>36.</td>
<td>Birdman</td>
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<td>37.</td>
<td>Half Baked</td>
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<td>38.</td>
<td>Antwone Fisher</td>
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<td>39.</td>
<td>Silence of the Lambs</td>
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<td>40.</td>
<td>Addicted</td>
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<td>41.</td>
<td>One Flew Over the Cookoo’s Nest</td>
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<td>42.</td>
<td>Mean Girls</td>
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<td>43.</td>
<td>Silver Linings Playbook</td>
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<td>44.</td>
<td>101 Dalmatians</td>
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<td>45.</td>
<td>Beauty &amp; The Beast</td>
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<td>46.</td>
<td>Cinderella</td>
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<td>47.</td>
<td>Back to the Future</td>
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<tr>
<td>48.</td>
<td>Still Alice</td>
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<tr>
<td>49.</td>
<td>The Birdcage</td>
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<tr>
<td>50.</td>
<td>Analyze This</td>
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</table>
Apply what you have learned to write a report on the movie, which explores the following questions:
(Be mindful that some of the questions may not be relatable to the movie selected)

1.) **Counselor (or counselor type):**
   a. What is this person's level of competency? How do you know?
   b. How is the counselor acting - ethically or not? Legally?
   c. What does the counselor's personality as depicted in the film say about mental health counseling? What is the message to non-professionals?
   d. What is at least one struggle, either intrapersonal or interpersonal, that the counselor must resolve? How does he/she do it?
   e. What important lesson does the counselor learn? So what?
   f. How might the counselor be impeded to effectively practice mental health counseling?

2.) **Client(s)**
   a. How was the client or person with mental illness portrayed?
   b. How did the client deal with their mental illness?
   c. How did they interact with the counselor? Other clients?
   d. How did the client's culture, race, gender, sexual orientation play a part?

3.) **Counseling issues**
   a. What counseling issues are depicted in the film?
   b. How are stereotypes either supported or refuted about the issue?
   c. What might viewers learn about the counseling issue? Any consequence?

4.) **Self Reflection**
   a. What lessons learned in this class about mental health counseling or about certain diagnosis can be applied to the characters, issues, or other plot elements?
   b. How has this film assisted you with understanding mental health in relation to the DSM-5?
   c. Now that you have seen this movie how can you use some of the contents to assist and educate others about mental health?
   d. What have you learned by viewing this film that could assist you in your profession?
   e. What have you learned by viewing this film that could assist you personally?
Class Meetings:
Instructor:
Contact Info:
Office Hours:

Required Text:


Additional Required Readings: All readings will be provided to students via BlackBoard


Catalog Description:
Systems theory as applied to family functioning. Major theoretical approaches to family counseling, including ethics and techniques will be addressed.

Knowledge Bases Rationale:
The major purpose of this course is to provide students with content knowledge of systems theory in order to become effective in helping couples and families change. Students will gain some basic understanding in order to discern between functional and dysfunctional family functioning including the causes of dysfunction. An understanding of the differences between predictable and normal development crises and unpredictable and sudden crises within the family life cycle is an essential component of this course. The contributions of ethnic background and cultural traditions will be
recognized as they contribute to family functioning and patterns of interaction). The study of multicultural patterns and influences are crucial determinants of family functioning, including the ability to investigate the genesis of the presenting problem by diagramming the family via the genogram. The historical foundations and contemporary practices in marriage and family counseling will be reflected upon and applied to practical scenarios within the couple and family system.

**Course Objectives based Upon the 2016 CACREP Standards: Marriage, Family and Couple Counseling**

The following entry level standards are applicable to this course:

1. **FOUNDATIONS**
   1. history and development of marriage, couple, and family counseling
   2. theories and models of family systems and dynamics
   3. sociology of the family, family phenomenology, and family of origin theories

2. **CONTEXTUAL DIMENSIONS**
   a. roles and settings of marriage, couple, and family counselors
   b. structures of marriages, couples, and families
   c. impact of addiction on marriages, couples, and families
   d. impact of interpersonal violence on marriages, couples, and families
   e. professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling
   f. ethical and legal considerations and family law issues unique to the practice of marriage, couple, and family counseling

3. **PRACTICE**
   a. techniques and interventions of marriage, couple, and family counseling

**Task Stream (ALL Counseling Students):**

All Counseling candidates will be required to purchase a Task Stream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of counseling candidates in each course. This is essential documentation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). TaskStream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

In this course, the **Family Perspective Paper** has been identified as the “Task” in COUN 6991. The completed assignment must be submitted through Task Stream by all Counseling students.

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section II F.1.a</td>
<td>Candidate knows and understands the history and development of marriage, couple, and family counseling</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of the history and development of marriage, couple, and family counseling</td>
<td>Candidate displays basic knowledge of the history and development of marriage, couple, and family counseling</td>
<td>Candidate displays a thorough understanding of the history and development of marriage, couple, and family counseling</td>
<td>Candidate exceeds all expectations for critically analyzing information about the history and development of marriage, couple, and family counseling</td>
<td></td>
</tr>
<tr>
<td>Section II F.1.b</td>
<td>Candidate understands theories and models of family systems and dynamics</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of theories and models of family systems and dynamics</td>
<td>Candidate displays basic knowledge of theories and models of family systems and dynamics</td>
<td>Candidate displays a thorough understanding of theories and models of family systems and dynamics</td>
<td>Candidate exceeds all expectations for critically analyzing the information about theories and models of family systems and dynamics.</td>
<td></td>
</tr>
<tr>
<td>Section II F.1.c</td>
<td>Candidate understands sociology of the family, family phenomenology, and family of origin theories</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of sociology of the family, family phenomenology, and family of origin theories</td>
<td>Candidate displays basic knowledge of sociology of the family, family phenomenology, and family of origin theories</td>
<td>Candidate displays a thorough understanding of sociology of the family, family phenomenology, and family of origin theories</td>
<td>Candidate exceeds all expectations for critically analyzing the information about sociology of the family, family phenomenology, and family of origin theories</td>
<td></td>
</tr>
<tr>
<td>Section II F.2.a</td>
<td>Candidate understands roles and settings of marriage, couple, and family counselors</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of roles and settings of marriage, couple, and family counselors</td>
<td>Candidate displays basic knowledge of roles and settings of marriage, couple, and family counselors</td>
<td>Candidate displays a thorough understanding of roles and settings of marriage, couple, and family counselors</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding roles and settings of marriage, couple, and family counselors</td>
<td></td>
</tr>
<tr>
<td>Section II F.2.b</td>
<td>Candidate understands the structures of marriages, couples, and families</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of the structures of marriages, couples, and families</td>
<td>Candidate displays basic knowledge of the structures of marriages, couples, and families</td>
<td>Candidate displays a thorough understanding of the structures of marriages, couples, and families</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding structures of marriages, couples, and families</td>
<td></td>
</tr>
<tr>
<td>Section II F.2.c</td>
<td>Candidate is aware of the impact of addiction on marriages, couples, and families</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of the impact of addiction on marriages, couples, and families</td>
<td>Candidate displays basic knowledge of the impact of addiction on marriages, couples, and families</td>
<td>Candidate displays a thorough understanding of the impact of addiction on marriages, couples, and families</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding the impact of addiction on marriages, couples, and families</td>
<td></td>
</tr>
<tr>
<td>Section II F.2.d</td>
<td>Candidate is aware of the impact of interpersonal violence on marriages, couples, and families</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of the impact of interpersonal violence on marriages, couples, and families</td>
<td>Candidate displays basic knowledge of the impact of interpersonal violence on marriages, couples, and families</td>
<td>Candidate displays a thorough understanding of the impact of interpersonal violence on marriages, couples, and families</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding the impact of interpersonal violence on marriages, couples, and families</td>
<td></td>
</tr>
<tr>
<td>Section II F.2.e</td>
<td>Candidate has knowledge of professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge of professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling</td>
<td>Candidate displays basic knowledge of professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling</td>
<td>Candidate displays a thorough understanding of professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling</td>
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</tbody>
</table>
YSU Counseling Program Statement

The Youngstown State University Counselor Education Program prepares students for careers as professional counselors, school counselors, or college student affairs professionals. The faculty is dedicated to providing a challenging and supportive environment in which students' rights and responsibilities are respected.

Students are continually assessed by faculty throughout the program and progress may be interrupted or terminated by failure to comply with academic standards or if a student’s interpersonal or emotional status interferes with training/education related requirements for self and others. In addition to academic competence, the counselor education curriculum requires students to be aware of their own affective and cognitive development, be open to personal growth and change, and be willing to present themselves in an open manner. Awareness of the needs of others and acceptance of human rights is paramount.

Instructional Methodologies and General Policies:

In keeping with the belief that each candidate is a unique individual and possesses unique learning needs and styles, the format of this course will provide a variety of opportunities to accommodate these differences. Learning activities, are therefore, not limited to the traditional in-class lecture, but include experiential exercises such as role-plays; debates; small group problem-solving discussions of ethical dilemmas and diversity concerns; viewing and analyzing movie snippets which illustrate systemic concepts; diversity issues and ethical concerns; learning the construction of the multigenerational genogram, reflecting the family’s influence of personal development; preparing a reflection paper from a genogram; exams over course content, speakers who are practitioners with expertise in their field; reflection papers on course text; etc.

This course contains a strong component of personal reflection on one’s family of origin issues and the impact it has on oneself. Therefore, there may be concerns related to personal issues that might emerge due to reflection on above assignments, readings, etc. Counseling is recommended and available free of charge if these issues impair your success in this class.

Students will be expected to participate by regular attendance, completion of assignments on due dates, and participation in class discussions and activities. Students enrolled in this course will be
evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities.

**Course Requirements:**

**Attendance and Punctuality**
Class attendance and punctuality are required. If you must miss a class for reasons of serious illness, emergency, a death in the family, or other substantive reason, you will be required to provide the instructor with documentation of the reason for your absence. If you miss a class session, you will be responsible for obtaining and responding to all information presented during that session. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class. Unless excused, failure to attend all class sessions and/or tardiness will result in a significant reduction in your final grade.

**NOTE:** Consistent with counseling program policy, one excused class session or one excused tardiness for reasons of serious illness, emergency, death in the family, etc. will not result in a significant reduction in your final grade.

**Professional Behavior**
Students are expected to demonstrate professional behaviors at all times. Failure to do so will result in a significant reduction in your final grade. The following list of professional behaviors is representative, but is not comprehensive:

- Students are expected to demonstrate respect and professionalism in all verbal and written communications.
- Students are expected to receive evaluative feedback in a manner that demonstrates their roles as reflective practitioners, a desire to learn, and with respect for those providing such feedback.
- Students are expected to complete all reading and writing assignments prior to class and to be prepared to discuss assigned material.
- Students are expected to demonstrate active involvement in class discussions/activities every class session.
- Students will be expected to maintain the focus of small group discussions to the topic assigned. Engaging in idle chatter/off-topic conversations will result in a significant reduction in the final grade.
- Although class discussion is strongly encouraged during discussion periods, idle chatter or other communications that disrupt the learning environment are not acceptable and will not be tolerated.
- Cellular and digital telephones must be switched off during class sessions unless being used for class activities.

**Participation and Small Group Work**
It is important that you actively participate in class discussions (*including online discussion board posts and in-class discussions*), as much of the learning that occurs is facilitated through these discussions. You will be assigned to work in small groups to complete various tasks throughout the semester, including exploration, application, and skills-based activities. A critical aspect of the small group work identified above is maintaining focus on the task of generating responses to the
identified question(s). Although opportunities for idle chatter and off-topic discussion will undoubtedly present themselves, it is the responsibility of all group members to redirect comments to the task at hand. **Student participation in class discussion, activities, and skills practice/role-plays will be evaluated based upon student demonstration of professional counseling dispositions, including appropriate engagement, receptivity to feedback, and tolerance for ambiguity in experiential clinical skills tasks.**

**Course Mission Statement**
You will submit a written description of your personal mission for learning and applying knowledge and skills related to the principles and practices of couple and family counseling to your work as a student and a future counselor. You should respond to the following questions in your submission:

What do you expect to get out of this course? What strengths and needs do you bring to this course and process? At the end of this course, what would you like to have accomplished in terms of learning and application related to family counseling? This statement will serve as a beginning point for the course and allow you to reflect on your own progress throughout the semester. This paper is expected to be 2-3 pages and submitted by class time on the date identified in the course schedule.

**Family Counseling/Consultation Role Play Experience**

1. **Student-Formed Families:** Students will form themselves into groups of "families" of five to six members for role-play counseling. By the date listed in the syllabus, each family will have established its general characteristics and identified problems (a template will be provided for documenting these). Families are to be ready for counseling by the fourth class session.

2. **Family Counseling Role-plays:** Student "families" will also act as family counseling teams for another family. Each class session, students will rotate as counselors and observers in the family counseling role-plays. The role-play counseling schedule that will be distributed on Blackboard after the second class will indicate the specific rotation schedule for each student throughout the course. This activity will be differentiated as needed to meet the differential needs of school counseling and CMHC/addiction counseling students. Specific instructions regarding this process will be provided in class.

**Family Perspective Paper**
This project involves reflection and exploration of yourself within your family of origin and current family structure. Include a genogram and an analysis of all members of your family of origin. Prepare a paper *summarizing* your analysis (no more than 8 pages, typed, double-spaced, 12-point font). You must include a genogram with your paper. The following are areas to include in your genogram analysis paper:

- Include at least 4 generations of your family (to the best of your ability)
- Description of each family member (names, age, gender, relationship to you, etc.)
- Subsystems, boundaries, and hierarchies
- Alliances/coalitions/triangles/dysfunctional dyads
- The members with the greatest degree of (a) enmeshment, (b) disengagement, and (c) differentiation, including rationale for your selection.
- Roles, rules, and family myths
- Communication patterns (overt and covert)
- Assessment of power dynamics
• Ineffective patterns of functioning and ways the patterns could be changed to enhance the family’s cohesion/happiness
• Healthy functional patterns in the family
• Family strengths
• Closing statement briefly describing your experience and feelings about this project, including short description of what you have learned about you and your family.

**Integrated Case Study Assignment**

Students will use the family group they are counseling for this course as a foundation for completing and presenting a case study focusing on assessment, conceptualization, and treatment related to family counseling. Students will prepare a plan for assessment, preliminary bio-psycho-social-spiritual formulation, treatment plan for addressing individual and systemic needs in biological, psychological, social, and spiritual domains, and description of anticipated treatment outcomes. Students will complete this assignment in groups of 2-3 based upon family groups. The final product will be a presentation of the information described above that includes the following components: a description of assessments/assessment techniques selected with justification, a bio-psycho-social-spiritual formulation with a focus on developmental and systemic domains, and treatment plan goals, objectives, and interventions integrating theories and techniques that address presenting concerns and integrate couple/family counseling modalities. Students will also describe anticipated outcomes based upon the planned treatments/interventions.

**Group Presentation**

Students will work in groups of 3-4 to research and present on a special topic/population related to family systems counseling (e.g., adoption, military families, separation/divorce, families and trauma, families impacted by disabilities, families experiencing loss, etc.). Please get approval for your topic before beginning your work on this assignment.

**The presentation should include the following information with appropriate citations and a reference list:**
1. Introduction to your special topic/population;
2. Common issues and concerns that may present in/be a reason for initiating couple/family counseling;
3. Evidence-based practices/techniques/models for addressing these concerns/working with this population;
4. Model/example of one of the approaches/techniques/models you discuss (you may use a video found online or create one of your own for this part of your presentation);
6. Any other special considerations or needs;
7. Conclusion.

Presentations should be no longer than 30 minutes and allow time for questions. Consider opportunities for infusing creativity and audience participation into your presentation.

**Other Course Details**

**Writing Assignments:** Papers will be professionally written in a manner that demonstrates performance consistent with graduate school standards. This means that papers will written in the appropriate writing style, formatting, and with references (i.e., APA format). Your paper is to be typed, double-spaced, proofed, and in APA format, unless otherwise specified. Candidates who wish to obtain help with their writing style should contact the YSU writing center at (330) 941-3055 or wcenter@cc.ysu.edu to make an appointment for a writing assessment.

**Assignment Submissions and Late Assignments:** All assignments must be submitted to BlackBoard by the date identified in the course schedule. Late assignments will be penalized one point for each day that they are late. Assignments submitted more than 7 days late or within less than
24 hours of final grade submission to Banner will not be accepted. If you are aware that you will be absent on the date that an assignment is due/test it to be taken, you may submit your assignment early via BlackBoard.

**Grading:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10</td>
<td>A= 100-90</td>
</tr>
<tr>
<td>Participation in family counseling role plays</td>
<td>20</td>
<td>B= 89-80</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>10</td>
<td>C= 79-70 (failing)</td>
</tr>
<tr>
<td>Family Perspective Paper</td>
<td>25</td>
<td>D= 69-60</td>
</tr>
<tr>
<td>Integrated Case Study</td>
<td>20</td>
<td>F= 59-0</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>Date</td>
<td>Topics</td>
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</tr>
<tr>
<td>1</td>
<td></td>
<td>Course overview, review of syllabus&lt;br&gt;Foundations of family therapy&lt;br&gt;The theoretical context of family therapy&lt;br&gt;Types and functionality of families&lt;br&gt;Lifespan development and normal family developmental processes&lt;br&gt;Introduction of role play experience&lt;br&gt;Time to create families</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Working with single-parent and blended families&lt;br&gt;Working with culturally diverse families&lt;br&gt;Family resilience&lt;br&gt;Genograms</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>The process of family therapy&lt;br&gt;Assessment, problem identification, and treatment planning processes&lt;br&gt;The role of diagnosis in family therapy</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Structural family therapy&lt;br&gt;Techniques and processes of structural family therapy&lt;br&gt;&lt;strong&gt;Family role plays&lt;/strong&gt;</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Psychodynamic family theory and Bowen family systems theory&lt;br&gt;Techniques and processes of transgenerational theories&lt;br&gt;&lt;strong&gt;Family role plays&lt;/strong&gt;</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Experiential family therapy&lt;br&gt;Techniques and processes of experiential family therapy&lt;br&gt;&lt;strong&gt;Family role plays&lt;/strong&gt;</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Behavioral and cognitive-behavioral family therapy&lt;br&gt;Techniques and processes of behavioral and cognitive behavioral family therapy&lt;br&gt;&lt;strong&gt;Family role plays&lt;/strong&gt;</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Strategic family therapies&lt;br&gt;Techniques and processes of strategic family therapies&lt;br&gt;&lt;strong&gt;Family role plays&lt;/strong&gt;</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>SFBT and narrative family therapy&lt;br&gt;Techniques and processes of SFBT and narrative family therapy&lt;br&gt;&lt;strong&gt;Family role plays&lt;/strong&gt;</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Couple and marriage therapy and enrichment&lt;br&gt;&lt;strong&gt;Family role plays&lt;/strong&gt;</td>
</tr>
<tr>
<td>11</td>
<td>Emotionally-focused couple therapy Techniques and processes of EFT</td>
<td>Johnson &amp; Brubacher, 2016 (discuss in class)</td>
</tr>
<tr>
<td>12</td>
<td>Working with substance related disorders, domestic violence, and child abuse Ethical, legal, and professional issues</td>
<td>Gladding, Ch 6, 18, epilogue ACEs Fact Brief (discuss in class)</td>
</tr>
<tr>
<td>13</td>
<td>Group Presentations (Special Topics)</td>
<td>DUE: Group Presentation</td>
</tr>
<tr>
<td>14</td>
<td>Case study presentations</td>
<td>DUE: Integrated Case Study Assignment</td>
</tr>
</tbody>
</table>

**Course Expectations:**

**Academic Conduct:**
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

**Academic Dishonesty (YSU Statement)**
As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

**Americans with Disabilities Act (YSU Statement)**
In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center room 2082, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.

**Attendance:** It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.
Course Evaluation: You will have the opportunity to evaluate the course and the instructor.

Counseling Services: If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)

Candidate Disposition Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

Dispositions:
The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. Collaborative: Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. Inclusive: Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. Professional: Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

Incomplete Grade Policy (Official YSU Policy)

An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

Spring semester incompletes - by Sept. 1
Summer incompletes - by October 1
Fall incompletes - by March 1
Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

**NAF Guidelines.**
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: [NAF Guidelines on the YSU website](#).

**Participation:** Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in-class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities.

**Problematic Behaviors:**
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the student’s file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use During Class:**
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly
relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

**Writing and Group Presentation Policy:** Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

**YSU Statement of Non-Discrimination:**
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit YSU's ADA Accessibility Site for contact information for persons designated to handle questions about this policy.

**YSU E-Mail (Common University E-Mail):**
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.

**Civility:** All individuals participating in this course have a responsibility to create and maintain an environment conductive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Students will be expected to respectfully listen to other individuals and share their own opinions and values in a positive, respectful manner. Participants therefore will:

- Silence cellular phones and refrain from texting during the class.
- Arrive on time and remain for the duration of the class.
- Refrain from conducting private conversations in class.
- Refrain from reading material (print or electronic) extraneous to the course content and discussion.
- Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present.
Appendix A: Family Perspective Paper Rubric

This project involves reflection and exploration of yourself within your family of origin and current family structure. Include a genogram and an analysis of all members of your family of origin. Prepare a paper summarizing your analysis (no more than 8 pages, typed, double-spaced, 12-point font). You must include a genogram with your paper. The following are areas to include in your genogram analysis paper:

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included at least 4 generations of your family on genogram (to the best of your ability)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Showed relationships, communication patterns, and significant events on genogram</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Used appropriate genogram symbology and formatting</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Described each family member (names, age, gender, relationship to you, etc.)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Described subsystems, boundaries, and hierarchies</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Described alliances/coalitions/triangles/dysfunctional dyads</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Described members with the greatest degree of (a) enmeshment, (b) disengagement, and (c) differentiation, including rationale for your selection</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Described roles, rules, and family myths</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Described communication patterns (overt and covert)</td>
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<td>0</td>
</tr>
<tr>
<td>Described assessment of power dynamics</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Described ineffective patterns of functioning and ways the patterns could be changed to enhance the family’s cohesion/happiness</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Described healthy functional patterns in the family</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Described family strengths</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Included closing statement briefly describing your experience and feelings about this project, including short description of what you have learned about you and your family</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Adhered to page limit and APA formatting guidelines</td>
<td>.5</td>
<td>0</td>
</tr>
<tr>
<td>Submitted all parts of the assignment and submitted on time</td>
<td>.5</td>
<td>0</td>
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<tr>
<td><strong>Total (25 points possible)</strong></td>
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</table>
Appendix B: Integrated Case Study Assignment and Rubric

Students will apply their learning in this course to the family they have been counseling through the case study assignment. Students will prepare a presentation (PowerPoint or similar) that includes the following: an assessment plan, preliminary bio-psycho-social-spiritual formulation, treatment plan for addressing individual and systemic needs in biological, psychological, social, and spiritual domains, and description of anticipated treatment outcomes. Students are expected to contribute equitably to both the preparation of the presentation and the presentation given during class.

**Suggested Outline/Slide Headings for Organizing Case Study Presentation:**

I. Assessment plan
   a. Standardized assessments
   b. Informal/non-standardized assessments
   c. Plan for use of assessment data

II. Current strengths and needs
   a. Biological
   b. Psychological
   c. Social
   d. Spiritual
   e. Family System
   f. Developmental

III. Treatment Plan: Goal, Objective, and intervention (e.g., approaches, theories, techniques, and interventions that address individual and systemic domains; you may or may not use all of these subheadings)
   a. Biological
   b. Psychological
   c. Social
   d. Spiritual
   e. Family System
   f. Developmental

IV. Anticipated treatment outcomes
   a. Individual
   b. Systemic

**Case Study Presentation Rubric**

<table>
<thead>
<tr>
<th>Case Study Presentation Rubric</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>The group describes the assessment plan, including 1) formal/standardized assessments, 2)</td>
<td>4</td>
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</tr>
<tr>
<td>informal/non-standardized assessments, and 3) plans for using assessment data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group identifies current strengths related to biological, psychological, social, spiritual,</td>
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<td>0</td>
</tr>
<tr>
<td>developmental, and family system domains</td>
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</tr>
<tr>
<td>Group identifies current needs related to biological, psychological, social, spiritual,</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>developmental, and family system domains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group identifies plans for treatment related to biological, psychological, social, spiritual,</td>
<td>4</td>
<td>0</td>
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<tr>
<td>developmental, and family system domains</td>
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<tr>
<td>The group describes anticipated treatment outcomes for individual members of the family and</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>the family system as a whole.</td>
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</table>
The group uses effective communication skills and APA formatting; all group members contributed equitably to the presentation.

<table>
<thead>
<tr>
<th>References</th>
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<td>2</td>
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</table>
Appendix C: Personal Mission Statement Rubric

You will submit a written description of your personal mission for learning and applying knowledge and skills related to the principles and practices of couple and family counseling to your work as a student and a future counselor. You should respond to the following questions in your submission:

**What do you expect to get out of this course? What strengths and needs do you bring to this course and process?** At the end of this course, what would you like to have accomplished in terms of learning and application related to family counseling? This statement will serve as a beginning point for the course and allow you to reflect on your own progress throughout the semester. This paper is expected to be **2-3 pages and submitted by class time on the date identified in the course schedule.**

<table>
<thead>
<tr>
<th></th>
<th>Yes (2)</th>
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<tbody>
<tr>
<td>Student describes what he/she hopes to get from this course</td>
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<td></td>
</tr>
<tr>
<td>Student describes strengths he/she brings to this course and process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student describes needs he/she brings to this course and process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student describes what they would like to accomplish by the end of this course</td>
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<tr>
<td>Student’s writing is coherent and adheres to APA format</td>
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Appendix D: Group Presentation Rubric

Group Presentation Grading Rubric

Students will work in groups of 3-4 to research and present on a special topic/population related to family systems counseling (e.g., adoption, military families, separation/divorce, families and trauma, families impacted by disabilities, families experiencing loss, etc.). Please get approval for your topic before beginning your work on this assignment.

The presentation should include the following information in a format such as PowerPoint with appropriate citations and a reference list: 1. Introduction to your special topic/population; 2. Relevant data related to this topic/population; 3. Common issues and concerns that may present in/for initiating couple/family counseling; 4. Evidence-based practices/techniques/models for addressing these concerns/working with this population; 5. Model/example of one of the approaches/techniques/models you discuss (you may use a video found online or create one of your own for this part of your presentation); 6. Any other special considerations or needs; 7. Conclusion.

Presentations should be no longer than 30 minutes. Consider opportunities for infusing creativity and audience participation into your presentation.

<table>
<thead>
<tr>
<th>Yes (1)</th>
<th>No (0)</th>
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<tbody>
<tr>
<td>Group chose appropriate topic for this assignment</td>
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<tr>
<td>Group chose an appropriate format (e.g., PowerPoint) for this presentation</td>
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<tr>
<td>Group provided an overview/introduction of their special topic</td>
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<tr>
<td>Group provided relevant data related to the chosen topic</td>
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<tr>
<td>Group provided information on common issues and concerns</td>
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<tr>
<td>Group described evidence-based practices for working with this population</td>
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<tr>
<td>Group provided model/example of a technique they discuss within their presentation</td>
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<tr>
<td>Group described other special considerations or needs</td>
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<tr>
<td>Group included a conclusion in their presentation</td>
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<tr>
<td>Group provided a reference list and appropriately cited sources throughout the presentation</td>
<td></td>
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<tr>
<td>Group members demonstrated professionalism during presentation</td>
<td></td>
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<tr>
<td>Group members handled questions appropriately</td>
<td></td>
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<tr>
<td>All group members contributed equitably to the presentation</td>
<td></td>
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<tr>
<td>Group included creative/innovative/engaging materials, processes, or activities</td>
<td></td>
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<tr>
<td>Group adhered to time limit</td>
<td></td>
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</tbody>
</table>
Additional Resources:


Class Meetings:
Instructor:
Contact Info:
Office Hours:

Description of Course
This course features an overview of the impact of traumatic events and crises on individuals, families, and communities. Models and theories of intervention and response are addressed. The psychological impacts and needs of those who have experienced diverse trauma experiences will be examined (e.g., victims of child abuse, interpersonal partner violence, sexual assault). Contemporary issues associated with trauma and crisis counseling will be explored (e.g., crisis assessment, vicarious trauma and countertransference, cultural and legal/ethics issues related to trauma counseling).

Learning Outcomes
By the end of this course, students should be able to:
- Understand and apply concepts, competencies, and best practices related to trauma and crisis events and responses
- Analyze and apply theories and response models related to trauma and crisis events and responses
- Analyze cultural, ethical, and legal considerations related to trauma and crisis events and responses
- Apply crisis assessment strategies
- Analyze implications and effects of vicarious trauma and apply self-care strategies to mitigate their effect
- Analyze effects and apply interventions related to sexual trauma, crises in individuals and families, crises in the community, and crises in the nation and the world
- Evaluate appropriate use of diagnosis related to crisis and trauma events
- Analyze the role and importance of advocacy for counselors and survivors of trauma and crisis events

CACREP Standards met by COUN 6336
- (II.F.1.c)
- (II.F.2.b)
- (II.F.3.g)
- (II.F.5.c)
- (II.F.5.f)
2016 CACREP Standards
Section II

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

   (II.F.1.c)
   c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

3. HUMAN GROWTH AND DEVELOPMENT

   (II.F.3.g)
   g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

5. COUNSELING AND HELPING RELATIONSHIPS

   (II.F.5.m)
   g. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

Clinical Mental Health Counseling
Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

FOUNDATIONS

- Theories and models related to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 1.b)
- Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 2016 Clinical Mental Health Counseling, 1.c)

CONTEXTUAL DIMENSIONS
Roles and settings of clinical mental health counselors (CACREP 2016 Clinical Mental Health Counseling, 2.a)

Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP 2016 Clinical Mental Health Counseling, 2.b)

Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP 2016 Clinical Mental Health Counseling, 2.c)

Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)* (CACREP 2016 Clinical Mental Health Counseling, 2.c)

Impact of crisis and trauma on individuals with mental health diagnoses (CACREP 2016 Clinical Mental Health Counseling, 2.f)

Impact of biological and neurological mechanisms on mental health (CACREP 2016 Clinical Mental Health Counseling, 2.g)

Cultural factors relevant to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 2.j)

Legal and ethical considerations specific to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 2.l)

**PRACTICE**

- Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 2016 Clinical Mental Health Counseling, 3.a)

- Techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 2016 Clinical Mental Health Counseling, 3.b)

- Strategies for interfacing with the legal system regarding court-referred clients (CACREP 2016 Clinical Mental Health Counseling, 3.c)

- Strategies for interfacing with integrated behavioral health care professionals (CACREP 2016 Clinical Mental Health Counseling, 3.d)

- Strategies to advocate for persons with mental health issues (CACREP 2016 Clinical Mental Health Counseling, 3.e)

**Addiction Counseling**

Students who are preparing to specialize as addiction counselors are expected to possess the knowledge and skills necessary to address a wide range of issues in the context of addiction counseling, treatment, and prevention programs, as well as in a broader mental health counseling context. Counselor education programs with a specialty area in addiction counseling must document where each of the lettered standards listed below is covered in the curriculum.
CONTEXTUAL DIMENSIONS

- Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders (CACREP 2016 Addiction Counseling, 2.b)
- Factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders (CACREP 2016 Addiction Counseling, 2.c)
- Regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling (CACREP 2016 Addiction Counseling, 2.d)
- Importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process (CACREP 2016 Addiction Counseling, 2.e)
- Role of wellness and spirituality in the addiction recovery process (CACREP 2016 Addiction Counseling, 2.f)
- Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP 2016 Addiction Counseling, 2.i)

PRACTICE

- Screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments (CACREP 2016 Addiction Counseling, 3.a)

School Counseling

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

CONTEXTUAL DIMENSIONS

- School counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP 2016 School Counseling, 1.a)
- School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (CACREP 2016 School Counseling, 2.e)
- Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (CACREP 2016 School Counseling, 2.g)
- Community resources and referral sources CACREP 2016 School Counseling, 2.k)
• Legal and ethical considerations specific to school counseling (CACREP 2016 School Counseling, 2.n)

PRACTICE
• Techniques of personal/social counseling in school settings (CACREP 2016 School Counseling, 3.f)
• Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP 2016 School Counseling, 3.h)

Required Text(s) and Other Materials


Required YouTube video review (55 minutes):

http://www.youtube.com/watch?v=USTKmffoQms

Required Readings:


• Chapter 1: Approaching Crisis Intervention
• Chapter 3: The Intervention and Assessment Models

• Chapter 15 – Abuse and Trauma


• Chapter 7- Trauma- and Stressor-Related Disorders


**Recommended Textbooks:**


**Recommended Resources:**


Course Assignments
Class Participation:

Regular class attendance and active participation in all classroom activities is a required part of this course and critical to not only your own learning but that of your peers as well. Class participation is defined as provoking thought and furthering discussions. It is expected that you participate in a professional manner and your interpersonal interactions are respectful to others. Active participation will include coming prepared by reading the relevant chapters or journal articles as well as contributing to all course discussions and activities.

Emotion Processing/Exposure Intervention Demonstration (25 points total):

Students will create a 15 minute recording in which they demonstrate an evidence-based emotion processing/exposure therapy technique. This demonstration will be co-created with your class partner. The recording you submit to your instructor will involve the student demonstrating application of the technique with his or her partner. Any evidence-based technique may be demonstrated.

COVID-19 Update: Due to current measures recommending social distancing, you will not be required to meet in person with your partner to complete this assignment. I will accept alternative forms of meeting, such as a recorded Skype session. If you are experiencing any technology problems preventing you from remotely completing this assignment, please contact me directly.

Research Synthesis and Counseling Implications Paper (50 points total):

This course covers a broad topic. To ensure that you have an opportunity to focus on an area of special interest to you, you will review research and address a topic of your choice. Please read six 6–8 recent (within the last ten years) peer reviewed articles from scientific journals pertaining to a specific population of trauma survivors or area of crisis intervention.

After reviewing the articles write a 6–8-page (APA format) synthesis of the literature and a reflection on the implications and applications of that literature for your future practice as a counselor, specifically in relation to your chosen specialization area.

Although you can include additional information, each of the following areas must be addressed in your synthesis.

1. Overview of topic area
2. Why this area is important to study (for counselors, for community, for society)
3. Main ideas or themes in literature (i.e., what did you learn from literature – synthesize rather than talk about each article individually)
4. Clinical/Counseling Implications
5. How this will apply to your future work as a counselor (in your area of
specialization, clinical focus, and/or with your population of interest)?
7. How have these articles expanded or altered your view of this topic?
8. What do you still need to learn more about relative to the topic?

Your written synthesis will be graded as follows:
Article Selection (peer reviewed, appropriate in focus) 5 points
Addressing each area/Thoroughness 40 points
Writing Quality and Clarity (APA format, grammar, etc.) 5 points

**Trauma Informed Creative Counseling Activity/ Demonstration** (25 points total):

You and one other class member will develop a creative activity that can be used when counseling trauma survivors. The guidelines for the creation of the activity can be found at the end of this syllabus. You will email the activity to each member of the class. You will provide a 5–10-minute demonstration of the activity so that your colleagues can see how the activity can be applied. This demonstration can be recorded or applied in a live demonstration.

**Online Trauma/Crisis Training** (25 points total):

As part of this class, you will be required to participate in at least 3 hours of online training in trauma theory and/or practice. There are several great (FREE) training courses out there and this will allow you an opportunity to get external training in an area(s) you choose. If you are in the school counseling program, please consider completing the Trauma Focused - Cognitive Behavioral Therapy (TF-CBT; it costs $30 but you get a training certificate). Since this TF-CBT training is part of the 7010 course, CMH/Addictions students do not have this option. Your trainings do not have to be approaches per say, but any training must be first approved by your instructor. Below is a link to a list of some of the free training available, but again, these are not the only training courses you can complete.

After completing the training, please write a 1-3 page, double-spaced reflection paper on the training, how it enhanced your learning in that given area, how you will use that information in your future career, and what questions you have remaining about the information presented in the training(s) or the focus area/population on which the training(s) focused.


https://learn.nctsn.org/


https://tfcbt2.musc.edu/
Assignment Due Dates

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Emotion Processing Intervention Demonstration</td>
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<tr>
<td>Research Synthesis Paper</td>
<td>50</td>
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<tr>
<td>Online Trauma/Crisis Training</td>
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<tr>
<td>Trauma Activity/Demonstration</td>
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<td>Quiz 2</td>
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175 Points Possible

Grading Scale for Final Grade

A = 90–100%  B = 80–89%  C = 70–79%  F = below 70%

COURSE OUTLINE/MEETING DATES

**Course content/schedule is subject to change due to class participants and or situations surrounding it**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments Due</th>
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<td></td>
<td>Course Orientation</td>
<td>Trippany et al. (2004)</td>
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<tr>
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<td>Vicarious Trauma, Self-Care, and Wellness</td>
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<td></td>
<td>What is Trauma?</td>
<td>Briere &amp; Scott (2014) -</td>
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<td></td>
<td>Trauma Effects, Consequences, and Indicators</td>
<td>Chapters 1, 2</td>
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<td>Assessing and Diagnosing PTSD</td>
<td>Briere &amp; Scott (2014) -</td>
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<td>Complex Trauma</td>
<td>Chapter 3</td>
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<td></td>
<td>Central Issues in Trauma Treatment</td>
<td>Briere &amp; Scott (2014) -</td>
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<td>Trauma-Informed Care</td>
<td>Chapters 4, 5</td>
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<td>Trauma and Psychoeducation</td>
<td>Kress and Paylo (2019) – Chapter 7</td>
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<td></td>
<td>Distress Reduction and Affect Regulation Training</td>
<td>Briere &amp; Scott (2014) -</td>
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<td>DBT in Safety Stage Trauma Recovery</td>
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<td>Emotional Regulation/Distress Tolerance Interventions</td>
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<td>Cognitive Interventions</td>
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<td></td>
<td>Cognitive Processing Therapy</td>
<td>Chapter 7</td>
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<td>Briere &amp; Scott (2014) -</td>
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<td>EMDR Therapy in Practice</td>
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<td>Psychobiology of Trauma</td>
<td>Siegel (2006)</td>
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<td>Mindfulness in Trauma Treatment</td>
<td>Briere &amp; Scott (2014) – Chapter 9</td>
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<td>Psychopharmacology in Trauma</td>
<td>Briere &amp; Scott (2014) – Chapter 10</td>
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<td>Disaster and Trauma Responses</td>
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<td>Briere &amp; Scott (2014) – Chapter 11</td>
<td>James &amp; Gilliland (2016) – Chapters 1 and 3</td>
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<td>Pfefferbaum et al. (2014)</td>
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<td>Trauma Informed Creative Counseling</td>
<td>Kress et al. (2008)</td>
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<td>Paylo et al. (2014)</td>
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<td>Creative Intervention Demonstration Due</td>
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<td>Trauma Counseling with Children and Adolescents</td>
<td>Kress, Paylo, and Stargell (2019) – Chapter 15</td>
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<td>Treating Co-Occurring Trauma and Addiction</td>
<td>Research Synthesis Paper Due</td>
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<td>Trauma Group Development and Facilitation</td>
<td>Online Trauma/Crisis Training Due</td>
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<td>Trauma Case Management and Resource Utilization</td>
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<td>Quiz 2</td>
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Course Policies

Attendance

It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Because we have a shorter number of long classes, it is especially important that you attend all classes. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop. If you need to be late, leave early, or miss a class, you are required to provide a well-documented excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). Your final grade will be dropped if you miss class. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. Class will begin promptly, and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class time.

Academic Conduct: A student caught cheating on exams, submitting work of other students as your own or plagiarism result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense. Please review department plagiarism policy for more detail.

Course Evaluation: You will have the opportunity to evaluate the course and the instructor.

Counseling Services: If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

YSU Counseling Program Statement: The Youngstown State University Counseling Program prepares students for careers as professional counselors, school counselors, or college student affairs professionals. The faculty is dedicated to providing a challenging and supportive environment in which students rights and responsibilities are respected. Students are continually assessed by faculty throughout the program and progress may be interrupted or terminated by failure to comply with academic standards or if a student’s interpersonal or emotional status interferes with training/education related requirements for self and others. In addition to academic competence, the counselor education curriculum requires students to be aware of their own affective and cognitive development, be open to personal growth and change, and be willing to present
themselves in an open manner. Awareness of the needs of others and acceptance of human rights is paramount.

**YSU CUE-Mail (Common University E-Mail):** Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.

**Writing and Group Presentation Policy:** Presentations and projects should reflect the quality of a professional in the counseling profession. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. *The APA Publication Manual* (see supplemental readings) will be the primary reference for issues of style (e.g., double spacing).

**Technology Fees:** The technology fees for this course are applied to help pay for the use of the various forms of technology that are used to increase the quality of your clinical experience (i.e., bug-in-the-eye technology, etc.).

**Technology Use During Class:** Please turn off cell or smart phones during class. Messaging during class is not permitted. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class Computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes.

**Dispositions:** The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs.

*Collaborative:* Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. *Inclusive:* Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. *Professional:* Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.
Problematic Behaviors: The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity, and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

Academic Dishonesty (YSU Statement)
As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

Americans with Disabilities Act (YSU Statement)
In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located at 36 West Wood Street, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.
Example of Creative Activity

Activity Guidelines

Title of Activity

Activity Overview

Treatment Goal/s Addressed (how it relates to evidence-based treatment)

Directions

Process Questions
Example Activity

Finding a Safe Place

Activity Overview

Through the identification and visualization of a safe place, this activity helps clients develop an ability to connect with a sense of security and safety during times when they most need it.

Treatment Goal(s) of Activity

Clients who have experienced trauma often struggle to feel safe; the world often feels like a frightening, dangerous place. Clients can benefit from developing an ability to connect with a sense of safety and security, especially during the times when they feel unsafe. This activity addresses treatment goals related to developing and applying relaxation skills when feeling anxious or hyperaroused.

Directions

1. Identify places where you have felt safe and secure. If you cannot identify a place, identify an imaginary place. This safe place can be located anywhere you’d like it to be.

2. If it feels safe, close your eyes. Allow yourself to begin to see, in your imagination, the place that feels safe to you. If at any time anything in the safe place feels uncomfortable, replace it with something comforting.

3. Consider features of the environment: What do you see that is comforting? What else can you add to the space that you could visualize that would make it feel safer? What is the temperature or climate in the space? What can you add to this space to
make it feel more comforting? What comforting smells are in your space? What can you add to this space to make it smell more comforting? What comforting textures, or things that you can feel, are in your space? What textures can you add to this space to make it feel more comforting?

4. Open your eyes and draw a picture of your safe space. Add any additional elements that you identify that would make the safe place feel even more comforting.

Process Questions

1. Tell me about the significance and purpose of each feature in your safe place.

2. How can you connect with this safe place during times in your life when you feel unsafe? Do you need to add a visual element to the image to help lift you to your safe place (e.g., a helicopter or an escalator)?

3. Where can you post your picture so that you have it as a cue or a reminder of your safe place?

4. Is there an actual physical space in your life that you can create or establish as your safe place? If so, what objects might you add to make it feel safer?
Class Meetings:
Instructor:
Contact Info:
Office Hours:

PREREQUISITES: COUNS 5898, 6900, 6962

CATALOG DESCRIPTION

Supervised individual counseling practice with volunteer clients. Focus upon process, clarification, resolution of counselee goals, and counselor self-awareness/evaluation.

REQUIRED TEXTS


OPTIONAL SUPPLEMENTAL READINGS


***Any Treatment Planning Books***
RATIONALE
The primary objective of this course is to solidify and refine core counseling skills. Candidates will work with community and university clients to enhance skills in the areas of intake, assessment, diagnosis, goal setting, treatment planning, change techniques/processes, evaluation, and termination. Candidates will further refine skills in (a) the application of theoretical principles and techniques, (b) case conceptualization and presentation, (c) mental status examinations and diagnostic skills, (d) documentation, (e) multicultural counseling techniques, and (f) the application of professional/ethical issues.

The course requires candidates to become more aware of their counseling potential through ongoing self-examination and reflectivity, development of effective problem-solving and decision-making skills, and the acquisition of professional competencies. Problem-solving activities, cooperative learning techniques, and discussions of clients’ diagnoses and treatments all contribute to the development of professional competence. To achieve these goals, both didactic and experiential methods will be used throughout the course with an emphasis on the experiential. Individual and group supervision will be provided.

COURSE OBJECTIVES
CMHC=2016 CACREP Standards for Clinical Mental Health Counseling
AC=2016 CACREP Standards for Addiction Counseling
SC=2016 CACREP Standards for School Counseling
CC=2016 CACREP Standards for Student Affairs and College Counseling
CACREP II=2016 CACREP Section II Standards for Professional Identity

Clinical Mental Health Counseling (CMHC)
Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

Addiction Counseling (AD)
Students who are preparing to specialize as addiction counselors are expected to possess the knowledge and skills necessary to address a wide range of issues in the context of addiction counseling, treatment, and prevention programs, as well as in a more broad mental health counseling context. Counselor education programs with a specialty area in addiction counseling must document where each of the lettered standards listed below is covered in the curriculum.

School Counseling (SC)
Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.
College Counseling (CC) and Student Affairs
Students who are preparing to specialize as college counselors and student affairs professionals will demonstrate the knowledge and skills necessary to promote the academic, career, personal, and social development of individuals in higher education settings. Counselor education programs with a specialty area in college counseling and student affairs must document where each of the lettered standards listed below is covered in the curriculum.

FOUNDATIONS
- Theories and models related to clinical mental health counseling, theories and models related to addiction related to substance use as well as behavioral and process addictions, models of school counseling programs, and student development theories relevant to student learning and personal, career, and identity development (CACREP 2016 CMHC 1.b, AC 1.b, SC 1.b, CC 1.b)
- Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 2016 CMHC 1.c, AC 1.d)
- Principles of student development and the effect on life, education, and career choices (CACREP 2016 CC 1.d)
- Psychological tests and assessments specific to clinical mental health counseling, addiction counseling, P-12 education, and higher education settings (CACREP 2016 CMHC 1.e, AC 1.f, SC 1.e, CC 1.e)

CONTEXTUAL DIMENSIONS
- Roles and settings of clinical mental health counselors, addiction counselors, and college counselors and student affairs professionals (CACREP 2016 CMHC 2.a, AC 2.a, CC 2.a)
- Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP 2016 CMHC 2.b)
- Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders (CACREP 2016 AC 2.b)
- School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (CACREP 2016 SC 2.b)
- Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP 2016 CMHC 2.c)
- School counselor roles in school leadership and multidisciplinary teams (CACREP 2016 SC 2.d)
- Regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling (CACREP 2016 AC 2.d)
- Characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders (CACREP 2016 CC 2.d)
- Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP 2016 CMHC 2.d, AC 2.i)
- Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 2016 CMHC 2.e)
- Impact of crisis and trauma on individuals with mental health diagnoses (CACREP 2016 CMHC 2.f)
- Impact of biological and neurological mechanisms on mental health (CACREP 2016 CMHC 2.g)
- Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP 2016 CMHC 2.h, AC 2.h)
- Common medications that affect learning, behavior, and mood in children and adolescents (CACREP 2016 SC 2.h)
- Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP 2016 SC 2.i)
- Cultural factors relevant to clinical mental health counseling (CACREP 2016 CMHC 2.j, AC 2.j)
- Community resources and referral sources (CACREP 2016 SC 2.k)
- Legal and ethical considerations specific to clinical mental health counseling, addiction counseling, school counseling, and higher education environments (CACREP 2016 CMHC 2.l, AC 2.l, SC 2.n, CC 2.p)
- Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling, and addiction counseling (CACREP 2016 CMHC 2.m, AC 2.m)
- Unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students (CACREP 2016 CC 2.m)
- Higher education resources to improve student learning, personal growth, professional identity development, and mental health (CACREP 2016 CC 2.n)

**PRACTICE**

- Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 2016 CMHC 3.a)
- Screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments (CACREP 2016 AC 3.a)
- Strategies to assist individuals in higher education settings with personal/social development (CACREP 2016 CC 3.b)
- Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal (CACREP 2016 AC 3.c)
- Techniques and interventions for prevention and treatment of a broad range of mental health issues, and related to substance abuse and other addictions (CACREP 2016 CMHC 3.b, AC 3.d)
- Interventions related to a broad range of mental health issues for individuals in higher education settings (CACREP 2016 CC 3.c)
- Techniques of personal/social counseling in school settings (CACREP 2016 SC 3.f)

**PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**
• Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP 2016 Standards Section II, 1.i)
• Self-care strategies appropriate to the counselor role (CACREP 2016 Standards Section II, 1.l)
• The role of counseling supervision in the profession (CACREP 2016 Standards Section II, 1.m)

SOCIAL AND CULTURAL DIVERSITY
• Help-seeking behaviors of diverse clients (CACREP 2016 Standards Section II, 1.f)
• The impact of spiritual beliefs on clients’ and counselors’ worldviews (CACREP 2016 Standards Section II, 1.g)

HUMAN GROWTH AND DEVELOPMENT
• Theories of individual and family development across the lifespan (CACREP 2016 Standards Section II, 3.a)
• Biological, neurological, and physiological factors that affect human development, functioning, and behavior (CACREP 2016 Standards Section II, 3.e)
• Systemic and environmental factors that affect human development, functioning, and behavior (CACREP 2016 Standards Section II, 3.f)
• Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP 2016 Standards Section II, 3.g)
• Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2016 Standards Section II, 3.i)

COUNSELING AND HELPING RELATIONSHIPS
• Theories and models of counseling (CACREP 2016 Standards Section II, 5.a)
• Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP 2016 Standards Section II, 5.d)
• The impact of technology on the counseling process (CACREP 2016 Standards Section II, 5.e)
• Counselor characteristics and behaviors that influence the counseling process (CACREP 2016 Standards Section II, 5.f)
• Essential interviewing, counseling, and case conceptualization skills (CACREP 2016 Standards Section II, 5.g)
• Developmentally relevant counseling treatment or intervention plans (CACREP 2016 Standards Section II, 5.h)
• Development of measurable outcomes for clients (CACREP 2016 Standards Section II, 5.i)
• Evidence-based counseling strategies and techniques for prevention and intervention (CACREP 2016 Standards Section II, 5.j)
• Strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2016 Standards Section II, 5.k)
• Suicide prevention models and strategies (CACREP 2016 Standards Section II, 5.l)
ASSESSMENT AND TESTING

- Methods of effectively preparing for and conducting initial assessment meetings (CACREP 2016 Standards Section II, 7.b)
- Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP 2016 Standards Section II, 7.c)
- Procedures for identifying trauma and abuse and for reporting abuse (CACREP 2016 Standards Section II, 7.d)
- Use of assessments for diagnostic and intervention planning purposes (CACREP 2016 Standards Section II, 7.e)
- Use of assessments relevant to academic/educational, career, personal, and social development (CACREP 2016 Standards Section II, 7.i)
- Use of symptom checklists, and personality and psychological testing (CACREP 2016 Standards Section II, 7.k)
- Use of assessment results to diagnose developmental, behavioral, and mental disorders (CACREP 2016 Standards Section II, 7.l)
- Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP 2016 Standards Section II, 7.m)

Taskstream (ALL Counseling Students):
All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of all counseling candidates in each course. This is essential documentation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and CAEP. Taskstream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program. In this course, the Case Presentation Paper has been identified as the critical task. The completed assignment must be submitted through Taskstream by all Counseling students. The rubric follows:

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<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
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<td>Description of identifiable performance characteristics reflecting mastery level of performance.</td>
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<td>Developmentally relevant counseling or intervention plans</td>
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COURSE REQUIREMENTS

Class Punctuality/Attendance/Participation
Candidates are expected to attend classes, complete all assignments and participate in class discussions and activities. If you cannot attend class, please let the instructor and the department’s secretary know ASAP (330-941-3056). Due to the unique and experiential nature of this course, the instructor must authorize any absence. Any absence will require a documented medical excuse or an otherwise substantial reason; if none is provided you will be required to repeat the course. Regardless of a medical excuse, missed course content cannot be made up (d/t the nature of the course experience) and candidates are required to be in all classes. As such, please consider if this is the best time for you to take this course should you have any medical or personal considerations. Additionally, you are required to see any scheduled clients during the class period. You cannot attend class and not see clients for any reason (e.g., illness, etc.). You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing to Practicum II. Points will be deducted from the candidate’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. All clinical documentation (i.e., diagnostic assessments, treatment plans, progress notes) must be completed BEFORE you may leave class (i.e., all paperwork must be completed on the day the service is provided).

Proof of Liability Insurance/Background Check
Each candidate will present proof of current professional liability insurance before the first class. A copy of the candidate’s insurance policy will be presented to the instructor for inclusion in the candidate’s clinical file. Additionally, you are required to have a formal background check if you are in the school counseling program or if you are in the CMH or Addictions programs and you are completing your field placement out of the state of Ohio. Please go to the Sheriff’s office in downtown Youngstown (110 5th Ave, Youngstown, OH 44503) to have this completed.
**Preparation for Class/Counseling Sessions**
Candidates are expected to read the appropriate text and other assigned readings. You should spend about 10-15 hours per week in preparation to successfully prepare to counsel clients.

**Direct Client Contact**
The goal is to provide each candidate with **20-30 hours of direct client contact**. Every counseling session will be videotaped for review in group and/or individual supervision sessions. Recording procedures will be discussed in class.

**Progress Notes/Paperwork Requirements**
Candidates will complete progress notes for each completed counseling session as well as any non-scheduled client contacts. Progress notes will be completed in the CCC and will be typed. (In some circumstances, they may be hand written in black ink provided the instructor deems them to be legible). **You must complete your diagnostic assessment by the end of the first session.** You must complete a Treatment Plan/Individualized Service Plan with your client by the end of the third session. All **paperwork must be completed the same day** you meet with a client. Failure to complete progress notes in a timely manner will result in a reduction of points.

**Case Presentations**
Every candidate will make case presentations each week prior to counseling sessions (i.e., from 3:00pm until 4:00pm). Feedback and recommendations are required from each candidate. These presentations will include a comprehensive conceptualization of the:
- client’s presenting problem,
  - mental status,
  - psychosocial history,
  - diagnosis,
  - treatment plan,
  - prognosis, and
  - feedback from discussion and supervision will need to be included
  - personal reflections/reflectivity.

**Formal Written Case Study Paper – submit to Taskstream**
One formal written case presentation consisting of a comprehensive conceptualization of the client’s presenting problem, mental status, psychosocial history, diagnosis, treatment plan, prognosis, and recommendations is required from each candidate. Please see case study description and rubric in the back of this syllabus. **DUE 4/15/19.**

**Individual Supervision**
Candidates will meet regularly with clinical supervisors following counseling sessions. Although most supervision will be completed during class sessions, the instructor will meet with students outside of regular class hours. Students are required to have individual supervision sessions with the instructor during the course of the semester. **You must come prepared to supervision and cue your tape to a place where you are struggling with your client. It is your responsibility to set up this meeting with the class instructor.**

**Weekly Goal/Feedback Sheets – submit to Blackboard**
Each week you must complete a list of 3 goals you have for yourself with regard to building clinical skills. For example, ask more open-ended questions, use more eye contact with clients and
lean forward more when client it talking, use occasional summarizing of clients’ content. You must also identify your overall treatment goals for the session-understanding of course that depending on what material the client presents, these goals may change. **These will be due to Blackboard by Weds. at 3:00 pm each week.**

**Reflective Logs – submit to Blackboard**
On the specified dates, you should complete a 2 page, double-spaced reflective log. This reflective log should not consist of information concerning what has happened in your sessions, but rather your **reflections** on your counseling skills and your work with clients. The reflective logs should demonstrate a level of insight and thoughtfulness consistent with a graduate level expectations. Logs will be graded using the criteria of demonstrated thoughtfulness and insight. Logs that are not thoughtful or reflective will be returned and no points will be given to the candidate for that particular assignment. **These will be due to Blackboard by 3:00 pm on the days that they are due.**

**Supervisor Evaluation**
Every 3 weeks the course instructor will evaluate your skill development, and provide you with specific feedback related to your strengths and weaknesses. The **Practicum 1 Skill Evaluation Form** will be used to provide this feedback. If the instructor is concerned that you will not earn an A or a B in the course, s/he will give you this feedback and detailed information related to the skills that you need to improve to pass the course at about the mid-point of the semester. You are also required to complete a self-evaluation. Because of client cancellations, supervisor evaluation dates are subject to change.

**GRADING**

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<th>Component</th>
<th>Weight (%)</th>
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<td>Reflective Logs</td>
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<tr>
<td>In-Class Reflectivity/ Reflective feedback to colleagues</td>
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</tr>
<tr>
<td>Weekly Goal Sheets</td>
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<tr>
<td>Supervisor Evaluations (every 3 weeks)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Overall Skill Evaluation</td>
<td>30%</td>
</tr>
<tr>
<td>Case Study Paper</td>
<td>15%</td>
</tr>
</tbody>
</table>

A = 90-100%
B = 80-90%
C = Below 80% - Requires candidates to repeat Practicum I
NOTES: All assignments must be submitted on the DUE DATE to be considered for a grade of “A.” Content is subject to change based on unique course characteristics and circumstances. Please note that for each week you fail to turn in a goal sheet (for each of your clients) and/or your reflective log, 5 points will be deducted from your final grade. **No late assignments will be accepted.** There are high expectations that you will write a quality case study. Grammatical errors are unacceptable and papers with errors will be returned and a reduction in points will be given.
**TENTATIVE SCHEDULE AND ASSIGNMENTS**

Tentative class schedule: (subject to change upon instructor’s discretion)
- 3:00 pm - 4:00 pm - group supervision
- 4:00 pm - 6:30 pm - meet with clients/watch counseling sessions
- 6:30 pm - 7:00 pm – group supervision with supervision student
- 7:00 pm - 7:25 pm - peer supervision/complete paperwork

**Dates Topics/Assignments * Individual Supervision (TBD)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Review syllabus; <em>CCC Policies and Procedures Manual</em>, Stages of counseling and tasks/techniques associated with each stage. REVIEW PROCEDURES FOR COMPLETING AN INTAKE INTERVIEW. <strong>ASSIGNMENTS:</strong> a) Thoroughly review notes from completed counseling courses (i.e., Professional Orientation, Theories, Assessment, Methods, Group, Multicultural, and Family Counseling), b) Review personal theory of counseling, identify assumptions/tenets and techniques associated with each theory and prepare to present this information next week, c) read ACA Code of Ethics/Standards of Practice and develop questions about standards that are unclear. The Foundations of Treatment Planning: A Primer</td>
<td>Read: Chapter 1 (Kress &amp; Paylo)</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Developing Comprehensive Treatment Plans</td>
<td>Read: Chapter 2 Weekly goals Reflective Log #1 Due</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Safety-Related Clinical issues and Treatment Planning</td>
<td>Read: Chapter 3 Weekly goals Instructor/Self Skill Evaluation #1</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Depressive, Bipolar, and Related Disorders Case Conceptualization</td>
<td>Read: Chapter 4 Weekly goals</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Anxiety Disorders Obsessive-Compulsive and Related Disorders</td>
<td>Read: Chapter 5 Read: Chapter 6 Weekly goals Reflective Log #2 Due</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Read</td>
<td>Weekly goals</td>
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<tr>
<td>6</td>
<td>Trauma- and Stressor-Related Disorders</td>
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<td>7</td>
<td>Substance-Related and Addictive Disorders</td>
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<td>8</td>
<td>Personality Disorders</td>
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<td>9</td>
<td>SPRING BREAK</td>
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<td>10</td>
<td>Schizophrenia Spectrum and Other Psychotic Disorders</td>
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<td>11</td>
<td>Feeding and Eating Disorders</td>
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<td>12</td>
<td>Disruptive, Impulse-Control, and Conduct Disorder, and</td>
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<td></td>
<td>Elimination Disorders</td>
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<tr>
<td>13</td>
<td>Neurodevelopmental and Neurocognitive Disorders</td>
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<tr>
<td>14</td>
<td>Dissociative Disorders and Somatic Symptom and Related</td>
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<tr>
<td></td>
<td>Disorders</td>
<td></td>
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<td></td>
<td>Sleep- Wake Disorders, Sexual Dysfunctions, Paraphilic</td>
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<td></td>
<td>Disorders, and Gender Dysphoria</td>
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<tr>
<td>15</td>
<td>Identity and Lifespan factors</td>
<td></td>
<td>Article on Blackboard</td>
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<tr>
<td>16</td>
<td>FINAL DAY OF SEEING CLIENTS</td>
<td></td>
<td>Instructor/Self Skill</td>
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<td></td>
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<td></td>
<td>Evaluation #5</td>
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<td>17</td>
<td>FINALS WEEK</td>
<td></td>
<td>Final Evaluations</td>
</tr>
<tr>
<td></td>
<td>LAST DAY OF CLASS</td>
<td></td>
<td>All paperwork completed</td>
</tr>
</tbody>
</table>

*This course schedule is subject to change.*
Course Policies

Academic Conduct: A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense. Instances of academic dishonesty are reported to and recorded by the university.

Attendance: Students are expected to attend classes, complete all assignments and participate in class discussions and activities. If you cannot attend class, please contact the instructor via e-mail or by phone. Advanced notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. Unexcused absences in excess of two classes will result in a drop of one letter grade. Absences can be excused by providing a doctor’s note. You are responsible for all information if you do miss a class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

Class Punctuality: Students are expected to attend classes on time. Students who are late at the beginning of class or returning from breaks in excess of two times will result in a drop of one letter grade of participation points followed by an additional letter grade for each time after.

Course Evaluation: You will have the opportunity to evaluate the course and the instructor.

Counseling Services: If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues along. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

Instructional Methodologies: To address the varied learning needs of students, this course will involve instructional methods appropriate for visual, auditory, kinesthetic learners. Some lecture format including occasional power point presentations and the use of video clips will be utilized. Additionally, students will be expected to engage in interactive classroom discussions, role-plays, and small group work (e.g., cases, projects, discussion). Internet resources will also be used to facilitate student learning.

Participation: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook
material. Class participation includes regular attendance, preparation for class and engaging in class activities.

**Academic Dishonesty (YSU Statement)**

As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

**Americans with Disabilities Act (YSU Statement)**

In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located at 36 West Wood Street, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.

**YSU Counseling Program Statement:** The Youngstown State University Counselor Education Program prepares students for careers as professional counselors, school counselors, addiction counselors, student affairs professionals, and college counselors. The faculty is dedicated to providing a challenging and supportive environment in which students rights and responsibilities are respected.

Students are continually assessed by faculty throughout the program and progress may be interrupted or terminated by failure to comply with academic standards or if a student’s interpersonal or emotional status interferes with training/education related requirements for self and others. In addition to academic competence, the counselor education curriculum requires students to be aware of their own affective and cognitive development, be open to personal growth and change, and be willing to present themselves in an open manner. Awareness of the needs of others and acceptance of human rights is paramount.

**YSU CUE-Mail (Common University E-Mail):** Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.

**Technology Fees:** The technology fees for this course are applied to help pay for the use of the various forms of technology that are used to increase the quay of your clinical experience (i.e., bug-in-the-eye technology, etc.).
**Technology Use During Class:** Please turn off cell or smart phones during class. Messaging during class is not permitted. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class Computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes.
Weekly Goal/Feedback Sheets

Each week you must document a list of 3 goals you have for yourself with regard to building clinical skills. For example, ask more open-ended questions, use more eye contact with clients and lean forward more when client is talking, use occasional summarizing of clients content. For each client, you have scheduled, you should have 3 established goals (complete one of these sheets for each client) - these goals may overlap. You must also identify your overall treatment goal for the session - understanding that depending on what material the client presents, this goal may change. Use the back of this sheet if you need more space

_____________________________________________________________________________

Your Name: __________________________

Date: __________________________

Your personal skill-building goals when working with your clients:

1)

2)

3)

Primary treatment goals in working with _____________ during this session:

1)

2)

Primary treatment goals in working with _____________ during this session:

1)

2)

Primary treatment goals in working with _____________ during this session:

1)

2)
Write 2 reflections statements below about your counseling work or internal processes.

1) 

2)
CASE CONCEPTUALIZATION MODEL FOR CASE STUDY PAPER

Please re-read the section, “General Comments on all papers,” before turning your paper in - you may miss important details if you do not review this section. Papers should be about 5-8 pages in length. Use the following outline to describe a client with whom you are working, your conceptualization of the client, and your interaction with him/her. Organize your presentation using the following framework and in the sequence indicated labeling each section. Address each point fully, carefully and briefly. You may refer to the Appendix in the DSM for a glossary of terms to assist you in writing your report. All references to the client’s real name, family member’s names, the hometown, or any other data that may possibly be linked to your client must be fully obscured.

1. Presenting problem or chief complaint - Provide a pseudonym for the client. A description of why the client was referred (i.e., what were the client stated reasons for presenting for services from you and/or the agency – use client quotes). The stated reasons may be the client’s self report or it may be a referring person’s description. If both are available, describe both.

2. Mental status examination results (This section should be fairly BRIEF. Only address RELEVANT issues.)

- General appearance: appearance, grooming, hygiene, dress, approximate height and weight, body markings, age/appearance relative to stated age
- Sensorium: level of consciousness (e.g. alert, drowsy, lethargic, etc.); orientation to 4 spheres: person, place, time and situation
- Motoric behavior: psychomotor activity, eye contact, mannerisms, posture, gait
- Level of cooperation: (e.g. cooperative, uncooperative, guarded, defensive, excessively cooperative, threatening, etc.)
- Speech: within, above, or below normal limits on: rate, volume, pressure, amount, articulation; process - degree of logic & goal directedness in speaking or impairment (e.g. tangential, circumstantial, concrete/abstract, tangential, perseveration, condensation, loosening of associations, clang associations)
- Mood & Affect: Mood is the enduring or sustained present emotional state by self-report (e.g. normal, depressed, anxious, etc.). Affect is the present feeling noted by the counselor in session(s). (e.g. appropriate/inappropriate, constricted, flat, blunted, labile, inappropriate laughing or crying). Indicate whether it is congruent or incongruent with the mood.
- Thought content: presence or absence of delusions, ideas of reference, preoccupations, thought broadcasting, insertion, withdrawal of thoughts, phobias, obsessions, etc.
- Thought process: assessment of the manner in which a person’s thoughts are formed. Logical, coherent, relevant or problematic (e.g. irrelevant, circumstantial, concrete/abstract, tangential, perseveration, condensation, loosening of associations, clang associations)
- Perception: presence or absence of auditory, visual, tactile, olfactory, gustatory hallucinations
- Memory: impairment or intactness of remote, recent, immediate memory by self-report or tests
- Concentration: impairment or intactness by self-report or tests
- Self-concept: normal and accurate, depreciating, grandiose, etc.
• Defensive style (e.g., normal adult, manipulative, combative, projection, passive aggressive, passive-dependent, demanding, seductive or any other defense noted).
  Judgement - impairment or intactness
• Insight - accurate or impaired
• Intelligence: fund of general knowledge, ability to abstract
• Violence: history of violence, manner or type of violence, frequency, and means; suicidal, homicidal and violent ideation. If present, describe plan, intent, method and attempt
• Compulsions and the relation of these to obsessive thoughts
• Impulse control
• Drug and alcohol use and history of drug and alcohol use.

3. Psychosocial History – describe relevant family history, abuse history, history of intimate and social relations, approximate age, gender, race and/or culture, socioeconomic status, marital/relationship status, sexual orientation, education, history of employment. If the client is a child, what work or other household expectations are there and to what degree is the child compliant with these expectations. Immediate family composition, living arrangements (i.e., with whom does the client reside), nature of relationships with family members, recreational activities, nutrition, family history of mental health issues, previous mental health services involvement

4. Client Resources – Describe what personal or internal strengths that the client can access that may help in addressing the presenting issues. Describe any external sources of support. Describe how the client can use these supports in achieving his/her goals.

5. Spirituality and Culture- A description of the client’s spirituality including how this is related to client resources, if at all. A description of the clients socioeconomic status, sexual orientation, ethnicity, etc. that may influence your work with the client or the client’s situation.

6. Testing - Report all test scores and briefly describe what the scores mean to you as a counselor. Do not simply report test scores without discussing their meaning and their utility to your work with the client.

7. Medical information - Describe any reported medical condition, which the client is being treated. Include any history of significant or repeating medical problems. List any medication being taken and for what reason.

8. DSM Diagnosis - Include both the name of the diagnosis and the code number. Make sure to use any appropriate specifiers. Using the DSM criteria, describe the symptoms that led you to assign each of the diagnoses. Provide a justification for your diagnosis (i.e., what specific criteria does the person meet).

9. Treatment Plan - Be as descriptive as possible here as your approach will invariably be multifaceted.
  a. List each of the client-derived goals/objectives being addressed in the treatment plan.
b. Behaviorally describe each treatment goal for each problem identified in “a” above.

c. It is very important that your treatment goals/objectives, and interventions are clear, and measurable (e.g., client will increase positive self-talk from a 4 to a 6 on a 10 point scale by 3-3-20; client will replace negative self-talk with positive self-talk 50% of the time by 3-3-20, etc.).

d. Indicate what counseling theory you are using related to each goal and intervention

e. Indicate the client’s success, thus far, in reaching his or her goals. Be clear and specific.

10. Summary of counseling - Indicate the number of sessions that you had with the client and indicate what type of sessions you have had (e.g., individual, group, couple, family). List any other mental health or social services or involvement inside or outside of your site (e.g., group counseling, psychiatrist, case management, etc.) or self help groups (e.g., AA, NA, etc.) with which the client is involved.

11. Prognosis and Recommendations - Describe what you believe the future holds for this client. Indicate by a range from poor to excellent and upon what data you are making this judgment. Indicate what you would or have recommended for the client for him/her to maintain and/or improve his/her situation.
Grading Rubric for Case Study
(15 possible earned points)

Name:_________________________ Date:______________________

The criteria for grading the case study/ program development assignments are:

• Reflective thinking/Content (12 points) _______________
• Writing mechanics (1 points) _______________
• Thoroughness/following directions/Clarity/organization (2 points) _______________

Earned Points: _______________

Comments:
Supervisee Name: ___________________________ Supervisor Name: ___________________________

Date of Supervision: ________

**Observations:** Using a scale from 1 to 5, with 1 being least proficient and 5 being most proficient, rate performance by circling appropriate number.

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Verbal Attending Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Open posture, good eye contact, relaxed</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
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<tr>
<td>Verbal Attending Skills</td>
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<tr>
<td>Provided thorough intake and assessment interview</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td>NA</td>
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<tr>
<td>Developed thorough ISP/treatment plan</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Accurate reflection of content</td>
<td></td>
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<tr>
<td>Appropriate use of paraphrasing</td>
<td></td>
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<tr>
<td>Concreteness in responses</td>
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<tr>
<td>Empathic reflection of feelings</td>
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<tr>
<td>Demonstration of respect for client, including culture</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td>NA</td>
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<tr>
<td>Focused the sessions on client concerns</td>
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<tr>
<td>Appropriate use of summaries</td>
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<tr>
<td>Productive approaches to reluctance/resistance</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td>NA</td>
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<tr>
<td>Appropriate clarification</td>
<td></td>
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<tr>
<td>Appropriate self-disclosure</td>
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<tr>
<td>Appropriate use of challenging/mild confrontation</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>
Appropriate use of open-ended questions
1  2  3  4  5  NA

Appropriate use of immediacy/her and now statements
1  2  3  4  5  NA

Appropriate Pacing
1  2  3  4  5  NA

Showed understanding of the dynamics of client concerns/issues
1  2  3  4  5  NA

Facilitated movement toward client generated goals
1  2  3  4  5  NA

Thorough Documentation
1  2  3  4  5  NA

Adheres to ethical standards
1  2  3  4  5  NA

 Appropriately receives and uses feedback
1  2  3  4  5  NA

Recognizes own limitations; takes appropriate steps toward increased education, consultation, and/or referral
1  2  3  4  5  NA

Provide a brief description of issues discussed in the following areas:

<table>
<thead>
<tr>
<th>Issue Area</th>
<th>Issue Discussed</th>
<th>Resolution/Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Skills Issues</td>
<td></td>
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<tr>
<td>Supervision Process Issues</td>
<td></td>
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<tr>
<td>Personal/Professional</td>
<td></td>
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<tr>
<td>Development Issues</td>
<td></td>
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</tbody>
</table>

Supervisor Signature: _____________________________  Date: _____________________________

Supervisee Signature: _____________________________ Date: _____________________________
Youngstown State University
Community Counseling Clinic
Practicum I: Final Supervision Evaluation
(completed by supervisor the last week of classes)

Student’s Name ________________________________
Semester/Year ________________________________
Supervisor ________________________________

Instructions: Please complete the following information regarding the above named student and make additional comments as indicated. Please provide specific comments where ratings are unusually high or low.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>NA</td>
<td></td>
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</tr>
</tbody>
</table>

A. Supervision/Professional Growth

1. Demonstrates a personal commitment to the development of professional competencies.
   1 2 3 4 5 6 NA
2. Invests time and energy into the process of becoming a counselor.
   1 2 3 4 5 6 NA
3. Appropriately receives and utilizes feedback—both positive and negative from supervisors and professional peers.
   1 2 3 4 5 6 NA
4. Engages in open, comfortable, clear communication with peers and supervisors.
   1 2 3 4 5 6 NA

Comments:


1. Honors punctuality (starts and finishes sessions on-time).
   1 2 3 4 5 6 NA
2. Appropriately structures sessions.
   1 2 3 4 5 6 NA
3. Is relaxed and comfortable in the counseling interview.
   1 2 3 4 5 6 NA
4. Shows appropriate non-verbal skills (e.g., eye contact, body language).
   1 2 3 4 5 6 NA
5. Fosters and builds a therapeutic alliance.
   1 2 3 4 5 6 NA
6. Facilitates client expression of concerns and feelings.
   1 2 3 4 5 6 NA
7. Uses silence effectively in the counseling interview.
   1 2 3 4 5 6 NA
8. Demonstrates awareness of personal feelings as related to the counseling session.
9. Recognizes and appropriately handles negative affect of the client.
1 2 3 4 5 6 NA
10. Demonstrates sound observation skills.
   1 2 3 4 5 6 NA
11. Demonstrates adequate listening skills.
   1 2 3 4 5 6 NA
12. Facilitates realistic goal-setting with client.
   1 2 3 4 5 6 NA
13. Capable of developing, executing, and evaluating a client treatment plan.
   1 2 3 4 5 6 NA
   1 2 3 4 5 6 NA
15. Is perceptive in evaluating the effects of counseling techniques.
   1 2 3 4 5 6 NA
16. Bases interventions on known counseling theory.
   1 2 3 4 5 6 NA
17. Demonstrates competence in providing group leadership.
   1 2 3 4 5 6 NA
18. Develops interventions appropriate to group settings.
   1 2 3 4 5 6 NA
19. Shows awareness of factors influencing group dynamics.
   1 2 3 4 5 6 NA
20. Appropriately handles issues related to termination (e.g., referrals, resistance, contacts, and timing).
   1 2 3 4 5 6 NA
21. Considers and addresses cultural issues as appropriate.
   1 2 3 4 5 6 NA
22. Considers and addresses ethics issues as appropriate.
   1 2 3 4 5 6 NA

Comments:

C. Evaluation and Diagnosis.

1. Able to conceptualize client concerns.
   1 2 3 4 5 6 NA
2. Appropriately explains, administers and interprets tests.
   1 2 3 4 5 6 NA
3. Demonstrates knowledge of the current edition of the DSM.
   1 2 3 4 5 6 NA
4. Ability to formulate a diagnosis.
   1 2 3 4 5 6 NA
5. Ability to establish a report based upon test findings, including impressions and recommendations.
   1 2 3 4 5 6 NA

Comments:
D. Case Management/Services Coordination

1. Knowledge of agency programs and policies.
   1  2  3  4  5  6  NA
2. Ability to make use of referral sources.
   1  2  3  4  5  6  NA
3. Ability to maintain accurate and updated clinical records (progress notes, transfer and termination summaries, etc.).
   1  2  3  4  5  6  NA

Comments:

E. Agency Administration and Professional Behavior

1. Demonstrates ethical behavior in counseling activity and case management.
   1  2  3  4  5  6  NA
2. Adheres to agency policies and procedures.
   1  2  3  4  5  6  NA
3. Utilizes agency resources.
   1  2  3  4  5  6  NA
5. Demonstrates promptness, reliability and responsibility.
   1  2  3  4  5  6  NA
6. Fosters collegial relationships with colleagues and clinic staff.
   1  2  3  4  5  6  NA
7. Demonstrate counselor characteristics and behaviors congruent with those that positively influence the counseling process.
   1  2  3  4  5  6  NA

Comments:

Please provide a short indication of your assessment of the trainee as a prospective counselor. You may wish to signify specific strengths or weaknesses that are not sufficiently detailed in the preceding items.
On a scale of 1-100, with 100 representing exceptional overall performance, please rate the trainee.

_____  

<table>
<thead>
<tr>
<th>Trainee Signature</th>
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<tr>
<th>7001 Supervisor Signature</th>
<th>Date</th>
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Youngstown State University  
Department of Psychological Sciences and Counseling  
Counseling Practicum 2  
COUN 7002 / 3 S.H.  
TERM

Class Meetings:  
Instructor:  
Contact Info:  
Office Hours:

Required Text:  
Author.


Optional Supplemental Text:  

Optional Psychotherapy.net Videos  

***It is suggested that you purchase a treatment planner associated with the populations with which you work. Also, the program faculty suggest you purchase any books which relate to the populations you see at your field placement site***

Catalogue Description:  
Supervised individual and group counseling practices in settings appropriate to student’s programs. Requires field placement of 150 hours. Prerequisite: COUN 7001, no PR grades, successful completion of counseling program comprehensive exam, and permission of program area internship coordinator (3 credit hours).

Counseling Methods and Practice Knowledge Base:  
The focus of this course is to develop facilitate the development of the student’s counseling skills. The course content assists the student in the development of advanced therapeutic and diagnostic skills, intervention strategies and professional orientation. Each student will be knowledgeable in the legal, moral, and ethical issues as related to counselor practice. Each student must identify and reflect on her/his own strengths, limitations and obstacles in the counseling process. Didactic and experiential methods will be used throughout the course.
Course Objectives:

CMHC=2016 CACREP Standards for Clinical Mental Health Counseling
AC=2016 CACREP Standards for Addiction Counseling
CACREP II=2016 CACREP Section II Standards for Professional Identity

Clinical Mental Health Counseling
Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

FOUNDATIONS
- Theories and models related to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 1.b)
- Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 2016 Clinical Mental Health Counseling, 1.c)
- Neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP 2016 Clinical Mental Health Counseling, 1.d)
- Psychological tests and assessments specific to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 1.e)

CONTEXTUAL DIMENSIONS
- Roles and settings of clinical mental health counselors (CACREP 2016 Clinical Mental Health Counseling, 2.a)
- Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP 2016 Clinical Mental Health Counseling, 2.b)
- Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP 2016 Clinical Mental Health Counseling, 2.c)
- Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP 2016 Clinical Mental Health Counseling, 2.c)
- Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 2016 Clinical Mental Health Counseling, 2.e)
- Impact of crisis and trauma on individuals with mental health diagnoses (CACREP 2016 Clinical Mental Health Counseling, 2.f)
- Impact of biological and neurological mechanisms on mental health (CACREP 2016 Clinical Mental Health Counseling, 2.g)
- Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP 2016 Clinical Mental Health Counseling, 2.h)
- Cultural factors relevant to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 2.j)
- Legal and ethical considerations specific to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 2.l)
- Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 2.m)

PRACTICE
- Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 2016 Clinical Mental Health Counseling, 3.a)
- Techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 2016 Clinical Mental Health Counseling, 3.b)
- Strategies for interfacing with the legal system regarding court-referred clients (CACREP 2016 Clinical Mental Health Counseling, 3.c)
- Strategies for interfacing with integrated behavioral health care professionals (CACREP 2016 Clinical Mental Health Counseling, 3.d)

Addiction Counseling
Students who are preparing to specialize as addiction counselors are expected to possess the knowledge and skills necessary to address a wide range of issues in the context of addiction counseling, treatment, and prevention programs, as well as in a more broad mental health counseling context. Counselor education programs with a specialty area in addiction counseling must document where each of the lettered standards listed below is covered in the curriculum.

FOUNDATIONS
- Theories and models of addiction related to substance use as well as behavioral and process addictions (CACREP 2016 Addiction Counseling, 1.b)
- Principles and philosophies of addiction-related self-help (CACREP 2016 Addiction Counseling, 1.c)
- Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 2016 Addiction Counseling, 1.d)
- Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others (CACREP 2016 Addiction Counseling, 1.e)
• Psychological tests and assessments specific to addiction counseling (CACREP 2016 Addiction Counseling, 1.f)

CONTEXTUAL DIMENSIONS
• Roles and settings of addiction counselors (CACREP 2016 Addiction Counseling, 2.a)
• Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders (CACREP 2016 Addiction Counseling, 2.b)
• Regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling (CACREP 2016 Addiction Counseling, 2.d)
• Importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process (CACREP 2016 Addiction Counseling, 2.e)
• Role of wellness and spirituality in the addiction recovery process (CACREP 2016 Addiction Counseling, 2.f)
• Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process (CACREP 2016 Addiction Counseling, 2.g)
• Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP 2016 Addiction Counseling, 2.h)
• Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)* (CACREP 2016 Addiction Counseling, 2.i)
• Cultural factors relevant to addiction and addictive behavior (CACREP 2016 Addiction Counseling, 2.j)
• Legal and ethical considerations specific to addiction counseling (CACREP 2016 Addiction Counseling, 2.l)
• Record keeping, third party reimbursement, and other practice and management considerations in addiction counseling (CACREP 2016 Addiction Counseling, 2.m)

PRACTICE
• Screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments (CACREP 2016 Addiction Counseling, 3.a)
• Assessment of biopsychosocial and spiritual history relevant to addiction (CACREP 2016 Addiction Counseling, 3.b)
• Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal (CACREP 2016 Addiction Counseling, 3.c)
• Techniques and interventions related to substance abuse and other addictions (CACREP 2016 Addiction Counseling, 3.d)
• Strategies for reducing the persisting negative effects of substance use, abuse,
dependence, and addictive disorders (CACREP 2016 Addiction Counseling, 3.e)
• Strategies for helping clients identify the effects of addiction on life problems and
the effects of continued harmful use or abuse, and the benefits of a life without
addiction (CACREP 2016 Addiction Counseling, 3.f)
• Evaluating and identifying individualized strategies and treatment modalities
relative to clients’ stage of dependence, change, or recovery (CACREP 2016
Addiction Counseling, 3.g)
• Strategies for interfacing with the legal system and working with court referred
clients (CACREP 2016 Addiction Counseling, 3.h)

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
• Ethical standards of professional counseling organizations and credentialing
bodies, and applications of ethical and legal considerations in professional
counseling (CACREP 2016 Standards Section II, 1.i)
• Strategies for personal and professional self-evaluation and implications for
practice (CACREP 2016 Standards Section II, 1.k)
• Self-care strategies appropriate to the counselor role (CACREP 2016 Standards
Section II, 1.l)
• The role of counseling supervision in the profession (CACREP 2016 Standards
Section II, 1.m)

SOCIAL AND CULTURAL DIVERSITY
• The impact of heritage, attitudes, beliefs, understandings, and acculturative
experiences on an individual’s views of others (CACREP 2016 Standards Section
II, 1.d)
• The effects of power and privilege for counselors and clients (CACREP 2016
Standards Section II, 1.e)
• Help-seeking behaviors of diverse clients (CACREP 2016 Standards Section II,
1.f)
• The impact of spiritual beliefs on clients’ and counselors’ worldviews (CACREP
2016 Standards Section II, 1.g)

HUMAN GROWTH AND DEVELOPMENT
• Biological, neurological, and physiological factors that affect human
development, functioning, and behavior (CACREP 2016 Standards Section II,
3.e)
• Systemic and environmental factors that affect human development, functioning,
and behavior (CACREP 2016 Standards Section II, 3.f)
• Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
(CACREP 2016 Standards Section II, 3.g)
• A general framework for understanding differing abilities and strategies for
differentiated interventions (CACREP 2016 Standards Section II, 3.h)
• Ethical and culturally relevant strategies for promoting resilience and optimum
development and wellness across the lifespan (CACREP 2016 Standards Section
II, 3.i)

COUNSELING AND HELPING RELATIONSHIPS
• Theories and models of counseling (CACREP 2016 Standards Section II, 5.a)
• A systems approach to conceptualizing clients (CACREP 2016 Standards Section
II, 5.b)
• Ethical and culturally relevant strategies for establishing and maintaining in-
person and technology-assisted relationships (CACREP 2016 Standards Section
II, 5.d)
• Essential interviewing, counseling, and case conceptualization skills (CACREP
2016 Standards Section II, 5.g)
• Developmentally relevant counseling treatment or intervention plans (CACREP
2016 Standards Section II, 5.h)
• Development of measurable outcomes for clients (CACREP 2016 Standards
Section II, 5.i)
• Evidence-based counseling strategies and techniques for prevention and
intervention (CACREP 2016 Standards Section II, 5.j)
• Strategies to promote client understanding of and access to a variety of
community-based resources (CACREP 2016 Standards Section II, 5.k)
• Suicide prevention models and strategies (CACREP 2016 Standards Section II,
5.l)
• Crisis intervention, trauma-informed, and community-based strategies, such as
Psychological First Aid (CACREP 2016 Standards Section II, 5.m)
• Processes for aiding students in developing a personal model of counseling
(CACREP 2016 Standards Section II, 5.n)

Certain assessments in gate keeping courses may be designated as "Critical Task" Performance
Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling
candidate will not be permitted to pass through the pre-established gates associated with the
Counseling program. In this course, the Self-Care Assignment has been identified as the critical
task. The completed assignment must be submitted through Taskstream by all Counseling
students. The rubric follows:

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
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<td>F1L</td>
<td>Description of identifiable performance characteristics reflecting an unacceptable level of performance.</td>
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<tr>
<td>Self-care strategies</td>
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<td>appropriate to the counselor role</td>
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### F1K
**Strategies for personal and professional self-evaluation and implications for practice**

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<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Unacceptable</td>
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<tr>
<td>Minimum Acceptable</td>
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<tr>
<td>Mastery Level</td>
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<td>Highest Level</td>
<td>Description of identifiable performance characteristics reflecting the highest level of performance</td>
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### F2D
**The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others**

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<tbody>
<tr>
<td>Unacceptable</td>
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<tr>
<td>Highest Level</td>
<td>Description of identifiable performance characteristics reflecting the highest level of performance</td>
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### F5F
**Counselor characteristics and behaviors that influence the counseling process**

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<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Unacceptable</td>
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</tr>
<tr>
<td>Highest Level</td>
<td>Description of identifiable performance characteristics reflecting the highest level of performance</td>
</tr>
</tbody>
</table>

### Instructional Methodologies:

The instructor will facilitate group supervision during scheduled class meetings (3 hours approx. every other week). The instructor will play an active role in facilitating the group supervision process and providing students with feedback regarding their clinical skills and professional issues. Students are also expected to be active, interactive, and provide regular feedback to their peers about their basic counseling skills. Along with active participation in class discussions and activities, students are expected to participate as demonstrated through regular attendance, completion of assignments by specified due dates, and participation in class discussions and activities.

### Course Requirements:

**Class Participation:** Students are expected to complete all reading and writing assignments prior to class and to be prepared to discuss the material. Class attendance, knowledge and personalized participation are essential components of this course. Students will be asked to gather resources and information to share with the class (e.g., related to various treatment approaches, and interventions) and providing this information will be an important part of the class participation grade.
Late Assignments: Will be reduced by one letter grade per day late. Participation is expected and rewarded in class. Come to class prepared to participate in class discussions, come ready with questions and comments.

Class Attendance: You must attend all scheduled classes. You can miss one class with an appropriate, documented excuse. Any additional absences will result in a grade reduction of one letter grade for the semester. If you miss more than two classes you will fail and will need to repeat the course.

Class Attendance/Tardiness: You must attend all scheduled classes. You can only miss up to one class with an appropriate medical excuse from a physician. Any missed classes will result in a grade reduction of one letter grade for each class missed for the semester. If you have an extenuating circumstance that does require you to miss a class, you will be required to write a 15-page paper on a topic related to one of your client’s issues. The instructor will need to approve the paper topic beforehand, and it cannot be a topic written about in another course.

Direct Service Activities: Students will complete a minimum of 60 hours of direct client service activities within the required 150 hour field placement. The direct services provided to clients will be closely supervised according to licensing and accrediting guidelines. Each student will have a weekly face-to-face, one-hour individual supervision session conducted by the on-site supervisor.

Faculty Supervisor - Site Supervisor - Candidate Consultation: The candidates are responsible for scheduling at least one meeting between the faculty supervisor, site supervisor, and themselves. The class instructor will connect with the site supervisor at least 3 additional times over the term to assess the student’s progress in the practicum experience and offer support and guidance to the site supervisor.

- The candidate should consult with his or her site supervisor as to mutual times in their schedules in which they are available to meet together with the site supervisor.
- The candidate should then email the faculty supervisor and inform him/her of these available times and schedule the meetings.
- Failure to follow these requirements will result in a grade reduction of one letter grade for the semester.

Supervision Session with University Supervisor: Students are required to have at least one, one hour supervision session with their university supervisor and one other student- i.e., triadic supervision. During this meeting, the supervisor and supervises will review an audio or video taped session that the student has provided and provide feedback. Each student should prepare about 15-20 minutes of a recording in preparation for this meeting. The session that the university supervisor reviews/views must be a different session from the session that the placement supervisor evaluates (when evaluating the student using the Advanced Practicum and Internship Evaluation of Counseling Session Form). Students are required to contact the university supervisor and arrange this supervision session at least 4 weeks prior to finals week of the given semester. The recording must be audible. Failure to follow through on the directions
outlined in this section will result in a final grade reduction of one letter grade. Students are to bring the session evaluation form to the meeting for their supervisor to complete.

**Problems at the Placement Site:**
- Any problem with the internship site/supervisor per se must be reported to the internship coordinator.
- Problems with clients should be discussed with the internship supervisor, as they are the authority on all matters involving client care.

**Insurance:** Each candidate must have a malpractice insurance policy in effect during the entire time enrolled in internship. It is the candidate’s responsibility to secure and maintain this coverage. A copy of the candidate’s proof of insurance coverage is required and should be provided to the candidate’s faculty supervisor during the first week of school regardless of whether the department has this information in your file- candidates’ insurance expires every year and it is your responsibility to renew your insurance and provide this information to your supervisor during the first week of the semester. Failure to comply with this policy will result in the candidate being unable to work or accrue hours at his/her internship until proof of insurance is provided.

**Class Case Presentation:** At the beginning of each class the instructor will ask if there are any particular cases any group members would like to present. If so, care will be given to ensure that time is devoted to addressing the case at some point in class.

The last few weeks of the course, each class member will make a formal case presentation related to at one client. The following guidelines should be followed for the case presentation:

1) Present a 15-20 minute case presentation related to a client.
2) Provide at least three detailed questions, issues, or struggles that you would like feedback related to.
3) Bring a 2-3 page typed overview of the client, your case conceptualization, areas of strength, and areas where you are struggling (do not use the client’s real name).
4) Review the Borders (1991) article, and assign at least four group members “roles” (e.g., client, counselor, viewing the session from a given theoretical perspective, creating a metaphor for the session), which they will assume as they listen to your tape and your case conceptualization. The roles might be based upon your struggles/issues with the client.
5) Play a video or audio tape of this client (please bring an audiotape player if you will use an audiotape). Please cue your tape ahead of time (to a meaningful part of the session). We will listen to 25-30 minutes of the tape.
6) The class will then provide 20-25 minutes of general feedback related to the session, the client’s situation, and to the questions you presented.

*****NOTE: The student is responsible for ensuring that the presented recording is audible to all people sitting in the classroom. The listener should not have to strain his or her ears to hear the recording, or have to guess what the client and/or the counselor are saying. Both the client and
the counselor should be audible. Some tapes will naturally not be up to this aforementioned quality, thus it is the student’s responsibility to ensure that s/he has secured a tape in enough advance time that s/he can make another tape should the intended tape not be audible. The case presentation is critical to class success thus if your recording is not clearly audible you will not earn any points on this assignment, and you will be asked to present another recording. If you are unsure if the recording is audible please set up an appointment with the instructor beforehand so that s/he can help you assess this. Generally, if you are uncertain, the recording is not audible. Video tapes seem to be of better sound quality, and are the preferred method for presenting cases. ******

**Self-Care Assignment:** Over the term, candidates will be required to develop a self-care plan and write a 10 page paper based on their experience of monitoring for self-care and applying the self-care plan. Papers will be submitted to Taskstream at the end of the term. **Directions:**
Candidates will monitor current self-care habits for a week by exploring different areas of their lives (physical, essential, social, coping, creative, etc.), and by documenting areas where they struggle. Various formats (e.g., a journal, tables, graphs, etc.) can be used to depict these patterns. This task will allow candidates to gain awareness of areas that may require improvement. Candidates will then create a self-care plan that includes wellness goals, including SMART goals. Candidates’ plans should detail potential obstacles, and ways to overcome the obstacles. Once the plan is developed, candidates will actively engage in the chosen self-care activities and document their progress using the format of their choice. Students will describe their experiences engaging in their self-care plan (e.g., what worked, what did not work, what was improved upon, what still needs work). Candidates should also incorporate 5-7 research articles into their paper. Students will reflect on why self-care is important based off research, their personal opinion and experiences, and the effectiveness of their chosen activities. Please be sure to answer the following questions in your paper:

- Why is counselor self-care important? (be sure to address how a lack of self-care can impact one’s professional practice and lead to ethics violations)
- What are my self-care weaknesses and strengths?
- What SMART goals do I have for myself related to areas of improvement? What is my overall wellness plan?
- What self-care activities will I engage in specific to my goals?
- What are potential obstacles, ways to overcome these obstacles, and strategies I can utilize for completing my goals?
- What was my experience like? (e.g., what helped; what didn’t help; how did I grow; what did I learn)

Potential resources to use in developing your self-care plan:
Documents: Each candidate will receive documents during the first class of each semester that will contain the items listed below. The candidate is responsible for maintaining and completing each of these forms and returning them to the class instructor at the assigned date at the end of the semester. Materials not submitted on time will result in a reduction of points from the documentation/materials part of the grade - the documentation grade will be dropped approximately 5 points for each day they are turned in late. You must turn the attached “Check-list” in with all of the materials in order to receive class credit. Please arrange the materials in the order designated on the check-list, and place the check-list sheet on top of all of the documents. You may turn the documents in early, but please do not turn them in earlier than 2 weeks prior to finals week. Case studies will be reviewed and graded by the instructor and then forwarded to the candidate’s faculty supervisor for review and feedback. These materials will be placed in the candidate’s file.

1. Hour Logs: **Weekly Log of Internship Hours** and the **Semester Summary of Counseling Internship Hours**. Each candidate will complete logs of his or her activities while at the internship site. Students must, each week, have the site supervisor sign off on his or her weekly logs. This is to be signed by the supervisor no later than Friday evening. The candidate must also turn in a signed summary log at the end of each term. The forms must be signed by the site supervisor before submitted to the university supervisor at the end of the semester. Documentation on these forms must be legible. It is strongly suggested that you keep a copy for your records. If the form is not turned in and signed, the student will receive a grade of Incomplete.

2. **Mid-Semester and Final Student Evaluation**. An Evaluation of CMHC/Addictions Counseling Students should be completed by the practicum student’s site supervisor at mid-semester and then at the end of the semester. Midpoint in the term, students are responsible for providing their site supervisor with the Mid Semester Evaluation: Site Supervisor Form. This form is to be completed by the site supervisor and reviewed during supervision- with the student. The student is responsible for returning a copy of this form to the course instructor midpoint in the term. This final evaluation will represent 50% of the candidate’s grade. The completed evaluation should be submitted to the faculty supervisor at the end of the semester unless other arrangements have been made with the faculty supervisor. See handbook for a more detailed description of this component. The candidate and site supervisor signatures are required. Inform the site supervisor well in advance of the necessity to complete this form prior to the end of the semester meeting.

3. **Fieldwork Handbook**. The handbook is provided to each candidate in Advanced Practicum and serves as a reference for the candidate throughout the internship experience. The handbook is updated regularly and candidates will be notified in the internship class meeting when a new handbook has been produced and will be provided the opportunity to obtain a copy. If information in the handbook conflicts with information contained in this syllabus, the information in the syllabus should be
considered as correct. As always, if you have questions refer to the Internship Coordinator.

4. **Counseling Session Evaluation: Practicum II and Internship Evaluation of Counseling Session.** The site supervisor should complete this form after having observed a recorded or live counseling session. Also, your university supervisor will meet with you one time in the middle of the semester to view or listen to a tape of a session, and your university supervisor will also complete this form. You must schedule an appointment to meet with your university supervisor to have a supervision session (you must bring an audio or video recorded session to this meeting). Failure to do so will result in a letter grade reduction. Failure to provide a tape, and to meet with your university supervisor prior to the last week of the semester will result in a failing grade.

**Reflection Journals:** During specific weeks of the semester, candidates will submit a reflection to the course instructor that provides an overview of practicum performance / development as a counselor. These are due by 5:10 pm on Wednesday via email to your supervisor on the weeks indicated in the syllabi. Student’s responses should be submitted as a word document. Responses need not be more than one, single-spaced page in length.

Students should address the following:

- What struggles did you have this week?
- What successes did you have this week?
- What ethical issues emerged that you need to consider?
- What counseling practice issues are challenging to you?
- What do you need to do (e.g., seek out additional information, training, etc.) to address any struggles you are having?

**Schedule and class format:** Classes will consist of group supervision related to candidate activities at the internship sites and will include but not be limited to difficult cases, extraordinary incidents, safety issues, supervision received at the site, legal and ethical issues, emerging issues in the profession.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Day</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introductions; descriptions of internship sites; introduction to the group supervision process; review of syllabus/requirements; review of safety precautions for internship site.</td>
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<tr>
<td></td>
<td></td>
<td>Roles and settings of clinical mental health counselors</td>
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<td>Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks.</td>
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<tr>
<td>2</td>
<td></td>
<td>• Reflection #1 / Individual Supervision Feedback</td>
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<tr>
<td>3</td>
<td></td>
<td>• Group Supervision / Case Discussions</td>
<td>Ch. 3 (Kress)</td>
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<tr>
<td>4</td>
<td></td>
<td>• Meeting with Faculty and Site Supervisor Scheduled. Supervision meeting can be online or in-person</td>
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<tr>
<td>5</td>
<td></td>
<td>• Reflection #2 / Individual Supervision Feedback</td>
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<td>• Meet with Instructor - Session Recording Review Meetings Scheduled</td>
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<td>• Reflection #3 / Individual Supervision Feedback</td>
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<td>• Group Supervision / Case Discussions.</td>
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<td>• Reflection #4 / Individual Supervision Feedback</td>
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<td>• Group Supervision / Case Discussions</td>
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<td>• Reflection #5 / Individual Supervision Feedback</td>
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<td>• Group Supervision / Case Discussions <strong>DUE: (2) Formal Case Presentation</strong></td>
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<td>• Group Supervision / Case Discussions</td>
<td><strong>DUE: (2) Formal Case Presentation</strong></td>
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<td>14</td>
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<td>• Group Supervision / Case Discussions</td>
<td><strong>DUE: (2) Formal Case Presentation</strong></td>
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</table>
| 15    |     | • Group Supervision / Case Discussions **DUE: (2) Formal Case Presentation** | **DUE: Self-Care Assignment**
|       |     | **DUE: All Paperwork** |  |
| 16    |     | No Final Exam Scheduled |  |

***Content of course, schedule, and modality is subject to change based on the unique characteristics of the class and situations surrounding it.***
Grading:
A total of 100 points may be earned in this course as follows:

<table>
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<tr>
<th>Direct service evaluation</th>
<th>60 points</th>
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<tr>
<td>Class case presentation</td>
<td>20 points</td>
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<tr>
<td>Self-care assignment</td>
<td>15 points</td>
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<tr>
<td>Reflection Journals</td>
<td>5 points</td>
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<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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</table>

Grading Scale:
- A 90 - 100 points
- B 80 - 89 points
- C* 70 – 89 points
- D* 60 – 69 points
- F* 0 – 59 points

* Students must earn a “B” or above in this class to progress in the Counseling Program
**Course Policies:**

**Academic Conduct:**
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

**Academic Integrity/Honesty (YSU Statement)**
As outlined in The Student Code of Conduct ([https://ysu.edu/student-conduct/student-code-conduct](https://ysu.edu/student-conduct/student-code-conduct)), all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

**Student Accessibility (YSU Statement)**
In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the Accessibility Services ([https://ysu.edu/academic-success-center/accessibility-services](https://ysu.edu/academic-success-center/accessibility-services)), located in Kilcawley Center Room 2082. You can reach Accessibility Services at 330-941-1372.

**Attendance:** Students are expected to attend classes, complete all assignments and participate in class discussions and activities. If you cannot attend class, please contact the professor via e-mail jjprotivnak@ysu.edu or by phone (x 1936). Advanced notice of any planned absences is expected. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. You are responsible for all information if you do miss a class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

**Class Punctuality:** Students are expected to attend classes on time. Students who are late at the beginning of class or returning from breaks in excess of two times will result in a drop of one letter grade followed by an additional letter grade for each time after.

**Course Evaluation:** You will have the opportunity to evaluate the course and the instructor.

**Counseling Services:** If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues along. You are
encouraged to contact one of the campus or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

**Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)**

*Candidate Disposition Alert Process:* The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

**Dispositions:**

The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. **Collaborative:** Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. **Inclusive:** Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. **Professional:** Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

**Incomplete Grade Policy (Official YSU Policy)**

An incomplete grade of “I” may be given to a student who has been doing satisfactory work in a course, but, for reasons beyond the control of the student and deemed justifiable by the instructor, has not completed all requirements for a course when grades were submitted. A letter grade MAY NOT be changed to an “I” (Incomplete) after the term has ended and grades have been recorded. For Fall Term courses, the final date to complete an “I” will be March 1 of the following term; for Spring Term courses, September 1; for Summer Term courses, October 1. These dates can only be extended with the approval of the instructor and the Dean of the College where the course is taught. Forms for extension of the deadline may be obtained and after obtaining the proper signatures, this form must be submitted to the University Records office 24 hours before the original deadline (i.e. for Fall Term courses, March 1 of the following term).
NAF Guidelines.
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website

Participation: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities

Problematic Behaviors:
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity, and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.
Technology Use During Class:
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

Writing and Group Presentation Policy: Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

YSU Statement of Non-Discrimination:
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit YSU’s ADA Accessibility Site for contact information for persons designated to handle questions about this policy.

YSU E-Mail (Common University E-Mail):
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.

Common syllabus website includes the required statements for syllabi (https://ysu.edu/institute-teaching-and-learning/syllabus-university-policies)
**Turn this in with your final paperwork-** Turn this in with your final paperwork-

**Practicum II/7002 Check-List**

Name:_________________________ Date:_________________________

Directions: You should turn this “Check-list” in with all of your materials in order to receive class credit. This will help both of us in organizing your required materials. Please arrange the materials in the order designated below, and place the check-list sheet on top of all of your other documents. Only your designated site supervisor can evaluate your performance and your session.

Site Supervisor Evaluation of Intern

Site Supervisor Session Evaluation

Weekly Counselor Activity Logs
(Total hours --> 150, with 40% being “direct service”) 

Semester Summary Counselor Activity Log (2 pages)
(Total hours --> 150, with 40% being “direct service”)
Field-Placement Supervision Documentation Form

Date/Academic Term: ________________________________
Review Period Dates: ____________________________
Student: _______________________________________
Site Supervisor: ________________________________
Faculty Supervisor: _____________________________

What specific tasks has the student been engaging in while on field placement?

Describe specific learning or practice goals/ objectives which the student and supervisor are addressing?

If applicable, in what ways is the student’s assignment different than it was at the time of the last report?

Delineate new areas of growth and development during this report period. What are specific examples of this growth? How will the student continue to apply these strengths and skills in the near future?

Describe any supervisor or supervisee perceived practice problems (i.e., limitations, skill deficits, weaknesses, etc.) noticed during this reporting period? Are there any student behaviors that the supervisor is concerned about which might affect the student’s final evaluations. If there are student-related problems, how can the situation be systematically addressed, and corrected?

Are there tasks or assignments which the student would like to have added to his or her workload?

Are there any issues that are might affect the student’s ability to complete his or her field placement experience in a timely fashion, and as outlined in the student’s fieldwork training agreement? If so, how can the problem be resolved.
Counseling Practicum II: COUN 7002 / MID SEMESTER EVALUATION: SITE SUPERVISOR FORM

Student:  
Date:

**SUPERVISOR DIRECTIONS:** Please check the box that would be appropriate using the following key and email it back to the 7002 instructor midpoint in the term:

- **S** - Superior  
- **AA** - Above Average  
- **A** - Acceptable  
- **BA** - Below Average  
- **UA** - Unacceptable  
- **NA** - Not able to judge

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<tr>
<th>INTERN</th>
<th>S</th>
<th>AA</th>
<th>A</th>
<th>BA</th>
<th>UA</th>
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<td>Personal/Professional Qualities</td>
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<td>Punctuality and Dependability</td>
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<td>Enthusiasm and Effort</td>
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<td>Ability to Tolerate Ambiguity</td>
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<td>Cooperation and Flexibility</td>
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<td>Poise, Self-Confidence, Initiative</td>
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<td>Interaction and Involvement</td>
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<td>Rapport with Students</td>
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<td>Awareness and Sensitivity</td>
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<td>Effectiveness of Communication</td>
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<th>COUNSELING COMPETENCIES</th>
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<td>Ethical Decision-Making</td>
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<td>Documentation Skills</td>
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<td>Session Management Skills</td>
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<td>Application of Counseling Interventions</td>
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<td>Empathy, Genuineness, Positive Regard</td>
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<td>Respect of Clients</td>
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<td>Attending to Clients</td>
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<td>Reflection of Content</td>
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<td>Reflection of Affect</td>
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<td>Accurate Empathy</td>
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<td>Goal Setting</td>
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<td>Challenging</td>
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<td>Use of Change Strategies</td>
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<td>Organizing the Counseling Process</td>
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<td>Termination Skills</td>
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<td>Group Counseling Skills</td>
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<td>Case Management Skills</td>
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<td>Consulting</td>
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<td>Referral and Coordination</td>
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<td>Assessment Principles</td>
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<td>Consideration of Contextual/Cultural Considerations</td>
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**OVERALL EVALUATION** (it is expected that at this early juncture in their development students will have at best acceptable skills)

**SUPERVISOR SIGNATURE /INITIALS**
Class Meetings: 
Instructor: 
Contact Info: 
Office Hours: 

Prerequisites: none 

REQUIRED TEXTS, READING AND INFORMATION TECHNOLOGY 


NOTE about Task Stream (ALL Counseling Students): 

All Counseling candidates will be required to purchase a Task Stream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of all counseling candidates in each course. This is essential documentation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and National Council for the Accreditation of Teacher Education (NCATE). Task Stream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. 

Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program. 

In this course, a Case Study Paper has been identified as the “Task” in COUN 7003. The completed assignment must be submitted through Taskstream by all Counseling students.
| CMHC 3.a./AC 3.a | CMHC: Understands intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management  
AC: Knows screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments  
CMHC/AC: Understands basic classifications, indications, and contraindications of commonly prescribed pharmacological medications for appropriate referrals  
SC: Common medications that affect learning, behavior, and mood in children and adolescents | Candidate presents minimal, irrelevant, or biased understanding of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management | Candidate displays general knowledge of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management | Candidate displays specific understanding of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management | Candidate exceeds all expectations for understanding intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management |

<p>| CMHC 2.h./AC 2.h./SC 2.h | Candidate displays minimal, stertotypical, or irrelevant knowledge of medications. | Candidate presents an example of medications. | Candidate displays specific understanding of medications. | Candidate exceeds all expectations for understanding medications. |</p>
<table>
<thead>
<tr>
<th>CMHC 2.j/AC 2.c</th>
<th>Understands cultural factors relevant to clinical mental health counseling and addiction counseling</th>
<th>Candidate displays little or irrelevant knowledge of cultural factors relevant to clinical mental health counseling and addiction counseling</th>
<th>Candidate displays general knowledge of cultural factors relevant to clinical mental health counseling and addiction counseling</th>
<th>Candidate displays specific understanding of cultural factors relevant to clinical mental health counseling and addiction counseling</th>
<th>Candidate exceeds all expectations for understanding cultural factors relevant to clinical mental health counseling and addiction counseling</th>
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<tr>
<td>CMHC 2.d./AC 2.c</td>
<td>Knows the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the diagnostic process.</td>
<td>Candidate presents an example of the diagnostic process.</td>
<td>Candidate displays specific understanding of the diagnostic process.</td>
<td>Candidate exceeds all expectations for critically analyzing and engaging in the diagnostic process.</td>
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<tr>
<td>CMHC 2.c</td>
<td>Understands the mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</td>
<td>Candidate displays general knowledge of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</td>
<td>Candidate displays specific understanding of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</td>
<td>Candidate exceeds all expectations for understanding mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</td>
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<tr>
<td>CMHC 2.f./SC 2.g</td>
<td>CMHC: Understands the impact of crisis and trauma on individuals with mental health diagnoses. SC: School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of crisis and trauma.</td>
<td>Candidate presents an example of the appropriate understanding of crisis and trauma.</td>
<td>Candidate displays specific understanding of crisis and trauma.</td>
<td>Candidate exceeds all expectations for understanding crisis and trauma.</td>
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<tr>
<td>AC 2.e/SC 2.e</td>
<td>AC: Understands factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders. SC: Understands characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics, risk factors, and warning signs of people at risk for mental health and behavioral disorders</td>
<td>Candidate presents an example of the appropriate understanding of characteristics, risk factors, and warning signs of people at risk for mental health and behavioral disorders</td>
<td>Candidate displays specific understanding of characteristics, risk factors, and warning signs of people at risk for mental health and behavioral disorders</td>
<td>Candidate exceeds all expectations for understanding characteristics, risk factors, and warning signs of people at risk for mental health and behavioral disorders</td>
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Field/Clinical Experiences
None

Course Fees
None

KNOWLEDGE BASE RATIONALE
The purpose of this course is to provide an introduction to counseling and psychotherapy with diverse children and adolescents. Primary emphasis of this course will be to teach students about the principles and core conditions of selected counseling approaches as applied to the practice of multicultural counseling with children and adolescents. The emphasis will focus on both theory and application. The efficacy of multicultural counseling with diverse children and adolescents will be discussed. Additionally, the course helps students to further develop problem-solving, decision-making, and professional skills. Problem-solving activities, cooperative learning techniques, and the discussion of clients’ issues all contribute to the development of the reflective counselor.

CACREP STANDARDS ADDRESSED IN THIS COURSE
- CMHC=2016 CACREP Standards for Clinical Mental Health Counseling
- AC=2016 CACREP Standards for Addiction Counseling
- SC=2016 CACREP Standards for School Counseling

Clinical Mental Health Counseling
Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

FOUNDATIONS
- Theories and models related to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 1.b)
- Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 2016 Clinical Mental Health Counseling, 1.c)
- Neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP 2016 Clinical Mental Health Counseling, 1.d)
- Psychological tests and assessments specific to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 1.e)

CONTEXTUAL DIMENSIONS
- Roles and settings of clinical mental health counselors (CACREP 2016 Clinical Mental Health Counseling, 2.a)
- Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP 2016 Clinical Mental Health Counseling, 2.b)
Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP 2016 Clinical Mental Health Counseling, 2.c)

- Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP 2016 Clinical Mental Health Counseling, 2.c)
- Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 2016 Clinical Mental Health Counseling, 2.e)
- Impact of crisis and trauma on individuals with mental health diagnoses (CACREP 2016 Clinical Mental Health Counseling, 2.f)
- Impact of biological and neurological mechanisms on mental health (CACREP 2016 Clinical Mental Health Counseling, 2.g)
- Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP 2016 Clinical Mental Health Counseling, 2.h)
- Cultural factors relevant to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 2.j)
- Legal and ethical considerations specific to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 2.l)

PRACTICE
- Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 2016 Clinical Mental Health Counseling, 3.a)
- Techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 2016 Clinical Mental Health Counseling, 3.b)

Addiction Counseling
Students who are preparing to specialize as addiction counselors are expected to possess the knowledge and skills necessary to address a wide range of issues in the context of addiction counseling, treatment, and prevention programs, as well as in a more broad mental health counseling context. Counselor education programs with a specialty area in addiction counseling must document where each of the lettered standards listed below is covered in the curriculum.

FOUNDATIONS
- Theories and models of addiction related to substance use as well as behavioral and process addictions (CACREP 2016 Addiction Counseling, 1.b)
- Principles and philosophies of addiction-related self-help (CACREP 2016 Addiction Counseling, 1.c)
- Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 2016 Addiction Counseling, 1.d)
- Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others (CACREP 2016 Addiction Counseling, 1.e)
- Psychological tests and assessments specific to addiction counseling (CACREP 2016 Addiction Counseling, 1.f)
CONTEXTUAL DIMENSIONS

- Roles and settings of addiction counselors (CACREP 2016 Addiction Counseling, 2.a)
- Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders (CACREP 2016 Addiction Counseling, 2.b)
- Factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders (CACREP 2016 Addiction Counseling, 2.c)
- Importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process (CACREP 2016 Addiction Counseling, 2.e)
- Role of wellness and spirituality in the addiction recovery process (CACREP 2016 Addiction Counseling, 2.f)
- Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP 2016 Addiction Counseling, 2.h)
- Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP 2016 Addiction Counseling, 2.i)
- Cultural factors relevant to addiction and addictive behavior (CACREP 2016 Addiction Counseling, 2.j)

PRACTICE

- Screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments (CACREP 2016 Addiction Counseling, 3.a)
- Assessment of biopsychosocial and spiritual history relevant to addiction (CACREP 2016 Addiction Counseling, 3.b)
- Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal (CACREP 2016 Addiction Counseling, 3.c)
- Techniques and interventions related to substance abuse and other addictions (CACREP 2016 Addiction Counseling, 3.d)
- Strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders (CACREP 2016 Addiction Counseling, 3.e)
- Strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction (CACREP 2016 Addiction Counseling, 3.f)
- Evaluating and identifying individualized strategies and treatment modalities relative to clients’ stage of dependence, change, or recovery (CACREP 2016 Addiction Counseling, 3.g)

School Counseling

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.
CONTEXTUAL DIMENSIONS

- School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (CACREP 2016 School Counseling, 2.b)
- School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (CACREP 2016 School Counseling, 2.e)
- Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (CACREP 2016 School Counseling, 2.g)
- Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP 2016 School Counseling, 2.i)
- Community resources and referral sources CACREP 2016 (School Counseling, 2.k)
- Legal and ethical considerations specific to school counseling (CACREP 2016 School Counseling, 2.n)

PRACTICE

- Techniques of personal/social counseling in school settings (CACREP 2016 School Counseling, 3.f)
- Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP 2016 School Counseling, 3.h)

Description of Assignments

1. **Group Presentations (100 points)**
   
   You will be assigned to a group on the first night of class. Each group of students will:
   
   A. Create a 20-30 minute presentation on an assigned counseling theory, as it relates to children/adolescences.
   
   B. Discuss theory foundations, theorists associated with the theory, clinical interventions associated with the theory, application of the theory specifically to children, adolescents, and families.
   
   C. Develop relevant presentation materials (e.g., power point, handouts, links, and tools). You are required to include a 5-10 minute experiential component.
   
   E. The group will be required to speak on the specifics of the populations (for example, use with children who have anxiety, etc.) the theory is most applicable with, and how it applies to these populations.

2. **Individual Students’ Literature Review Paper, Taskstream (100 points)**

   Students will complete a literature review paper on a theory of their choice as applied to counseling. This paper will include, but is not limited to: discussing the theory foundations, theorists associated with the theory, clinical interventions associated with the theory, application of the theory specifically to children, adolescents, and families, controversy about the theory, etc. Please use at least 10 references and cite material from your text. Also included in this paper: Students will create a case study applying the chosen approach(s) to a fictitious child/adolescent/family. Specifically, the service process will involve applying the I CAN START model from your book. This assignment should be in APA style and about 15 pages in length, with cover page and references. Students will be expected to speak to all CACREP standards as outlined in the Taskstream rubric as they review the service process. We will discuss in class, and I will schedule times individually in small groups to help you with your presentations and this paper.
3. **Article Review (50 points)** Students will be required to complete a 3-5 page review of a journal article that addresses a topic related to counseling youth. I will assign the article to you the first night of class. The paper should be double-spaced, and in APA style. The review should include a) a brief summary of the counseling intervention being reviewed, b) how you would apply the interventions with clients in practice in your setting, and c) a critique of the articles, in which the writer assesses the information learned from the article and evaluates the topic based on its relevance for today’s clinical mental health or school counseling field - reference to and incorporation of recommended readings, class lectures and discussions are encouraged, but will be regarded as secondary (and supplemental material) to your critique of the required reading. Grading will be based on the aforementioned portions of the paper, demonstration of the student’s familiarity with and understanding of the selected topic, ability to formulate and present a thoughtful, focused, and clinically relevant position, and clarity in writing.

4. **Midterm and Final (50 points each; 100 Total)**
Students will complete a multiple-choice midterm and final in class.

5. **Individual Students’ Class Participation (50 points possible)**
All students are expected to participate in each class. If you cannot be in class please email me and let me know. All classes will be recorded and posted on blackboard for your convenience. Failure to participate will result in a reduction on the final grade.

**GRADING (400 points possible)**
Grades will be based on total points and earned according to the following scale:
- **A** = 90 – 100%
- **B** = 80 – 89%
- **C** = 70 – 79% FAILING GRADE
- **D** = 60 – 69%
- **F** = 59% and below

**Assignments, Exams, and Grading Policy**
Late assignments will be penalized one letter grade for each day they are tuned in late. If you will be absent on the due date for an assignment, it must be turned in to the instructor prior to class.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Assignments</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Introductions; Review of syllabus; Form groups; Developmentally Informed Youth Counseling, early childhood development</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Systematically Informed Youth Counseling, active learning, family/culture, parental alienation, Expressed emotions</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Individual Counseling Foundations, the counseling process, bullying and Sexting, transference and countertransference, behavioral management</td>
<td>Chapter 3 ARTICLE ASSIGNMENT DUE</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Ethical and Legal Foundations, emancipation, HIPAA and FERPA, Documentation, mandated reporting, Collaborating with community agencies</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Counseling Theories Applied to Youth Counseling, what are evidence based interventions. Mandated reporting</td>
<td>Chapters 5, 6, 7</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Expressive art therapy, Play Therapy, interpreting/analysis of Children's drawings, and Creative Arts Counseling</td>
<td>Chapter 8</td>
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<tr>
<td>7</td>
<td>7</td>
<td>Conceptualizing Young Clients’ Situations and Directing Counseling, Human Trafficking</td>
<td>Chapter 9</td>
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<tr>
<td>8</td>
<td>8</td>
<td>Mid-term</td>
<td>No Class</td>
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<tr>
<td>9</td>
<td>9</td>
<td>Youth Suicide, Self-Injury, and Homicide</td>
<td>Chapter 10</td>
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<td>Substance Abuse</td>
<td>Chapter 16</td>
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<td>10</td>
<td>10</td>
<td>Family-Related Transitions and Struggles Academic and Social-Emotional Transitions and Struggles,</td>
<td>Chapter 11</td>
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<td>Chapter 12</td>
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<td>11</td>
<td>11</td>
<td>Trauma Neurodevelopmental and Intellectual Impairements Disruptive Behavior Problems</td>
<td>Chapter 13</td>
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<td>Chapter 14</td>
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<td>12</td>
<td>Abuse and Trauma, bilateral and binaural stimulation, EMDR, clinical hypnosis, sound therapy, neuro-meditation. Be sure your final case study paper is posted to Taskstream. Chapter 15</td>
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<tr>
<td>13</td>
<td>Youth Anxiety, neuro-meditation, Koru Mindfulness, Hearthemath. High fidelity Wraparound. Chapter 17 Chapter 18</td>
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<tr>
<td>14</td>
<td><strong>Group Presentations 1&amp;2</strong> Presentations</td>
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<tr>
<td>15</td>
<td><strong>Group presentations 3 &amp; 4</strong> Presentations</td>
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<tr>
<td>16 Final</td>
<td><strong>Final</strong> Final</td>
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</tbody>
</table>

** All handouts and additional readings will be emailed or posted in Blackboard ** Schedule is subject to change.

Course Polices

**Attendance**

It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion **greatly** contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.

**Academic Conduct**

A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense. Please review department plagiarism policy for more detail.

**Statement on Academic Dishonesty (Official YSU Policy)**

*Academic Dishonesty:* Please refer to student handbook, noting sections on plagiarism and dishonesty. Failure to comply with these standards may result in an “F” for the course.
Americans with Disabilities Act Statement (Official YSU Policy)

**Americans with Disabilities Act:** Anyone requiring special adaptations or accommodations should inform the instructor as soon as possible. In accordance with University procedure, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the office of Equal Opportunity and Disability Services at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Disability Services' (330-941-1372) intake procedure.

**Students with Disabilities:**
In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center Room 2082. You can reach CSP Disability Services at 330-941-1372.

Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)

**Candidate Disposition Alert Process:** The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

**Dispositions**

The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. **Collaborative:** Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. **Inclusive:** Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. **Professional:** Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

Incomplete Grade Policy (Official YSU Policy)

An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements,
the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

- Spring semester incompletes - by Sept. 1
- Summer incompletes - by October 1
- Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

**NAF Guideline**

A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website

**Problematic Behaviors**

The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use During Class**

Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

**YSU Statement of Non-Discrimination**

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit YSU's ADA Accessibility Site for contact information for persons designated to handle questions about this policy.
YSU E-Mail (Common University E-Mail)

Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.
Recommended Readings


Youngstown State University
Department of Psychological Sciences and Counseling
Practicum: Student Affairs & College Counseling
COUN 7004 / 3 S.H.
TERM

Class Meetings:
Instructor:
Contact Info:
Office Hours:

Catalog Description:
This course will provide an orientation to the student services division, as well as offering students the opportunity to gain experience in a higher education setting. The program component will include individual and group supervision, as well as supervised field experience.

Prerequisites: None

Required Texts:
- Chronicles of Higher Education – purchase a 12-month subscription online or paper at (http://chronicle.com/section/Home/5/)
- Peer-reviewed journal articles and additional chapters from other texts (e.g., Student Success in College; Student Services: A Handbook for the Profession), which will be provided to each student.

General Purpose:
Practicum is one of the most important and unique courses within the Student Affairs program. It is designed to provide a blend of practical experience in a setting similar to that in which the student expects to be employed. Within this context, the site supervisor provides on-site supervision, and the university instructor provides individual/group processing of the experience. Practicum supervision is designed to complement the course to which it is attached. The university instructor determines the final Practicum grade with input from the site supervisor.

Methods of Instruction:
Lecture, discussion, student presentations, case studies, and on-site experience

CACREP 2016: SECTION 2: Professional Counseling Identity

- Student applies essential interviewing, counseling, and case conceptualization skills (CACREP 2016 Standards 2.F.5.g)
CACREP 2016: College Counseling and Student Affairs Standards

**Contextual Dimensions**

- Understanding current trends in higher education and the diversity of higher education environments (CACREP 2016 Standards for CCSA E.2.G.);
- Understanding policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings (CACREP 2016 Standards for CCSA E.2.L.);
- Understanding legal and ethical considerations specific to higher education environments (CACREP 2016 Standards for CCSA E.2.P.).

**PRACTICE**

- Initiating collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings (CACREP 2016 Standards for CCSA E.3.A.);
- Implementing strategies to assist individuals in higher education settings with personal/social development (CACREP 2016 Standards for CCSA E.3.B.);

**Task Stream (ALL Counseling Students):**

**Taskstream (Counseling Students):** All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of school counseling candidates in each course. This is essential for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Task Stream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

In this course, Program Critique has been identified as the “Task” in COUN 7004. The completed assignment must be submitted through Task Stream by all Counseling students.
Course Responsibilities

A. Practicum Instructor
- To approve the practicum site

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC &amp; SA E.2.l.</td>
<td>Understanding policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings</td>
<td>Candidate presents minimal, irrelevant or biased for policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings.</td>
<td>Candidate presents general information regarding the policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings.</td>
<td>Candidate presents and analyzes a comprehensive amount of information regarding the policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings.</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding the policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings.</td>
<td></td>
</tr>
<tr>
<td>CC &amp; SA E.2.g.</td>
<td>Understanding current trends in higher education and the diversity of higher education environments.</td>
<td>Candidate presents minimal, irrelevant or biased for current trends in higher education and the diversity of higher education environments.</td>
<td>Candidate displays general knowledge of current trends in higher education and the diversity of higher education environments.</td>
<td>Candidate displays specific understanding of current trends in higher education and the diversity of higher education environments.</td>
<td>Candidate exceeds all expectations for critically analyzing current trends in higher education and the diversity of higher education environments.</td>
<td></td>
</tr>
</tbody>
</table>

- To approve the schedule/duties/responsibilities developed by the practicum student and site supervisor
- To consult with the site supervisor regarding the student progress
- To conduct group supervision (group class)
- To conduct two individual supervision meetings with the site supervisor and student at the middle/end of the practicum experience
- To evaluate and submit a grade for the student
- To provide academic course content and supervision designed to enhance the student’s ability to meet practicum objectives and application of academic course content to professional practice.
- **For CC students:** To meet individually with CC student to review a taped interaction.

B. Practicum Site Supervisor
- To approve student placement at site
- To develop, with the practicum student, a schedule which outlines the details of the practicum arrangement and the student’s responsibilities and expectations of the host site
• To provide a minimum of one hour of face-to-face supervision (per 20 hours) designed to enhance the practicum student’s professional development
• To orient the student to the purpose, goals, and operating procedures of the organization
• To facilitate observation of staff and students and assignment of other pre-professional duties as appropriate to the practicum student’s level of ability and knowledge.
• To participate in the evaluation of the student by completing an evaluation form, reviewing it with the student and submitting it to the Instructor at the end of the semester.
• To validate a student’s practicum attendance by signing the contact log form on a weekly bases.
• To provide information to and/or consult with the instructor regarding the student’s progress
• To actively provide opportunities and supervision designed to enhance the student’s ability to meet practicum objectives and application of academic course content to professional practice.

C. Practicum Student
• To participate in a professional experience
• Work with practicum instructor to select approved practicum site. This site is pre-arranged with your practicum instructor and documented in the Fieldwork Agreement document.
• Spend a minimum of 100 hours at an approved practicum site. At least 40% of the hours must be in direct service with students. College counseling students must spend a minimum of 150 hours at an approved practicum site (i.e., diagnosing and treating mental and emotional disorders). At least 40% of the hours must be in direct service with students.
• A log verifying student practicum hours must be signed by the student and the site supervisor and submitted to the university supervisor at the end of the semester.
• To actively engage in the experience and seek opportunities and supervision designed to enhance the student’s ability to meet practicum objectives and application of academic course content to professional practice.
• All practicum students are required to purchase liability insurance and provide proof of purchase prior to collecting hours at your site.
• To engage in site supervision: The student must schedule and meet with the site supervisor for one hour of face-to-face individual supervision per 20 hours at site.
• To participate in university supervision: Practicum students will receive an average of 3 hours of group supervision (or class) every other week in class (i.e., 1.5 hours on average a week).
• To participate in evaluation of professional experience: the site supervisor and university instructor will evaluate Practicum students for on-site work at the end of the semester.
• The candidates are responsible for scheduling at least two meetings between the faculty supervisor, site supervisor, and themselves. The meeting should be scheduled at the beginning and then end of the term.
- Students are also required to have at least two, one hour supervision sessions with their university supervisor and one other student (i.e., triadic supervision).
- To complete all assignments as outlined in this syllabus.

**Course Requirements**

**A. Ascertaining a Practicum Site**
An appropriate site is one where the student can become familiar with a variety of student affairs leadership, programs and services, and activities including direct work with the student population. The site and supervisor allows the student to obtain supervised experience in student and organization development, as well as, interaction with clientele appropriate to their program area (students, prospective students, parents, alumni, faculty, staff, and outside agencies, etc.) and provides the opportunity for participation in a wide range of professional resources and activities. The site should have a supervisor who is available to work with the student, who possesses a degree and/or certifications equivalent to that for which the student is preparing, and who has a minimum of two years of professional experience.

College counseling students need to select a placement (i.e., counseling center) with a licensed professional clinical counselor with supervisor status (LPCC-S). Diagnosing and treatment of mental and emotional disorders is required for the site to be deemed an appropriate placement.

**B. Ascertaining Student Liability Insurance (will be discussed in first class):**
Student affairs students should utilize this site (http://www.ftj.com/EducatorLiability).
College counseling students should utilize this site (https://www.counseling.org/membership/aca-and-you/students)

**C. Participation in Group Supervision (Class)**
- **Participation and attendance:** Professionalism in style and expression is expected in all written work as well as in classroom and pre-professional activities. Students are expected to take an active and responsible part in group/class participation and discussion. Thus, it is expected that students attend each class, complete all reading assignments, prepare and participate in class discussions, complete all written assignments, and other experiences including presentations. Missing class, being tardy, leaving early, and returning late from breaks will directly affect student’s final grade. Participation points will be heavily weighed based on the student’s ability to contribute to class discussions thoughtfully and to integrate course readings and practicum experiences. **Students with more than one unexcused absence will have scores dropped one letter grade.**

- **Assignments:** All readings, papers, and presentations must be completed and submitted by the due date. **Late assignments will receive a lower grade unless other arrangements prior to class.** Late assignments may receive little or no written feedback.
• **Communication:** Students are to check their YSU e-mail account often. Group supervision (class) information and updates will be communicated through this method. All students are responsible for this information.

• **Handouts/ Power Points:** Students are responsible for obtaining class material prior to class.

• **Writing Style:** Papers and citations should be submitted in APA Style (7th edition). Students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language.

• **Civility:** All individuals participating in this course have a responsibility to create and maintain an environment conductive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Students will be expected to respectfully listen to other individuals and share their own opinions and values in a positive, respectful manner. Participants therefore will:
  o Silence cellular phones and refrain from texting during the class.
  o Arrive on time and remain for the duration of the class.
  o Refrain from conducting private conversations in class/on Webex.
  o Refrain from reading material extraneous to the course content and discussion.
  o Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present.

(Adapted from statement on civility, Michael C. Young, 1998 & Holley Belch, 2002)

D. **Completion of Assignments/Projects**

(See assignment appendices for further clarification of all assignments)

1. **Description of Duties and Goals for Practicum Experience**
   • Outline your schedule, duties, and responsibilities of your practicum experience. Provide a thorough list of professional and personal goals you have for your practicum experience. This can be done in an outline or narrative form and should be submitted to Blackboard by the assigned date in the calendar.

2. **Topic Discussions (Part of Participation)**
   • Preparation for topic discussions and the rotating leadership (i.e., facilitation of the class) on the discussion of one or multiple articles from the Chronicles of Higher Education. Students will prepare a minimum of 3 discussion questions to for their assigned topic discussion date. Peers are expected to read the Chronicle of Higher Education prior to coming to class, and come to class prepared to discuss the questions posed by their peer.
3. **Self-Care Assignment**  
   - Over the term, students will be required to develop a self-care plan and write a 6-8 page paper based on their experience of monitoring for self-care and applying the self-care plan. See appendix for more details.

4. **A Programming Critique**  
   - Attend one campus program/activity/function and present a concise critique of the strengths, limitations, and some modifications you would make to that exact program in the future (more details in appendices).

5. **Ethical Case Study/Situation**  
   - Create a brief description of one ethical situation that you encountered during the semester (or one that you may encounter in your practicum or functional area in the future) and prepare discussion questions for your in-class facilitation of discussion. Additional guidelines in appendices.

6. **Tape Presentation for Class Discussion**  
   - Prepare a taped (i.e., audio or video) representation of one student interaction you have done with a student (10 to 15 minutes). For the class discussion prepare the following information for the classroom discussion: how the interaction happened/came about; what was known prior to the interaction; what was the intention of the interaction (goals); evaluation of self; what learning came from the interaction; what style, approach, and theoretical orientation did you take with the student; any component you desire feedback on; and what could of been done differently.

**Class Grading**

A total of **200 points** may be earned in this course as follows:

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<tbody>
<tr>
<td>Direct service evaluation</td>
<td>100 points</td>
</tr>
<tr>
<td>Tape/ Presentation</td>
<td>20 points</td>
</tr>
<tr>
<td>Self-Care Assignment</td>
<td>20 points</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>15 points</td>
</tr>
<tr>
<td>Duties &amp; Goals Outline</td>
<td>10 points</td>
</tr>
<tr>
<td>Topic Discussion</td>
<td>10 points</td>
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<tr>
<td>Program Critique</td>
<td>10 points</td>
</tr>
<tr>
<td>Ethical Case</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200 points</strong></td>
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</table>

**Grading Scale:**

- **A** 200 - 180 points
- **B** 179 - 160 points
- **C** 159 - 140 points
COUN 7004, Fall 2021

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>D</td>
<td>139-120</td>
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<tr>
<td>F</td>
<td>119-0</td>
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</tbody>
</table>

*Note: Students must earn a “B” or above in this class to progress in the program

### Class Schedule

**Tentative Schedule and Assignment Due Dates:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment(s) Due</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Syllabus; Outline for Class; Practicum Site Discussions; Functional Areas in SA</td>
<td><strong>DUE: Proof of Liability Insurance</strong></td>
<td>CHE</td>
</tr>
<tr>
<td>Class 2</td>
<td>Collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings Group Supervision</td>
<td><strong>Topic Discussion: Current trends in higher education and the diversity of higher education environments (Chronicle)</strong></td>
<td>CHE; Komives et al. Chps. 4 &amp; 5(Recommended not required); Reynolds, Chps. 1 &amp; 2; NSCC- 2014 Survey</td>
</tr>
<tr>
<td></td>
<td>Self-care strategies appropriate to the counselor role.</td>
<td><strong>DUE: Description of Duties and Goals for Practicum</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Self-Care Plan and Discussion</strong></td>
<td></td>
</tr>
<tr>
<td>Class 3</td>
<td>Relevant Helping Theories; Multicultural Competency &amp; Advocacy Competency; Strategies to assist individuals in higher education settings with personal/social development Group Supervision</td>
<td><strong>Topic Discussion: Current trends in higher education and the diversity of higher education environments (Chronicle)</strong></td>
<td>CHE; Komives et al. Chp 6 (Recommended not required); Reynolds, Chp. 4 &amp; 5</td>
</tr>
<tr>
<td>Class 4</td>
<td>Ethical Standards and Principles in SA and CC Group Supervision</td>
<td><strong>Topic Discussion: Current trends in higher education and the diversity of higher education environments (Chronicle)</strong></td>
<td>CHE; Reynolds, Chps. 3; Janosik et al., 2004; ACA Code of Ethics; NASPA PC; &amp; ACPA Statement of Ethical</td>
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<td></td>
<td></td>
<td>Ethical Scenarios</td>
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</tr>
<tr>
<td>Class 5</td>
<td>Ethical Standards and Principles in SA and CC Group Supervision</td>
<td><strong>Topic Discussion: Current trends in higher education and the diversity of higher education environments (Chronicle)</strong></td>
<td>CHE; Reynolds, Chp 7; Vecchi, 2009)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethical Scenarios</td>
<td>ACA Code of Ethics; NASPA PC; &amp; ACPA Statement of Ethical</td>
</tr>
<tr>
<td>Class 6</td>
<td>Policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings</td>
<td>Topic Discussion: Current trends in higher education and the diversity of higher education environments (Chronicle)</td>
<td>CHE; Reynolds, Chps. 6 &amp; 8; Student Success reading (Principles of Student Success) (Recommended not required);</td>
</tr>
<tr>
<td>Class 7</td>
<td>Individual meeting with instructor and site supervisor</td>
<td>Taped interaction presentations</td>
<td>DUE: Program Critique; DUE: Self-Care Paper</td>
</tr>
<tr>
<td>Class 8</td>
<td>Supervision in SA &amp; CC; Group Supervision</td>
<td>DUE: End of Semester Paperwork (Contact logs/Evaluations by 12/15)</td>
<td>CHE; Reynolds, Chp. 9 &amp; 10</td>
</tr>
</tbody>
</table>

**Course content is subject to change due to class participants and/or situations.**

**COURSE EXPECTATIONS**

**Academic Conduct:**
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

**Academic Integrity/Honesty Policy:**
- [Academic Integrity/Honesty](#)

**Student Accessibility Policy:**
- [Student Accessibility](#)

Attendance: It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be
counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.

**Civility:** All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Students will be expected to respectfully listen to other individuals and share their own opinions and values in a positive, respectful manner. Participants therefore will:

- Silence cellular phones and refrain from texting during the class.
- Arrive on time and remain for the duration of the class.
- Refrain from conducting private conversations in class.
- Refrain from reading material (print or electronic) extraneous to the course content and discussion.
- Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present.

**Course Evaluation:** You will have the opportunity to evaluate the course and the instructor.

**Counseling Services:** If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

**Candidate Disposition Alert Process (Required for all courses taken by BCLASSE candidates)**

*Candidate Disposition Alert Process:* The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCLASSE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

**Incomplete Grade Policy (Official YSU Policy)**

- [Incomplete Grade Policy](#)
NAF Guidelines.
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website

Participation: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities.

Problematic Behaviors:
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity, and collaboration determined by the BCLASSE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the student's file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.
Technology Use During Class:
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

Writing and Group Presentation Policy:
Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

YSU Statement of Non-Discrimination:
- Statement of Non-Discrimination from the University

YSU E-Mail (Common University E-Mail):
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.
Appendices of Assignment Outlines

Youngstown State University

COUN 7004

Description of Duties and Goals for Practicum Experience

The purpose of this assignment is to encourage you to think critically about your field experiences, to adequately structure your time/experience so that your personal and professional goals are reached, and that you are working/engaging in the appropriate activities throughout the semester. Outline your work schedule, duties you will perform, and the responsibilities you will assume in that department/functional area. You are encouraged to collaborate with your site supervisor on this assignment. Additionally, provide a thorough list of professional and personal goals you hope to accomplish during your practicum experience. This can be done in an outline or narrative form and should be discussed with the instructor and site-supervisor during the individual site visit/supervision meeting. This assignment is to be submitted to Blackboard on the scheduled date in the course calendar.
Youngstown State University

COUN 7004

Self-Care Assignment

Students will monitor current self-care habits for a week by exploring different areas of their lives (physical, essential, social, coping, creative, etc.), and by documenting areas where they struggle. Various formats (e.g., a journal, tables, graphs, etc.) can be used to depict these patterns. This task will allow candidates to gain awareness of areas that may require improvement. Students will then create a self-care plan that includes wellness goals. Student’s plans should detail potential obstacles, and ways to overcome the obstacles. Once the plan is developed, candidates will actively engage in the chosen self-care activities and document their progress using the format of their choice. Students will describe their experiences engaging in their self-care plan (e.g., what worked, what did not work, what was improved upon, what still needs work). Students should also incorporate 2-3 research articles into their paper. Students will reflect on why self-care is important based on research, their personal opinion and experiences, and the effectiveness of their chosen activities. Please be sure to answer the following questions in your paper:

- Why is self-care important? (be sure to address how a lack of self-care can impact one’s professional practice and lead to ethics violations)
- What are my self-care weaknesses and strengths?
- What goals do I have for myself related to areas of improvement? What is my overall wellness plan?
- What self-care activities will I engage in specific to my goals?
- What are potential obstacles, ways to overcome these obstacles, and strategies I can utilize for completing my goals?
- What was my experience like? (e.g., what helped; what didn’t help; how did I grow; what did I learn)

Potential resources to use in developing your self-care plan:

This assignment is to be submitted to Blackboard on the scheduled date in the course calendar.
Youngstown State University

COUN 7004

Program Critique Outline

The purpose of this assignment is to increase critical thinking skills in providing, implementing, and evaluating university programming for students. This assignment is to be submitted to Blackboard on the scheduled date in the course calendar. Please provide the following material in your concise critique of the program you attended.

- Program description
- Intention/goals of the program (including the rationale for that program)
- How you assume (or know) those goals were to be evaluated
- Identify how this program was able to assist individuals in higher education settings with personal and/or social development
- Identify how this program could relate to current trends in higher education and the diversity of higher education environments.
- Supplemental programs that work with this program
- Policies addressed (or that could be addressed) within the program
- Additional services that could be supplemental to the program
- Overall strengths of the program
- Overall limitations of the program
- Modifications you would make to future programs (to ensure equitable and responsive needs of the individuals participating)
Youngstown State University

COUN 7004

Ethical Case Presentation Outline

The purpose of this assignment is to increase critical thinking skills in the area of ethics in your functional area. Please provide the class with at least one ethical situation that you encountered during the semester (or one that you may encounter in your practicum or functional area in the future). You will provide a brief description of the situation and create a minimum of 3 discussion questions to guide discussion/provide feedback on your chosen ethical situation.
Youngstown State University

COUN 7004

Tape - Case Presentation Outline

The purpose of this assignment is to increase awareness, knowledge, and skills around interacting with students in a meaningful and intentional way. Please prepare a taped (i.e., audio or video) representation of one activity you have done with a student (i.e., 10 to 15 minutes). Remember that you will need to have the student sign a release form (attached in next section). For the class discussion please prepare the following information:

Student Affairs students please provide the following information:

- How the interaction happened/ came about?
- What was known about the student prior to the interaction?
- What was the intention of the interaction (goals)?
- What style, approach, and theoretical orientation did you take with the student?
- What learning came about from this interaction (i.e., on the student’s behalf and in you)?
- What initiatives, goals, or referrals were made?

- What do you desire feedback on concerning the interaction?
- What would you have done differently?
- Evaluation of performance.

College Counseling students please provide the following information:

- Presenting problem (reason for seeking counseling);
- Relevant Mental Status Examination (MSE) results (e.g., appearance, mood, judgment, insight, thought process and thought content, etc.);
- History (i.e. medical, psychosocial, family, substance);
- Client strengths and resources;
- Diagnostic impression;
- Treatment Plan (i.e., short and long term goals); and
- Prognosis/ Recommendations.

- What do you desire feedback on concerning the interaction?
- What would you have done differently?
- Evaluation of performance.
### Audio/ Video Authorization Form

I, the undersigned, authorize the video/audio recording of my interaction/ my session/ and/or the attended workshop with the following student affairs student. I understand that the recorded sessions will be used only for the purpose counselor training and supervision. That is, other students enrolled in the Practicum/Internship course may observe and evaluate the student’s skill and provide constructive feedback. I further understand that only the Faculty Supervisor and Practicum/Internship class members will view any recorded interactions/ sessions/ and/or workshops. I understand that all tapes will be destroyed at the completion of the semester.

If you are willing to participate in the taped interaction, please sign the authorization below.

Please do not hesitate to contact the student affairs student should you have further questions or comments.

Thank you very much for your consideration.

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<th>Name:</th>
<th>Signature:</th>
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<td>Date:</td>
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<table>
<thead>
<tr>
<th>SA &amp; CC Student:</th>
<th>Signature:</th>
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<tbody>
<tr>
<td>Date</td>
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Department of Psychological Sciences and Counseling
Student Affairs
Fieldwork Training Agreement

This agreement is for the purpose of stipulating the details of the practicum and internship experiences planned for

for __________________________ to be completed at __________________________.

Practicum Student/Intern’s Name / Banner ID Name of Site

The practicum/internship is expected to begin ________ semester, 20____ and be completed during ________ semester, 20___ and will involve a total of ______ clock hours of work to be completed by the intern.

The Counseling Program assigns a University Faculty Supervisor to work with the student and Fieldwork Site Supervisor throughout the duration of the fieldwork experience. The following individuals are identified in these supervisory roles:

In accepting this assignment the intern agrees to:

1. Adhere to the policies, rules, standards, schedules, practices and procedures of the student affairs fieldwork site and the university.
2. Immediately consult with the faculty supervisor regarding any problems with the internship site or changes that would affect the internship, prior to discussing any issues with site supervisor. Consumer related problems should immediately be directed to the site supervisor.
3. Review and adhere to professional ethical standards (ACA, ACPA, NASPA, etc.) prior to beginning the field placement assignment and to review and adhere to other ethical standards deemed appropriate by the site and academic supervisors.
4. Identify self to students and staff as a practicum student/intern.
5. Provide the site supervisor with final evaluation forms, and the hours that the supervisor must sign off on at least two-three weeks prior to the end of the semester. Ultimately it is the student’s responsibility to provide these forms to the site supervisor and ensure that these forms are completed and turned in on time.
6. Complete practicum/internship hours in activities assigned by the University Faculty Supervisor and the Fieldwork Site Supervisor.
7. Adhere to the tardiness /attendance policies, and the dress code policies of the field-placement site.
8. Maintain professional liability insurance throughout the duration of the fieldwork experience.

Additionally, in accepting this assignment the intern understands that:
1. Understand that if violations of the (a) YSU Student Code of Conduct, (b) items described in this agreement, (c) professional ethical or legal standards, or (d) regulations outlined in the Field Placement Handbook occur, then disciplinary actions and/or dismissal from the program may result. Any legal or ethical violation or inappropriate conduct deemed detrimental to the site placement, students, staff, or YSU will result in dismissal from the practicum or internship and an assigned grade of an “F” will be given.

2. If any of the above violations occur, the Fieldwork Coordinator/University Faculty Supervisor will be required to document this information and during investigation of this violation, the practicum student/intern will not be allowed to accrue hours or have any contact with students at a field placement site.

The Counseling Program faculty will assign a faculty supervisor to work with the student and site supervisor throughout the duration of the fieldwork experience.

The faculty supervisor agrees to:

1. Maintain regular contact with the student and the fieldwork site including regular on-site visits to monitor the student’s progress in meeting the objectives of the field placement.
2. Be available for consultation concerning matters related to the field placement.
3. Provide regularly scheduled sessions on campus for the purpose of group supervision.
4. Review the student’s activity and supervision logs and other written material required and provide the student feedback on these.
5. Be responsible for assigning the final grade for the field placement after consulting with the site supervisor and evaluating all other pertinent materials (e.g., syllabus criteria).

The student affairs fieldwork site supervisor agrees to:

1. Provide the practicum student/intern with an orientation to the setting’s policies, rules, ethical and other standards, schedules, practices and procedures.
2. Provide opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with students.
3. Provide a minimum of one-hour individual, face-to-face supervision each week for the practicum student/intern. Supervision must be related to the student’s professional development rather than exclusively task related.
4. Provide University Faculty Supervisor with written evaluation of observations of practicum student/intern using form provided by Fieldwork Coordinator.
5. Conduct a formal evaluation of the practicum student/intern’s performance at the conclusion of each academic semester in conference with the student and the University Faculty Supervisor and to provide a written evaluation of the intern.
6. Provide a suitable work area, supplies and equipment, as needed for the practicum student/intern to perform successfully.
7. Provide supervision in the areas of administrative functions, professional skills, counseling and guidance skills and personal and professional growth
   a) It is understood that the Student Affairs practicum student/intern may be gradually exposed to these activities through shadowing and observation until such time that the supervisor believes that the student is developmentally ready to engage in supervised independent activities.
b) It is understood that the practicum student/intern must have a total of 40% of his/her documented fieldwork experience in direct/face to face contact with students or other student affairs/higher education professionals.

The fieldwork site supervisor assigned for this field placement is________________________ whose position in at the site is________________________, and who works in the department/program ______________________________________________.  
Site supervisor phone:_________________________  e-mail: __________________________  
Address:____________________________________________________________________________

Site supervisors should have a minimum of a master’s degree in counseling / student affairs or a related profession with equivalent qualifications, including appropriate certifications and/or licenses; a minimum of two years of pertinent professional experience in the program area in which the student is enrolled; knowledge of the program’s expectations, requirements, and evaluation procedures for students; and relevant training in supervision (CACREP, 2009).

**On the attached form, please complete the practicum or internship student’s “position description” and return it with this agreement form.**

The undersigned agree to the terms stated in this agreement.

It is further agreed by the undersigned that the Department of Counseling and Special Education at Youngstown State University or the fieldwork site may terminate this field placement if the student’s physical and/or mental health status and/or behavior is considered detrimental to staff, students or functioning at the placement site.

Student: ___________________________ Date: __________________

Fieldwork Supervisor:_________________________ Date: __________________

Field Placement Coordinator:_________________________ Date:__________________

Student’s phone numbers: ______________________________________

Student’s Banner ID Number: _________________________________
Name: ________________________________

Week of: ________________________________

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<tr>
<th></th>
<th>Hours</th>
<th>Direct Hrs</th>
<th>Indirect Hrs</th>
<th>Brief Description of Activities</th>
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<td>Week Totals</td>
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Student Signature: ________________________________ Date: ________

Site Supervisor Signature: ________________________________ Date: ________
Youngstown State University  
Student Affairs & College Counseling  
Fieldwork Log - Semester

Graduate Student: ____________________________
Academic Supervisor: ____________________________
Site Supervisor: ____________________________
Practicum/Internship Site: ____________________________

<table>
<thead>
<tr>
<th>Week Dates</th>
<th>University Supervision Hours</th>
<th>Group/Class Supervision Hours</th>
<th>Direct Service Hours</th>
<th>Indirect Service Hours</th>
<th>Site Supervision Hours</th>
<th>Total Fieldwork Hours</th>
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Total Hours

Note: 40% of your practicum/internship time must be in DIRECT service activities. Total hours for practicum experiences must be a minimum of 100 hours (150 for CC students) and internship must be a minimum of 600 hours.

Students are responsible for submitting this form with all signed weekly log forms to the University Supervisor at the end of the semester. Please keep a copy of all forms for your personal records.

23
Department of Psychological Sciences and Counseling  
Student Affairs and College Counseling  
Practicum/Internship Student Evaluation of Site/Supervisor  
Supervisee_________________________________________ Date __________________________

Practicum / Internship (circle one) Dates of field placement ____________________________

Field Placement Site ___________________________ Site Supervisor____________________

Please complete this form at the end of your practicum/internship experience at each site. This evaluation is for the purpose of providing feedback to the Department of Counseling and Special Education regarding student perceptions of the fieldwork experience. This instrument is designed as a guide to facilitate the sharing of the most significant perceptions and impressions, which occur throughout the fieldwork experience. As a graduate student and a pre-professional student development specialist, you are urged to complete this instrument completely and honestly.

Please rate the following criteria regarding your site and supervisor using the following scale:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>5- Very satisfactory</td>
<td>4- Moderately satisfactory</td>
</tr>
<tr>
<td>2- Very unsatisfactory</td>
<td>1- Not Applicable</td>
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</tbody>
</table>

The Student Affairs Setting/Site

<table>
<thead>
<tr>
<th>Rating</th>
<th>Criteria</th>
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<td></td>
<td>Comments</td>
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|                                |
|-----------------|--------------------------------------------------------------------------|
| Amount of on-site supervision |                                |
| Relevance of experience to career goals |                                |
| Exposed trainee to and communication of site goals |                                |
| Exposed trainee to and communication of site policies/regulations/procedures |                                |
| Exposed trainee to professional roles and functions within the setting |                                |
| Exposed trainee to information about community and campus resources |                                |
| Provided administrative support for the site |                                |
| Provided appropriate supervisee office space and working conditions |                                |
| Appropriately supported by site and supervisor of the supervisee |                                |
| Treated with respect |                                |
Provided sufficient interaction with other higher education professionals

Attached sufficient importance to your fieldwork placement

<table>
<thead>
<tr>
<th>Rating</th>
<th>Criteria</th>
<th>Comments</th>
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<tbody>
<tr>
<td></td>
<td>Adequately oriented you to the division/department</td>
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<td></td>
<td>Improved trainee’s capacity to work with people as a higher education professional</td>
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<td></td>
<td>Acquainted trainee with resources available at the college/university</td>
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<td></td>
<td>Increased trainee’s knowledge of specific divisions in higher education</td>
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<td></td>
<td>Satisfied with the amount and kind of higher education activities to which trainee is assigned</td>
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<td></td>
<td>Observed or discussed the process and application of student development theory in practice</td>
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<td></td>
<td>Observed or discussed appropriate knowledge and application of appropriate professional ethics in practice</td>
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<td></td>
<td>Observed or discussed appropriate knowledge and application of legal issues in practice</td>
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</table>

Professional Experiences Provided

<table>
<thead>
<tr>
<th>Rating</th>
<th>Experiences</th>
<th>Comments</th>
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<tbody>
<tr>
<td></td>
<td>Counseling</td>
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<td>Consultation</td>
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<td></td>
<td>Advising student groups</td>
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<td></td>
<td>Advising individual students</td>
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<td></td>
<td>Campus Presentation</td>
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<td>Conference Presentation</td>
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<td>Professional Development Training</td>
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<td>Staff Meeting</td>
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<td>Program Implementation</td>
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<td></td>
<td>Crisis /Conflict Management</td>
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<td>Referrals</td>
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<td></td>
<td>Teaching/Training</td>
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<td></td>
<td>Supervision Meetings</td>
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<td>Administrative Duties</td>
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<td>Program Planning</td>
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<td>Research</td>
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<td></td>
<td>Assessment and Evaluation</td>
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<td></td>
<td>Professional Development</td>
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</table>
Supervisee Evaluation of Site Supervisor:

<table>
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<tr>
<th>Rating</th>
<th>Experiences</th>
<th>Comments</th>
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<tbody>
<tr>
<td></td>
<td>Explained his/her role as my supervisor</td>
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<td></td>
<td>Made me feel at ease with the supervisory process</td>
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<td></td>
<td>Gave me feedback about my role as a professional that was accurate and that I could use</td>
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<td></td>
<td>Modeled appropriate counseling techniques when necessary.</td>
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<td>Encouraged membership in professional organizations.</td>
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<td></td>
<td>Discussed and modeling appropriate professional behaviors.</td>
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<td></td>
<td>Supervision sessions encouraged personal and professional growth.</td>
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<td>Served as an appropriate professional role model.</td>
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<td></td>
<td>Was committed to role as a supervisor.</td>
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<td></td>
<td>Was concerned with my professional growth.</td>
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</table>

Comments: Include any suggestions for improvements in the experiences you have rated moderately (3) or very unsatisfactory (2).

Based on your practicum/internship experience, select one of the following statements:

_____ I wholeheartedly recommend this site for future students
_____ I recommend this site for future students.
_____ I recommend this site, with reservations, for future students.
_____ I do not recommend this site for future students.

Please explain your statement.
Department of Psychological Sciences and Counseling
Student Affairs

Evaluation Forms - Internship
Supervisor's Evaluation of Intern

Student’s Name __________________________ Placement Dates ____________________
Date ____________________ Placement Supervisor ____________________
University Supervisor ____________________ Place Site ____________________
Title ____________________ Title Supervisor ____________________
Professional Degree ____________________ Professional Degree ____________________

<table>
<thead>
<tr>
<th>I. General Rating of Student’s Performance</th>
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<tbody>
<tr>
<td>4 = Outstanding</td>
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<tr>
<td>1. Sensitivity to needs of others</td>
</tr>
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<td>2. Awareness and respect for cultural differences</td>
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<tr>
<td>3. Flexibility</td>
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<td>4. Ability to work independently</td>
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<td>5. Assumption of responsibility</td>
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<tr>
<td>6. Ability to communicate verbally</td>
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<td>7. Ability to communicate non-verbally</td>
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<td>8. Ability to communicate in written form</td>
</tr>
<tr>
<td>9. Recognition of standards other than one's own</td>
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<tr>
<td>10. Ability to establish and maintain productive relationships with students</td>
</tr>
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<td>11. Ability to establish and maintain productive relationships with staff</td>
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<tr>
<td>12. Ability to establish and maintain productive relationships with supervisors</td>
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<tr>
<td>13. Ability to learn about the use of university resources</td>
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<td>14. Ability to learn about and use community resources</td>
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<tr>
<td>15. Ability to work with the student services program</td>
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<td>16. Ability in problem solving with individuals to</td>
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<tr>
<td>a. obtain the necessary facts</td>
</tr>
<tr>
<td>b. help identify the problem</td>
</tr>
<tr>
<td>c. help identify solutions</td>
</tr>
<tr>
<td>d. provide supportive services</td>
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<tr>
<td>e. help students work through difficulties</td>
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<tr>
<td>17. Ability to work with groups to</td>
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<tr>
<td>a.</td>
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<tr>
<td>b.</td>
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<tr>
<td>c.</td>
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<td>d.</td>
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<td>e.</td>
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18. Maintains appropriate personal characteristics in
   |   |
   | a. appearance |
   | b. personal impression |
   | c. speech |
   | d. physical health |
   | e. mental health |
   | f. self-control |
   | g. adaptability |
   | h. tolerance for differences |
   | i. reliability |
   | j. judgment |
   | k. tact |

Students application of essential interviewing, counseling, and case conceptualization skills (based upon an overall evaluation of the student).

Students demonstrate counselor characteristics and behaviors congruent with those that positively influence the counseling process.

Comments:

II. Ratings for Specific Activities and Responsibilities:
   In the spaces provided below, please list the activities assigned to the student intern and rate them accordingly. 4=Outstanding 3=Good 2=Fair 1=Poor NA=Not Applicable

| 1. |   |
| 2. |   |
| 3. |   |
| 4. |   |
| 5. |   |
III. Please give a short statement of your judgment of the intern as a prospective Higher Education Student Services professional. You may wish to note specific strengths or limitations that may not be sufficiently explained in preceding items.

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IV. Would you recommend this intern if there were an available position in your professional area for an employee with a graduate degree?

Explain:

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V. On a scale of 1-100, with 100 representing flawless overall performance, please rate the student ______. Note: This will represent 50% of the student's final grade.

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Student Intern Signature  
_____________________________  Date __________

Site Supervisor Signature  
_____________________________  Date __________

University Supervisor Signature  
_____________________________  Date __________
Youngstown State University
Department of Psychological Sciences and Counseling
Internship: Student Affairs & College Counseling
COUN 7005 / 6 S.H.
Term

Class Meetings:
Instructor:
Contact Info:
Office Hours:

Prerequisites: COUN 6900, 6962, 7004, and 7026.

Class Meeting – Place/Time:

Required Text:
Chronicle of Higher Education
Chronicle of Higher Education Homepage - CLICK HERE
1-year digital subscription ($96.00); You may already have subscribed to The Chronicle but if not we will use this as a regular source of current trends and research going on within higher education. The Chronicle also hosts job postings for thousands of higher education jobs both nationally and internationally. (Required for 1st and 2nd semester students)

CAS Individual Self-Assessment Guide (SAG) - CLICK HERE
Obtained from www.cas.edu ($45.00)
See description below Assignment #5

Supplemental Texts (Not Required):

In addition, articles, evidence-based readings, and case studies will be provided throughout the class.

Catalog Description
This course will provide a seminar and supervised field experience for student affairs and college counseling interns. The internship seminar is designed to promote the integration of counseling theory and practitioner experiences for students in the Student Affairs and College Counseling track. Furthermore, the seminar is intended to help students prepare for the transition to a professional student affairs and college counseling position following completion of the degree.

General Purpose
Internship is one of the most important and unique courses within the Student Affairs and College Counseling track. It is designed to provide a blend of practical experience in a university/college setting similar to that in which the student expects to be employed. Within this context, the site supervisor provides on-site supervision and the university instructor provides individual/group processing of the experience. The course instructor with input from the site supervisor and university faculty supervisor determine the final course grade.

CACREP 2016: College Counseling and Student Affairs Standards

Contextual Dimensions

- Understanding roles and settings of college counselors and student affairs professionals (CACREP 2016 Standards for CC & SA 2A)
- Understanding roles of college counselors and student affairs professionals in relation to the operation of the institution’s emergency management plan, and crises, disasters, and trauma (CACREP 2016 Standards for CC & SA 2B);
- Understanding roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions (CACREP 2016 Standards for CC & SA 2C);
- Understanding current trends in higher education and the diversity of higher education environments (CACREP 2016 Standards for CC & SA 2G);
- Understanding organizational culture, budgeting and finance, and personnel practices in higher education (CACREP 2016 Standards for CC & SA 2H);
- Understanding environmental, political, and cultural factors that affect the practice of counseling in higher education settings (CACREP 2016 Standards for CC & SA 2I);
- Understanding the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education (CACREP 2016 Standards for CC & SA 2J);
- Understanding influence of learning styles and other personal characteristics on learning (CACREP 2016 Standards for CC & SA 2K);
- Understanding policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings (CACREP 2016 Standards for CC & SA 2L);
- Understanding unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students (CACREP 2016 Standards for CC & SA 2M);
- Understanding higher education resources to improve student learning, personal growth, professional identity development, and mental health (CACREP 2016 Standards for CC & SA 2N);
- Understanding professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings (CACREP 2016 Standards for CC & SA 2O) and
- Understanding legal and ethical considerations specific to higher education environments (CACREP 2016 Standards for CC & SA 2P).

PRACTICE
• Initiating collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings (CACREP 2016 Standards for CC & SA 3A);
• Implementing strategies to assist individuals in higher education settings with personal/social development (CACREP 2016 Standards for CC & SA 3B);
• Implementing interventions related to a broad range of mental health issues for individuals in higher education settings (CACREP 2016 Standards for CC & SA 3C);
• Implementing strategies for addiction prevention and intervention for individuals in higher education settings (CACREP 2016 Standards for CC & SA 3D); and

• Using multiple data sources to inform programs and services in higher education settings (CACREP 2016 Standards for CC & SA 3E).

Methods of Instruction:

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CC &amp; SA 3A</strong></td>
<td>Demonstrates the skills necessary to promote the academic, social, and career success of individuals in higher education settings.</td>
<td>Candidate presents minimally the skills necessary to promote the academic, social, and career success of individuals in higher education settings.</td>
<td>Candidate presents general information regarding the skills necessary to promote the academic, social, and career success of individuals in higher education settings.</td>
<td>Candidate presents and analyzes a comprehensive amount of information regarding the skills necessary to promote the academic, social, and career success of individuals in higher education settings.</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding the skills necessary to promote the academic, social, and career success of individuals in higher education settings.</td>
<td></td>
</tr>
<tr>
<td><strong>CC &amp; SA 3A</strong></td>
<td>Collaborates with the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings.</td>
<td>Candidate does not demonstrate an example of collaborating with the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings.</td>
<td>Candidate presents an example of collaborating with the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings.</td>
<td>Candidate demonstrates an appropriate example of collaborating with the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings.</td>
<td>Candidate exceeds all expectations for demonstrating collaborating with the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings.</td>
<td></td>
</tr>
<tr>
<td><strong>CC &amp; SA 2I</strong></td>
<td>Addresses environmental, political, and cultural factors that affect the practice of counseling in higher education settings.</td>
<td>Candidate displays minimal, stereotypical, or irrelevant application of addressing environmental, political, and cultural factors that affect the practice of counseling in higher education settings.</td>
<td>Candidate displays general application of addressing multicultural counseling issues as they relate to environmental, political, and cultural factors that affect the practice of counseling in higher education settings.</td>
<td>Candidate displays specific skills in application of addressing environmental, political, and cultural factors that affect the practice of counseling in higher education settings.</td>
<td>Candidate exceeds all expectations for applying addressing environmental, political, and cultural factors that affect the practice of counseling in higher education settings.</td>
<td></td>
</tr>
</tbody>
</table>

Supervision, student presentations, case studies, and on-site experience
**Internship Site**

**Student Affairs Students:** An appropriate site is one where the student can focus on a particular functional area of student affairs services and activities including direct work with the student population. It allows the student to obtain supervised experience in organization development and interaction with clientele appropriate to their program area (students, prospective students, parents, alumni, faculty, staff, and outside agencies, etc.) and provides the opportunity for participation in a wide range of professional resources and activities. The site should have a supervisor who is available to work with the student, who possess a degree and/or certifications equivalent to that for which the student is preparing, and who has a minimum of two years of professional experience. The university instructor must approve all internship sites. Sites must be approved the previous semester and prior to collection of internship hours by the internship coordinator.

**College Counseling Students:** College counseling students need to select a placement (i.e., counseling center) with a licensed professional clinical counselor with supervisor status (LPCC-S). Diagnosing and treatment of mental and emotional disorders is required for the site to be deemed as an appropriate placement. Please refer to the College Counseling Handbook for specific details about paperwork, placement, evaluation, and licensure (see appendix). Sites must be approved the previous semester and prior to collection of internship hours by the internship coordinator.

**Faculty Supervisor - Site Supervisor - Candidate Consultation:** The candidates are responsible for scheduling two conferences/meetings between the faculty supervisor, site supervisor, and themselves.

- **The 1st meeting** must be scheduled within the first 2 weeks of the semester, but the meeting itself need not occur during this time period, if approved by the candidate’s faculty supervisor; the **final meeting** should be scheduled prior to the last week of the semester.

- The candidate should consult with his or her site supervisor as to mutual times in their schedules in which they are available to meet together with the site supervisor.

- The candidate should then contact the faculty supervisor, inform him/her of these available times, and schedule the meetings.

- Failure to follow either of these requirements will result in a grade reduction of one letter grade for the semester.

**Meeting with Faculty Supervisor:** Students are also required to have one, one-hour supervision session with their university faculty supervisor. During this meeting, the supervisor must review an audio or video taped session that the student has provided. The faculty supervisor may also choose to do a live observation at the student’s placement site, and then provide supervision. **Failure to meet this objective will result in one letter grade deduction.**

**Problems at the Placement Site:**
• Any problem with the internship must be immediately reported to the internship instructor before bringing it to the attention of the site supervisor or other personnel at the internship site.
• Problems with students/clients should be discussed with the internship instructor.
• Every instance of violence, threats of violence, or issues related to intern safety should immediately be reported to the site supervisor or his/her designee.

Insurance: Each candidate must have a malpractice insurance policy in effect during the entire time enrolled in internship. It is the candidate’s responsibility to secure and maintain this coverage. A copy of the candidate’s proof of insurance coverage is required and should be provided to the candidate’s faculty supervisor during the first week of school regardless of whether the department has this information in your file - candidates’ insurance expires every year and it is your responsibility to renew your insurance and provide this information to your supervisor during the first week of the semester. Failure to comply with this policy with result in the candidate being unable to work or accrue hours at his/her internship until proof of insurance is provided.

• Student affairs students should utilize this site (Professional Liability Insurance - F.T. Jones Homepage).
• College counseling students should utilize this site (Professional Liability Insurance - HPSO Homepage).

Professional experience: Spend a minimum of 300 hours at your internship site each semester (at least 120 hours must be in direct service with students). The final semester hour log verifying your hours must be signed by the university faculty supervisor (Dr. Bruns) and site supervisor and then submitted to the course instructor (Dr. Bruns) between May 3rd – May 7th. It is recommended that you make copies for your files.

• Site supervision: Interns are required to receive face-to-face individual supervision (1 hour per 20 hours on site) from the site supervisor each week.

• Evaluation of professional experience and supervision: Interns will be evaluated for on-site work by the site supervisor and course instructor/academic supervisor at the end of the semester. Students will complete evaluations of the supervision received from their supervisor and evaluations of the site.

Internship Class Assignments

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<tr>
<th>Assignment #1 – Goals for Internship Experience (1st and 2nd Semester)</th>
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Students are expected to list goals to be focused on this semester. Two goals in each of the areas of professional knowledge development, professional skill development, and personal development are to be submitted to the course instructor by the second class and then to the faculty supervisor. These goals will be used in supervision and assessment throughout the class. This assignment will be used in individual supervisions with faculty supervisor.
Interns will submit and update a list of internship expectations and responsibilities (essentially a “position description”) with the internship fieldwork agreement. Please include weekly one-hour meetings with site supervisor on that list, as well as any special program or meeting dates of which the university supervisor may need to be aware.

*Note: Second semester interns should update any changes to their position description from 1st semester.

Through the course of your week you will encounter various experiences on which to reflect and learn. Record of these experiences will help you recall what has been accomplished during your week as well as gain ideas about how to manage future situations. Journal entries should include a descriptive and reflective response describing and reflecting on internship experiences and the significance of these experiences to you. (For example: What are you learning about this functional area? What have you been involved in and what are you learning about yourself as a person and a professional? How would you do things differently? What leadership styles and skills to you see used? How does this influence you? etc…) Reflective journal can be included in your portfolio if you choose. Journal assignments are due by 5:00 pm on Tuesdays when the class does not meet throughout the semester. Journal entries will include 1-2 experiences per entry. Submit entries to Blackboard. Please do not use any identifiable information concerning clients or students (i.e., use terms like client or student).

**Assignment #2 – Position Description: List of expectations and responsibilities (1st and 2nd Semester)**

**Assignment #3 – Reflective Journal Entry (1st and 2nd Semester)**

**Assignment Title:** Your last name Log Date (e.g. Jones Log 2.3.11)

**Assignment Content**

**Date – Description of Activities:**

**Reflection/Significance:** (utilize questions above as you consider reflective answers regarding your activities)

**Plan/Idea:** Your reflection may have sparked ideas of things you can do; persons with whom you can speak about the functional area of student affairs; new ideas to incorporate into your practice etc.

**Question (if applicable):**

**Example from Admissions:**
February 3, 2018 -- observed college night program at Youngstown High School. Distributed material about UGA. Answered “simple questions” from students and parents. One parent tried to get the Admissions Counselor (Mary Jones) to tell him whether or not his daughter would be admitted with SAT scores of 1100 and high GPA of 3.2. He refused to accept the fact that Mary
couldn’t tell him whether she would be admitted, even though she explained twice the process for determining admission. The parent, who repeatedly explained that he and his wife were “contributing” alumni of UGA, seemed very hostile at times.

**Reflection/Significance** – I felt uneasy with such an aggressive person. He seemed to want to pick a fight or make a scene. At some points, he seemed to really get “mean” and talked to Mary as if whatever happened to his daughter was the result of some kind of conspiracy. I don’t know what I would have done if he had been talking to me rather than Mary. I was very impressed that Mary didn’t get angry and patiently repeated her explanation three times. I am not sure I would want to do this day in and day out.

**Plan/Idea** - I am planning to talk more about this with Mary next week; to ask her how she kept herself from becoming angry and what she might have done differently next time; I also want to ask her some questions like the ones below.

**Question**—Is this typical of admissions work at large research universities? Are admissions different at private colleges?

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<tr>
<th>Assignment #4 - Student Affairs Project - CAS Site Review</th>
<th>(1st Semester)</th>
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Students will use the most current set of CAS Self-Assessment Guides (SAG) to conduct an informal survey of the internship site. SAGs are available for purchase ($45.00) by downloading at:

www.cas.edu

  click *store* right hand side
  click on *Individual Self-Assessment Guides* (for your site functional area of student affairs)

Downloads as RTF ~ Save as .doc file. ([https://www.cas.edu/store_category.asp?id=6](https://www.cas.edu/store_category.asp?id=6))

The purpose of this assignment is to assure that interns are exposed to all areas of the setting and to serve as a stimulus for discussion over topics that might not otherwise be addressed with your supervisor. *This should not be viewed as an “evaluation” of the site, but more as a structured means of getting more in-depth understanding of the site’s underlying philosophy and mode of operation (modus operandi).* The intern will submit electronically (1) the completed SAG and (2) 2-page overview of general observations, and what they have learned to the course instructor (Dr. Bruns). The worksheets (work forms) at the end of the SAG do not need to be completed; appropriate documentation should be submitted with the SAG (e.g. scanned as pdf documents) to support ratings and observations.

We will review the specifics of this assignment in class.

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<th>Assignment #5 –Portfolio Development</th>
<th>(2nd Semester)</th>
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Compile a professional portfolio. The portfolio should be presented in an organized and professional manner. The portfolio must include the following: resume, cover letter, copies of any of the programs worked on or developed such as programming, retreats, outreach, lectures, peer mentoring programs, etc. The portfolio is to assist interns in documenting their work and
training and to have something substantial to present to employers who may want to see examples of knowledge, and abilities.

**Elements to include in Portfolio (Suggestions)**
- Title Page
- Contents Page
- Resume
- Cover Letter for possible Job
- References
- Personal Student Affairs and College Counseling Mission Statement or Philosophy
- Internship
  - Goals
  - Work Samples
  - Evaluations
- Practicum
  - Work Samples
  - Evaluations
- Conference Presentations and publications
- Certifications and trainings
- Letters of Recommendation / Evaluations
- Pictures of you at your worksite; of conference brochures with your name as presenter; etc…

**Assignment #6- Taped Student Interaction and Paper (1st and 2nd semesters)**

The purpose of this assignment is to increase awareness, knowledge, and skills around interacting with students in a meaningful and intentional way. Please prepare a taped (i.e., audio or video) representation of one activity you have done with a student (*i.e.*, 10 to 15 minutes). Remember that you will need to have the student sign a release form (attached in next section). For the class discussion (and for paper) please provide the following information:

**Student Affairs students use this as an outline for the presentation and paper:**
- How the interaction happened/ came about?
- What was known about the student prior to the interaction?
- What was the intention of the interaction (goals)?
- Did you collaborate with anyone? Was any other department (functional area) involved?
- How did you conceptualize the student’s situation? Developmental and multicultural considerations?
- What style, approach, and theoretical orientation did you take with the student?
- What learning came about from this interaction (i.e., on the student’s behalf and in you)?
- What initiatives, goals, or referrals were made?
- Did you facilitate academic, career, and/or social growth in the interaction?
  - What do you desire feedback on concerning the interaction?
  - What would you have done differently?
College Counseling students use this as an outline for the presentation and paper (remember to not include names or identifiable information):

- Presenting problem (reason for seeking counseling);
- Relevant Mental Status Examination (MSE) results (e.g., appearance, mood, judgment, insight, thought process and thought content, etc.);
- History (i.e. medical, psychosocial, family, substance);
- Developmental perspective (include life span theories; multicultural considerations);
- Client strengths and resources;
- Diagnostic impression;
- Theoretical Orientation;
- Treatment Plan (i.e., short and long-term goals); and
- Prognosis/Recommendations.

- What do you desire feedback on concerning the interaction?
- What would you have done differently?
- Evaluation of performance.

TaskStream Assignment: Taped Interaction Paper

Assignment #7- Independent Study (2nd Semester Students)

During the second semester, students will be asked to construct an independent study with the instructor’s approval. The intention behind this activity is to provide the second semester student with the opportunity to pursue an area or experience that she/he has not been able to do within the student affairs program. Possible ideas for projects could be (but are not limited to): presenting at a conference (OCPA, ACPA, NASPA, YSU Quest, ERE); presenting a workshop or a lecture to a class or through a SALSA event; working with a specific area/organization/individual (in addition to the students 300 hours internship); the construction of a manuscript for possible publication; etc. All ideas will need the instructor’s approval and this approval needs to be done within the first 4 weeks of the semester.

Assignment #8- Trauma and Grief Training (Only College Counseling Students)

Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) Trainings: Due Date 5/8/20
(1st Semester) This is a free on-line training that can be found at: TF-CBT Homepage. This training is geared towards counseling children but all of the concepts can be applied to work with adults. It will take you about 6-7 hours to complete this training. You will need to complete it during your first semester of internship. Please email a copy of the certificate of completion to your instructor.

(2nd Semester) After you have completed this training, you will be given the opportunity to take the Trauma-Focused CBT with Childhood Traumatic Grief (TF-CBT: CTG) training at TF-CBT with CTG Homepage. You will need to complete it during your second semester of
internship. It will take you about 2-3 hours to complete this training. Please email a copy of the certificate of completion to your instructor.

*Tentative Schedule*

<table>
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<tr>
<th>Supervision Date</th>
<th>Supervision Topics</th>
<th>Assignments</th>
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</table>
| Group Supervision 1    | Introduction to Internship  
Review Syllabus and Placements  
Discussion of Internship  
Goals and Objectives  
Group Supervision      | Due: Field Agreement  
Due: Purchase/provide proof of Malpractice Insurance       |
| Group Supervision 2    | Group Supervision  
Helping Skills        | Due: Reflective Journal Entry #1  
Due: Site Visit Requests due by 1/22 |
| Group Supervision 3    | Group Supervision  
*Student Affairs and College Counseling Competencies*          | Due: Reflective Journal Entry #2                                      |
| Group Supervision 4    | *Taped interaction presentations* (2)  
Group Supervision  
Professional Ethics | Read: Chronicle Job Postings                                                   |
| Group Supervision 5    | *ACPA (March 8-17)*  
*Taped interaction presentations* (2)  
Group Supervision | Due: Resume/Cover Letters                                                      |
| Group Supervision 5    | Mock Interview with Professionals                                                 | Due: Reflective Journal Entry #5                                           |
| Group Supervision 6    | *Taped interaction presentations* (2)  
Group Supervision       | Chronicle Article                                                             |
<table>
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<tr>
<th>Assignment</th>
<th>Due:</th>
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<tr>
<td>Group Supervision 8</td>
<td>Reflective Journal Entry #7</td>
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<tr>
<td>SAG Presentations</td>
<td>Chronicle Article</td>
</tr>
<tr>
<td>Group Supervision</td>
<td>Completed SAG and Overview</td>
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<tr>
<td>Final(s) Week</td>
<td>Reflective Journal Entry #8</td>
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<tr>
<td>End of Semester Evaluation</td>
<td>ALL PAPER WORK</td>
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<td>DUE (Logs/Evaluations)</td>
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<td>You will receive an “I” if these items are not turned in by XX.</td>
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*Topics may be changed with notice from the course instructor.*

**Grading**

<table>
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<tr>
<th>Professional experience - site supervisor evaluation</th>
<th>50%</th>
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<tbody>
<tr>
<td>Professional experience - faculty supervisor evaluation</td>
<td>20%</td>
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<tr>
<td>Taped Interaction Presentation and Paper</td>
<td>20%</td>
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<tr>
<td>Assignments</td>
<td>10%</td>
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</table>

Internship group supervision grade will be based on successful completion of student responsibilities including group and individual supervision attendance: Fieldwork Agreement; Goals; Internship Job Description; Insurance and Documentation; Faculty supervisor meeting with site supervisor; Class Participation, Tardiness and Attendance; Assignments #1-#8; Assigned Readings; Professionalism; and meetings with faculty supervisor.

**Grading Scale:**

- 90 – 100 = A
- 80 – 90 = B
- 70 – 80 = C (Any student receiving below a “B” must take Internship again)
- 60 – 70 = D
- 59 and below = F
Course Policies

Academic Conduct:
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense. Please review department plagiarism policy for more detail.

Statement on Academic Dishonesty (Official YSU Policy)
Academic Dishonesty: Please refer to student handbook, noting sections on plagiarism and dishonesty. Failure to comply with these standards may result in an “F” for the course.

Americans with Disabilities Act Statement (Official YSU Policy)
In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center Room 2082. You can reach CSP Disability Services at 330-941-1372.

Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)
Candidate Disposition Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

Dispositions:
The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. Collaborative: Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. Inclusive: Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. Professional: Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning,
counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

**Incomplete Grade Policy (Official YSU Policy)**

An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

- Spring semester incompletes - by Sept. 1
- Summer incompletes - by October 1
- Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

**NAF Guidelines.**

A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: [NAF Guidelines on the YSU website](#)

**Problematic Behaviors:**

The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the chair of the students’ department. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.
Technology Use During Class:
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

YSU Statement of Non-Discrimination:
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit YSU's ADA Accessibility Site for contact information for persons designated to handle questions about this policy.

YSU E-Mail Required Use:
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office hours.
Bibliography


Appendices of Forms
## Audio/ Video Authorization Form

I, the undersigned, authorize the video/audio recording of my interaction/ my session/ and/or the attended workshop with the following student affairs student. I understand that the recorded sessions will be used only for the purpose counselor training and supervision. That is, other students enrolled in the Practicum/Internship course may observe and evaluate the student’s skill and provide constructive feedback. I further understand that only the Faculty Supervisor and Practicum/Internship class members will view any recorded interactions/ sessions/ and/or workshops. I understand that all tapes will be destroyed at the completion of the semester.

If you are willing to participate in the taped interaction, please sign the authorization below.

Please do not hesitate to contact the student affairs student should you have further questions or comments.

Thank you very much for your consideration.

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<th>Name:</th>
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<th>Student Affairs Student:</th>
<th>Signature:</th>
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<tr>
<td>Date</td>
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</table>
Graduate Student: ________________________________  Practicum  Internship  
Academic Supervisor: ___________________________ Fall  Spring  Summer  
Site Supervisor: ________________________________  2020  2021  2021  
Practicum/Internship Site: ________________________

### Student Affairs Fieldwork Log - Semester

<table>
<thead>
<tr>
<th>Week Dates</th>
<th>University Supervision Hours</th>
<th>Group/Class Supervision Hours</th>
<th>Direct Service Hours</th>
<th>Indirect Service Hours</th>
<th>Site Supervision Hours</th>
<th>Total Fieldwork Hours</th>
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**Total Hours**

**Note:** 40% of your prac/internship time must be in DIRECT service activities. Students must accumulate 40 hours of direct service work for total prac experiences and 240 hours for internship. Total hours for practicum experiences must be a minimum of 100 hours and internship must be a minimum of 600 hours over 2 semesters (e.g., 300 per semester).

Students are responsible for submitting this form (signed) to the Course Instructor at the end of the semester. Please keep a copy of all forms for your personal records.

Student Signature ____________________________________ Date ________________

Site Supervisor Signature ______________________________ Date ________________

University Supervisor Signature ________________________ Date ________________
Department of Psychological Sciences and Counseling
Student Affairs/College Counseling

Practicum/Internship Student Evaluation of Site/Supervisor

Supervisee_______________________________________________Date____________________

Practicum/Internship (circle one) Dates of field placement ____________________________

Field Placement Site ____________________________ Site Supervisor_________________

Please complete this form at the end of your practicum/internship experience at each site. This evaluation is for the purpose of providing feedback to the Department of Counseling and Special Education regarding student perceptions of the fieldwork experience. This instrument is designed as a guide to facilitate the sharing of the most significant perceptions and impressions, which occur throughout the fieldwork experience. As a graduate student and a pre-professional student development specialist, you are urged to complete this instrument completely and honestly.

Please rate the following criteria regarding your site and supervisor using the following scale:

5- Very satisfactory, 4- Moderately satisfactory, 3- Moderately unsatisfactory, 2- Very unsatisfactory, 1- Not Applicable

<table>
<thead>
<tr>
<th>The Student Affairs Setting/Site</th>
<th>Rating</th>
<th>Criteria</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Amount of on-site supervision</td>
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<td>Relevance of experience to career goals</td>
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<td>Exposed trainee to and communication of site goals</td>
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<tr>
<td>Exposed trainee to and communication of site policies/regulations/procedures</td>
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<tr>
<td>Exposed trainee to professional roles and functions within the setting</td>
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<tr>
<td>Exposed trainee to information about community and campus resources</td>
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<tr>
<td>Provided administrative support for the site</td>
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<tr>
<td>Provided appropriate supervisee office space and working conditions</td>
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<tr>
<td>Appropriately supported by site and supervisor of the supervisee</td>
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<tr>
<td>Treated with respect</td>
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</tbody>
</table>
Provided sufficient interaction with other higher education professionals
Attached sufficient importance to your fieldwork placement
Adequately oriented you to the division/department

<table>
<thead>
<tr>
<th>Rating</th>
<th>Criteria</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Improved trainee’s capacity to work with people as a higher education professional</td>
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<td></td>
<td>Acquainted trainee with resources available at the college/university</td>
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<td></td>
<td>Increased trainee’s knowledge of specific divisions in higher education</td>
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<td></td>
<td>Satisfied with the amount and kind of higher education activities to which trainee is assigned</td>
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<td></td>
<td>Observed or discussed the process and application of student development theory in practice</td>
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<td></td>
<td>Observed or discussed appropriate knowledge and application of appropriate professional ethics in practice</td>
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<td></td>
<td>Observed or discussed appropriate knowledge and application of legal issues in practice</td>
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Professional Experiences Provided

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<thead>
<tr>
<th>Rating</th>
<th>Experiences</th>
<th>Comments</th>
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<tbody>
<tr>
<td></td>
<td>Counseling</td>
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<td></td>
<td>Consultation</td>
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<td></td>
<td>Advising student groups</td>
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<td></td>
<td>Advising individual students</td>
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<td></td>
<td>Campus Presentation</td>
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<td></td>
<td>Conference Presentation</td>
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<td></td>
<td>Professional Development Training</td>
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<td></td>
<td>Staff Meeting</td>
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<td></td>
<td>Program Implementation</td>
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<td></td>
<td>Crisis /Conflict Management</td>
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<td></td>
<td>Referrals</td>
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<td></td>
<td>Teaching/Training</td>
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<td></td>
<td>Supervision Meetings</td>
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<td></td>
<td>Administrative Duties</td>
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<td></td>
<td>Program Planning</td>
<td></td>
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<tr>
<td></td>
<td>Research</td>
<td></td>
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<tr>
<td></td>
<td>Assessment and Evaluation</td>
<td></td>
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<tr>
<td></td>
<td>Professional Development</td>
<td></td>
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</tbody>
</table>
Correspondence/Phone Calls/E-Mail

Human Resource Management

Marketing

Conference Attendance

Other (please list)

<table>
<thead>
<tr>
<th>Rating</th>
<th>Experiences</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explained his/her role as my supervisor</td>
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<tr>
<td></td>
<td>Made me feel at ease with the supervisory process</td>
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<tr>
<td></td>
<td>Gave me feedback about my role as a professional that was accurate and that I could use</td>
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<td></td>
<td>Modeled appropriate counseling techniques when necessary.</td>
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<td></td>
<td>Encouraged membership in professional organizations.</td>
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<td></td>
<td>Discussed and modeling appropriate professional behaviors.</td>
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<tr>
<td></td>
<td>Supervision sessions encouraged personal and professional growth.</td>
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<td></td>
<td>Served as an appropriate professional role model.</td>
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<td></td>
<td>Was committed to role as a supervisor.</td>
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<tr>
<td></td>
<td>Was concerned with my professional growth.</td>
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</tbody>
</table>

Comments: Include any suggestions for improvements in the experiences you have rated moderately (3) or very unsatisfactory (2).

Based on your practicum/internship experience, select one of the following statements:

_____ I wholeheartedly recommend this site for future students
_____ I recommend this site for future students.
_____ I recommend this site, with reservations, for future students.
_____ I do not recommend this site for future students.

Please explain your statement.

Supervisee Name________________________  Date _________________
# Evaluation Forms - Internship
## Supervisor's Evaluation of Intern

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Placement Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Placement Supervisor</td>
</tr>
<tr>
<td>University Supervisor</td>
<td>Place Site</td>
</tr>
<tr>
<td>Title</td>
<td>Title Supervisor</td>
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<tr>
<td>Professional Degree</td>
<td>Professional Degree</td>
</tr>
</tbody>
</table>

## General Rating of Student's Performance

<table>
<thead>
<tr>
<th></th>
<th>4= Outstanding</th>
<th>3=Good</th>
<th>2=Fair</th>
<th>1=Poors</th>
<th>NA=Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sensitivity to needs of others</td>
<td></td>
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<td>2.</td>
<td>Awareness and respect for cultural differences</td>
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<tr>
<td>3.</td>
<td>Flexibility</td>
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<td>4.</td>
<td>Ability to work independently</td>
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<td>5.</td>
<td>Assumption of responsibility</td>
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<td>6.</td>
<td>Ability to communicate verbally</td>
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<td>7.</td>
<td>Ability to communicate non-verbally</td>
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<td>8.</td>
<td>Ability to communicate in written form</td>
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<td>9.</td>
<td>Recognition of standards other than one’s own</td>
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<tr>
<td>10.</td>
<td>Ability to establish and maintain productive relationships with students</td>
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<tr>
<td>11.</td>
<td>Ability to establish and maintain productive relationships with staff</td>
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<tr>
<td>12.</td>
<td>Ability to establish and maintain productive relationships with supervisors</td>
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<tr>
<td>13.</td>
<td>Ability to learn about the use of university resources</td>
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<td>14.</td>
<td>Ability to learn about and use community resources</td>
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<td>15.</td>
<td>Ability to work with the student services program</td>
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<td>16.</td>
<td>Ability in problem solving with individuals to</td>
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</tr>
<tr>
<td>a.</td>
<td>obtain the necessary facts</td>
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<tr>
<td>b.</td>
<td>help identify the problem</td>
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<tr>
<td>c.</td>
<td>help identify solutions</td>
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<tr>
<td>d.</td>
<td>provide supportive services</td>
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<tr>
<td>e.</td>
<td>help students work through difficulties</td>
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<tr>
<td>17.</td>
<td>Ability to work with groups to</td>
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</tr>
<tr>
<td>a.</td>
<td>obtain background data</td>
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<tr>
<td>b.</td>
<td>develop relationships</td>
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<tr>
<td>c.</td>
<td>act as a facilitator</td>
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<td></td>
<td>d. act as a resource</td>
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<td></td>
<td>e. act as a catalyst</td>
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<td></td>
<td>f. help in the evaluation process</td>
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<tr>
<td>18.</td>
<td>Maintains appropriate personal characteristics in</td>
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</tr>
<tr>
<td>a.</td>
<td>appearance</td>
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<tr>
<td>b.</td>
<td>personal impression</td>
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<tr>
<td>c.</td>
<td>speech</td>
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</tr>
<tr>
<td>d.</td>
<td>physical health</td>
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</tr>
<tr>
<td>e.</td>
<td>mental health</td>
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<tr>
<td>f.</td>
<td>self-control</td>
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<tr>
<td>g.</td>
<td>adaptability</td>
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<tr>
<td>h.</td>
<td>tolerance for differences</td>
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<tr>
<td>i.</td>
<td>reliability</td>
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<tr>
<td>j.</td>
<td>judgment</td>
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<tr>
<td>k.</td>
<td>tact</td>
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</table>

Comments:

II. **Ratings for Specific Activities and Responsibilities:**
In the spaces provided below, please list the activities assigned to the student intern and rate them accordingly.  
4=Outstanding  3=Good  2=Fair  1=Poor  NA=Not Applicable

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<td>10.</td>
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</table>
### III. Please give a short statement of your judgment of the intern as a prospective Higher Education Student Services professional. You may wish to note specific strengths or limitations that may not be sufficiently explained in preceding items.

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### IV. Would you recommend this intern if there were an available position in your professional area for an employee with a graduate degree?

**Explain:**

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### V. On a scale of 1-100, with 100 representing flawless overall performance, please rate the student.  

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<thead>
<tr>
<th>Note: This will represent 50% of the student’s final grade.</th>
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<th>Date</th>
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**Student Intern Signature**

**Date**

**Site Supervisor Signature**

**Date**

**University Supervisor Signature**

**Date**
Class Meetings:
Instructor:
Contact Info:
Office Hours:

Catalog Description: Supervised individual and group counseling practices in school counseling. Requires field placement of 150 hours.

Prerequisites: COUN 7001, no PR grades, successful completion of department comprehensive exam, and permission of instructor.

Required Text:


Recommended Articles:


Knowledge and Skill Base Rationale: The goals of this course are to help the students promote optimal development of all students. The counselor is a school leader who works with students, teachers, administrators, parents, and other members of the community to
build a supportive learning environment which nurtures the development of academic, career, and personal/social competence among students as well as fosters an appreciation of diversity and a commitment to social justice. While remediation of deficits and the removal of barriers play a role in this perspective, developmental advocates focus on proactive and preventive approaches to help students build skills and to enhance the asset-building capacity of the school environment. Traditionally, school counselors have relied upon four primary interventions – individual and small group counseling, consultation, classroom guidance, and coordination – to support student development. In recent years, two additional interventions – advocacy and collaboration – have played an increasingly important role in the school counselor’s efforts to insure equity and social justice and to increase the likelihood of optimal development for all students. These last two interventions are especially important for those students who are disenfranchised due to socioeconomic, cultural, or lifestyle issues. Advocacy takes place on several levels, the most important of which are individual and group advocacy. When in the advocacy role, school counselors act on behalf or in concert with students and their parents to correct situational problems or to bring about lasting changes in policies that restrict student development. In the collaborative role, the school counselor forms coalitions with professionals in the school and community to better serve students.

Course Objectives: The school practicum experience meets the requirements of CACREP:
Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences, programs must provide evidence that student learning has occurred in the following domains.

School Counseling (CACREP 2016 School Counseling Standards)

Foundations
- Models of school counseling programs (B)
- Models of school-based collaboration and consultation (D)
- Assessment specific to P – 12 education (E)

Contextual Dimensions

School counselor roles as leaders, advocates, and systems change agents in P-12 schools (A)
School counselor roles in consultation with families, P-12 and post secondary school personnel, and community agencies (B)
School counselor roles in relation to college and career readiness (C)
School counselor roles in school leadership and multidisciplinary teams (D)
School counselor roles and responsibilities in relation to the school emergency management plans, and crisis, disasters, and trauma (E)
Competencies to advocate for school counseling roles (F)
Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (G)
Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (I)
Quality and styles of effective leadership in schools (J)
Community resources and referral sources (K)
Legal and ethical considerations specific to school counseling(N)

**Practice**

Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (C)
Interventions to promote academic development (D)
Use of developmentally appropriate career counseling interventions and assessments (E)
Techniques of personal/social counseling in school settings (F)
Strategies to facilitate school and past secondary transitions (G)
Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (H)
Approaches to increase promotion and graduation rates (I)
Interventions to promote college and career readiness (J)
Strategies to promote equity in student achievement and college access (K)
Techniques to foster collaboration and teamwork within schools (L)
Strategies for implementing and coordinating. Intervention programs (M)
Use of accountability data to inform decision-making (N)
Use of data to advocate for programs that students (O)

**Course Expectations:**

*Statement of Non-Discrimination from the University*

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit the Equal Opportunity and Policy Development & Title IX website for contact information for persons designated to handle questions about this policy.

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*Academic Integrity/Honesty*

As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity Policy can be found in Article III of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

---

*Student Accessibility*
In accordance with the University procedures, if you have a documented disability and require accommodation to obtain equal access to this course, please contact me privately to discuss your specific needs. To coordinate reasonable accommodation, you must be registered with the Accessibility Services, located in Kilcawley Center Room 2082. You can reach Accessibility Services at 330-941-1372.

Incomplete Grade Policy

An incomplete grade of “I” may be given to a student who has been doing satisfactory work in a course, but, for reasons beyond the control of the student and deemed justifiable by the instructor, has not completed all requirements for a course when grades were submitted. A letter grade MAY NOT be changed to an “I” (Incomplete) after the term has ended and grades have been recorded. For Fall Term courses, the final date to complete an “I” will be March 1 of the following term; for Spring Term courses, September 1; for Summer Term courses, October 1. These dates can only be extended with the approval of the instructor and the Dean of the College where the course is taught. Forms for extension of the deadline may be obtained and after obtaining the proper signatures, this form must be submitted to the University Records office 24 hours before the original deadline (i.e. for Fall Term courses, March 1 of the following term).

Academic Conduct:

A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalty ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

Academic Dishonesty (YSU Statement)

As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

Americans with Disabilities Act (YSU Statement)

In accordance with university procedures, if you have a documented disability and require accommodation to obtain equal access to this course, please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center RM 2082, to coordinate reasonable accommodation. You can reach CSP Disability Services at 330-941-1372.
**Attendance:** Students are expected to attend classes, complete all assignments and participate in class discussions and activities. If you cannot attend class, please contact the professor via e-mail dmartin@ysu.edu. Advanced notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. Unexcused absences in excess of one class will result in a drop of one letter grade. Absences can be excused by providing a doctor’s note. You are responsible for all information if you do miss a class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

**Class Punctuality:** Students are expected to attend classes on time. Students who are late at the beginning of class or returning from breaks in excess of two times will result in a drop of one letter grade of participation points followed by an additional letter grade for each time after.

**Course Evaluation:** You will have the opportunity to evaluate the course and the instructor.

**Counseling Services:** If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

**Candidate Disposition Alert Process (Required for all courses taken by College candidates)**

*Candidate Disposition Alert Process:* The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the College, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

**Dispositions:**

The following dispositions have been approved by the faculty and the PEC as the values, commitments and professional ethics required of candidates in the college professional preparation programs. *Collaborative:* Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel,
clinical personnel, students, and/or mentors. *Inclusive:* Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. *Professional:* Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

**Incomplete Grade Policy (Official YSU Policy)**

An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

- Spring semester incompletes - by Sept. 1
- Summer incompletes - by October 1
- Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

**NAF Guidelines.**

A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: [NAF Guidelines on the YSU website](#)

**Participation:** Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in-class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be
responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities.

**Problematic Behaviors:**
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the College or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the college faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the student's file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use During Class:**
Please turn off cell or smart phones during class unless they are being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class—i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

**Writing and Group Presentation Policy:** Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

**YSU Statement of Non-Discrimination:**
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit YSU’s ADA Accessibility Site for contact information for persons designated to handle questions about this policy.

**YSU E-Mail (Common University E-Mail):**
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the
attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.

**Task Stream (ALL Counseling Students):** All Counseling candidates will be required to purchase a Task Stream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of counseling candidates in each course. This is essential documentation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Task Stream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee.

Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

In this course, the Action Research Paper has been identified as the “Task” in COUN 7007. The completed assignment must be submitted through Task Stream by all Counseling students.

**Course Description**

This practicum is designed to continue your basic skill and counseling theory development, applied to K-12 student clients. It is also designed to help you familiarize yourself with the school and how it functions, the major personnel (teachers, administrators, and support personnel) in the school and how they function, and the role and responsibilities of the school counselor. This will be accomplished through observations, interviews, and 'hands-on' experiences with various personnel in the school. Initially, you should spend time (at least portions of one or more days per week) with the supervising counselor learning vicariously and through co-counseling. Of course, during this time the requirements of the course and their due dates should be a priority.

All of the practicum experiences are intended to help you to develop the knowledge and competencies of a professional school counselor. Practicum is the second of four clinical field experiences in the program. The other clinical field experiences include internship experiences that extend through spring and summer. Each experience is meant to build on the previous one and continue to build your competency as a professional school counselor.

**Preparing School Counselors**

The M.Ed. program in School Counseling at Youngstown State University is predicated on the Strengths-Based School Counseling (SBSC) model that asserts that the school counselor’s primary role is to promote and advocate for positive youth development for all students and for the environments that enhance and sustain that development. The
SBSC approach characterizes positive youth development as nurturing and enhancing empirically-identified student strengths or competencies rather than focusing on student weaknesses and problem areas.

SBSC provides a framework to guide the practice of school counseling in the 21st century that is both compatible with and makes operational many of the features of the ASCA National Model for School Counseling Programs. Strengths-based school counselors employ a variety of direct (e.g., counseling, classroom guidance) and systemic (e.g., consultation, advocacy) level interventions to promote culturally relevant student development in the academic, personal/social, and career domains. The strengths-based perspective identifies the counselor as a school leader who works with students, teachers, administrators, parents, and other members of the community and promotes strengths-enhancing environments for all students. SBSC is guided by six principles listed below.

The Six Guiding Principles of Strengths-Based School Counseling

*Promote Context-Based Development for All Students*
Contemporary developmental theorists and researchers emphasize the influential and interactive role that context (e.g., culture) and environment play in human development. Thus, school counselors should acknowledge and seek to incorporate contextual factors in their efforts to facilitate positive development for all students.

*Promote Individual Student Strengths*
Strengths-Based School Counseling focuses on helping students build on or further enhance their current culturally-relevant strengths and competencies as well as develop additional ones that have been shown to be associated with positive development.

*Promote Strengths-Enhancing Environments*
Strengths-enhancing environments are associated with positive youth development; therefore, an important function of the school counselor is to actively promote these types of environments through leadership, collaboration, advocacy and other system-level interventions.

*Emphasize Strengths Promotion over Problem Reduction and Problem Prevention*
Rather than placing the school counselor in a reactive mode of functioning by focusing on problem prevention and remediation, Strength-Based School Counseling focuses on promoting positive development which allows the school counselor to assume a more proactive role and serve a much larger number of students.

*Emphasize Evidence-Based Interventions and Practice*
Adhering to the premise that research knowledge provides the most reliable source of guidance in determining appropriate and effective intervention, the strengths-oriented school counselor is committed to evidence-based practice.

*Emphasize Promotion-Oriented Developmental Advocacy at the School Level*
In Strengths-Based School Counseling, school counselor’s advocacy efforts will focus primarily on lobbying for system policies and environments that enhance development for all students and secondarily on identifying and removing barriers. The school counselor’s advocacy is concerned with assuring access, equity, and educational justice for all students.

YSU Counseling Program Statement
The YSU Counseling Program prepares students for careers as professional counselors, school counselors or college student affairs professionals. The faculty is dedicated to providing a challenging and supportive environment in which students rights and responsibilities are respected. Throughout the program faculty continually assess students, and student progress may be interrupted or terminated by failure to comply with academic standards or if a student’s interpersonal or emotional status interferes with training/education related requirements for self and others. In addition to academic competence, the counselor education curriculum requires students to be aware of their own affective and cognitive development, be open to personal growth and change, and be willing to present themselves in an open manner. Awareness of the needs of others and acceptance of human rights is paramount.”

Instructions Methods: This practicum is designed to continue your basic skill and counseling theory development, applied to K-12 student clients. It is also designed to help familiarize you with the school and how it functions, the major personnel (teachers, administrators, and support personnel) in the school and how they function, and the role and responsibilities of the school counselor. This will be accomplished through observations, interviews, and 'hands-on' experiences with various personnel in the school. Initially, you should spend time (at least portions of two or more days per week) with the supervising counselor learning vicariously and through co-counseling. Of course, during this time the requirements of the course and their due dates should be a priority.

All of the practicum experiences are intended to help you to develop the knowledge and competencies of a professional school counselor. Practicum is the second of four clinical field experiences in the program. The other clinical field experiences include internship experiences that extend through spring and summer. Each experience is meant to build on the previous one and continue to build your competency as a professional school counselor.

Note: You are required to be covered by professional liability insurance during the practicum and internship experiences and must give me a copy of your insurance. You also must have up to date fingerprinting.

Professional Behavior: You are expected to conduct yourself as a professional during the practicum and internship experiences. This role means that you follow the rules and regulations and calendar of the school to which you are assigned and includes such things as arriving on time, not leaving school early (unless specific arrangements are made), calling the school if you are ill, observing the dress code, determining and adhering to policies concerning confidentiality and tape recording interviews, etc. In addition, your conduct needs to be in accordance with the ACA and ASCA ethical standards (see me if you do not have a copy of these documents). Also, Ohio laws such as those dealing with child abuse and confidentiality are to be followed explicitly. If a legal or ethical question arises, you should contact your on-site supervisor and me immediately. Failure to conduct yourself professionally will result in either a reduction in grade, a failing grade in the course and/or withdrawal from your site.

Time Commitment: Field experiences require a substantial time commitment. By the end of your second internship, you will need to have accumulated a minimum of 750 hours of field experience, of which a minimum of 280 hours should be in direct service (see attached sheet for categories of direct service). In addition to your primary site
placement, some of your field experiences/hours will be accumulated in a supplemental field site (see class discussion and Practicum and Internship Policies for additional information). **For this semester, you are expected to spend 150 hours in practicum and to accumulate approximately 60 hours or more of direct service experience. In order to achieve this amount of time, you should plan to spend several days a week at your site throughout the semester.**

Please note that, because of your field placement, you are governed by the public school calendar and not by the university calendar. Thus, you are expected to begin and end the school year and take vacations according to your school district’s schedule. You can find a copy of this calendar on your school district’s website. In addition, it is probable that you may spend additional time between university semesters or during the YSU vacation periods as a means of accumulating the necessary hours and experiences. You will need to keep a running log of the dates and hours you spend at your site and **have it signed by your on-site supervisor on a weekly basis.** Note that the Weekly Log Summary form will cumulate your direct service, indirect service, and field supervision hours for you if you enter your weekly data in these categories each week) should be turned in to the instructor at mid-semester and at the end of the semester. A summary of the logs should be completed at midterm and again at the end of the semester. These logs are required to earn credit for the course.

**Supervision:** You will receive several different types of supervision this semester:

- **On-site supervision:** You should spend one hour per week with your field supervisor getting feedback on your functioning. Because school counselors are busy people, you may find it helpful to schedule two half-hour sessions on different days during the week rather than a single one-hour block, and you and your on-site supervisor will need to guard your time together.
- **Group supervision:** We will spend 1 1/2 hours per week or 3 hours bi weekly on campus in group supervision.
- **University-based supervision:** University supervisors will contact your school site a minimum of 1 time each semester. You will need to coordinate these meetings so you must contact your instructor early in the semester. The candidates are responsible for scheduling these meetings between the faculty supervisor, site supervisor, and themselves. The meeting should be scheduled at the beginning of the term. The instructor will also facilitate group supervision during scheduled class meetings and will play an active role in facilitating the group supervision process and providing students with feedback regard their clinical skills and professional issues. Students are also expected to be active, interactive, and provide regular feedback to their peers about their basic counseling skills. Along with active participation in class discussions and activities, students are expected to participate as demonstrated through regular attendance, completion of assignments by specified due dates, and participation in class discussions and activities.

**Faculty Supervisor - Site Supervisor - Candidate Consultation:** The candidates are responsible for scheduling at least one meeting between the faculty supervisor, site supervisor, and themselves. The class instructor will connect with the site supervisor at least 3 additional times over the term to assess the student's progress in the practicum experience and offer support and guidance to the site supervisor.
The candidate should consult with his or her site supervisor as to mutual times in
their schedules in which they are available to meet together with the site
supervisor.

The candidate should then email the faculty supervisor and inform him/her of
these available times and schedule the meetings.

Failure to follow these requirements will result in a grade reduction of one letter
grade for the semester.

Late assignments without prior approval will be reduced by 5 points per day late.
Participation is expected and rewarded in class. Come to class prepared to participate in
class discussions, come ready with questions and comments.

Students enrolled in this course will be evaluated based upon the quality and satisfactory
completion of all course requirements. To achieve the above objectives, a variety of
approaches will be used including lectures, role plays, and in class activities. Lectures
will not necessarily cover material from the texts. However, you will be responsible for
knowing textbook material. Class participation includes regular attendance, preparation
for class and engaging in class activities. Unexcused absences will result in a drop one
(1) letter grade from your final grade. Two (2) unexcused absences will result in a failing
grade. You are responsible for all information if you do miss a class. You may want to
check your schedule for any employment or personal conflicts that would prohibit you
from participating fully in this class.

Course Requirements

Class Participation and Attendance: Students are expected to complete all reading and
writing assignments prior to class and to be prepared to discuss the material. Class
attendance, knowledge and personalized participation are essential components of this
course. Students are expected to demonstrate the essential characteristics for competent
counselors who are sensitive to individual and multicultural differences.

Each assignment is independent (as indicated) and must be completed in a timely manner.
All work must be typed and APA referencing and/or format is expected.

Direct Service Activities: Students will complete a minimum of 60 hours of direct
client service activities within the required 150-hour school placement. Each student is
required to video or audiotape individual sessions. These videotapes will be reviewed
during group and individual supervision with the on-site and academic supervisor. The
direct service to clients will be closely supervised to licensing and accrediting guidelines.
Each student will have weekly one hour of individual supervision conducted by the on-
site supervisor to present cases.

Assignments and Methods of Instruction

I. Information and administrative functions

• Develop a 2 page strengths based community asset or referral map solely based
on your school district. The purpose of a community asset map of your current
school site is to demonstrate what and where the assets of the community are. You must identify and explore the strengths and resources in communities and the interconnections among these assets and reveal the positive people and things that contribute ideas, resources, and capacities that does or can enrich your school. Talk to your supervisor and others regarding individuals and organizations that you will use and refer to throughout the year to help students and parents. **Examine resources that will help with career readiness or post secondary transitions.**

- Make the community map a useable resource that focuses on contacts in such areas as business, churches, government, clinics, medicine, education and hospitals. Be aware of multicultural and SES issues. Find physicians and dentists that will be helpful as well as individuals who work in shelters, residential care, domestic violence, child abuse, drug rehabilitation, AIDS/ HIV prevention and treatment, meal services etc. List a specific person you can contact with phone number. *Due: Week 2 (community mapping)*

- **If there is an asset map in place, then develop a needed resource for parents, teachers or administrators. Do teachers need a basic referral list when parents ask? Are there web resources parents may need to help their children? Think about a good alternative assignment.**

2. Getting acquainted

- Meet and talk to as many support personnel as possible - e.g., social worker or family/community specialists, school psychologist, school nurse, media specialists, special education teachers, mental health consultants, coaches, home school coordinator, attendance counselor, etc.
- Find out what they do, when they are there, and how they interface (or could interface) more effectively with the counseling department.
- Prepare a one-page handout for the instructor regarding their functions in the school. *Due: Week 6 (support personnel paper)*

3. Leadership

- Meet and get to know the principal, assistant principal and all other important administrative staff. **Examine the style and qualities of effective leadership in your school/district.** Learn their views about what counselors at the school do, the ability of the school counselor to influence the direction of the school, the leadership roles filled by the school counselor (e.g., committees served on), the importance they attach to the school counseling program, and their opinions about the effectiveness of the school-counseling program. Determine if the school has a leadership team and, if yes, whether the school counselor participates on the team. Do the administrators’ perceptions coincide with the activities and views of your supervisor? Determine if the administration is aware of ASCA standards or if they follow the standards espoused by their state and national school leadership organizations. **Does the school have a crisis/emergency plan in place? What is the school counselor’s role in the plan?**
- Prepare a brief written 2 page summary of your interviews. *Due: Week 8 (midterm logs, evaluations and leadership paper).*
4. Other guidance responsibilities.
   - Learn about and participate in the counselor's role in other guidance functions such as testing, student records, referrals, administrative and clerical tasks, etc. These responsibilities vary from school to school so check with your supervising counselor.
   - Be prepared to discuss these in practicum class. Due: Ongoing

II. Teaching and Classroom Guidance

1. Observe
   - Three different teachers in the classroom and be prepared to discuss your observations in group supervision. Be prepared to discuss the strengths and areas in need of improvement that you observed with these teachers. You should select both male and female teachers of varying race/ethnicities. In addition, you should try to select teachers who have different approaches and personal styles, with different amounts of experience and expertise, who teach different subjects, and who teach different grades and different levels of student ability. Observe lesson plans, classroom management and instructional strategies. (Ask your supervising counselor for assistance in identifying teachers to observe). Due: Week 4 (Teacher observation paper)

2. Observe/assist in classroom guidance activities with your supervising counselor. Complete as soon as possible.

3. Plan, deliver, and evaluate at least one (4 or more sessions) classroom guidance unit as part of the core curriculum design for the school counseling program at your school. (Counseling interns in high school placements may complete this assignment at an elementary or middle school in conjunction with a classmate who is placed in an elementary or middle school if needed).
   - Videotape and review at least one of these sessions with the course instructor. Prior to planning and conducting the session and the program, you should demonstrate a clear need for the topic, develop and turn (at least one week prior to being observed) into the instructor a typed plan for the unit, and a method for evaluating the effectiveness of your efforts. The plan should include a clear set of goals and objectives which indicate what the students are supposed to have learned or be able to accomplish upon completing the unit and a well-defined description and rationale for the activities to be included in the classroom guidance session(s). Evaluation should include but not necessarily be limited to procedures for determining what students learned from classroom guidance and the extent to which the goals and objectives were accomplished, procedures for determining students' level and areas of satisfaction with the experience, and feedback procedures regarding suggestions you can use to improve your future classroom guidance efforts. Discuss any classroom management issues and different instructional strategies you used. Be aware of multicultural and SES issues. Due: Week 10 (Guidance unit plan – video and presentation will be due Week 10. A brief plan outlining your proposed unit should be given to me on week 3.
4. **Interview** at least three teachers about their views of school counseling. During your interviews, it will be important to stress that the information is for you only and will not be shared with the supervising counselor and that you would like to hear their candid opinions. Inquire about their understanding of the roles of the counselor, what the counselor does for them personally, what the teachers think the counselor should do generally and for them personally. What do they see as the strengths of the counseling program? What are the weaknesses? How could the program be more helpful to the entire school - to them personally as well as to students, other teachers, administrators, and parents? **Due: Week 7 (Teacher views paper)**

III. Counseling

1. **Begin** immediately to **engage in individual counseling activities** by **observing** your supervisor in individual counseling and/or **co-counseling** with your supervisor if your supervisor is open to these activities. It is highly recommended to tape at risk students aiming for diversity in regard to SES, race, sexual orientation etc. **(As soon as possible)**

2. **By week 6, provide individual counseling and tape record at least two sessions.** You should ease into counseling by starting with "easy" self-referred or voluntary clients and problems first and then work up to more difficult clients as your skills and confidence levels increase (Seek help from your on-site supervisor initially about this process and make sure you use permission forms appropriate for your site for consent of audio/video taping). Tape record (with permission) sessions and bring a tape along with a self-evaluation of the interview to your supervision session. **Supervision of tapes can start as soon as they are available, and must be recorded by Week 6. All recorded tapes must be digital and able to be played on the computer via file or flash drive. Your on site supervisor must review one of your sessions and complete the tape review form.**

   **Students are also required to have at least two, one hour supervision sessions with their university supervisor and one other student (i.e., triadic supervision).**

3. **Demonstrate basic counseling skills**, therapeutic factors, and the use of either Solution-Focused Brief Counseling, Behavioral/Cognitive, Behavioral theory, DBT or applicable approach as an aid to conceptualizing the counseling process. Demonstrate (a) the ability to conduct an initial assessment/goal setting interview by **Week 6** and one or more follow-up sessions that focus on problem resolution by **Week 10.**

4. **Observe/assist** your on-site supervisor with group leadership in psycho-educational and counseling groups. **Prepare, implement, lead, and evaluate** a counseling group or a psycho-educational group such as anger management, conflict resolution, children of divorce, academic failure, truancy etc. Written group plans should consist of 4 or more sessions. **Your group needs to be completed or near completion by Week 11 (If group counseling is not conducted at your site, you should complete this assignment in conjunction with one of your classmates at that classmate’s site.)** You must give me an outline or basic plan for your ed group by week 5. **Your plan needs to be 1-2 written pages. Due: Week 12 (psycho ed group report)**
IV. Consultation/Collaboration (one page papers)

1. **Observe** parent and teacher consultation sessions. **Due: Week 11 (Parent/teacher consultation paper).**

2. **Collaborate with one or more teachers to raise the achievement level of one or more at risk students. Due: Week 12 (Achievement paper)**

3. **Collaborate** with the school psychologist or special education teacher in conducting a behavioral assessment of a **special needs student** who is a disciplinary problem. Observe the student in class and write a brief 1-2 page paper discussing the observation and how you might reduce problem behaviors. If your school limits access to special needs students, then observe a student who you believe meets most criteria for increased or inclusive services. This assignment may be accomplished by attending and **participating** in a IEP, FAPE or 504 meeting. **Due: Week 13 (Behavioral assessment paper)**

V. Behavior Modification/ Case Study

1. **Identify** one student who needs to focus on anger or impulse control in the classroom and, with the teacher, draft a behavioral contract or other behavioral intervention aimed at ameliorating the problem behavior. **Meet with this student for at least 5 sessions. Complete the case study form to describe the counseling process. Maximum of 4 pages. Due: Week 14 (Behavioral modification/case study paper).**

VI. Other (PTA, Career Plan, Shadow, Research)

1. **To the extent that** it is possible, **attend** important school functions that may take place in the evening or on days when you are not typically scheduled to be at your site. Some of these functions include: open house, PTA meetings, faculty meetings, meetings to plan or review plans for students receiving special services, etc. **Due: Week 14 (PTA/faculty meeting paper).**

2. **Career Counseling Plan. Develop a student success plan with an individual or a group of students. Include data whether inventories, grades, attendance etc. The plan should be developed according to state guidelines. (career awareness K-5, exploration grades 6-8, planning grades 9-12 ). Examine your role in career readiness for the student. How will your plan help with increasing graduation or promotion rates? Are their any assessments or interventions that would be helpful for this student? Due: Week 13 (career paper)**

3. **Shadow** (for one half day) one of your classmates (or a practicing SC) at a site that is at the same level as yours, but in a different school district. (Coordinate this with your classmates and both site supervisors). **Due: Week 9(shadow paper)**

4. **The first 10-15 minutes** of group supervision will be devoted to your personal reflections with others and reflect upon your weekly emails. It should be about 2 or 3 paragraphs in length. The purpose of this assignment is to encourage you to think
critically about your field experiences and how they are helping you to develop as a counselor, both professionally and personally. Questions such as the following should be addressed.

- What do you consider to be the most significant experience you had in your field placement during the week?
- What implications did this experience have for your professional development as a counselor? What personal strengths or limitations did you observe in yourself or others?

5. Turn in logs and on-site supervisor evaluations. DO NOT TURN IN YOUR ORIGINAL LOGS. YOU ARE RESPONSIBLE FOR YOUR RECORD KEEPING THROUGHOUT THE YEAR! Due: Final Class (Final logs and evaluations)

6. Action Research Project (TASK STREAM PROJECT). During the semester, you are required to complete a project that will document the impact you have on individuals or the school counseling program as a school counselor. One aspect of your project should focus upon facilitating the academic success of all students. The guiding question is:

- How do your counseling interventions and the counseling program enhance student success in learning to live, learning to learn, and learning to work?

Outline of Action Research Project (Due: Week 15).

The purpose of this project is to work with several of your colleagues/classmates and develop a research study/manuscript in an area that can enrich the knowledge of issues related to school counseling. In the fall, your group will determine their research project, develop any instruments/programs associated with the project and write a 5–8 page review of the literature. The spring/summer semesters will focus on putting the project into action and writing the results into a journal article format or publishable form. The complete group will be due in the summer session.

- **Problem or need/ discussion**: this consists of a pre-assessment that helps you answer: What is the need for this particular school counseling service?
- **Intervention**: this section consists of survey research, curriculum development, programs, workshops, groups, presentations, etc. You describe what you did and offer supporting documentation for what school counselors do. You answer the question: What did the school counselors do to solve the problem or meet the need?
- **Results/assessment of results**: this consists of providing information about what you have accomplished with your intervention. You should be able to answer the question: What impact did the school counseling intervention have in helping to solve problems or meet student needs?
- **Discussion**: elaborate about the impact of your research and how it can help other school counselors

The action research project paper must be between 15-20 pages when completed. This assignment is considered a critical task and must be submitted through task stream.
Fingerprinting and Insurance: All students MUST HAVE LIABILITY INSURANCE AND BE FINGERPRINTED with processed results before the beginning of the semester. Give me a copy of those results.

Technological Competencies

Provided are a list of sources that will be able to assist you with counseling interest, issues and concerns.

- ACA: www.counseling.org
- OCA: www.ohiocounselingassoc.com
- OSCA: www.ohioschoolcounselors.org
- ASCA: www.schoolcounselor.org

Email Reflection Prompts: Due BiWeekly on Saturday (earlier accepted)

The purpose of this assignment is to encourage you to think critically about your field experiences and how they are helping you to develop as a counselor, both professionally and personally. Your emails should address, but not necessarily be limited to the following:

1. What do you consider to be the most significant experience you had in your field placement during the week?
2. What implications did this experience have for your professional development as a school counselor? What personal strengths or limitations did you notice in yourself or others?

Brief Papers:

Each week of your practicum and internship experiences, you will be submitting brief topic papers. The course syllabi will talk about the dates due. The topics are as follows:

- Community mapping paper
- Psycho-educational Group 1-2 page plan paper
- Psycho ed Group report paper
- Teacher observation paper
- Guidance lesson unit paper
- Support personnel paper
- Teacher views paper
- Leadership paper
- Shadowing paper
- Parent/teacher meetings paper
- Achievement paper per at risk student
- Behavioral assessment paper (sped IEP/504)
- Career/Student Success paper
- PTA/faculty meeting paper

Book Reports:
Write a two-page reaction paper to the Couch textbook and the impact on your worldview. Due: Week 14.

Course Topics

Class/Group Supervision by Week
Week 1 – Class Meets. Review syllabus, assignments & sites. Discuss handouts. The role of the school counselor in organizational development.

Week 2 - Community mapping due. Copy of Liability Insurance due.

Week 3 – Class Meets. Classroom guidance outline plan due.

Week 4 – Teacher observation paper due.

Week 5 – Class meets. Psycho educational group plan due.

Week 6 – Support personnel paper due.

Week 7 – Class meets. Teacher views paper due. Counseling tapes ready to be reviewed. **

Week 8 – Mid Term Logs, midterm checklist, midterm evaluations and leadership paper due.

Week 9 – Class meets. Shadow paper due. Counseling tapes reviewed.

Week 10 - Classroom guidance video due for review and presentation.

Week 11 – Class meets. Parent/teacher meetings/consultation paper due.

Week 12 – Student Achievement with teachers’ paper and psycho ed group report due. Guidance video review.


Week 14 – Behavior modification/ 5 session case study paper due. PTA/faculty meeting paper due. Book Report due of text.

Week 15- Class meets. Action research project paper due (task stream project). Final logs and evaluations due. Site supervisor tape review due.

** beginning week 7, students will be required to bring a counseling tape to class for review

Grading:

A total of 200 points may be earned in this course as follows:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Direct service evaluation</td>
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<tr>
<td>Action Research Project</td>
<td>40</td>
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<td>Coun Tape</td>
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<tr>
<td>Case study</td>
<td>20</td>
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<td>Guidance Video</td>
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<tr>
<td>Brief papers</td>
<td>60</td>
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<tr>
<td>Book report/emails</td>
<td>10</td>
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<td><strong>Total</strong></td>
<td><strong>200</strong></td>
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**Grading Scale:**
- A 100-90 POINTS
- B 89-80 POINTS
- C 79-70 POINTS
- D 69-60 POINTS
- F 59- POINTS

*Note: Students must earn a “B” or above in this class to progress in the Counseling Program*

**Paper and Grading Policy**

Papers should reflect the quality of a professional in the counseling profession. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The *APA Publication Manual* (see supplemental readings) will be the primary reference for issues of style (e.g., double spacing).

**Academic Conduct**

A student caught cheating on exams, submitting work of other students as your own or plagiarism result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

**Course content is subject to change due to class participants and/or situations.**
Youngstown State University

COUN 7007

GRADATION OF SCHOOL COUNSELING TRAINEE RESPONSIBILITY

The Counselor Education Program recognizes that the nature of the various counselor education programs, varying placements, and individual skills and experience will affect the role and expectations of the school counseling trainee. Therefore, the following recommendations can be altered to fit the situation. The supervising counselor is asked to keep the university supervisor informed if significant deviations from the following general schedule occur.

1. The school counseling trainee should spend the first week of the experience meeting the administrative staff, professional support personnel, and school staff members. The student spends considerable time observing the functions of the school counselor and participating when appropriate.

2. The school counseling student should assume more involvement in school counseling activities until a full load is carried. Mid-way into the practicum experience, the student should increase their participatory role and subsequently assume responsibility for individual, classroom, small group guidance and should have sufficient opportunities to experience these areas. The school counseling trainee should assume as much responsibility as is possible and practical for planning, organization, and management during the clinical experience. The practicum provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed school counselor would be expected to perform all the activities delineated in the student counseling practicum.
## Checklist of Practicum Experiences

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<thead>
<tr>
<th>Experience</th>
<th>Date completed</th>
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### I. Information and Administrative

1. Community map
2. Discuss support personnel and their roles (one-page handout)
3. Meet principal, assistant principal, school secretary, and other administrative staff. (written summary) Discuss.
4. Other guidance responsibilities (ongoing)

### II. Classroom

1. Readings as assigned
2. Observe teachers (written notes) Discuss.
3. Observe/assist with classroom guidance sessions (ASAP)
4. a) Complete classroom guidance plan (written). b) Classroom guidance observed & videotape review
5. Interview teachers about counseling (written notes) Discuss.

### III. Counseling

1. Observe counseling and/or co-counsel
2. Counsel/tape and evaluate per week
3. Individual counseling
   a. Tape and evaluate/review initial/goal setting session
   b. Tape and evaluate/review follow-up session
4. Observe/assist with group counseling sessions
5. Leading counseling groups
   a) turn in plan and lead student group or
   b) turn in plan and co-lead counseling group

### IV. Consultation/Collaboration/Career

1. Observe parent and teacher consultation sessions
2. Collaborate with at least one teacher to raise student’s grades
   a. Collaborate with the school psychologist or special education teacher to conduct an assessment of a special needs student.
   b. Develop a career counseling plan for a student or group of students

### V. Behavior modification

1. Four page report of behavioral assessment of a student due

### VI. Other

1. Attend important school functions and meetings
2. Career/college night or other career development activity at the high school level.
3. Shadowing
4. Prepare and give reflections at each group supervision meeting
5. Turn in logs and on-site supervisor evaluations
The purpose of this assignment is to encourage you to think critically about your field experiences and how they are helping you to develop as a counselor, both professionally and personally. Your emails should address, but not necessarily be limited to the following:

1. What do you consider to be the most significant experience you had in your field placement during the week?

2. What implications did this experience have for your professional development as a counselor? What personal strengths or limitations did you observe?
Tape self-evaluation for supervision

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<th>Student:</th>
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<td>Date:</td>
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<td>Client Initials: Grade:</td>
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<td>Referral (self, teacher, etc.):</td>
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<td>Reason for referral:</td>
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<td>Session/treatment goals identified by student:</td>
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<td>Identified student strengths to meet the treatment goals</td>
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<td>Theoretical orientation:</td>
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<td>Systemic considerations:</td>
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<td>Culture-relevant adaptations:</td>
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<td>Evidence of student improvement toward goals</td>
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<td>Questions you have for supervision:</td>
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# School Counseling Practicum

**Student Information Sheet**

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<th>Practicum Site Address:</th>
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<th>Practicum Site Supervisor:</th>
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<th>Supervisor Cell Phone:</th>
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<th>Supervisor email:</th>
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Youngstown State University

COUN 7007

Classroom Guidance Unit Guidelines

Each student must prepare a developmentally appropriate classroom guidance unit which contains at least three sessions. You may decide whether to compile lesson plans for a small group or classroom guidance unit. In either case, your unit should contain the following elements:

1. **Target Population.** Identify relevant information regarding the target group which will receive your classroom guidance unit. In particular, you will want to address the grade level, developmental issues with which this population must contend, and curricular areas to which students have had exposure, which may pertain specifically to your classroom guidance unit (i.e. conflict resolution, character education, etc.).

2. **Rationale.** Provide justification for conducting this particular guidance unit which supports both demographically and empirically your reasons for implementing this unit. Be sure to use reliable sources (ERIC search, Psychlit search, interviews with practitioners and clinicians in the field, internet, journal articles, activity guides, and statistical reports). Balance your rationale, but do not over rely on anecdotal information.

3. **Letter to Parents.** Draft a letter which describes the classroom guidance unit you propose to use with children. This letter should acquaint parents with the purpose, goals, and objectives for your classroom guidance unit. Suggest exercises and activities which parents can do at home which extend and reinforce children's understanding of this particular unit.

4. **Needs Assessment.** Design a needs assessment which you will distribute to students that assesses areas students think counselors should address during the course of the year. You may structure your needs assessment using samples provided. If relevant, develop a pre-assessment measure which ascertains students' current knowledge base about this particular subject matter.

5. **Objectives.** Identify broad goals and specific behavioral objectives which detail expected learning outcomes.

6. **Lesson Plan.** Plan developmentally appropriate activities. Lesson plans should be written in narrative form. Your classroom guidance unit should contain at least three sessions.

7. **Evaluation.** Develop an evaluation which assesses students’ reactions to the classroom guidance unit.

8. **Core Curriculum.** Identify lessons, exercises, or activities which classroom teachers can implement in order to extend and reinforce student learning for each of the four content areas (Language Arts, Social Studies, Science, and Math). Consult with classroom teachers or obtain Standards of Learning (SOL) for your particular target group.
9. Comprehensive Developmental Guidance and Counseling. Discuss primary, secondary, and tertiary prevention and intervention activities which are integrally related to this particular classroom guidance unit and which should be included in a comprehensive developmental guidance and counseling program. You may complete this task using a chart to illustrate relevant activities.

10. Personal Reaction. Discuss in a few paragraphs your personal reaction to this exercise, including particular insights you may have acquired as well as how this assignment may help you as a school counselor.

11. Submission. Submit 2 copies of this assignment, one of which will be placed on reserve in the Library for subsequent classes to peruse.

Youngstown State University

COUN 7007

Audio/Video Authorization Form

I, the undersigned, or through verbal consent authorize the video/audio recording of my child during group/individual counseling sessions with the following student counselor. I understand that the recorded sessions will be used only for the purpose of counselor training. That is, other students enrolled in the Practicum course will observe and evaluate the student counselor’s skill and provide constructive feedback. I further understand that only the Faculty Supervisor and Practicum class members will view recorded sessions. I understand also that all tapes will be destroyed at the completion of the semester. Dr. Martin will be responsible for all supervision and content to protect your child.

If you are willing to permit your child or children to participate in counseling sessions, please sign the authorization below or indicate a verbal agreement.

Please do not hesitate to contact your child’s counselor should you have further questions or comments. Thank you very much for your consideration.

Signature

Date:

I authorize my child(ren) (list names)

1.
2.
3.

to participate in group/individual counseling as described above. I understand that videotapes will be viewed only by the Faculty Supervisor and the Practicum group class members, and that all audio/videotapes will be destroyed upon completion of the Practicum course.

Signature:
### CASE STUDY/ BEHAVIOR MODIFICATION PRESENTATION FORM

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<tr>
<th>Student:</th>
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<tr>
<td>Date:</td>
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</table>

1. Case history/situation:

2. Treatment plan:

3. Presenting Problems:

4. Intervention:
   a. Theoretical framework
   b. Goals
   c. Approach
   d. Future directions

5. Specific issues/questions for group feedback:
Youngstown State University

COUN 7007

School Counseling Practicum Experiences

It is understood that a few of the experiences listed here may not be available to a student counselor, depending on when she/he begins the clinical experience and the unique circumstances of the particular situation. Although this list may not be 100 percent complete at the end of the student counselor’s clinical experience, it should reflect a diversified experience and one which is worthy of the time involved by all those concerned with the individual. This guide is offered as a potential list for the student counselor.

- Meet with the principal within the first week of Counseling Practicum experience.
- Discussed and received in written form, if possible, the policies and procedures of the school division and local school which apply to student counseling.
- Conducted individual, small group, and classroom guidance activities.
- Examined student records of students with whom the intern is working closely.
- Conducted at least 2 taped case presentations for review and feedback during the course.
- Developed weekly supervision schedules with the cooperating school counselor.
- Provided a copy of the weekly log to the college supervisor.
- Participated in the following types of meetings:
  a. Parent conferences
  b. Team/departmental/ grade level meetings
  c. Faculty meetings
  d. Counselor in-service workshops
  e. Child study and eligibility meetings
- Participated in child study or eligibility meetings
- Engaged in consultation with professional support personnel and/or parents.
- Assisted with the school’s annual testing program.
- Assisted with the school registration and scheduling process.
- Facilitated career guidance activities.
- Used a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, and research.
The overall goal of the practicum experience is to afford students an opportunity for supervised practice counseling skills learned in the classroom and to get a first-hand understanding of the counseling services provided in a school setting. Success of the practicum program grows out of cooperation among the university, school system, and the school. The expected roles and responsibilities of the intern, site supervisor, and university supervisor are outlined below.

### ROLES AND RESPONSIBILITIES OF THE PRACTICUM STUDENT

| A. | Becomes acquainted with and establishes rapport with the faculty, staff, facilities, materials and policies of the school. |
| B. | Confers with university supervisor and site supervisor; utilizes effectively suggestions offered for professional growth. |
| C. | Completes requirements in a timely fashion. |
| D. | Maintains professional appearance and observes professional ethics. |
| E. | Conducts individual counseling sessions with students. |
| F. | Prepares a small group and/or classroom guidance unit using the six-step lesson plan format. |
| G. | Conducts small group and classroom guidance activities using appropriate counseling theories and techniques. |
| H. | Provides consultation services for teachers, parents, and administrators. |
| I. | Assists with the school's annual testing program. |
| J. | Participates in child study and eligibility meetings. |
| K. | Attends faculty meetings, departmental meetings, and professional development workshops and conferences |
| L. | Facilitates career guidance activities. |
| M. | Assists with registration and scheduling process. |
| N. | Confers with university faculty supervisor and site supervisor as needed. |
| O. | Attends weekly group supervision meetings. |
| P. | Completes weekly logs and submits to site supervisor. |
| Q. | Implements suggestions of the university supervisor and site supervisor |
| R. | Conducts oneself in a professional manner. Interacts professionally and effectively with all school and college personnel, and with parents and the community. |
| S. | Develops at least one taped case for presentation to the university supervision group. |
| T. | Produces a student counseling portfolio of resource materials. |
## Roles and Responsibilities of the Site Supervisor

| 1. | Introduces the intern to members of the counseling department, faculty, and staff. Locates facilities and materials. Explains policies of the school. |
| 2. | Provides the intern with a gradual introduction into counseling and proceeds with more advanced phases of counseling. |
| 3. | Encourages creative thinking and planning. |
| 4. | Provides at least one hour of individual supervision per week. |
| 5. | Confers with university supervisor regarding evaluation if intern's skills, abilities, and attitudes. |
| 6. | Observes and evaluates the intern's performance and helps the intern build on strengths and eliminate weakness. |
| 7. | Provides a space where the intern can prepare and store personal and professional material. |
| 8. | Provides specific direction for the preparation and execution of the intern's classroom and/or small group guidance unit. No lesson should be facilitated without pre-approved plans. |
| 9. | Acquaints the intern with overall goals, objectives, and annual plan for the counseling department. |
| 10. | Aids the intern in effective time management skills. |
| 11. | Shares and interprets pertinent pupil information. |
| 12. | Consults with university supervisor. |
| 13. | Completes a mid-term evaluation and discusses it with the intern and university supervisor. |
| 14. | Models desired counseling and professional behavior. |
| 15. | Completes and submits final evaluation to the university supervisor. |
| 16. | Writes a recommendation for the intern's placement file and discusses it with intern. |
# ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

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<td>1.</td>
<td>Serves as liaison between the university and the school and meets on site when feasible.</td>
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<td>2.</td>
<td>Completes supervision power point provided by YSU</td>
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<td>3.</td>
<td>Shares in decisions affecting the school counseling intern in the school.</td>
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<td>4.</td>
<td>Provides feedback to the intern; offers instructional help and guidance to the intern.</td>
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<td>5.</td>
<td>Acquaints the public school personnel with the nature and purposes of the practicum program during the Orientation Meeting and first visit to the host school(s).</td>
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<td>6.</td>
<td>Reviews and provides written feedback to intern's weekly log of activities.</td>
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<td>7.</td>
<td>Reviews written evaluation of intern's taped case presentation.</td>
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<td>8.</td>
<td>Supervises the portfolio development and reviews portfolio at the conclusion of the practicum.</td>
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<td>9.</td>
<td>Writes a letter of recommendation for the intern's placement folder.</td>
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<td>10.</td>
<td>Completes a final evaluation and conducts an exit interview upon completion of the practicum.</td>
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**Youngstown State University**

**COUN 7007**

<table>
<thead>
<tr>
<th>MID SEMESTER PRACTICUM STUDENT CHECKLIST</th>
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<td>Student</td>
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**Check the number of experiences/events that you have had at this point.**

- I have full responsibility for some/all of my counselor’s clients.
- I am familiar with the daily schedule and all class and school routines.
- I have attended a staff development workshop or conference.
- I have participated in at least one parent-teacher conference.
- I have facilitated parent-teacher conference.
- I have observed classroom guidance activities.
- I have facilitated classroom guidance activities.
- I have observed small group guidance activities.
- I have facilitated small group guidance activities.
- I have observed/facilitated individual counseling sessions.
- I have observed/facilitated career counseling sessions or activities.
- I have reviewed student records before working with them.
- I have attended a faculty meeting.
- I have attended a counseling department meeting.
- I receive supervision for a minimum of one hour per week.
- I have developed classroom guidance/small group guidance lesson plans.
- I have facilitated classroom guidance/small group guidance units.
- I receive verbal and written feedback on my lesson plans.
- I receive verbal and written feedback on counseling behaviors.
- I have had the opportunity to be audio/videotaped while counseling.
- My university supervisor has met with my site supervisor.
COUN 7007

MID SEMESTER EVALUATION: SUPERVISOR FORM

Student: __________________________ Date: ______________

**DIRECTIONS:** Please check the box that would be appropriate using the following key:
- **S** - Superior
- **AA** - Above Average
- **A** - Acceptable
- **BA** - Below Average
- **UA** - Unacceptable
- **NA** - Not able to judge

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<tr>
<th>INTERN</th>
<th>S</th>
<th>AA</th>
<th>A</th>
<th>BA</th>
<th>UA</th>
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<td>Enthusiasm and Effort</td>
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<td>Cooperation and Flexibility</td>
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<td>Poise, Self-Confidence, Initiative</td>
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| OVERALL EVALUATION |
# PRACTICUM 2 STUDENT CHECKLIST

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**Directions:** You must return this “Check-list” during the final class meeting in order to receive class credit. This process will help both of us in organizing your required materials. If items are missing, please indicate the date by which the project will be completed.

**Site Supervisor Final Evaluation of Intern**

**Classroom Guidance Video**

**Counseling Session Audio/ Videotape and Site Supervisor review**

**Behavior Modification/ Case Study**

**Weekly Counselor Activities Log:** (Total hours = 150, with 60 being direct service):

**Brief Reaction papers:**
- Community map
- Psycho-educational plan paper
- Psycho educational Group report paper
- Guidance unit paper
- Teacher observation paper
- Support personnel paper
- Teacher views paper
- Leadership paper
- Shadowing paper
- Parent/teacher paper
- Achievement paper
- Behavioral assessment paper
- Career paper
- PTA/faculty meeting paper
- BiWeekly Email Reports
- Book Report
- Action Research Paper

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# FINAL EVALUATION: SUPERVISOR FORM

**COUN 7007: PRACTICUM 2**

Student Name: __________________________________ Date of Evaluation: ____/____/_____  
Supervisor: ____________________________________  
Practicum/Internship Site: _______________________

36
Instructions: This form is designed to help supervisors provide feedback about the performance of students at the completion of their experience. This form will become part of the student’s record for this course and will be considered in assigning grades. Please answer each item using the scale provided. Space is provided following each category group for specific comments.

I. Basic Work Requirements
a. Arrives on time consistently 1 2 3 4 5
b. Uses time effectively 1 2 3 4 5
c. Makes arrangements for absences 1 2 3 4 5
d. Reliably completes requested or assigned tasks on time 1 2 3 4 5
e. Completes required total number of hours 1 2 3 4 5
f. Is responsive to norms about clothing, language, etc., 1 2 3 4 5

Comments: ____________________________

II. Ethical Awareness and Conduct
a. Knowledge of general ethical guidelines 1 2 3 4 5
b. Knowledge of ethical guidelines of site placement 1 2 3 4 5
c. Demonstrates awareness/sensitivity to ethical issues 1 2 3 4 5
d. Personal behavior consistent with ethical guidelines 1 2 3 4 5
e. Consults with others about ethical issues if necessary 1 2 3 4 5

Comments: ____________________________

III. Knowledge and Learning

Knowledge of Student Population
1. Beginning of practicum 1 2 3 4 5
2. Completion of practicum 1 2 3 4 5

Knowledge of Appropriate Counseling Approaches
1. Beginning of practicum 1 2 3 4 5
2. Conclusion of practicum 1 2 3 4 5

Learning
1. Receptive when provided new information 1 2 3 4 5
2. Actively seeks new information from staff or supervisor 1 2 3 4 5
3. Ability to learn and understand new information 1 2 3 4 5
4. Understanding of concepts, theories, and information 1 2 3 4 5
5. Applies new information in school counseling setting 1 2 3 4 5

Comments: ____________________________

IV. Response to Supervision
a. Actively seeks supervision when necessary 1 2 3 4 5
b. Receptive to feedback and suggestions from supervisor 1 2 3 4 5
c. Understands information communicated in supervision 1 2 3 4 5
d. Successfully implements suggestions from supervisor 1 2 3 4 5
e. Aware of areas that need improvement 1 2 3 4 5
f. Willingness to explore personal strengths/weaknesses 1 2 3 4 5

Comments: ____________________________
V. CAEP DISPOSITIONS
a. collaborative (contributes and enacts solutions) 1 2 3 4 5
b. inclusive (respectful, empathic, open minded) 1 2 3 4 5
c. professional (ethical and competent) 1 2 3 4 5
d. demonstrates fairness (inclusive and culturally aware) 1 2 3 4 5
e. believes all students can learn 1 2 3 4 5
Comments: ____________________________________________________________

VI. Interactions with Students
a. Appears comfortable interacting with students 1 2 3 4 5
b. Initiates interactions with students 1 2 3 4 5
c. Communicates effectively with students 1 2 3 4 5
d. Builds rapport and respect with students 1 2 3 4 5
e. Is sensitive and responsive to student’s needs 1 2 3 4 5
f. Is sensitive to cultural differences 1 2 3 4 5
g. Is sensitive to issues of gender differences 1 2 3 4 5
Comments: ____________________________________________________________

VII. Interactions with Coworkers
a. Appears comfortable with other staff members 1 2 3 4 5
b. Initiates interactions with staff 1 2 3 4 5
c. Communicates effectively with staff 1 2 3 4 5
d. Effectively conveys information/expresses own opinions 1 2 3 4 5
e. Effectively receives information/opinions from others 1 2 3 4 5
Comments: ____________________________________________________________

VIII. Work Products
a. Reliably and accurately keeps records 1 2 3 4 5
b. Written/verbal reports are accurate/factually correct 1 2 3 4 5
c. Written/verbal reports are professional 1 2 3 4 5
d. Reports are clinically or administratively useful 1 2 3 4 5
Comments: ____________________________________________________________

Overall, what would you identify as this student’s strong points? ____________________________

What would you identify as areas in which this student should improve? ____________________________
Would you recommend this student for continuation to internship?

_____ Yes  _______ Yes, with reservations  _______ No

If ‘yes, with reservations’ or ‘no’, please explain: ____________________________


Supervisor’s Signature  Date

Thank you for your time in supervising this student and completing this evaluation. If you have questions or concerns, please feel free to contact me.

Dr. Don Martin, Coordinator
School Counseling Program
Youngstown State University
Phone: 330-518-8676
Email: dmartin@ysu.edu
YOUNGSTOWN STATE UNIVERSITY
Department of Psychological Sciences and Counseling
School Counseling Internship
COUN 7009 / 3 - 9 S.H.
Term

Class Meetings:
Instructor:
Contact Info:
Office Hours:

Catalog Description: Supervised internship in approved school counseling program. This course may be repeated to a maximum of 9 semester hours. For counseling majors or by permission of the Department.

Prerequisites: COUN 7007 and special permission.

Required Textbooks:

Recommended Articles:


**Knowledge Base Rationale:** The goals of this course are to help school counselor trainees promote optimal development of all students. The counselor is a school leader who works with students, teachers, administrators, parents, and other members of the community to build a supportive learning environment which nurtures the development of academic, career, and personal/social competence among students as well as fosters an appreciation of diversity and a commitment to social justice. While remediation of deficits and the removal of barriers play a role in this perspective, developmental advocates focus on proactive and preventive approaches to help students build skills and to enhance the asset-building capacity of the school environment. Traditionally, school counselors have relied upon four primary interventions – individual and small group counseling, consultation, classroom guidance, and coordination – to support student development. In recent years, two additional interventions – advocacy and collaboration – have played an increasingly important role in the school counselor’s efforts to insure equity and social justice and to increase the likelihood of optimal development for all students. These last two interventions are especially important for those students who are disenfranchised due to socioeconomic, cultural, or lifestyle issues. Advocacy takes place on several levels, the most important of which are individual and group advocacy. When in the advocacy role, school counselors act on behalf or in concert with students and their parents to correct situational problems or to bring about lasting changes in policies that restrict student development. In the collaborative role, the school counselor forms coalitions with professionals in the school and community to better serve.

**Course Objectives:** The school counseling internship is an extensive field experience in a professional school counseling setting. The overall objective of the classroom experience is to integrate, enhance, and expand the school counseling learning process that takes place in the internship setting. This will be accomplished through experiential learning methods. More specific objectives of the internship experience include meeting the requirements of CACREP accreditation. Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences, programs must provide evidence that student learning has occurred in the following domains.

School Counseling (CACREP 2016 School Counseling Standards)

**Foundations**
- Models of school counseling programs(B)
- Models of school-based collaboration and consultation(D)
Assessment specific to P – 12 education (E)

Contextual Dimensions

A. School counselor roles as leaders, advocates, and systems change agents in P-12 schools
B. School counselor roles in consultation with families, P-12 and post-secondary school personnel, and community agencies
C. School counselor roles in relation to college and career readiness
D. School counselor roles in school leadership and multidisciplinary teams
E. School counselor roles and responsibilities in relation to the school emergency management plans, and crisis, disasters, and trauma
F. Competencies to advocate for school counseling roles
G. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
H. Signs and symptoms of substance abuse in children and adolescents
I. Signs and symptoms of living in a home where substance use occurs
J. Quality and styles of effective leadership in schools
K. Community resources and referral sources
L. Legal and ethical considerations specific to school counseling

Practice

A. Development of school counseling program mission statements and objectives
B. Design and evaluation of school counseling programs
C. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
D. Interventions to promote academic development
E. Use of developmentally appropriate career counseling interventions and assessments
F. Techniques of personal/social counseling in school settings
G. Strategies to facilitate school and post-secondary transitions
H. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
I. Approaches to increase promotion and graduation rates
J. Interventions to promote college and career readiness
K. Techniques to foster collaboration and teamwork within schools
L. Strategies for implementing and coordinating peer intervention programs
M. Use of accountability data to inform decision-making
N. Use of data to advocate for programs that students

Course Expectations:
Academic Conduct:
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

Academic Dishonesty (YSU Statement) As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

Americans with Disabilities Act (YSU Statement)
In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.

Attendance: Students are expected to attend classes, complete all assignments and participate in class discussions and activities. Advanced notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. Unexcused absences in excess of one class will result in a drop of one letter grade. Absences can be excused by providing a doctor’s note. You are responsible for all information if you do miss a class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

Class Punctuality: Students are expected to attend classes on time. Students who are late at the beginning of class or returning from breaks in excess of two times will result in a drop of one letter grade of participation points followed by an additional letter grade for each time after.

Course Evaluation: You will have the opportunity to evaluate the course and the instructor.

Counseling Services: If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no
or reduced cost they can provide counseling, support and appropriate referral.

**Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)**

*Candidate Disposition Alert Process:* The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

**Dispositions:**

The following dispositions have been approved by the faculty of the Beeghly College and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. **Collaborative:** Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. **Inclusive:** Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. **Professional:** Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

**Incomplete Grade Policy (Official YSU Policy)**

An incomplete grade of an “I” or PR may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” or PR will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

- Spring semester incompletes - by Sept. 1
- Summer incompletes - by October 1
- Fall incompletes - by March 1
Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

NAF Guidelines.
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website

**Participation:** Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities.

Problematic Behaviors:
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling
Progra

The Candidate Performance Alert form will be placed in the student's file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

Technology Use During Class:
Please turn off cell or smart phones during class unless they are being used for course-related activities. If you anticipate a potential emergency, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

Writing and Group Presentation Policy: Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

YSU Statement of Non-Discrimination:
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit YSU’s ADA Accessibility Site for contact information for persons designated to handle questions about this policy.

YSU E-Mail (Common University E-Mail):
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.

Task Stream (Counseling Students): All Counseling candidates will be required to purchase a Task Stream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of school counseling candidates in each course. This is essential for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Task Stream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery
is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

In this course, the Action Research Project has been identified as the “Task” in COUN 7009. The completed assignment must be submitted through Task Stream by all Counseling students.

**Equity and Excellence**
Preparation of educational leaders for today’s society is based in values of equity and excellence that assure our candidates’ and their students’ future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.

Within the Counseling program, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the Counseling program, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

**Book Report:**
You will write a 2-page book review of the text in the syllabus related to current issues.

**Instructional Methods:**
Normally, skill development in individual and group counseling and classroom guidance is begun in Couns 6961, 7014D and is continued in Couns 7007. Therefore, Couns 7009 continues to work on counseling skills and, as necessary, in classroom guidance. The second and equally important priority in Couns 7009 is for students to develop skills in systemic interventions and approaches to enhance the asset-building capacity of the school environment. In particular, skills
and practice in consultation, coordination, collaboration, leadership and advocacy are emphasized.

In the case of consultation, it is expected that students will demonstrate proficiency in both parent and teacher consultation. With regard to coordination, students should seek out opportunities to observe and participate in activities involving coordination such as testing and appraisal activities, peer programming, career development activities, the referral of students to private and public resources, and the provision of services through the variety of agencies available to students. For collaboration, students should seek out opportunities and participate in collaborative activities with related mental health, school, or community personnel. Collaboration activities may include active involvement in IEP/504 meetings, parent groups run in collaboration with community agencies, etc. For leadership, students will direct or participate with administrative personnel in the direction of school programming or school improvement committees. For advocacy, students will utilize data to advocate for a particular student, group of students, or important cause. Your university supervisor and your field supervisor will determine your proficiency in the areas listed above. It is also expected that you will become actively involved in the assessment of your own behavior. There is no expectation that you will be the “perfect counselor” at the end of your internship. However, you are expected to demonstrate that you can facilitate student development and, when appropriate, provide needed remediation and/or referral for services, and participate in systemic functions to promote student development. Just as importantly, you are expected to demonstrate that you have an understanding of your own strengths and weaknesses and can identify means of correcting your deficiencies. Note: You are required to be covered by professional liability insurance during the internship experience.

Professional Behavior:
You are expected to conduct yourself as a professional during the internship experiences. This role means that you follow the rules and regulations and calendar of the school to which you are assigned and includes such things as arriving on time, not leaving school early (unless specific arrangements are made), calling the school if you are ill, observing the dress code, determining and adhering to policies concerning confidentiality and tape-recording interviews, etc. In addition, your conduct needs to be in accordance with both ACA and ASCA ethical standards (see me if you do not have a copy of these documents). Also, Ohio laws such as those dealing with child abuse and confidentiality are to be followed explicitly. If a legal or ethical question arises, you should contact your on-site supervisor and me immediately. Failure to conduct yourself in a professional manner is grounds for reduction in grade or a failing grade in the course.

Time Commitment:
Field experiences require a substantial time commitment. By the end of your second internship, you will need to have accumulated a minimum of 600 hours of field experience, of which a minimum of 240 hours should be in direct service.
Please note that, because of your field placement, you are governed by the public-school calendar and not by the university calendar. Thus, you are expected to begin and end the school year and take vacations according to your school district's schedule. You can find a copy of this calendar on your school district’s website. In addition, it is probable that you may spend additional time between university semesters or during the YSU vacation periods as a means of accumulating the necessary hours and experiences. You will need to keep a running log of the dates and hours you spend at your site and have it signed by your on-site supervisor on a weekly basis.

The logs include the Counselor’s Weekly Log and Weekly Log Summary forms. Note that the Weekly Log Summary form will cumulate your direct service, indirect service, and field supervision hours for you (if you enter your weekly data in these categories each week) and it should be turned in to the instructor at mid-semester and at the end of the semester. A summary of the logs should be completed at midterm and again at the end of the semester. These logs are required to earn credit for the course.

**Supervision:** You will receive several different types of supervision this semester:

- **On-site supervision:** You should spend one hour per week with your field supervisor getting feedback on your functioning. Because school counselors are busy people, you may find it helpful to schedule two half-hour sessions on different days during the week rather than a single one-hour block, and you and your on-site supervisor will need to guard your time together.
- **Group supervision:** We will spend 3 hours on campus in group supervision every other week. In preparation for counseling supervision, you must complete a tape self-evaluation form in preparation for our supervision sessions. The instructor will facilitate group supervision during scheduled class meetings. The instructor will play an active role in facilitating the group supervision process and providing students with feedback regard their clinical skills and professional issues. Students are also expected to be active, interactive, and provide regular feedback to their peers about their basic counseling skills.

Along with active participation in group supervision, class discussions and activities; students are expected to participate as demonstrated through regular attendance, completion of assignments by specified due dates, and participation in class discussions and activities.

Please bring a counseling tape and narrative summary to class as assigned by due date. Supervision on tapes can start as soon as they are available. All recorded tapes must be digital and able to be played on the computer via file or flash drive. Your supervisor must review a counseling tape this semester assessing your skills using the YSU tape review form. When you present your tape, you should provide the instructor with a brief written critique of your own performance. You should have reviewed each of these tapes before giving them to the instructor and have completed the student tape evaluation (critique) form. It is strongly encouraged that the content of the tapes focuses on areas of needed skill development as recommended by your university supervisor at the end of Practicum 2. Your critique should address such issues as:
a. what were the goals which you and/or your clients/consultees/students were trying to achieve,
b. to what extent were these goals achieved and what behaviors were changed
c. the basis (data) for concluding whether they were or were not achieved,
d. what you considered to be your counseling strengths or weaknesses on the tape

Please submit tapes of diverse (culture, race, sexual orientation etc) individual clients that illustrate your ability to open sessions and establish rapport, assess clients’ problems, devise and implement interventions, evaluate change, and bring closure to the counseling process. Initially these tapes should be of individual sessions and later can be group or consultation sessions. The type of tapes to be submitted will be specified on an individual basis as the semester progresses. Submit tapes of a consultation session with teachers and, when possible, consultation with parents. It is your responsibility to demonstrate your proficiency in counseling and consultation. If this assignment is not done, the internship experience will be extended.

Late assignments will be reduced by one letter grade per day late. Participation is expected and rewarded in class. Come to class prepared to participate in class discussions and come ready with questions or comments.

Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook/reading material. Class participation includes regular attendance, preparation for class and engaging in class activities. Absences (without instructor permission) in excess of one (1) letter grade from your final grade. Two absences will result in a failing grade. You are responsible for all information if you do miss a class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

Course Requirements: Note – Please refer to the School Counseling Internship Handbook for detailed description of departmental policies and procedures regarding the internship. The handbook will serve as an authoritative source regarding internship requirements. Information and requirements included in this syllabus will provide any information included in the handbook. Questions about these requirements should be directed to the class instructor or the Internship Coordinator.

Faculty Supervisor - Site Supervisor - Student Consultation: The students are responsible for scheduling a conference between the faculty supervisor, site supervisor and themselves.

- The meeting MUST be scheduled within the first 4 weeks of the semester but the meeting itself need not occur during this time period, if approved by the candidate’s faculty supervisor.
- The candidate should consult with his or her site supervisor as to mutual times in their schedules in which they are available to meet together with the site supervisor.
• The candidate should then call the faculty supervisor and inform him/her of these available times and schedule the meeting.

Problems at the Intern Site:
• Any problem during the internship must be immediately reported to the site supervisor in addition to bringing it to the attention of the faculty supervisor or other personnel at the internship site.
• Problems with students should be discussed with the internship and site supervisor.
• Every instance of violence, threats of violence, or issues related to intern safety should immediately be reported to the site supervisor or his/her designee and also to the instructor.

Direct Service Activities: The School Counseling Internship is a 600-hour field placement that requires a minimum of 40% (240 clock hours) of direct student contact. These hours are typically completed over the course of 2 semesters (22-30 weeks) at the rate of 20 hours or more per week. You must complete your hours at the rate and pace indicated in your placement contract and as specified in the internship handbook. Please note that if you do not comply with this guideline, it will affect your ability to receive a grade in the course and/or graduate. All students must be informed of the candidate’s counselor trainee/intern status and the title Counselor in Training, Counselor Intern, or Counselor Trainee should be used with all documentation. The internship is required for licensure as a school counselor in the state of Ohio.

Class Attendance: Since the number of class meeting times is reduced for the benefit of the candidate, it is essential that you attend all scheduled classes. An unauthorized absence will result in a grade reduction of one letter grade for the semester.

Class Participation: Students will sign up to present both a counseling tape and a consultation tape. The rest of the group supervision time will be spent discussing cases/programs that students identify. Class discussion about cases and relevant school counseling issues is an integral component of learning. You are expected to participate in each class and failure to participate will result in a point reduction for that class. The discussion of client cases is an important part of becoming a counselor and is an activity in which school counselors frequently engage. All school counselors, throughout their careers, should have concerns that require them to consult with other professionals. Absolute confidentiality is required. Please make every effort to disguise the identity of the student. If you believe that you are related or personally know the student being discussed, please inform the instructor.

General Comments on all papers and the case study: Closely follow the directions for writing the case study and other papers. If a paper has a significant number of errors, it will be returned to the student so that corrections can be made. If significant corrections are needed, the paper will have a reduced grade. The student will have one week to make these corrections and return the paper. The student must inform the site supervisor of the nature of the paper, provide a copy to him/her, follow any directives that s/he may give regarding the project/paper, and secure the
supervisor’s signature indicating that s/he reviewed and approves of the paper. Please be sure to provide your supervisor with your paper in advance so that s/he can read it by the due date. Indicate your name, the name of the class, the semester and year, and the instructor’s name and your faculty supervisor on the cover page. A case study that is poorly written or has numerous grammar and spelling errors will be returned and you will be required to re-write the paper. Papers must be done in APA style (i.e., 12-point, Times New Roman font, stapled - no binders, page numbers). Papers with excessive jargon, and clichéd writing will not be accepted. Please see the grading criteria at the end of this syllabus for information on how the assignment will be graded. Please pay very close attention to the details of this assignment.

**Insurance:** Each candidate must have a malpractice insurance policy in effect during the entire time enrolled in internship. It is the candidate’s responsibility to secure and maintain this coverage. A copy of the candidate’s proof of insurance coverage is required and should be provided to the candidate’s faculty supervisor and instructor during the first week of school regardless of whether the department has this information in your file. Candidates’ insurance expires every year, and it is your responsibility to renew your insurance and provide this information to your supervisor during the first week of the semester. Failure to comply with this policy results in the candidate being unable to work or accrue hours at his/her internship until proof of insurance is provided.

**Intern Documents:** The candidate is responsible for maintaining and completing each of the time documentation forms and returning them to the class instructor at the assigned date at the end of the semester. You must turn the attached “Check-list” in with all of the materials in order to receive class credit. Please arrange the materials in the order designated on the checklist and place the check-list sheet on top of all of the documents. You may turn the documents in early, but please do not turn them in earlier than 2 weeks prior to finals week. Case studies will be reviewed and graded by the instructor and site supervisor. These materials will be placed in the candidate’s file.

1. **Counselor monthly Activities Log: (Due: SP class 4(midterm) and end of each semester)**
   Each candidate will complete a log of his or her activities while at the internship site. The form must be signed by the site supervisor before being submitted to the faculty supervisor at the end of the semester. Documentation on these forms must be legible. It is strongly suggested that you keep a copy for your records. A daily worksheet log will also be provided for the candidate’s convenience. Do not submit the daily worksheets. Use extra copies if needed to document additional on-site work (e.g., during break, etc.).

2. **Intern Mid Term(Sp,class 4) and Final Evaluation: (Su,class 6)**
   A *Mid Term Evaluation of School Counseling Interns* form should be completed by the intern's site supervisor for the spring semester that the candidate is enrolled in the internship class. In addition, the final intern evaluation form should be completed at the end of the summer session. See handbook for a more detailed description of this component. The candidate and site supervisor signatures are
required. Inform the site supervisor well in advance of the necessity to complete this form prior to the end of the summer semester meeting.

3. **Internship Handbook. (Ongoing)** The handbook is provided to each candidate in Advanced Practicum 2 and serves as a reference for the candidate throughout the internship experience. The handbook is updated regularly, and candidates will be notified in the internship class meeting when a new handbook has been produced and will be provided the opportunity to obtain a copy. If information in the handbook conflicts with information contained in this syllabus, the information in the syllabus should be considered as correct. As always, if you have questions refer to the Internship Coordinator.

4. **Evaluation of the Internship Experience Form.** Should be completed at the end of the summer semester and turned in to the faculty supervisor at the end of the summer semester.

5. **Internship Evaluation of School Counseling Session Form. (At least once per spring and summer semester)** The site supervisor should complete this form after having observed a recorded or live counseling session. All subtotals should be indicated and added to make the total score on the last page. If there are competencies that were not observed in the session, indicate this beside the item by “NA” (not assessed).

6. **Action Research (Project).** During the spring and summer semester, you are required to complete a **group project** that will document the impact you have on individuals or the school counseling program as a school counselor. One aspect of your project should focus upon the learning to learn strand: in other words, facilitating the academic success of all students. The guiding question is:
   - **How do your counseling interventions and the counseling program enhance student’s success in learning to live, learning to learn, and learning to work?**

7. **Action Research (Project) Process.** Due: week 6, SUMMER. This project will be submitted to task stream. (1) This project should be a continuation of your fall proposal and literature review. The following areas are a guideline for the finished project.

   - **Problem or need/ literature review (completed fall semester):** this consists of a pre-assessment that helps you answer: *What is the need for school counseling services?*
   - **Intervention/ Method:** this consists of curriculum development, programs, workshops, groups, presentations, etc. You describe what you did and offer supporting documentation for what school counselors do. You answer the question: *What did the school counselors do to solve the problem or meet the need?*
   - **Results/assessment of results:** this consists of providing information about what you have accomplished with your intervention. You are able to answer the question: *What impact did the school counseling intervention have in helping to solve problems or meet the students’ need?*
   - **Professional reflections and learning:** this consist of sharing resources with your fellow school counseling interns and reflecting on your professional learning and growth. You
will be able to answer two questions: *What professional resources, materials, or ideas can I share with other school counselors? What did I learn as a professional school counselor?*

8. **Case Study:** use the forms provided to write a case study with an at-risk child regarding a student you counseled this semester. Limit to 5 pages in length.

**Email Reflection Prompts:**

The purpose of this assignment is to encourage you to think critically about your field experiences and how they are helping you to develop as a counselor, both professionally and personally. Your emails should be addressed, but not necessarily be limited to the following:

1. What do you consider to be the most significant experiences you had in your field placement during the week?
2. What implications do these experiences have for your professional development as a counselor?

For students who are completing their 2nd and final semester of Internship, in lieu of your final weekly reflection (for your 7020 course), provide a brief reflection (no more than 2-3 pages total) indicating how you have demonstrated (e.g., at your field site, in classroom discussions, etc.) competence in each of the following core counseling skills. Upload this reflection to Taskstream. What follows is the TaskStream rubric that will be used to evaluate this assignment so please make sure you address these issues as you develop your reflection:

<table>
<thead>
<tr>
<th>KPI</th>
<th>1- Unsatisfactory</th>
<th>2- Satisfactory</th>
<th>3- Competent</th>
<th>4- Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.1.i: Students will demonstrate knowledge of ethical standards</td>
<td>Student demonstrates minimal/limited knowledge/skills in this area.</td>
<td>Student demonstrates sufficient knowledge/skills in this area.</td>
<td>Student demonstrates comprehensive knowledge/skills in this area.</td>
<td>Student demonstrates exceptional knowledge/skills in this area.</td>
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<tr>
<td>of professional counseling organizations and credentialing bodies,</td>
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<tr>
<td>and applications of ethical and legal considerations in professional counseling (ethics)</td>
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<tr>
<td>2.F.2.c: Students will demonstrate knowledge of multicultural</td>
<td>Student demonstrates minimal/limited knowledge/skills in this area.</td>
<td>Student demonstrates sufficient knowledge/skills in this area.</td>
<td>Student demonstrates comprehensive knowledge/skills in this area.</td>
<td>Student demonstrates exceptional knowledge/skills in this area.</td>
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<tr>
<td>counseling competencies (social and cultural)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2.F.3.a: Students will demonstrate knowledge of theories of</td>
<td>Student demonstrates minimal/limited</td>
<td>Student demonstrates sufficient</td>
<td>Student demonstrates comprehensive</td>
<td>Student demonstrates exceptional</td>
</tr>
<tr>
<td>individual and</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>cultural</td>
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Due: biweekly

Book Report:

Write a two-page reaction paper to the assigned textbook and the impact on your profession. Due: Final class for each semester.

Cover Letter and Resume:

The purpose of this assignment is to prepare you for job interviews and placement at the conclusion of internship. The cover letter should be approximately 1 page in length and should discuss your qualifications and experience relative to a school counseling position. The resume...
should be 2 or 3 pages in length and follow the format listed at the end of the syllabus. Review the ASCA website to examine the specific roles of the school counselor and the skill sets you have acquired this year. Due SP class 3.

Model School Counseling Program: Using Social Media (Website, Facebook Etc)

Students will create and use social media such as a school counseling program website, face book or other media tools. Students may choose to use their current school site as an example, a future job location, or a fictional school. Students are encouraged to be creative with this assignment and use ideas (you can use sample school counseling program websites that you find useful). Sites should at minimum include: 1) Information related to all four aspects of the ASCA National Model (e.g., foundation, delivery system, management system, and accountability), and 2) necessary and functional information for students, parents, and staff (e.g., contact info). The sites will be shared and discussed in class 7.

Audio/Video Tapes:

Audio or video tape a counseling session to present to class for group supervision. Complete supervision form to be given to instructor. Due: Starting class 2. The Consultation Tape is due on the 6th class meeting.

Brief reaction papers for semester 1(spring): These papers should be 1 or 2 pages in length. Papers are due on week listed.

1. Now that you have been in the school counselor role for a semester, develop a personal wellness plan based on your strengths and weaknesses. Develop a specific weekly schedule and activities that you would do. See the wellness attachment in the syllabus. Due: sp class 2
2. Consult with a teacher, administrator or parent regarding an issue (student or other) that needs resolution. You may use this Audio or video tape for your consultation tape. See the enclosed handout for a suggested format. Due: sp class 6
3. Work with 2 students in conflict. Discuss your intervention regarding this conflict resolution. Due: sp class 4
4. Initiate a career guidance group activity or program for at least 4 hours or sessions. The state provides several career instruments/tools that may help you with the career assignment. You should connect this assignment to the student success plan you completed in the fall. This program or group should emphasize a model of comprehensive career development as well as your role in relation to college and career readiness for the students. Examine strategies that will facilitate school and postsecondary transitions. Use available career counseling assessments to help better career understanding as well as increase graduation rates. Due: sp class 5
5. Organize and lead a peer group activity for this assignment. A peer helping group could include activities such as peer mediation, peer tutoring, peer counseling, peer-provided
community service/service learning, or a peer ambassador program for school transitions. If a career/peer helping intervention does not/cannot occur at your site, this project could be done at a classmate’s site where this type of intervention is occurring or can occur. Submit a two page reflection about what you learned from the experience. Discuss the results. **Due: sp class 6**

**Brief reaction papers for semester 2(summer):** These papers should be 1-3 pages in length. Papers are due on week listed.
1. Conduct a staff in service for teachers, support staff or counselors. Attach in-service with paper. **Due class 1**
2. Book report: **Due class 2**
3. Continue to work with your at-risk child and audiotape a final session. Describe the final results in 3 pages. **Due class 3.**
4. Follow up with your teacher's consult. Examine the result and discuss. **Due class 4.**
5. Continue to lead your peer group. Describe the final result in 3 pages. **Due class 5.**
6. Evaluation forms. **Due class 6**
7. Write the results of your action research project. **Due class 7.**

**Grading Policy and Quality of Assigned Papers**

Grading in this course is equivalent to a pass/fail course. Each assignment is based on skill attainment and every assignment must be completed. Each assignment must represent quality equivalent to a “B” grade which is considered passing. If an assignment is poorly done, it will be returned until the quality is at least equal to a “B” grade. Typically, each assignment will receive feedback or comments from the instructor. It is critical of any student in training that assignments be received on the due date. It is the hallmark of a professional and an expectation of any employer that work assignments be completed on time. All assignments must be received by Sunday noon after the last class meeting. If assignments are late, there will be a reduction of one letter grade. If three assignments are late without permission, there will be a reduction of one letter grade from the final semester grade. If all assignments are not completed by the end of the semester, you will receive a PR grade until assignments are completed.

Regarding assigned papers, they should reflect the quality of a professional in the counseling field. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The *APA Publication Manual* (see supplemental readings) will be the primary reference for issues of style (e.g., double spacing).

**Course content will be subject to change due to class participants and/or situations surrounding it**

**Schedule and class format (instructional methods):** Classes will consist of discussions regarding candidate activities at the internship sites and will include but not be limited to difficult cases, extraordinary incidents, safety issues, supervision received at the site, legal and ethical issues as well as professional issues.
Course topics  

Class/Group Supervision by Week

Spring Semester

CLASS 1  
Introductions; descriptions of internship sites; introduction to the group supervision process; review of syllabus/requirements; review of safety precautions for internship sites. Group supervision.

CLASS 2  
Review of counseling tapes  
Group supervision. *(Wellness paper due)*

CLASS 3  
Review of counseling tapes.  
Group supervision *(Cover letter and resume due)*

CLASS 4  
Mock Interviews. Review of counseling tapes.  
Group supervision *(Conflict resolution paper due)*

CLASS 5  
Mock Interviews. Review of counseling tapes.  
Group supervision *(Career guidance paper due)*

CLASS 6  
Review of counseling tapes  
Group supervision *(Peer group paper and consultation tape and paper due).*

CLASS 7  
Final review of semester. Review of counseling tapes. Group supervision *(Website Due, At-risk case study and Book report due)*

Summer Semester

CLASS 1  
Review of consultation tapes.  
Group supervision *(Staff in-service paper due)*

CLASS 2  
Review of consultation tapes.  
Group supervision *(Book report due)*

CLASS 3  
Counseling or Consultation Tape review and Group supervision *(Counseling at risk child paper and audiotape due)*

CLASS 4  
Review of counseling/consultation tape.  
Group supervision *(Teacher consult Paper)*

CLASS 5  
Review of counseling/consultation tapes.  
Group supervision *(Peer group paper due)*
CLASS 6  
Review of counseling tapes
Summary and Reflections, required documentation due including evaluation forms

CLASS 7  
Action research paper due on task stream

Grading:
A total of 200 points may be earned in this course as follows:

<table>
<thead>
<tr>
<th>Spring</th>
<th>points</th>
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<tr>
<td>Brief reports</td>
<td>30</td>
</tr>
<tr>
<td>Counseling Tape, Site Supervisor Review and Student/Case Form</td>
<td>20</td>
</tr>
<tr>
<td>At Risk Case Study</td>
<td>25</td>
</tr>
<tr>
<td>Cover Letter and Resume</td>
<td>30</td>
</tr>
<tr>
<td>Book report</td>
<td>5</td>
</tr>
<tr>
<td>Biweekly Reflections</td>
<td>40</td>
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<tr>
<td>Website/ Social Media</td>
<td>30</td>
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<tr>
<td>Class participation, emails, documentation and supervision</td>
<td>20</td>
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<tr>
<td>Total</td>
<td>200</td>
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<table>
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<tr>
<th>Summer</th>
<th>points</th>
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<tbody>
<tr>
<td>Brief reports</td>
<td>30</td>
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<tr>
<td>Counseling Tape and Form</td>
<td>20</td>
</tr>
<tr>
<td>SEL Program</td>
<td>30</td>
</tr>
<tr>
<td>Book report</td>
<td>5</td>
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<tr>
<td>Action Research</td>
<td>35</td>
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<tr>
<td>Staff in-service</td>
<td>30</td>
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<tr>
<td>Evaluation forms and reflections</td>
<td>50</td>
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<tr>
<td>Total</td>
<td>200</td>
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Grading Scale:

<table>
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<tr>
<th>Grade</th>
<th>Total points</th>
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<tbody>
<tr>
<td>A</td>
<td>200-180</td>
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<tr>
<td>B</td>
<td>179 -160</td>
</tr>
<tr>
<td>C</td>
<td>159 -140</td>
</tr>
<tr>
<td>D</td>
<td>139-120</td>
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<tr>
<td>F</td>
<td>119-0</td>
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</table>
**Note: Students must earn a “B” or above in this class to progress in the Counseling Program**

**Youngstown State University**

**COUN 7009**

**GRADATION OF SCHOOL COUNSELING INTERN RESPONSIBILITY**

The Counselor Education Program recognizes that the nature of the various counselor education programs, varying placements, and individual skills and experience will affect the role and expectations of the school counseling intern. Therefore, the following recommendations can be altered to fit the situation. The supervising counselor is asked to keep the college supervisor informed if significant deviations from the following general schedule occur.

1. The school counseling intern should spend the first week of the experience meeting the administrative staff, professional support personnel, and school staff members. The student spends considerable time observing the functions of the school counselor and participating when appropriate.

2. The school counseling student should assume more involvement in school counseling activities until a full load is carried. Throughout the intern experience, the student should increase their participatory role and subsequently assume responsibility for individual, classroom, small group guidance. and should have sufficient opportunities to experience. The school counseling intern should assume as much responsibility as is possible and practical for planning, organization, and management during the clinical experience. The internship provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed school counselor would be expected to perform all the activities delineated in the student counseling internship.
Youngstown State University
COUN 7009
School Counseling Internship Checklist

It is understood that a few of the experiences listed here may not be available to a student counselor, depending on when she/he begins the clinical experience and the unique circumstances of the particular situation. Although this list may not be 100 percent complete at the end of the student counselor's clinical experience, it should reflect a diversified experience and one which is worthy of the time involved by all those concerned with the individual. This list is offered as a guide for the student counselor.

1. Meet with the principal within the first week of the student counseling internship experience.

2. Discussed and received in written form, if possible, the policies and procedures of the school division and local school which apply to student counseling.

3. Conducted individual, small group, and classroom guidance activities.

4. Examined student records of students with whom the intern is working closely.

5. Conducted at least 1 taped case presentation and 1 consultation tape for review and feedback during the course.

6. Developed weekly supervision schedules with the cooperating school counselor.

7. Provided a copy of the weekly log to the college supervisor.

8. Participated in the following types of meetings:
   a. Parent conferences
   b. Team/departmental/grade level meetings
   c. Faculty meetings
   d. Counselor in-service workshops
   e. Participated in child study or eligibility meetings

9. Engaged in consultation with professional support personnel and/or parents.

10. Assisted with the school's annual testing program as needed.

11. Assisted with the school registration and scheduling process as needed.
12. Facilitated career guidance activities.

13. Used a variety of professional resources such as assessment instruments, computers, print and other media, professional literature, and research.

Youngstown State University

COUN 7009

Email Reflection Prompts

The purpose of this assignment is to encourage you to think critically about your field experiences and how they are helping you to develop as a counselor, both professionally and personally. Your emails should be addressed, but not necessarily be limited to the following:

1. What do you consider to be the most significant experience you had in your field placement during the week?
2. What implications did this experience have for your professional development as a counselor?

Youngstown State University

COUN 7009

Tape self-evaluation for supervision (due with audio tape)

Name: _________________________ Date: _____________________

Client Initials: ________________ Grade: _________ Session #: _________

Type of referral (self, teacher, etc.):

Reason for referral:
Has the client specified goals? What are they?

Basic skills (strengths and areas for improvement):

Use and type of theory:

Systemic considerations:

If applicable, comment on any culture-relevant adaptations you made in your counseling approach with this client:

Is the client making progress as a result of counseling: If so, what is the basis (evidence or data) for your conclusion, and how does the client’s progress relate to the counseling goals chosen by the client?

Youngstown State University

COUN 7009

Classroom Guidance Unit Guidelines

Each student must prepare a developmentally appropriate classroom guidance unit which contains at least three sessions. You may decide whether to compile lesson plans for a small group or classroom guidance unit. In either case, your unit should contain the following elements:

1. **Target Population.** Identify relevant information regarding the target group which will receive your classroom guidance unit. In particular, you will want to address the grade level, developmental issues with which this population must contend, and curricular areas to which students have had exposure, which may pertain specifically to your classroom guidance unit (i.e. conflict resolution, character education, etc.).
2. **Rationale.** Provide justification for conducting this particular guidance unit which supports both demographically and empirically your reasons for implementing this unit. Be sure to use reliable sources (ERIC search, Psychlit search, interviews with practitioners and clinicians in the field, internet, journal articles, activity guides, statistical reports). Balance your rationale, but do not over rely on anecdotal information.

3. **Letter to Parents.** Draft a letter which describes the classroom guidance unit you propose to use with children. This letter should acquaint parents with the purpose, goals, objectives for your classroom guidance unit. Suggest exercises and activities which parents can do at home which extend and reinforce children's understanding of this particular unit.

4. **Needs Assessment.** Design a needs assessment which you will distribute to students that assesses areas students think counselors should address during the course of the year. If relevant, develop a pre-assessment measure which ascertains students' current knowledge base about this particular subject matter.

5. **Objectives.** Identify broad goals and specific behavioral objectives which detail expected learning outcomes.

6. **Lesson Plan.** Plan developmentally appropriate activities. Lesson plans should be written in narrative form. Your classroom guidance unit should contain at least three sessions.

7. **Evaluation.** Develop an evaluation which assesses students' reactions to the classroom guidance unit.

8. **Core Curriculum.** Identify lessons, exercises, or activities which classroom teachers can implement in order to extend and reinforce student learning for each of the four content areas (Language Arts, Social Studies, Science, Math). Consult with classroom teachers or obtain Standards of Learning (SOLs) for your particular target group.

9. **Comprehensive Developmental Guidance and Counseling.** Discuss primary, secondary, and tertiary prevention and intervention activities which are integrally related to this particular classroom guidance unit and which should be included in a comprehensive developmental guidance and counseling program. You may complete this task using a chart to illustrate relevant activities.

10. **Personal Reaction.** Discuss in a few paragraphs your personal reaction to this exercise, including particular insights you may have acquired as well as how this assignment may help you as a school counselor.

11. **Submission.** Submit 2 copies of this assignment, one of which will be placed on reserve in the Library for subsequent classes to peruse.
COUN 7009/ School Counseling Internship (Masters Degree Level)

Audio/Video Authorization Form

I, the undersigned, authorize the video/audio recording of my child during group/individual counseling sessions with the following student counselor. I understand that the recorded sessions will be used only for the purpose of counselor training. That is, other students enrolled in the Internship course will observe and evaluate the student counselor's skill and provide constructive feedback. I further understand that only the Doctoral Level Faculty Instructor and Internship class members will view recorded sessions. I understand also that all tapes will be destroyed at the completion of the semester.

If you are willing to permit your child(ren) to participate in counseling sessions, please sign or verbally agree to the authorization below.

Please do not hesitate to contact your child's counselor should you have further questions or comments. Thank you very much for your consideration.

I authorize my child(ren)………………………………………………………(names), to participate in group/individual counseling as described above. I understand that videotapes will be viewed only by the Faculty Supervisor and the Internship group class members, and that all audio/videotapes will be destroyed upon completion of the Internship course.

Date:

Signature:
Youngstown State University

COUN 7009

SCHOOL COUNSELING INTERNSHIP

CASE PRESENTATION FORM

AT RISK CHILD/ CASE STUDY

Client Initials: _________________________ Counselor: _________________________

Date: _________________________ Presented Previously in class: Yes____ No____

1. Case history/situation:

2. Counseling status (# of sessions, frequency of sessions, group/individual, volunteer/resistant client, etc.):

3. Presenting Problems:

4. Intervention:
   a. Theoretical Framework
   b. Goals
   c. Approach
   d. Future Directions

5. Specific issues/questions for feedback:
ROLES AND RESPONSIBILITIES OF THE INTERN

The overall goal of the internship experience is to afford students an opportunity for supervised practice counseling skills learned in the classroom and to get a first-hand understanding of the counseling services provided in a school setting. Success of the internship program grows out of cooperation among the university, school system, and the school. The expected roles and responsibilities of the intern, site supervisor, and university supervisor are outlined below.

A. Becomes acquainted with and establishes rapport with the faculty, staff, facilities, materials and policies of the school.

B. Confers with university supervisor and site supervisor; utilizes effectively suggestions offered for professional growth.

C. Completes requirements in a timely fashion.

D. Maintains professional appearance and observes professional ethics.

E. Conducts individual counseling sessions with students.

F. Prepares a small group and/or classroom guidance unit using the six-step lesson plan format.

G. Conducts small group and classroom guidance activities using appropriate counseling theories and techniques.

H. Provides consultation services for teachers, parents, and administrators.

I. Assists with the school's annual testing program.

J. Participates in child study and eligibility meetings.

K. Attends faculty meetings, departmental meetings, and professional development workshops and conferences.

L. Facilitates career guidance activities.

M. Assists with registration and scheduling process.

N. Confers with university faculty supervisor and site supervisor as needed.

O. Attends weekly group supervision meetings.
P. Completes weekly logs and submits to site supervisor.

Q. Implements suggestions of the university supervisor and site supervisor

R. Conducts oneself in a professional manner. Interacts professionally and effectively with all school and college personnel, and with parents and the community.

S. Develops at least three taped cases for presentation to the university supervision group.

T. Produces a student counseling portfolio of resource materials.
YOUNGSTOWN STATE UNIVERSITY
COUN 7009

ROLES AND RESPONSIBILITIES OF THE SITE SUPERVISOR

1. Introduces the intern to members of the counseling department, faculty, and staff. Locates facilities and materials. Explain the policies of the school.

2. Provides the intern with a gradual introduction into counseling and proceeds with more advanced phases of counseling.

3. Encourages creative thinking and planning.

4. Provides at least one hour of individual supervision per week.

5. Confers with university supervisor regarding evaluation of intern's skills, abilities, and attitudes.

6. Observes and evaluates the intern's performance and helps the intern build on strengths and eliminate weakness.

7. Provides a space where the intern can prepare and store personal and professional material.

8. Provides specific direction for the preparation and execution of the intern's classroom and/or small group guidance unit. No lesson should be facilitated without pre-approved plans.

9. Acquaints the intern with overall goals, objectives, and annual plan for the counseling department.

10. Aids the intern in effective time management skills.

11. Shares and interprets pertinent pupil information.

12. Consults with university supervisor.

13. Completes a mid-term evaluation and discusses it with the intern and university supervisor.

14. Models desired counseling and professional behavior.

15. Completes and submits final evaluation to the university supervisor.

16. Writes a recommendation for the intern's placement file and discusses it with intern
Youngstown State University
COUN 7009

ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

1. Serves as liaison between the university and the school.

2. Shares in decisions affecting the school counseling intern in the school.

3. Provides feedback to the intern; offers instructional help and guidance to the intern.

4. Acquaints the public-school personnel with the nature and purposes of the practicum program during the Orientation Meeting and first visit to the host school(s).

5. Reviews and provides written feedback to intern's weekly log of activities.

6. Reviews written evaluation of intern's taped case presentation.

7. Supervises portfolio development and reviews portfolio at the conclusion of the practicum.

8. Writes a letter of recommendation for the intern's placement folder.

9. Completes a final evaluation and conducts an exit interview upon completion of the practicum.
YOUNGSTOWN STATE UNIVERSITY
COUN 7009

INTERNSHIP STUDENT CHECKLIST

*Due: Class 3 to Dr. Martin, Coordinator, School Counseling Program*

<table>
<thead>
<tr>
<th>Name:</th>
<th>School:</th>
</tr>
</thead>
</table>

**Directions:** Check the box of each experience/event that you have had at this point including practicum and internship.

<table>
<thead>
<tr>
<th>1. I have full responsibility for some/all of my counselor's clients.</th>
<th>2. I am familiar with the daily schedule and all class and school routines.</th>
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<tbody>
<tr>
<td>3. I have attended a staff development workshop or conference.</td>
<td>4. I have participated in at least one parent-teacher conference.</td>
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<tr>
<td>5. I have facilitated a parent-teacher conference.</td>
<td>6. I have observed classroom guidance activities.</td>
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<td>7. I have facilitated classroom guidance activities</td>
<td>8. I have observed small group guidance activities.</td>
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<tr>
<td>9. I have facilitated small group guidance activities.</td>
<td>10. I have observed individual counseling sessions.</td>
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<tr>
<td>11. I have facilitated individual counseling sessions.</td>
<td>12. I have reviewed student records before working with them.</td>
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<tr>
<td>13. I have attended a faculty meeting.</td>
<td>14. I have attended a counseling department meeting.</td>
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<tr>
<td>15. I receive supervision for a minimum of one hour per week.</td>
<td>16. I have developed classroom guidance/small group guidance lesson plans.</td>
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<tr>
<td>17. I have facilitated classroom guidance/small group guidance units.</td>
<td>18. I receive verbal and written feedback on my lesson plans.</td>
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<tr>
<td>19. I receive verbal and written feedback on counseling behaviors.</td>
<td>20. I have had the opportunity to be audio/videotaped while counseling.</td>
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</table>

COMMENTS:

**YSU SC Intern Mid-term Evaluation**

Date:                Level: Elementary / Middle / Secondary (Circle One)
School:              Supervisor:                      District:

**DIRECTIONS: Please** check the box that would be appropriate using the following key: S: Superior  AA: Above Average  A: Acceptable  BA: Below Average  UA: Unacceptable  NA: Not able to judge

<table>
<thead>
<tr>
<th>INTERN NAME:</th>
<th>S</th>
<th>A</th>
<th>A</th>
<th>B</th>
<th>A</th>
<th>UA</th>
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<td>Personal/Professional Qualities</td>
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<td>Punctuality and Dependability</td>
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<td>Enthusiasm and Effort</td>
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<td>Cooperation and Flexibility</td>
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<td>Poise, Self-Confidence, Initiative</td>
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<td>Interaction and Involvement</td>
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<td>Rapport with Students</td>
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<td>Awareness and Sensitivity</td>
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<td>Effectiveness of Communication</td>
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**COUNSELING COMPETENCIES**

| Ethical Decision-Making                |   |   |   |   |   |    |    |
| Management Skills                     |   |   |   |   |   |    |    |
| Interventions                         |   |   |   |   |   |    |    |
| Empathy, Genuineness, Positive Regard |   |   |   |   |   |    |    |
| Respect of Clients                    |   |   |   |   |   |    |    |
| Attending to Student Clients          |   |   |   |   |   |    |    |
| Physically                            |   |   |   |   |   |    |    |
| Attending to Student Clients          |   |   |   |   |   |    |    |

35
<table>
<thead>
<tr>
<th>Reflection of Content</th>
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<tbody>
<tr>
<td>Reflection of Affect</td>
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<tr>
<td>Advanced Accurate Empathy</td>
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<td>Goal Setting</td>
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<td>Immediacy</td>
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<td>Confrontation</td>
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<td>Action Strategies</td>
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<tr>
<td>Organizing the Counseling Process</td>
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<tr>
<td>Termination Skills</td>
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<tr>
<th>Small Group Counseling</th>
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<tbody>
<tr>
<td>Classroom Guidance</td>
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<td>Curriculum Planning</td>
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<tr>
<td>Consulting</td>
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<tr>
<td>Referral and Coordination</td>
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<tr>
<td>Assessment Principles</td>
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<tr>
<td>Recognition of contextual and cultural factors</td>
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<tr>
<th>CONSULTING</th>
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<tbody>
<tr>
<td>INDIVIDUAL COUNSELING</td>
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<tr>
<td>ABILITY TO TOLERATE AMBIGUITY</td>
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<tr>
<td>OVERALL EVALUATION</td>
</tr>
</tbody>
</table>
Name: ___________________________ Date: _______________________

Directions: You should turn this “Check-list” in during the last class in order to receive class credit. This process will help both of us in organizing your required materials. Remember your designated site supervisor must evaluate your performance and your session.

**Monthly Counselor Activities Log**

- Counseling Video/ Audio Tape with self-critique
- Consultation tape

**Internship Student Checklist**

- Site Supervisor Mid Term Intern Evaluation
- Site Supervisor Intern Session Evaluation

**Reaction papers:**

- Consultation activity
- Career/guidance/peer group activity
- Conflict resolution
- Counseling or academic group
- Wellness paper

**Website/social media**

**Weekly Reflections**

**Book Report**

**Cover Letter/Resume**

**Case Study Paper (At risk child/ 5 pages)**

(Signed by site and faculty supervisor)
COUN 7009

Youngstown State University

COUN 7009

School Counseling Internship

Internship II Checklist

Name: ________________________ Date: ________________________

Directions: You should turn this “Check-list” in during the last class in order to receive class credit. This process will help both of us in organizing your required materials. Remember your designated site supervisor can evaluate your performance and your session.

Counseling Tape for At Risk Child____________

Site Supervisor Final Evaluation of Intern_________________

Site Supervisor Intern Session Evaluation_________________

Monthly Counselor Activities Log_____________

(Total hours must = 600, with 240 being “direct service”)

Intern evaluation of the Internship Site_____________
(Complete this form your last semester)

Reaction papers: ____________

• Intervention / Failing Achievement Test
• SEL Paper
• Case Study (At Risk Child) Follow Up (tape listed above)
• Counseling or Academic Group Paper
• Teacher in service

Action Research Paper ____________
Youngstown State University
COUN 7009

School Counseling Internship
Grading Criteria for Case Study (50 possible earned points)

(Please note: your paper must be signed and approved by your on-site supervisor).

Name: ____________________________  Date: ____________________________

The criteria for grading the program development assignments are:

- Reflective thinking/Content (35 points) ________________
- Writing mechanics (10 points) ________________
- Thoroughness/following directions/Clarity/organization (5 points) ________________

Earned Points __________

Comments:
Youngstown State University
COUN 7009

School Counseling Internship

Consultation Format for Brief Paper

1. Discuss the nature of the consultation. Is this issue related to a staff or administration problem or focused on student behavior or class management?

2. What is the specific issue and how has the consultee attempted to resolve this problem? What is the mood of the consultee? Is the problem exacerbated by the actions of the consultee?

3. Discuss your method of consultation. What is your approach to this consult, and would this consult represent your typical style? How did you determine a method which would reduce the problem? What were your specific suggestions or Interventions?

4. Discuss the effectiveness of the consultation. Were you successful or disappointed? What were the reasons for success or failure? Would you approach the consult in the same manner again? What did you learn about the process and yourself?
Developing your wellness plan will require that you honestly assess your current health and wellness status, meaning that you become more conscious of your daily choices and the impact they have on your overall health. Next, you visualize what you’d like to change, improve or keep the same, over the short term and over the longer term. You should set action items that reflect your goals, and then adopt measurements to see how you’re doing.

Your personal wellness plan should take into consideration your health and wellness goal, your daily activities, your diet, and your own reward choices. Having a plan to follow helps you remain focused on your goals and will allow you to more accurately track your progress. Good intentions can be quickly forgotten if they are not well researched, planned out and then written down.

Long-term wellness plans are personal plans that will focus on your daily health and wellness for six months or more. These plans will only change as your health changes, or they may change based on new medical research or the results of your lab tests and annual checkups. A short-term wellness plan would be one that targets a specific problem or issue. For example, a short-term plan would be used to lower your weight or stress and then a long-term plan would be created to maintain your goal once you have reached it. Short-term and long-term wellness plans should be used together for overall personal health care planning.

Setting goals and executing your plan
Developing a health goal is critical. Are you at risk for chronic illnesses based on family history or your own behavior? Are you thinking of trying to start a family in the near future? Do you tend to get sick often or suffer from stress, asthma or other conditions? Do you want to lose weight, stop smoking, cut back on caffeine, salt or alcohol, or generally improve your diet? If you have seasonal allergies, for example, you could develop a plan to help your body fight the allergies. A short-term wellness plan may even have a goal of dropping 10 pounds before a wedding that is four months away. But a longer-term plan will set milestones for losing a certain amount of weight, and for keeping it off.

Next you create wellness steps that will help you reach your goal. This part of your plan can be developed with your doctor, fitness expert, or nutritionist, especially if you have a medical condition. Some things that it should include are:

- Recipes for meals and snacks that will help you reach your goal
- Exercise regimens and recreation and fitness ideas
- Herbs, supplements or medicines for your symptoms, or for prevention
- Stress-reduction techniques
- An emotional health component through friendships, charitable giving, volunteerism, “you time” or other actions that help you feel good
- Rewards that you will give yourself for staying on the plan

It is easier to maintain a health and wellness program if you build in rewards. This is especially important if you have had difficulty staying on a diet or exercise program in the past. The rewards should be smaller and more frequent in the beginning with a continuous buildup toward a big reward once major goals are reached. A special vacation might be an ultimate reward. New clothes or other items might be intermediate rewards. But you don’t get a reward unless you complete the plan and reach the goals you set for yourself. Of course, that would be its own reward, but it’s your health and wellness.
Resume Format (List current experience and degrees first. All categories may not apply.)

NAME AND CONTACT INFORMATION

ACADEMIC DEGREES

PROFESSIONAL EXPERIENCE

ADMINISTRATIVE EXPERIENCE

TEACHING EXPERIENCE

CLINICAL EXPERIENCE

PROFESSIONAL MEMBERSHIPS

PROFESSIONAL LICENSES

HONORS/ LEADERSHIP

PEER REVIEWED PRESENTATIONS

PEER REVIEWED ARTICLES (APA format)

FUNDED RESEARCH AND GRANTS

References
YOUNGSTOWN STATE UNIVERSITY
Department of Psychological Sciences and Counseling
Clinical Mental Health/Addictions Counseling Internship
COUN 7010 / 3 S.H.
TERM

Class Meetings:
Instructor:
Contact Info:
Office Hours:

Class Meeting –Time/Place:

Catalog Description: Supervised internship in approved community agencies offering counseling and other mental health services. May be repeated. For counseling majors.

Prerequisites: COUN 7002 and special approval

Required Textbooks: none

Course Objectives: The Clinical Mental Health Counseling internship is an intensive and extensive field experience in a professional counseling setting. The overall objective of the classroom experience is to integrate, enhance, and expand the clinical counseling learning process that takes place in the internship setting. This will be accomplished through experiential learning methods. More specific objectives of the internship experience include:

CMHC=2016 CACREP Standards for Clinical Mental Health Counseling
AC=2016 CACREP Standards for Addiction Counseling
CC=2016 CACREP Standards for College Counseling and Student Affairs

Clinical Mental Health Counseling
Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

FOUNDATIONS
- History and development of clinical mental health counseling (CACREP 2016, 1.a)
- Theories and models related to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 1.b)
- Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 2016 Clinical Mental Health Counseling, 1.c)
- Neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP 2016 Clinical Mental Health Counseling, 1.d)
- Psychological tests and assessments specific to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 1.e)
CONCEPTUAL DIMENSIONS
- Roles and settings of clinical mental health counselors (CACREP 2016 Clinical Mental Health Counseling, 2.a)
- Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP 2016 Clinical Mental Health Counseling, 2.b)
- Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP 2016 Clinical Mental Health Counseling, 2.c)
- Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)* (CACREP 2016 Clinical Mental Health Counseling, 2.c)
- Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 2016 Clinical Mental Health Counseling, 2.e)
- Impact of crisis and trauma on individuals with mental health diagnoses (CACREP 2016 Clinical Mental Health Counseling, 2.f)
- Impact of biological and neurological mechanisms on mental health (CACREP 2016 Clinical Mental Health Counseling, 2.g)
- Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP 2016 Clinical Mental Health Counseling, 2.h)
- Cultural factors relevant to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 2.j)
- Legal and ethical considerations specific to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 2.l)
- Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 2.m)

PRACTICE
- Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 2016 Clinical Mental Health Counseling, 3.a)
- Techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 2016 Clinical Mental Health Counseling, 3.b)
- Strategies for interfacing with the legal system regarding court-referred clients (CACREP 2016 Clinical Mental Health Counseling, 3.c)
- Strategies for interfacing with integrated behavioral health care professionals (CACREP 2016 Clinical Mental Health Counseling, 3.d)

Addiction Counseling
Students who are preparing to specialize as addiction counselors are expected to possess the knowledge and skills necessary to address a wide range of issues in the context of addiction counseling, treatment, and prevention programs, as well as in a more broad mental health counseling context. Counselor education programs with a specialty area in addiction counseling must document where each of the lettered standards listed below is covered in the curriculum.

**FOUNDATIONS**

- Theories and models of addiction related to substance use as well as behavioral and process addictions (CACREP 2016 Addiction Counseling, 1.b)
- Principles and philosophies of addiction-related self-help (CACREP 2016 Addiction Counseling, 1.c)
- Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 2016 Addiction Counseling, 1.d)
- Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others (CACREP 2016 Addiction Counseling, 1.e)
- Psychological tests and assessments specific to addiction counseling (CACREP 2016 Addiction Counseling, 1.f)

**CONTEXTUAL DIMENSIONS**

- Roles and settings of addiction counselors (CACREP 2016 Addiction Counseling, 2.a)
- Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders (CACREP 2016 Addiction Counseling, 2.b)
- Regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling (CACREP 2016 Addiction Counseling, 2.d)
- Importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process (CACREP 2016 Addiction Counseling, 2.e)
- Role of wellness and spirituality in the addiction recovery process (CACREP 2016 Addiction Counseling, 2.f)
- Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process (CACREP 2016 Addiction Counseling, 2.g)
- Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP 2016 Addiction Counseling, 2.h)
- Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)* (CACREP 2016 Addiction Counseling, 2.i)
• Cultural factors relevant to addiction and addictive behavior (CACREP 2016 Addiction Counseling, 2.j)
• Legal and ethical considerations specific to addiction counseling (CACREP 2016 Addiction Counseling, 2.l)
• Record keeping, third party reimbursement, and other practice and management considerations in addiction counseling (CACREP 2016 Addiction Counseling, 2.m)

PRACTICE
• Screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments (CACREP 2016 Addiction Counseling, 3.a)
• Assessment of biopsychosocial and spiritual history relevant to addiction (CACREP 2016 Addiction Counseling, 3.b)
• Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal (CACREP 2016 Addiction Counseling, 3.c)
• Techniques and interventions related to substance abuse and other addictions (CACREP 2016 Addiction Counseling, 3.d)
• Strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders (CACREP 2016 Addiction Counseling, 3.e)
• Strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction (CACREP 2016 Addiction Counseling, 3.f)
• Evaluating and identifying individualized strategies and treatment modalities relative to clients’ stage of dependence, change, or recovery (CACREP 2016 Addiction Counseling, 3.g)
• Strategies for interfacing with the legal system and working with court referred clients (CACREP 2016 Addiction Counseling, 3.h)

College Counseling and Student Affairs
Students who are preparing to specialize as college counselors and student affairs professionals will demonstrate the knowledge and skills necessary to promote the academic, career, personal, and social development of individuals in higher education settings. Counselor education programs with a specialty area in college counseling and student affairs must document where each of the lettered standards listed below is covered in the curriculum.

FOUNDATIONS
• Assessments specific to higher education settings (CACREP 2016 College Counseling and Student Affairs, 1.e)

CONTEXTUAL DIMENSIONS
• Roles and settings of college counselors and student affairs professionals (CACREP 2016 College Counseling and Student Affairs, 2.a)
• Roles of college counselors and student affairs professionals in relation to the operation of the institution’s emergency management plan, and crises, disasters, and trauma (CACREP 2016 College Counseling and Student Affairs, 2.b)
• Roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions (CACREP 2016 College Counseling and Student Affairs, 2.c)
• Characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders (CACREP 2016 College Counseling and Student Affairs, 2.d)
• Signs and symptoms of substance abuse in individuals in higher education settings (CACREP 2016 College Counseling and Student Affairs, 2.f)
• Environmental, political, and cultural factors that affect the practice of counseling in higher education settings (CACREP 2016 College Counseling and Student Affairs, 2.i)
• The influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education (CACREP 2016 College Counseling and Student Affairs, 2.j)
• Policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings (CACREP 2016 College Counseling and Student Affairs, 2.l)
• Unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students (CACREP 2016 College Counseling and Student Affairs, 2.m)
• Higher education resources to improve student learning, personal growth, professional identity development, and mental health (CACREP 2016 College Counseling and Student Affairs, 2.n)
• Legal and ethical considerations specific to higher education environments (CACREP 2016 College Counseling and Student Affairs, 2.p)

PRACTICE
• Collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings (CACREP 2016 College Counseling and Student Affairs, 3.a)
• Strategies to assist individuals in higher education settings with personal/social development (CACREP 2016 College Counseling and Student Affairs, 3.b)
• Interventions related to a broad range of mental health issues for individuals in higher education settings (CACREP 2016 College Counseling and Student Affairs, 3.c)
• Strategies for addiction prevention and intervention for individuals in higher education settings (CACREP 2016 College Counseling and Student Affairs, 3.d)
• Use of multiple data sources to inform programs and services in higher education settings (CACREP 2016 College Counseling and Student Affairs, 3.e)

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
• Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP 2016 Standards Section II, 1.i)
• Strategies for personal and professional self-evaluation and implications for practice (CACREP 2016 Standards Section II, 1.k)
• Self-care strategies appropriate to the counselor role (CACREP 2016 Standards Section II, 1.l)
• The role of counseling supervision in the profession (CACREP 2016 Standards Section II, 1.m)

SOCIAL AND CULTURAL DIVERSITY
• The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (CACREP 2016 Standards Section II, 1.d)
• The effects of power and privilege for counselors and clients (CACREP 2016 Standards Section II, 1.e)
• Help-seeking behaviors of diverse clients (CACREP 2016 Standards Section II, 1.f)
• The impact of spiritual beliefs on clients’ and counselors’ worldviews (CACREP 2016 Standards Section II, 1.g)

HUMAN GROWTH AND DEVELOPMENT
• Biological, neurological, and physiological factors that affect human development, functioning, and behavior (CACREP 2016 Standards Section II, 3.e)
• Systemic and environmental factors that affect human development, functioning, and behavior (CACREP 2016 Standards Section II, 3.f)
• Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP 2016 Standards Section II, 3.g)
• A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP 2016 Standards Section II, 3.h)
• Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2016 Standards Section II, 3.i)

COUNSELING AND HELPING RELATIONSHIPS
• Theories and models of counseling (CACREP 2016 Standards Section II, 5.a)
• A systems approach to conceptualizing clients (CACREP 2016 Standards Section II, 5.b)
• Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP 2016 Standards Section II, 5.d)
• Essential interviewing, counseling, and case conceptualization skills (CACREP 2016 Standards Section II, 5.g)
- Developmentally relevant counseling treatment or intervention plans (CACREP 2016 Standards Section II, 5.h)
- Development of measurable outcomes for clients (CACREP 2016 Standards Section II, 5.i)
- Evidence-based counseling strategies and techniques for prevention and intervention (CACREP 2016 Standards Section II, 5.j)
- Strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2016 Standards Section II, 5.k)
- Suicide prevention models and strategies (CACREP 2016 Standards Section II, 5.l)
- Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP 2016 Standards Section II, 5.m)
- Processes for aiding students in developing a personal model of counseling (CACREP 2016 Standards Section II, 5.n)

COUNSELING CURRICULUM

- Syllabi are available for review by all enrolled or prospective students, are distributed at the beginning of each curricular experience, and include (1) content areas, (2) knowledge and skill outcomes, (3) methods of instruction, (4) required text(s) and/or reading(s), (5) student performance evaluation criteria and procedures, and (6) a disability accommodation policy and procedure statement. (CACREP 2016 Standards Section II, D)
- Current counseling-related research is infused in the curriculum. (CACREP 2016 Standards Section II, E)
- The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum. (CACREP 2016 Standards Section II, F)

Task Stream (ALL Counseling Students):

All counseling candidates will be required to purchase a Task Stream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of all counseling candidates in each course. This is essential documentation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Task Stream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee.

Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.
In this course, the Case Conceptualization Paper has been identified as the “Task” for 1st semester of internship students.

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMHC 3.a</td>
<td>Knows intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</td>
<td>Candidate presents minimal, irrelevant or biased principles of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</td>
<td>Candidate presents general information regarding intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</td>
<td>Candidate presents and analyzes a comprehensive amount of information regarding intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</td>
<td>Score/Level</td>
</tr>
<tr>
<td>CMHC 3.b/ CC 3.c</td>
<td>CMHC: Knows techniques and interventions for prevention and treatment of a broad range of mental health issues CC: Interventions related to a broad range of mental health issues for individuals in higher education settings</td>
<td>Candidate presents minimal, irrelevant or biased principles of techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>Candidate presents general information regarding techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>Candidate presents and analyzes a comprehensive amount of information regarding techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>Score/Level</td>
</tr>
</tbody>
</table>
Knows various models and approaches to screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments

Candidate displays minimal, stereotypical, or irrelevant knowledge of various models and approaches to screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments

Candidate displays specific understanding of various models and approaches to screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments

Candidate exceeds all expectations for critically analyzing information and demonstrating various models and approaches to screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments

Knows and demonstrates appropriate use of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

Candidate does not provide an example of appropriate use of diagnostic process, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

Candidate presents an example of appropriate use of diagnostic process, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

Candidate presents an appropriate example of appropriate use of diagnostic process, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

Candidate exceeds all expectations for presenting appropriate use of diagnostic process, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

For students who are completing their 2nd and final semester of Internship, in lieu of your final weekly reflection (for your 7020 course), provide a brief reflection (no more than 2-3 pages total) indicating how you have demonstrated (e.g., at your field site, in classroom discussions, etc.) competence in each of the following core counseling skills. Upload this reflection to Taskstream. What follows is the TaskStream rubric that will be used to evaluate this assignment so please make sure you address these issues as you develop your reflection:

<table>
<thead>
<tr>
<th>KPI</th>
<th>1-Upsatfactory</th>
<th>2-Satisfactory</th>
<th>3-Competent</th>
<th>4-Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.1.i: Students will demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in</td>
<td>Student demonstrates minimal/limited knowledge/skills in this area.</td>
<td>Student demonstrates sufficient knowledge/skills in this area.</td>
<td>Student demonstrates comprehensive knowledge/skills in this area.</td>
<td>Student demonstrates exceptional knowledge/skills in this area.</td>
</tr>
<tr>
<td>2.F.2.c: Students will demonstrate knowledge of multicultural counseling competencies (social and cultural)</td>
<td>Student demonstrates minimal/limited knowledge/skills in this area.</td>
<td>Student demonstrates sufficient knowledge/skills in this area.</td>
<td>Student demonstrates comprehensive knowledge/skills in this area.</td>
<td>Student demonstrates exceptional knowledge/skills in this area.</td>
</tr>
<tr>
<td>2.F.3.a: Students will demonstrate knowledge of theories of individual and family development across the lifespan (theories)</td>
<td>Student demonstrates minimal/limited knowledge/skills in this area.</td>
<td>Student demonstrates sufficient knowledge/skills in this area.</td>
<td>Student demonstrates comprehensive knowledge/skills in this area.</td>
<td>Student demonstrates exceptional knowledge/skills in this area.</td>
</tr>
<tr>
<td>2.F.4.a: Students will demonstrate knowledge of theories and models of career development, counseling, and decision making (career)</td>
<td>Student demonstrates minimal/limited knowledge/skills in this area.</td>
<td>Student demonstrates sufficient knowledge/skills in this area.</td>
<td>Student demonstrates comprehensive knowledge/skills in this area.</td>
<td>Student demonstrates exceptional knowledge/skills in this area.</td>
</tr>
<tr>
<td>2.F.5.a: Students will demonstrate knowledge of theories and models of counseling (theories)</td>
<td>Student demonstrates minimal/limited knowledge/skills in this area.</td>
<td>Student demonstrates sufficient knowledge/skills in this area.</td>
<td>Student demonstrates comprehensive knowledge/skills in this area.</td>
<td>Student demonstrates exceptional knowledge/skills in this area.</td>
</tr>
<tr>
<td>2.F.6.a: Students will demonstrate knowledge of theoretical foundations of group counseling and group work (group)</td>
<td>Student demonstrates minimal/limited knowledge/skills in this area.</td>
<td>Student demonstrates sufficient knowledge/skills in this area.</td>
<td>Student demonstrates comprehensive knowledge/skills in this area.</td>
<td>Student demonstrates exceptional knowledge/skills in this area.</td>
</tr>
<tr>
<td>2.F.7.f: Students will demonstrate knowledge of basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (appraisal)</td>
<td>Student demonstrates minimal/limited knowledge/skills in this area.</td>
<td>Student demonstrates sufficient knowledge/skills in this area.</td>
<td>Student demonstrates comprehensive knowledge/skills in this area.</td>
<td>Student demonstrates exceptional knowledge/skills in this area.</td>
</tr>
<tr>
<td>2.F.8.f: Students will demonstrate knowledge of qualitative, quantitative, and mixed research methods (research)</td>
<td>Student demonstrates minimal/limited knowledge/skills in this area.</td>
<td>Student demonstrates sufficient knowledge/skills in this area.</td>
<td>Student demonstrates comprehensive knowledge/skills in this area.</td>
<td>Student demonstrates exceptional knowledge/skills in this area.</td>
</tr>
</tbody>
</table>
Course Requirements: Note - Please refer to the Clinical Mental Health Counseling/Addictions Internship Handbook for a detailed description of departmental policies and procedures regarding the internships. The handbooks will serve as authoritative sources regarding internship requirements. Information and requirements included in this syllabus will supersede any information included in the handbooks. Questions about these requirements should be directed to the class instructor or the Internship Coordinator.

Please watch this video on how to be a good consumer of supervision: https://www.youtube.com/watch?v=QhGJXMzrLg8&t=555s

University Supervisor (7020 Course Instructor) - Site Supervisor - Candidate Consultation: The candidates are responsible for scheduling two conferences between the university supervisor, site supervisor, and themselves.

- The 1st meeting MUST be scheduled within the first 2 weeks of the semester, but the meeting itself need not occur during this time period, if approved by the candidate’s university supervisor (7020 Course Instructor); the final meeting should be scheduled prior to the last week of the semester.
- The candidate should consult with their site supervisor as to mutual times in their schedules in which they are available to meet together with the site supervisor.
- The candidate should then call the university supervisor and inform them of these available times and schedule the meetings.
- Failure to follow either of these requirements will result in a grade reduction of one letter grade for the semester.

Problems at the Intern Site:
- Any problem with the internship must be immediately reported to the university supervisor before bringing it to the attention of the site supervisor or other personnel at the internship site.
- Problems with clients should be discussed with the internship supervisor.
- Every instance of violence, threats of violence, or issues related to intern safety should immediately be reported to the site supervisor or their designee.

Direct Service Activities: The Clinical Mental Health Counseling Internship is a 600 hour field placements that require a minimum of 40% (240 clock hours) of direct client contact. These hours are typically completed over the course of 2 semesters (30 weeks) at the rate of 20 hours per week. You must complete your hours at the rate and pace indicated in your placement contract and as specified in the internship handbook. Please note that if you do not comply with this guideline, it will affect your ability to receive a grade in the course and/or graduate (e.g., you may not count more than 20 hours per week). All clients must be informed of the candidate’s counselor trainee status and the title Counselor in Training or Counselor Trainee should be used with all documentation.
Students are not permitted to be at their placement site unless they have an active Counselor Trainee Status with the licensure board. It is up to each student to ensure that they have an active status. Your status can be verified through the board’s website. Candidates are strongly urged to acquire a copy of the Ohio Laws and Rules Governing the Practice of Counseling from the board, and to be intimately familiar with the contents since the law and rules govern your practice as an intern/counselor trainee. The OCSWFTB phone number is 614-466-0912. While the department will support and assist candidates in their preparation as professional counselors, the candidate is ultimately responsible for assuring compliance with all rules and regulations governing counseling as put forth by the OCSWFTB.

**Candidate Health Insurance:** It is strongly recommended that you obtain some form of health insurance. If you do not have health insurance, you can contact the Student Health Clinic (941-3489) and obtain university health insurance. A student insurance policy is available to candidates who are taking at least 6 credit hours per semester, or less than 6 hours but actively pursuing a degree. Dependent coverage is also available for an additional cost. Student insurance information and claim forms are available at the Health Clinic office. YSU is not responsible for any injuries which may occur in relation to internship placements.

**Class Attendance/Tardiness:** You must attend all scheduled classes. You can only miss up to one class with an appropriate medical excuse from a physician. Any missed classes will result in a grade reduction of one letter grade for each class missed for the semester. If you are at all late to class, this will be considered an absence; your tardiness will be considered a missed class. If you miss more than two classes (for any reason) you will fail and will need to repeat the course. If you have an extenuating circumstance that does require you to miss a class, you will be required to write a 15-page paper on a topic related to one of your client’s issues. The instructor will need to approve the paper topic beforehand, and it cannot be a topic written about in another course.

**Class Participation:** At the beginning of each class the instructor will ask if there are any particular cases any group members would like to present. If so, care will be given to ensure that time is devoted to addressing the case at some point in class.

Each class member will make a formal case presentation related to at least one client. The following guidelines should be followed for the case presentation:

1) Present a 15-20 minute case presentation related to a client (the session and the tape should be based upon a session that occurred within the last 2 weeks- a current client, not a prior client or an older session).

2) Self-Reflections:
   - Assess the quality of your work during this session. What did you do that you liked? Disliked?
   - Describe things you did that were new for you, and places where you felt stuck or confused.
What kind of help would you like from fellow students about this client, this session, and your helping efforts? Please be specific about certain incidents within the session, particularly counseling issues, diagnostic questions, etc. Phrases like, "Any help will be appreciated" should be avoided.

3) Review the Borders (1991) article, and assign at least four group members “roles” (e.g., client, counselor, viewing the session from a given theoretical perspective, creating a metaphor for the session), which they will assume as they listen to your tape and your case conceptualization. The roles might be based upon your struggles/issues with the client.

4) Play an audio tape of this client. Please cue your tape ahead of time (to a meaningful part of the session). We will listen to 25-30 minutes of the tape. Please see NOTE below.

5) The class will then provide 20-25 minutes of general feedback related to the session, the client’s case conceptualization, and the counselor trainee’s strengths and limitations.

NOTE: Students are required to adhere to the informed consent and client recording policies of the agency. Students should use agency forms and be sure to get a signed/written release prior to recording any counseling sessions. Students must abide by all recording deletion policies the agency employs.

The student is responsible for ensuring that the presented recording is audible to all people sitting in the classroom. The listener should not have to strain their ears to hear the recording, or have to guess what the client and/or the counselor are saying. Both the client and the counselor should be audible. Some tapes will naturally not be up to this aforementioned quality, thus it is the student’s responsibility to ensure that they have secured a tape in enough advance time that they can make another tape should the intended tape not be audible. The case presentation is critical to class success thus if your recording is not clearly audible you will not earn any points on this assignment, and you will be asked to present another recording. If you are unsure if the recording is audible please set up an appointment with the instructor beforehand so that they can help you assess this. Generally, if you are uncertain, the recording is not audible. Video tapes seem to be of better sound quality, and are the preferred method for presenting cases.

If you do not bring a recording which meets the aforementioned standards (a client seen within 2 weeks, a 15-20 minute presentation, etc.), if your tape equipment has not been set up properly so the class and listen to it, if you do not bring a clearly audible tape for your class presentation - regardless of any reason except the site not allowing it- you will receive 0 of the 75 points this assignment is worth and your final grade will automatically be lowered one letter grade. You will not have an opportunity to make up the assignment. Please plan ahead and accordingly.

With any remaining class time, each class member will address the following two questions: 1) what was one area of growth you believe you experienced this week - provide an example; 2) what is one area of growth you need to continue to pursue - provide an example.

Class discussion about cases and relevant counseling issues is an integral component of learning. You are expected to participate in each class and failure to participate will result in a point
reduction for that class. The discussion of client cases is an important part of becoming a counselor, and is an activity in which counselors frequently engage. All counselors, throughout their careers, should have concerns that require them to consult with other professionals. Please make every effort to disguise the identity of the client (e.g., do not include the name of the agency, hometown of the client, exact age, etc.). If you believe that you know the client being discussed, please excuse yourself from class immediately. Absolute confidentiality is required.

**Meeting with University Supervisor:** Students are required to have one, one hour supervision session with their university supervisor. During this meeting, the supervisor will review an audio or video taped session that the student has provided. The supervisor may also choose to observe a live counseling session at the student’s placement site, and then provide supervision. The session that the university supervisor reviews/views must be a different session from the session that the placement supervisor evaluates (when evaluating the student using the *Advanced Practicum and Internship Evaluation of Counseling Session Form*). Students are required to contact the university supervisor and arrange this supervision session at least 4 weeks prior to finals week of the given semester. Students are required to provide the university supervisor with the taped session at least one week prior to the scheduled supervision meeting. The tape must be audible. Failure to follow through on the directions outlined in this section will result in a final grade reduction of one letter grade.

**Presentation/Handouts of 2 Creative Counseling Interventions/Activities**

Candidates will develop two creative counseling interventions. They can be loosely based upon others’ activities, but please add your creative flare to the activity! The interventions should not be standard interventions learned in other courses- e.g., a basic REBT technique. Activities will be graded based upon their degree of creativity. An accompanying handout which details each activity should be emailed to each member of the group/class. Please address the details of how to implement the activity, the population and age ranges with which the activity would best work, and any contraindications to using the activity.

**Case Study Paper-**

Please submit your case study to your university supervisor; they will evaluate this paper. Closely follow the directions for writing the case study paper. Turn in the attached grading rubric attached to the final paper. If your paper has numerous errors, it will be returned to the student so that corrections can be made. The student will have one week to make these corrections and return the paper. Please note that for every paper revision required, the paper will be lowered one letter grade beyond the assigned letter grade. The candidate must inform the site supervisor of the nature of the paper, provide a copy to them, follow any directives that they may give regarding the project/paper, and secure the supervisor’s signature indicating that they reviewed and approves of the paper. Please be sure to provide your supervisor with your paper far enough in advance that they can read it by the due date (please note it is YOUR responsibility to make sure the paper is turned in on time and your supervisor not having adequate time to read the paper is not a viable excuse for turning in late papers). Indicate your name, the name of the class,
the semester and year, and the instructor’s name and your university supervisor on the cover page. Case studies papers that are poorly written or have numerous grammar and spelling errors will be returned and you will be required to re-write the paper. For each revision you are required to make, your paper will be lowered approximately 10 points. Additionally, case studies papers that are not turned in on the required date will be lowered 10 points for each day it is turned in late. Papers must be done in APA style (i.e., 12-point, Times New Roman font, stapled - no binders, page numbers). Papers with excessive jargon, and clichéd writing will not be accepted. Please see the grading criteria at the end of this syllabus for information on how the assignment will be graded. This grading criteria sheet should be turned in with your assignment. Please pay very close attention to the details of this assignment.

**Trauma-Focused CBT Training** - This is an on-line training that can be found at: [https://tfcbt2.musc.edu/](https://tfcbt2.musc.edu/) It costs $30 to complete it. It is geared towards counseling children but all of the concepts can be applied to work with adults too. It will take you about 8 hours to complete this training. You only need to complete it once during your combined internship courses. **YOU MUST TAKE IT IN YOUR FIRST SEMESTER OF INTERNSHIP.** Please email a copy of the certificate of completion to your instructor. If you find another trauma training that is more in-line with your interests, you may be able to use this training instead with instructor approval. Any alternative training must be at least 6 hours in length.

**Advocacy Project** - Candidates are required to send 3-5 letters to their legislators in which they advocate for professional counseling and those we serve. Please sign up to receive grassroots alerts through the NBCC websites. **So as to save paper, copies of these letters should be sent / cc ed electronically to your course instructor.** The following website will be of help in completing this task: [http://www.nbcc.org/GovtAffairs](http://www.nbcc.org/GovtAffairs)

**Insurance:** Each candidate must have a malpractice insurance policy in effect during the entire time enrolled in internship. It is the candidate’s responsibility to secure and maintain this coverage. A copy of the candidate’s proof of insurance coverage is required and should be provided to the candidate’s university supervisor during the first week of school regardless of whether the department has this information in your file- candidates’ insurance expires every year and it is your responsibility to renew your insurance and provide this information to your supervisor during the first week of the semester. Failure to comply with this policy with result in the candidate being unable to work or accrue hours at their internship until proof of insurance is provided.

**Intern Documents** - Each candidate will receive documents during the first class of each semester that will contain the items listed below. The candidate is responsible for maintaining and completing each of these forms and returning them to the class instructor at the assigned date at the end of the semester. Materials not submitted on time will result in a reduction of points from the documentation/materials part of the grade – your final grade will be dropped approximately 50 points for each day the documents are turned in late. You must turn the attached “Check-list” in with all of the materials in order to receive class credit. Please arrange the materials in the order designated on the check-list, and place the check-list sheet on top of all
of the documents. You may turn the documents in early, but please do not turn them in earlier than 2 weeks prior to finals week. Case studies will be reviewed and graded by the instructor and then forwarded to the candidate’s university supervisor for review and feedback. These materials will be placed in the candidate’s file.

1. Hour Logs: **Weekly Log of Internship Hours** and the **Semester Summary of Counseling Internship Hours**. Each candidate will complete logs of their activities while at the internship site. Students must, each week, have the site supervisor sign off on their weekly logs. This is to be signed by the supervisor no later than Friday evening. The candidate must also turn in a signed summary log at the end of each term. The forms must be signed by the site supervisor before submitted to the university supervisor at the end of the semester. Documentation on these forms must be legible. It is strongly suggested that you keep a copy for your records. If the form is not turned in and signed, the student will receive a grade of Incomplete.

2. **Intern Evaluation.** *An Evaluation of Clinical Mental Health Counseling Students* form should be completed by the intern's site supervisor for each semester that the candidate is enrolled in the internship class. This evaluation will represent 50% of the candidate’s grade. The completed evaluation should be submitted to the university supervisor at the end of the semester unless other arrangements have been made with the university supervisor. See handbook for a more detailed description of this component. The candidate and site supervisor signatures are required. Inform the site supervisor well in advance of the necessity to complete this form prior to the end of the semester meeting.

3. **Clinical Mental Health Counseling Fieldwork Handbook.** The handbook is provided to each candidate in Advanced Practicum and serves as a reference for the candidate throughout the internship experience. The handbook is updated regularly and candidates will be notified in the internship class meeting when a new handbook has been produced and will be provided the opportunity to obtain a copy. If information in the handbook conflicts with information contained in this syllabus, the information in the syllabus should be considered as correct. As always, if you have questions refer to the Internship Coordinator.

4. **Evaluation of the Internship Experience Form.** Should be completed at the end of the semester and turned in to the university supervisor at the end of the semester. **These form only needs to be completed during the LAST semester that you complete your placement at any given placement site.**

5. **Counseling Session Evaluation: Practicum II and Internship Evaluation of Counseling Session.** The site supervisor should complete this form after having observed a recorded or live counseling session. Also, your university supervisor will meet with you one time in the middle of the semester to view or listen to a tape of a session, and your university supervisor will also complete this form. You must schedule an
appointment to meet with your university supervisor to have a supervision session (you must bring an audio or video taped session to this meeting), and complete the Advanced Practicum and Internship Evaluation of Counseling Session Form prior to the midterm point in the semester. Failure to do so will result in a letter grade reduction. Failure to provide a tape, and to meet with your university supervisor prior to the last week of the semester will result in a failing grade. All subtotals on this evaluation should be indicated and added to make the total score on the last page. If there are competencies that were not observed in the session, indicate this beside the item by “NA” (not assessed). For each item not assessed, the minimum passing score should be reduced by 3 points for each item (e.g., if three items are not applicable, subtract 3 points for each item from the total minimum score which is indicated on the last page 114-9 = 105. The 105 is then the minimum number of points that must be earned.).

Grading Policy/Due Dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Supervisor Evaluation</td>
<td>300</td>
</tr>
<tr>
<td>7020 Supervisor Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>of tape</td>
<td></td>
</tr>
<tr>
<td>Case Study Paper</td>
<td>50</td>
</tr>
<tr>
<td>Advocacy Project</td>
<td>25</td>
</tr>
<tr>
<td>Presentation/Activities</td>
<td>75</td>
</tr>
<tr>
<td>Case Study Presentation</td>
<td>50</td>
</tr>
<tr>
<td>TFCBT Training (1ST semester of 7010) required to pass course</td>
<td></td>
</tr>
</tbody>
</table>

Total 600 points (500 points if you do your TFCBT training in your adjacent semester)

Note: Class Attendance, Participation & Supervisor Conferences are all required; failure to comply with the stated expectations will result in a mandatory letter grade drop.

90-100 % = A
80-89   = B
70-79   = C or below Unacceptable/ Need to retake the course

Please note that 20 points will be taken off of the documentation grade for every one day documentation materials are turned in late. A grade of “In Progress” will not be granted. Only in extreme situations (i.e., death, severe illness, problems with internship placement that preclude your ability to finish hours) will the possibility of receiving an Incomplete be considered.

You must schedule an appointment to meet with your university supervisor to have a supervision session (you must bring an audio or video taped session to this meeting), and complete the Advanced Practicum and Internship Evaluation of Counseling Session Form prior to the midterm point in the semester. Failure to do so will result in a letter grade reduction. Failure to provide a tape, and to meet with your university supervisor prior to the last week of the semester will result in a failing grade.

Schedule and class format: Classes will consist of group supervision related to candidate activities at the internship sites and will include but not be limited to difficult cases,
extraordinary incidents, safety issues, supervision received at the site, legal and ethical issues, emerging issues in the profession.

Class 1

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Introductions; descriptions of internship sites; introduction to the group supervision process; review of syllabus/requirements; review of safety precautions for internship site.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
</tr>
<tr>
<td></td>
<td>Strategies for interfacing with the legal system regarding court-referred clients.</td>
</tr>
<tr>
<td></td>
<td>Strategies for interfacing with integrated behavioral health care professionals.</td>
</tr>
</tbody>
</table>

Class 2

| Class 2 | Advocacy: Strategies to advocate for persons with mental Health issues; Legislation and government policy relevant to clinical mental health counseling. |

Class 3

<table>
<thead>
<tr>
<th>Class 3</th>
<th>Group supervision.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Case Presentation:</td>
</tr>
</tbody>
</table>

Class 4

<table>
<thead>
<tr>
<th>Class 4</th>
<th>Group supervision.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Case Presentation:</td>
</tr>
</tbody>
</table>

Class 5

<table>
<thead>
<tr>
<th>Class 5</th>
<th>Group supervision.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Case Presentation:</td>
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</table>

Class 6

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<tr>
<th>Class 6</th>
<th>Group supervision.</th>
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<td>Case Presentation:</td>
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Class 7

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<tr>
<th>Class 7</th>
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<td>Case Presentation:</td>
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Class 8

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<th>Class 8</th>
<th>Group supervision.</th>
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<td>Case Presentation:</td>
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Class 9

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<tr>
<th>Class 9</th>
<th>Group supervision.</th>
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<td>Case Presentation:</td>
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</table>
Presentation/Handouts of 2 Counseling Interventions/ Activities
**Course Policies**

**Academic Conduct:** A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense. Please review department plagiarism policy for more detail.

**Class Punctuality:** Students are expected to attend classes on time. Students who are consistently late at the beginning of class or returning from breaks will receive points deducted from their grade.

**Course Evaluation:** You will have the opportunity to evaluate the course and the instructor.

**Counseling Services:** If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues along. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

**Instructional Methodologies:** To address the varied learning needs of students, this course will involve instructional methods appropriate for visual, auditory, kinesthetic learners. Some lecture format including occasional power point presentations and the use of video clips will be utilized. Additionally, students will be expected to engage in interactive classroom discussions, role-plays, and small group work (e.g., cases, projects, discussion). Internet resources will also be used to facilitate student learning. Student presentations will also comprise a short portion of each class. Readings from the text and journal articles will also be required. Students will be expected to participate by regular attendance, completion of assignments on due dates, and participation in class discussions and activities. Participation is expected and rewarded in class. Come to class prepared to participate in class discussions and activities.

**YSU Counseling Program Statement:** The Youngstown State University Counseling Program prepares students for careers as professional counselors, school counselors, or college student affairs professionals. The faculty is dedicated to providing a challenging and supportive environment in which students rights and responsibilities are respected. Students are continually assessed by faculty throughout the program and progress may be interrupted or terminated by failure to comply with academic standards or if a student’s interpersonal or emotional status interferes with training/education related requirements for self and others. In addition to academic competence, the counselor education curriculum requires students to be aware of their own affective and cognitive development, be open to personal growth and change, and be willing to present themselves in an open manner. Awareness of the needs of others and acceptance of human rights is paramount.

**YSU CUE-Mail (Common University E-Mail):** Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to
come into the instructor’s office during the regular posted walk-in hours.

**Writing and Group Presentation Policy:** Presentations and projects should reflect the quality of a professional in the counseling profession. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The *APA Publication Manual* (see supplemental readings) will be the primary reference for issues of style (e.g., double spacing).

**Technology Fees:** The technology fees for this course are applied to help pay for the use of the various forms of technology that are used to increase the quality of your clinical experience (i.e., bug-in-the-eye technology, etc.).

**Technology Use During Class:** Please turn off cell or smart phones during class. Messaging during class is not permitted. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes.

**Dispositions:** The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. *Collaborative:* Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. *Inclusive:* Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. *Professional:* Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

**Problematic Behaviors:** The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform their role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.
Academic Dishonesty (YSU Statement)
As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

Americans with Disabilities Act (YSU Statement)
In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center Room 2082. You can reach CSP Disability Services at 330-941-1372.
CASE CONCEPTUALIZATION MODEL FOR CASE STUDY PAPER

Please re-read the section, “General Comments on all papers,” before turning your paper in - you may miss important details if you do not review this section. Papers should be about 10-12 pages in length. Use the following outline to describe a client with whom you are working, your conceptualization of the client, and your interaction with them. Organize your presentation using the following framework and in the sequence indicated labeling each section. Address each point fully, carefully and briefly. You may refer to the Appendix in the DSM-5 for a glossary of terms to assist you in writing your report. All references to the client’s real name, family member’s names, the hometown, or any other data that may possibly be linked to your client must be fully obscured.

1. Presenting problem or chief complaint - Provide a pseudonym for the client. A description of why the client was referred (i.e., what were the client stated reasons for presenting for services from you and/or the agency – use client quotes). The stated reasons may be the client’s self-report or it may be a referring person’s description. If both are available, describe both.

2. Mental status examination results (This section should be fairly BRIEF. Only address RELEVANT issues.)

- General appearance: appearance, grooming, hygiene, dress, approximate height and weight, body markings, age/appearance relative to stated age
- Sensorium: level of consciousness (e.g. alert, drowsy, lethargic, etc.); orientation to 4 spheres: person, place, time and situation
- Motoric behavior: psychomotor activity, eye contact, mannerisms, posture, gait
- Level of cooperation: (e.g. cooperative, uncooperative, guarded, defensive, excessively cooperative, threatening, etc.)
- Speech: within, above, or below normal limits on: rate, volume, pressure, amount, articulation; process - degree of logic & goal directedness in speaking or impairment (e.g. tangential, circumstantial, loose association, repetition of words or phrases, etc.)
- Mood & Affect: Mood is the enduring or sustained present emotional state by self-report (e.g. normal, depressed, anxious, etc.). Affect is the present feeling noted by the counselor in session(s). (e.g. appropriate/inappropriate, constricted, flat, blunted, labile, inappropriate laughing or crying). Indicate whether it is congruent or incongruent with the mood.
- Thought content: presence or absence of delusions, ideas of reference, preoccupations, thought broadcasting, insertion, withdrawal of thoughts, phobias, obsessions, etc.
- Thought process: assessment of the manner in which a person’s thoughts are formed. Logical, coherent, relevant or problematic (e.g. irrelevant, circumstantial, concrete/abstract, tangential, perseveration, condensation, loosening of associations, clang associations)
- Perception: presence or absence of auditory, visual, tactile, olfactory, gustatory hallucinations
- Memory: impairment or intactness of remote, recent, immediate memory by self-report or tests
- Concentration: impairment or intactness by self-report or tests
- Self-concept: normal and accurate, depreciating, grandiose, etc.
• Defensive style (e.g., normal adult, manipulative, combative, projection, passive aggressive, passive-dependent, demanding, seductive or any other defense noted)
• Judgment - impairment or intactness
• Insight - accurate or impaired
• Intelligence: fund of general knowledge, ability to abstract
• Violence: history of violence, manner or type of violence, frequency, and means; suicidal, homicidal and violent ideation. If present, describe plan, intent, method and attempt
• Compulsions and the relation of these to obsessive thoughts
• Impulse control
• Drug and alcohol use and history of drug and alcohol use.

3. Psychosocial History – describe relevant family history, abuse history, history of intimate and social relations, approximate age, gender, race and/or culture, socioeconomic status, marital/relationship status, sexual orientation, education, history of employment. If the client is a child, what work or other household expectations are there and to what degree is the child compliant with these expectations. Immediate family composition, living arrangements (i.e., with whom does the client reside), nature of relationships with family members, recreational activities, nutrition, family history of mental health issues, previous mental health services involvement

4. Client Resources – Describe what personal or internal strengths that the client can access that may help in addressing the presenting issues. Describe any external sources of support. Describe how the client can use these supports in achieving their goals.

5. Spirituality and Culture- A description of the client’s spirituality including how this is related to client resources, if at all. A description of the clients socioeconomic status, sexual orientation, ethnicity, etc. that may influence your work with the client or the client’s situation.

6. Testing - Report all test scores and briefly describe what the scores mean to you as a counselor. Do not simply report test scores without discussing their meaning and their utility to your work with the client. **You must provide some type of test data and demonstrate that you attempted to assess change in a systematic, quantitative fashion (e.g., BDI, SCL 90, etc.). You are also required to address and discuss the client’s WHODAS 2.0 score and functioning level.**

7. Medical information - Describe any reported medical condition, which the client is being treated. Include any history of significant or repeating medical problems. List any medication being taken and for what reason.

8. **DSM-5 Diagnosis** - Include both the name of the diagnosis and the code number. Make sure to use any appropriate specifiers. Using the DSM-5 criteria, describe the symptoms that led you to assign each of the diagnoses. Provide a justification for your diagnosis (i.e., what specific
criteria does the person meet).

9. Treatment Plan - Be as descriptive as possible here as your approach will invariably be multifaceted.
   a. List each of the client-derived goals/objectives being addressed in the treatment plan.
   b. Behaviorally describe each treatment goal for each problem identified in “a” above.
   c. **It is very important that your treatment goals/objectives, and interventions are clear, and measurable (e.g., client will increase positive self-talk from a 4 to a 6 on a 10 point scale by 3-3-15); client will replace negative self-talk with positive self-talk 50% of the time by 3-3-15, etc.).**
   d. Indicate what counseling theory you are using related to each goal and intervention
   e. Indicate the client’s success, thus far, in reaching their goals. Be clear and specific.

10. Summary of counseling - Indicate the number of sessions that you had with the client and indicate what type of sessions you have had (e.g., individual, group, couple, family). List any other mental health or social services or involvement inside or outside of your site (e.g., group counseling, psychiatrist, case management, etc.) or self-help groups (e.g., AA, NA, etc.) with which the client is involved.

11. Prognosis and Recommendations - Describe what you believe the future holds for this client. Indicate by a range from poor to excellent and upon what data you are making this judgment. Indicate what you would or have recommended for the client for them to maintain and/or improve their situation.
Grading Criteria For Case Study Assignment
(50 possible earned points)

(Please note: if your paper is not signed by both of your supervisors, it will not be accepted and your paper will automatically be reduced one letter grade. If you have not followed through on completing all of the assigned aspects of this assignment, you will also receive a significant point reduction. This paper is turned into your faculty/university supervisor).

Name:________________________ Date:________________________

The criteria for grading the case study assignments are:

- Reflective thinking/Content (40 points) __________
- Writing mechanics (5 points) __________
- Thoroughness/following directions/Clarity/organization (5 points) __________

Earned Points (out of 50) - __________

Faculty/University Supervisor Grading Case Study Paper: The following information will be entered into task stream by the internship class instructor. Please ensure that this information is provided to the instructor - via email or paper - by the end of the term. Please rate the student’s knowledge based on the case study paper assignment. Indicate which of the following evaluation descriptors best describes the student’s knowledge according to the 3 criteria that follow:

1 Unsatisfactory 2 Satisfactory 3 Competent 4 Exemplary

A. Knows intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. ______

B. Knows techniques and interventions for prevention and treatment of a broad range of mental health issues. ______

C. Knows various models and approaches to screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments. ______

D. Knows and demonstrates appropriate use of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). ______
Internship Check-List

Name:________________________ Date:________________________

Directions: You should turn this “Check-list” in with all of your materials in order to receive class credit. This will help both of us in organizing your required materials. Please arrange the materials in the order designated below, and place the check-list sheet on top of all of your other documents. Only your designated site supervisor can evaluate your performance and your session.

Case Study Paper
(must be signed by site and university supervisor; This paper is turned into your UNIVERSITY supervisor; not your course instructor unless they are the same person)

Site Supervisor Evaluation of Intern

Site Supervisor Intern Session Evaluation

University Supervisor Intern Session Evaluation
(must be completed prior to midterm point of semester)

Weekly Counselor Activity Logs
(Total hours must = 300, with 120 being “direct service”)

Semester Summary Counselor Activity Log (2 pages)
(Total hours must = 300, with 120 being “direct service”)

Intern evaluation of the Internship Site
(this is ONLY turned in your LAST semester of internship)

Turn this in with your final paperwork- Turn this in with your final paperwork-
Knowledge Base Rationale: The purpose of this course is to teach students about the characteristics, criteria, course, and prognosis of various DSM Mental Disorders. Additionally, students will learn about a range of applied intervention strategies that can be used when working with children diagnosed with various childhood disorders. Students will practice applying these diagnoses and corresponding interventions; the emphasis of this course will be on application of learned material.

Catalog Description:
Overview of Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) with an emphasis placed on the development of diagnostics skills for the major mental disorders commonly encountered in social service, educational, and community counseling agencies. The course will additionally focus on the development of diagnostic skills and treatment strategies for working with children and adolescents.

Critical Task Description and Essential Tasks:
*Critical Tasks are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate’s ability to move through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. Critical Tasks and Essential Tasks are to be submitted through Task-Stream.

Task stream (Counseling Students):
All Counseling candidates will be required to purchase a Task stream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of school counseling candidates in each course. This is essential for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Task stream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping
courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program. If you are part of another department, for example the social work department, you are not required to submit this assignment through task stream. Instead, you will submit the assignment via email direct to the instructor.

In this course, Counseling/Treatment Plan Paper has been identified as the “Task” in COUN 7018. The completed assignment must be submitted through Task stream by all Counseling students.
<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC 2.g</td>
<td>Knows the principles of characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</td>
<td>Candidate does not provide an example of understanding the principles of characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</td>
<td>Candidate presents an example of understanding the principles of characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</td>
<td>Candidate presents an appropriate example of understanding the principles of characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</td>
<td>Candidate exceeds all expectations for understanding the principles of characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</td>
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<tr>
<td>SC 2.k</td>
<td>Knows the principles of community resources and referral sources</td>
<td>Candidate does not provide an example of understanding community resources and referral sources</td>
<td>Candidate presents an example of understanding the principles of community resources and referral sources</td>
<td>Candidate presents an appropriate example of understanding the principles of community resources and referral sources</td>
<td>Candidate exceeds all expectations for understanding the principles of community resources and referral sources</td>
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<tr>
<td>SC 3.f</td>
<td>Knows the principles of techniques of personal/social counseling in school settings</td>
<td>Candidate does not provide an example of understanding the techniques of personal/social counseling in school settings</td>
<td>Candidate presents an example of understanding the principles of techniques of personal/social counseling in school settings</td>
<td>Candidate presents an appropriate example of understanding the principles of techniques of personal/social counseling in school settings</td>
<td>Candidate exceeds all expectations for understanding the principles of personal/social counseling in school settings</td>
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<tr>
<td>CMHC 1.c</td>
<td>Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
<td>Candidate does not provide an example of understanding the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
<td>Candidate presents an example of understanding the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
<td>Candidate presents an appropriate example of understanding the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
<td>Candidate exceeds all expectations for presenting understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
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<tr>
<td>CMHC 1.e</td>
<td>Knows the principles of psychological tests and assessments specific to clinical mental health counseling</td>
<td>Candidate does not provide an example of understanding the principles of psychological tests and assessments specific to clinical mental health counseling</td>
<td>Candidate presents an example of understanding the principles of psychological tests and assessments specific to clinical mental health counseling</td>
<td>Candidate presents an appropriate example of understanding the principles of psychological tests and assessments specific to clinical mental health counseling</td>
<td>Candidate exceeds all expectations for presenting understanding of principles of psychological tests and assessments specific to clinical mental health counseling</td>
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<tr>
<td>CMHC 2.b</td>
<td>Knows the principles of etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
<td>Candidate does not provide an example of understanding the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
<td>Candidate presents an example of understanding the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
<td>Candidate presents an appropriate example of understanding etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
<td>Candidate exceeds all expectations for presenting understanding of etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
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<tr>
<td>CMHC 2.c</td>
<td>Knows the principle of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</td>
<td>Candidate does not provide an example of understanding the principles of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</td>
<td>Candidate presents an example of understanding mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</td>
<td>Candidate presents an appropriate example of understanding mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</td>
<td>Candidate exceeds all expectations for understanding mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</td>
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<tr>
<td>CMHC 2.d</td>
<td>Knows the principles of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</td>
<td>Candidate does not provide an example of understanding the principles of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</td>
<td>Candidate presents an example of understanding principles of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</td>
<td>Candidate presents an appropriate example of understanding principles of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</td>
<td>Candidate exceeds all expectations for understanding principles of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</td>
<td></td>
</tr>
<tr>
<td>CMHC 3.a</td>
<td>Knows the principles of techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>Candidate does not provide an example of understanding the principles of techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>Candidate presents an example of understanding the principles of techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>Candidate presents an appropriate example of understanding the principles of techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>Candidate exceeds all expectations for presenting understanding of techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td></td>
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<tr>
<td>CMHC 3.b</td>
<td>Knows the principles of techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>Candidate does not provide an example of understanding the principles of techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>Candidate presents an example of understanding the principles of techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>Candidate presents an appropriate example of understanding the principles of techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>Candidate exceeds all expectations for presenting understanding of techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
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<tr>
<td>CMHC 2.d</td>
<td>Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM</td>
<td>Candidate does not provide an example of understanding the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM</td>
<td>Candidate presents an example of understanding the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM</td>
<td>Candidate presents an appropriate example of understanding the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM</td>
<td>Candidate exceeds all expectations for presenting understanding of the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM</td>
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Course Objectives

School Counseling:
Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

CONTEXTUAL DIMENSIONS
- School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (CACREP 2016 School Counseling, 2.b)
- School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (CACREP 2016 School Counseling, 2.e)
- Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (CACREP 2016 School Counseling, 2.g)
- Common medications that affect learning, behavior, and mood in children and adolescents (CACREP 2016 School Counseling, 2.h)
- Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP 2016 School Counseling, 2.i)
- Community resources and referral sources (CACREP 2016 School Counseling, 2.k)
- Legal and ethical considerations specific to school counseling (CACREP 2016 School Counseling, 2.n)

PRACTICE
- Techniques of personal/social counseling in school settings (CACREP 2016 School Counseling, 3.f)
- Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP 2016 School Counseling, 3.h)

Clinical Mental Health Counseling:
Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

FOUNDATIONS
- Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 2016 Clinical Mental Health Counseling, 1.c)
- Neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP 2016 Clinical Mental Health Counseling, 1.d)
- Psychological tests and assessments specific to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 1.e)

CONTEXTUAL DIMENSIONS
- Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP 2016 Clinical Mental Health Counseling, 2.b)
- Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP 2016 Clinical Mental Health Counseling, 2.c)
- Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)* (CACREP 2016 Clinical Mental Health Counseling, 2.d)
- Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 2016 Clinical Mental Health Counseling, 2.e)
- Impact of crisis and trauma on individuals with mental health diagnoses (CACREP 2016 Clinical Mental Health Counseling, 2.f)
- Impact of biological and neurological mechanisms on mental health (CACREP 2016 Clinical Mental Health Counseling, 2.g)
- Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP 2016 Clinical Mental Health Counseling, 2.h)
- Cultural factors relevant to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 2.j)
- Legal and ethical considerations specific to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 2.l)

**PRACTICE**
- Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 2016 Clinical Mental Health Counseling, 3.a)
- Techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 2016 Clinical Mental Health Counseling, 3.b)
**Description of Assignments**

1. **Individual Students’ Class Participation (50 Points)**
   Class discussion is an **integral** component of learning. You are expected to come to class prepared to discuss required reading to participate in each class. Failure to participate (not engaging in group work, avoiding discussions, using cell phones during class) will result in a reduction on the final grade. Breathing exercise presentations will count towards your class participation.

2. **Article Review (50 points)**
   Students will be required to complete a 6-page paper (not including cover page and reference page/s) APA style, of a literature review of articles that will be provided to them by the professor. This scholarly paper should include the current knowledge and findings the student has learned from reading the articles provided to them. Please note this paper is **not** to be written as a “critique” of the articles.

   The review should include a) a **brief** summary of the diagnosis and treatment intervention being reviewed, b) **two** implications for counseling, which will include how the writer might anticipate using the implications in practice, and c) the writer’s assessment of the information learned from the articles.

   Grading will be based on the aforementioned portions of the paper, demonstration of the student’s familiarity with and understanding of the selected topic, ability to formulate and present a thoughtful, focused, and clinically relevant position, and clarity in writing.

3. **Diagnosis/Counseling/Treatment Plan Paper (100 points)**
   Students will be given a counseling scenario to evaluate. This scenario will be posted on Blackboard in the assignment section. Students will apply the I CAN START Model (from your textbook) to the student/client. Candidates will provide a review of 2-4 selected counseling interventions/treatments for the disorder/concern in order to achieve the goals. The following elements should be addressed in the paper: a) diagnostic features of the disorder, b) proposed etiology of the disorder, c) prevalence of the disorder, e) ways in which the disorder may present in unique ways in children/adolescents (i.e., developmental trajectory of the disorder), d) list of treatment goals and objectives, and e) review of current treatment modalities or theories (e.g., play therapy, narrative therapy) and interventions specific to the achievement of goals - this section **should not** review all of the treatments associated with the disorder, but rather, should highlight and review 2 – 4 currently practiced school or clinical counseling interventions. Papers should be between 13-15 pages and should integrate at least 10 scholarly references (i.e., journal articles) published within the last 5-10 years. This assignment must be turned into Taskstream.

4. **Intervention Presentation (50 points)**
   This project will focus on treatment approaches and interventions for working with youth. Each student will create a brief, fictitious case scenario, apply a diagnosis, and identify treatment modalities/interventions to present to the group. The case should be significantly different from the case you use in your Diagnosis/Counseling/Treatment Plan Paper. Students will briefly discuss the diagnosis/concern that will be addressed; interventions appropriate to the child’s developmental level, the modality or theory (e.g., play therapy, narrative therapy) associated with the intervention, and then provide an example of interventions. Students will prepare a 15–20-minute presentation for classmates, and they will provide a one-page handout for classmates, of the diagnosis, treatment modality/interventions they are presenting on. In addition to the content material, presentations must also include some experiential component. For example, a student presenting on narrative therapy may
elect to provide a role-play example of how narrative therapy would be provided and what specific intervention of that theory will be used to address the specific diagnosis/concern.

5. **Midterm and Final Exam: (50 points each; 100 total)**

Exams will be taken on Blackboard Ultra and cover material from the textbook, assigned readings, and class discussions/lectures.

**GRADING (350 points possible):**

Grades will be based on total points and earned according to the following scale:

- **A** = 90 – 100%
- **B** = 80 – 89%
- **C** = 70 – 79% Failing Grade (required to repeat the course)
- **D** = 60 – 69%
- **F** = 59% and below

**Assignments, Exams, and Grading Policy:**

Late assignments will be penalized one letter grade for each day they are turned in late. If you will be absent on the due date for an assignment, you are still expected to email your assignment to the instructor on time and as scheduled.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments/ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>o Introductions</td>
<td>Textbook- Chapters 1 and 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Review of syllabus</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>o Using the DSM; Overview of the of the DSM</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>o Presentation topics</td>
<td>Chapter 2- Kress &amp; Paylo Textbook (“Real World Treatment Planning: Systems, Culture, and Ethics”)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Practical Diagnosis and Treatment Planning Considerations; Use of Common Medications</td>
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<tr>
<td></td>
<td></td>
<td>o Interviewing Children &amp; Adolescents</td>
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<tr>
<td>3</td>
<td></td>
<td>o Neurodevelopmental Disorders</td>
<td>DSM- Neurodevelopmental Disorders and Neurocognitive Disorders</td>
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<tr>
<td></td>
<td></td>
<td>o Neurocognitive Disorders</td>
<td>Textbook- Chapter 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Treatment/Interventions</td>
<td>Article Review Due</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>o Childhood Schizophrenia/Psychotic Disorders</td>
<td>DSM- Schizophrenia/Psychotic Disorders</td>
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<td></td>
<td></td>
<td>o Treatment/Interventions</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td>o Mood Disorders in Children</td>
<td>DSM- Depressive Disorders and Bipolar and Related Disorders</td>
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<tr>
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<td></td>
<td>o Treatment/Interventions</td>
<td>Textbook- Chapter 18</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>o Childhood OCD and Anxiety Disorders</td>
<td>DSM- Obsessive Compulsive and Related Disorders; Anxiety Disorders</td>
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<tr>
<td></td>
<td></td>
<td>o Impact on siblings and peers</td>
<td>Textbook- Chapter 17</td>
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<td></td>
<td>o Treatment/Interventions</td>
<td></td>
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<tr>
<td>7</td>
<td></td>
<td>o Trauma and Stress Related Disorders</td>
<td>DSM- Trauma and Stressor Related Disorders</td>
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<td></td>
<td></td>
<td>o Treatment/Interventions</td>
<td>Textbook- Chapter 15</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Midterm</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>o Feeding and Eating Disorders</td>
<td>DSM- Feeding and Eating Disorders; Elimination Disorders; Gender Dysphoria</td>
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<tr>
<td></td>
<td></td>
<td>o Elimination Disorders</td>
<td>Textbook- Chapter 19</td>
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<td></td>
<td>o Gender Dysphoria</td>
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<td></td>
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<td>o Treatment/Interventions</td>
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</tr>
<tr>
<td>10</td>
<td></td>
<td>o Disruptive, Impulse control, and conduct disorders</td>
<td>DSM- Disruptive, Impulse control, and conduct disorders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Treatment/Interventions</td>
<td>Textbook- Chapter 14</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>o Disruptive, Impulse control, and conduct disorders</td>
<td>DSM- Disruptive, Impulse control, and conduct disorders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Treatment/Interventions</td>
<td>Textbook- Chapter 14</td>
</tr>
</tbody>
</table>
| 12 | o Substance related and addictive disorders: signs and symptoms in children, adolescents and family  
    o Treatment/Interventions | DSM- Substance-Related and Addictive Disorders  
                              Textbook- Chapter 16 |
| 13 | o Personality Disorders: Diagnostic Overview for teens | DSM- Personality Disorders |
| 14 | Presentations | Presentations |
| 15 | Presentations | Presentations  
    Papers Due  
    Upload to Taskstream |
| 16 | Final |  |

*May be subject to change*
Course Policies

Attendance:
It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.

Academic Conduct:
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense. Please review department plagiarism policy for more detail.

Statement on Academic Dishonesty (Official YSU Policy):
Academic Dishonesty: Please refer to student handbook, noting sections on plagiarism and dishonesty. Failure to comply with these standards may result in an “F” for the course.

Americans with Disabilities Act Statement (Official YSU Policy):
Americans with Disabilities Act: Anyone requiring special adaptations or accommodations should inform the instructor as soon as possible. In accordance with University procedure, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the office of Equal Opportunity and Disability Services at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Disability Services' (330-941-1372) intake procedure.

Candidate Disposition Alert Process
(Required for all courses taken by BCOE candidates)

Candidate Disposition Alert Process:
The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

Dispositions:
The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation
programs. **Collaborative:** Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. **Inclusive:** Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. **Professional:** Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellence in self and others.

**Incomplete Grade Policy (Official YSU Policy):**
An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

- Spring semester incompletes - by Sept. 1
- Summer incompletes - by October 1
- Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

**NAF Guidelines:**
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: [NAF Guidelines on the YSU website](#)

**Problematic Behaviors:**
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity, and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the student's file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.
**Technology Use During Class:**
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class—i.e., taking in-class notes, completing quizzes, consulting online resources, etc. If a class takes place through a virtual modality and is recorded, you are consenting to your identifying information being shared by keeping your video on during the recorded portion.

**YSU Statement of Non-Discrimination:**
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit YSU’s ADA Accessibility Site for contact information for persons designated to handle questions about this policy.

**YSU E-Mail (Common University E-Mail):**
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.

**YSU Information Technology Services:**
For ‘loaner’ remote learning equipment (e.g. laptops, headsets, webcams, etc.) YSU Information Technology Services has made a limited amount of loaner equipment available as inventory allows. Two hundred and fifty laptops, along with a lesser number of headsets, webcams and mobile hotspots, will be available through an appointment-based “walk-up” or “drive-up” process. Contact the IT Service Desk at (330) 941-1595 to make a request to borrow a device. The IT Service Desk has extended hours, until further notice and will be available Monday-Thursday, 8 a.m. to 6 p.m.; Friday, 8 a.m. - 5 p.m.; and Saturday 9 a.m. - Noon. Please either log a support request online or call 330-941-1595 to report any issues.

**Counseling Services**
At Youngstown State University, Student Counseling Services provides a comfortable environment in which to discuss and address problems and possible solutions. Short-term counseling, consultation, and referral services are provided to the campus and, in most cases, there is no fee for services. Issues commonly addressed during individual counseling sessions include depression, anxiety, relationship problems, family conflicts, low self-esteem, school and work problems, eating disorders, lack of emotional control, career indecision, loss and grief issues, and coping with illness.
Student Counseling Services is in room 2110 on the second floor of Kilcawley Center. For more information, call 330-941-3737 or visit https://ysu.edu/student-counseling-services
Student Counseling Services continues to provide free, confidential Assessment & Referral for currently enrolled YSU students and consultation and referral services for the YSU community. Free, short-term counseling is available for currently enrolled YSU students, as well as consultation and referral services for the YSU community.
Class Meetings: 
Instructor: 
Contact Info: 
Office Hours: 

Catalog Description: This course provides students with a comprehensive framework for planning, designing, implementing, evaluating, and enhancing content-based and comprehensive developmental counseling programs. The course is designed to promote knowledge and skills related to: prevention and crisis intervention strategies; use of a student information system to collect, analyze, and evaluate data in order to improve student outcomes; integration of the school counseling program into the total school curriculum to assist preK-12 students in maximizing their academic, career, and personal/social development; and consultation, coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources.

Prerequisites: none

Required Texts:


Recommended Texts:


Recommended Readings:


**Downloads:**
Adobe Reader: This download enables users to view and print adobe documents.

**Bring Your Own Technology:**
Each group should bring a laptop or tablet to complete in-class assignments and group work.

**Knowledge Base Rationale:**
The goal of this course is to help students learn aspects of program development, implementation, and evaluation of school counseling programs. Skills associated with counseling, guidance, and consultation will be covered. This course will also explore the application of research that addresses the effectiveness of various school counseling programs and interventions.
Course Objectives:

Section G. School Counseling
Foundations

- Models of school counseling programs (CACREP 2016 School Counseling 1.b)
- Models of school-based collaboration and consultation (CACREP 2016 School Counseling 1.d)
- Assessments specific to P-12 education (CACREP 2016 School Counseling 1.e)

Contextual Dimensions

- School counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP 2016 School Counseling 2.a)
- School counselor roles in school leadership and multidisciplinary teams (CACREP 2016 School Counseling 2.d)
- Competencies to advocate for school counseling roles (CACREP 2016 School Counseling 2.f)
- Qualities and styles of effective leadership in schools (CACREP 2016 School Counseling 2.j)

Practice

- Development of school counseling program mission statements and objectives (CACREP 2016 School Counseling 3.a)
- Design and evaluation of school counseling programs (CACREP 2016 School Counseling 3.b)
- Strategies to promote equity in student achievement and college success (CACREP 2016 School Counseling 3.k)
- Use of accountability data to inform decision making (CACREP 2016 School Counseling 3.n)
- Use of data to advocate for programs and students (CACREP 2016 School Counseling 3.o)

Task Stream:

All candidates will be required to purchase a Task Stream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of counseling candidates in each course. This is essential for Council for Accreditation of Counseling and Related Educational Programs (CACREP). Task Stream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the school counseling candidate will not be permitted to pass through the pre-established gates associated with the School Counseling program.

In this course, Assignment #1 District K-12 Comprehensive School Counseling Program Model has been identified as the “Task” in COUN 7014D. The completed assignment must be submitted through Task Stream by School Counseling students.

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACREP 2016 School Counseling 1.b</td>
<td>Models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model)</td>
<td>Candidate presents minimal, irrelevant or biased understanding of the ASCA model.</td>
<td>Candidate presents a comprehensive understanding of the ASCA model and the relationship to the total educational program.</td>
<td>Candidate exceeds all expectations for an in depth understanding of the ASCA national model and the relationship to the total educational program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CACREP 2016 School Counseling 3.n</td>
<td>Use of accountability data to inform decision making (e.g., school improvement plan, school report card).</td>
<td>Candidate presents minimal, irrelevant or biased school-based information from their assigned school district.</td>
<td>Candidate presents and analyzes a comprehensive amount of school-based information relevant to improving student outcomes in their assigned school district.</td>
<td>Candidate exceeds all expectations for critically analyzing the school-based information that impacts student outcomes in their school district.</td>
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<td></td>
</tr>
<tr>
<td>CACREP 2016 School Counseling 3.a</td>
<td>Development of school counseling program mission statements and objectives</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of activities, funding, and resources needed to design, implement, monitor, and evaluate the program.</td>
<td>Candidate displays specific understanding of activities, funding, and resources needed to design, implement, monitor, and evaluate the program.</td>
<td>Candidate exceeds all expectations for critically analyzing the activities, funding, and resources needed to design, implement, monitor, and evaluate the program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CACREP 2016 School Counseling 1.e</td>
<td>Assessments specific to P-12 education</td>
<td>Candidate displays little or irrelevant knowledge of the K-12 academic, career, and personal social activities necessary to assist students in achieving ASCA competencies.</td>
<td>Candidate displays specific understanding of the appropriate K-12 academic, career, and personal social activities necessary to assist students in achieving ASCA competencies.</td>
<td>Candidate exceeds all expectations for critically analyzing empirically supported K-12 academic, career, and personal social activities necessary to assist students in achieving ASCA competencies.</td>
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<tr>
<td>CACREP 2016 School Counseling 3.b</td>
<td>Design and evaluation of school counseling programs (e.g., behavioral observation, program evaluation)</td>
<td>Candidate displays little or irrelevant knowledge of specific evaluation strategies of the K-12 academic, career, and personal social activities and the program.</td>
<td>Candidate displays general knowledge of specific evaluation strategies of the K-12 academic, career, and personal social activities and the program.</td>
<td>Candidate displays specific understanding of the appropriate evaluation strategies of the K-12 academic, career, and personal social activities and the program.</td>
<td>Candidate exceeds all expectations for critically analyzing empirically supported evaluation strategies of the K-12 academic, career, and personal social activities and the program.</td>
<td></td>
</tr>
<tr>
<td>CACREP 2016 School Counseling 3.k</td>
<td>Strategies to promote equity in student achievement and college success</td>
<td>Candidate does not present an action plan and closing the gap activities that promote the achievement of minority students or students from low SES backgrounds.</td>
<td>Candidate presents minimal action plan and closing the gap activities that promotes the achievement of minority students or students from low SES backgrounds.</td>
<td>Candidate presents an appropriate action plan and closing the gap activities that promotes the achievement of minority students or students from low SES backgrounds.</td>
<td>Candidate exceeds all expectations for presenting an action plan and closing the gap activities that promotes the achievement of minority students or students from low SES backgrounds.</td>
<td></td>
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</tbody>
</table>

**Course Activity Descriptions:**

1. **Comprehensive School Counseling Program:**

Each group will prepare a comprehensive school counseling program for the school district of their choice. It will include the following:

- School Demographics Information
- Section 1: Vision and Mission Statements
- Section 2: Annual Student Outcome Goals
● Section 3: Classroom and Group Mindsets & Behaviors Action Plan
● Section 4: Annual Administrative Conference
● Section 5: Advisory Council
● Section 6: Calendars (Annual and Weekly)
● Section 7: Lesson Plans (Classroom and Group)
● Section 8: Classroom Instruction Results Report
● Section 9: Small-Group Results Report
● Section 10: Closing-the-Gap Action Plan & Results Report

Report Preparation: The report should be created in Google Docs so that you have unlimited access, and to ease collaboration. Report progress will be graded weekly with comments made by the instructor added directly to the Google Doc. Please do not delete instructors notes. Remember to add the instructor as a collaborator.

Grading group projects is sometimes difficult because, in a few instances, group members do not live up to their responsibilities and the result is a substandard project. In the event that a member of a group is not contributing proficiently or punctually, it is the group’s responsibility to first deal with the unprofessional behavior of the delinquent member and then report the problem to the instructor if the behavior is not corrected immediately.

2. Advisory Council Presentation:
   ● Develop a presentation based upon your Comprehensive School Counseling Program. Presentations should be of a formal nature (as though you were presenting this to a group of stakeholders). The presentation should include a review of the most important aspects of your program (including but not limited to: vision, mission, and program goals). Your presentation will also be evaluated by your classmates (see evaluation form).

3. Classroom Lesson Presentation:
   ● Each group will present one classroom lesson from their comprehensive school counseling program. Provide handouts of the lesson using the ASCA lesson plan template. Provide all needed materials for the presentation, and let the instructor know how long you will need for your presentation.

4. Participation & Attendance:
   ● Class participation and attendance are critical in this course. The following are activities students can demonstrate participation in: lesson presentations, discussion of assigned readings, reactions/discussions of class presentations, and demonstrating fair and equal participation in the group project.

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive School Counseling Program</td>
<td>60</td>
</tr>
</tbody>
</table>
Final grades will be assigned using the following scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Range</th>
<th>Percent Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
<td>80 - 89.9%</td>
</tr>
<tr>
<td>C (* Failing grade, must repeat courses)</td>
<td>70 - 79</td>
<td>70 - 79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69</td>
<td>60 - 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Discussion</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Manage (pages 29-31): <em>ASCA National Model (SC1B)</em></td>
<td>Introduction, Group formation School demographics Program focus: Vision Statement</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Manage (pages 32-45): <em>ASCA National Model (SC3A) (SC2J)</em></td>
<td>Program Focus: Annual Student Outcome Goals</td>
<td>Section 1 - Mission Statement and Reflections</td>
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<td>6</td>
<td>Manage (pages 72-76): <em>ASCA National Model</em></td>
<td>Program Focus: Advisory Council and Stakeholders</td>
<td>Section 4 - Annual Administrative Conference</td>
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<td>7</td>
<td>Manage (pages 55-58): <em>ASCA National Model</em></td>
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<td>Section</td>
<td>Program Focus</td>
<td>Program Presentations</td>
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<td><strong>Section 5 - Advisory Council Advisory Council Presentations</strong></td>
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<td><strong>S P R I N G  B R E A K</strong></td>
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<td>10</td>
<td><strong>Section 7 - Lesson Plans (Classroom and Group)</strong></td>
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<td>11</td>
<td><strong>Section 8 - Classroom Instruction Results Report</strong></td>
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<td><strong>Section 6 - Calendars (Annual and Weekly)</strong></td>
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<td>13</td>
<td><strong>Section 9 - Small-Group Results Report</strong></td>
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<td>14</td>
<td><strong>Section 10 - Closing-the-Gap Action Plan and Results Report</strong></td>
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<td>15</td>
<td><strong>Task Stream Program Presentations</strong></td>
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<td>16</td>
<td><strong>Program Presentations</strong></td>
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<td><strong>Program Presentations</strong></td>
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**Course Expectations:**

**Academic Conduct:**
A student caught cheating on exams, submitting work of other students as your own, or plagiarizing, will result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

**Academic Dishonesty (YSU Statement)**
As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or
completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

**Americans with Disabilities Act (YSU Statement)**

In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.

**Attendance:** It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.

**Course Evaluation:** You will have the opportunity to evaluate the course and the instructor.

**Counseling Services:** If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

**Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)**

*Candidate Disposition Alert Process:* The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all students or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.
 Civility: All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Students will be expected to respectfully listen to other individuals and share their own opinions and values in a positive, respectful manner. Participants therefore will:
  • Silence cellular phones and refrain from texting during class.
  • Arrive on time and remain for the duration of the class.
  • Refrain from conducting private conversations in class.
  • Refrain from reading material (print or electronic) extraneous to the course content and discussion.
  • Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present.

 Dispositions:
The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. Collaborative: Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. Inclusive: Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. Professional: Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellence in self and others.

 Incomplete Grade Policy (Official YSU Policy)
An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond the control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

 Spring semester incompletes - by Sept. 1
 Summer incompletes - by October 1
 Fall incompletes - by March 1

 Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.
NAF Guidelines.
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website

Participation: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. You must also demonstrate reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities.

Problematic Behaviors:
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity, and collaboration determined by the BCOE faculty as necessary standards to effectively serve all students or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the student's file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

Technology Use During Class:
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

Writing and Group Presentation Policy: Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate
professional references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

**YSU Statement of Non-Discrimination:**
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit YSU's ADA Accessibility Site for contact information for persons designated to handle questions about this policy.

**YSU EMail (Common University EMail):**
Each student at YSU has access to an individual email account through the university email system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any email sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.
Comprehensive Developmental K-12 School Counseling Program Grading Criteria  
(maximum = 60 points)

<table>
<thead>
<tr>
<th>Group Members</th>
<th>District</th>
<th>Potential Points</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>School Demographics Information</td>
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<td>3</td>
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<tr>
<td>Section 1a: Vision Statement</td>
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<td>5</td>
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<td>Section 1b: Mission Statement</td>
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<td>Section 2: Annual Student Outcome Goals</td>
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<td>Section 3: Classroom and Group Mindsets &amp; Behaviors Action Plan</td>
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<td>Section 4: Annual Administrative Conference</td>
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<td>Section 5: Advisory Council</td>
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<td>Section 6: Calendars (Annual and Weekly)</td>
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<td>Section 7a: Lesson Plans - Classroom</td>
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<td>Section 7b: Lesson Plans - Group</td>
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<td>Section 8: Classroom Instruction Results</td>
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<td>Section 9: Small Group Results</td>
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<td>Section 10: Closing-the-Gap Action Plan and Results Report</td>
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<td>Total</td>
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COUN 7019 (Presentation to Stakeholders)
Evaluation Form

Presenters: ________________________________________________________________

School District: _________________________________________ Date: ____________

Rate the presenter based upon the following statements:
(1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

<table>
<thead>
<tr>
<th>Comprehensive Developmental K-12 School Counseling Program Presentation</th>
<th>Circle a number.</th>
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<tbody>
<tr>
<td>1. Presenters clearly and specifically described details of the Advisory Council Membership including a list of all advisory council members and their stakeholder positions.</td>
<td>1 2 3 4</td>
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<tr>
<td>2. Membership represents and includes (minimally): parents, teachers, school counselors, administrators, business/community members and students (if appropriate). Advisory council includes 8 - 20 members.</td>
<td>1 2 3 4</td>
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<tr>
<td>3. Presenters included school counseling program vision and mission statement.</td>
<td>1 2 3 4</td>
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<tr>
<td>4. Presenters provided evidence that the advisory council provided input on the school counseling program’s goals and activities.</td>
<td>1 2 3 4</td>
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<tr>
<td>5. Presenters address how the advisory council provides input to and feedback on the school counseling program’s goals and activities.</td>
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<td>6. Presenters address how the school counseling program incorporates advisory council feedback.</td>
<td>1 2 3 4</td>
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<tr>
<td>7. <strong>Overall</strong>, rate the performance of the presenter #1 _________________</td>
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School Demographics Information

Primary Contact Information:
Name:
Email:
Secondary Email:
Job Title:

Names of other school counselors at school:

Additional Contact Information
Principal
Name:
Email:
Address:

Superintendent
Name:
Email:
Address:

School Board Member Chairperson
Name:
Email:
Address:

District School Counseling Supervisor/Coordinator
Name:
Email:
Address:

School Information
School Name:
School Address:
School District Name:
Number of students in district:
Grade Category: (found at https://education.ohio.gov/)
Grade levels served at school:
Number of students at school:
Number of certified staff at school:
Number of Full-time school counselors at school:
Number of Part-time school counselors at school:
Average number of students served by each school counselor:
School setting (Rural, Suburban, Urban):

**Student Percentages**

Percent American Indian or Alaskan Native
Percent Black:
Percent Hispanic:
Percent White:
Percent Multiracial:
Percent Other:
Percentage of students identified as special education students:
Percentage of students who receive free or reduced lunch:
Section 1a: Vision Statement

A. Vision Statement: The school counseling program vision statement communicates what school counselors hope to see for their students five-15 years in the future.
   ● Describes the future world (five - fifteen years in the future) where best possible student outcomes are achieved.
   ● Includes school and/or district vision statement, or a statement explaining why it isn’t provided.
   ● Aligns with the school vision statement or includes an explanation regarding the lack of alignment.

B. Reflection: Reflect on the following:
   ● How the school counseling vision statement was:
     ○ Developed
     ○ Influenced by the mindsets standards from the ASCA School Counselor Professional Standards & Competencies
     ○ How the vision statement is communicated to administrators, teachers and stakeholders
     ○ Maximum 250 words

Section 1b: Mission Statement

C. Mission Statement: The school counseling program mission statement provides the focus and direction to reach the vision. It ensures all students benefit from a school counseling program emphasizing equity, access, success and long-range results.
   ● Describes school counseling program’s overarching focus or purpose as described in the ASCA National Model.
   ● Emphasizes equity, access and success for every student.
   ● Emphasizes long-range results for every student.
   ● Includes school and/or district mission statement or a statement explaining why it isn’t provided.
   ● Aligns with the school mission statement or includes an explanation regarding the lack of alignment.

D. Reflection: Reflect on the following:
   ● How the school counseling mission statement was:
     ○ Developed
○ How the school counseling program addresses equity, access and success for every student
○ How the school counseling program addresses the long-range results for student
○ How the mission statement is communicated to administrators, teachers and stakeholders
○ Maximum 250 words

Section 2: Annual Student Outcome Goals

Annual student outcome goals identify the measurable impact on student achievement, attendance, or discipline. They guide implementation of school counseling activities and interventions and promote the school counseling program’s vision and mission.

A. Annual Student Outcome Goal Plan Template:
   ○ Annual student outcome goal plan template used for each goal
   ○ Selected ASCA Mindsets & Behaviors reflect the priorities identified through the collection of supplemental data
   ○ Learning objectives/competencies operationalize the selected ASCA Mindsets & Behaviors
   ○ Pre/post assessment items align with the learning objectives/competencies

B. Annual Student Outcome Goals (data based)
   ○ Each goal addresses a need demonstrated in student achievement, attendance or discipline data

C. Annual Student Outcome Goals (format)
   ○ 2 goal statements include only
     i. End date
     ii. Target group with multiple descriptors
     iii. Description of specific outcome to be changed
     iv. Measure of change
     v. Baseline and target data in alignment with the ASCA National Model

D. Reflection
   ○ Reflect on how the annual student outcome goals were developed
   ○ How each annual student outcome goal addresses student outcomes or student inequities (i.e. achievement, opportunities, attainment, school improvement goals or school wide issues identified through data)
   ○ Possible school counseling activities/strategies/interventions
   ○ Maximum 250 words
Section 3: Classroom and Group Mindsets & Behaviors

The classroom and group Mindsets & Behaviors action plan helps school counselors create an effective plan to teach students the knowledge, attitudes and skills appropriate for their developmental level, driven by specific ASCA Mindsets & Behaviors for Student Success. The purpose of the classroom and group Mindsets & Behaviors action plan is to provide an overview of the delivery of direct student services in classroom/large-group and small-group settings.

A. Classroom and Group Mindsets & Behaviors Action Plan

- Classroom and group Mindsets & Behaviors action plan template used
- Core curriculum (CC), and small groups (SG) identified for all grade levels
- Identified activities promote attainment of selected ASCA Mindsets & Behaviors

B. Reflection

- Reflect on how the selected ASCA Mindsets & Behaviors align with student data
- How the targeted ASCA Mindsets & Behaviors were prioritized to ensure access for all
- Maximum 250 words
Section 4: Annual Administrative Conference

The annual administrative conference is a formal discussion between school counselors and the supervising administrator.

A. Annual Administrative Conference
   - Annual administrative conference template is used
   - Conference was held and template signed by the school counselor and supervising administrator within the first two months of the school year
   - All sections of each annual administrative conference template completed for each member of the school counseling department

B. Use of Time from Previous School Year Documentation Provided
   - Use of time calculator template used
   - Use of time calculator (one fall week and one spring week) for each school counselor from previous school year included

C. Reflection
   - Reflect on how the school counseling department worked together to develop each school counselor’s annual administrative conference template
   - How the school counselors advocated for reaching/maintaining 80% of the time in delivery of direct and indirect student services
   - How the strategies employed address the barriers to reaching 80% of the time for direct and indirect student services
   - Maximum 250 words

Section 5: Advisory Council
The advisory council is a representative group of stakeholders selected to review and advise on the implementation of the school counseling program. It is explicitly focused on the school counseling program and gives a voice to stakeholders through dialogue and critique. The council meets at least twice a year and maintains an agenda and minutes for each meeting.

A. Advisory Council Membership
- Advisory council solely focused on the school counseling program
- List of all advisory council members and their stakeholder positions included
- Membership represents and includes (minimally): parents, teachers, school counselors, administrators, business/community members and students (if appropriate).
- Advisory council includes 8 - 20 members

B. Advisory Council Agenda
- School counseling advisory council agenda template used
- Agendas include time for feedback/discussion/questions
- Agenda includes discussion of program vision and mission statements, school data summary, annual student outcome goals and action plans

C. Advisory Council Minutes
- School counseling advisory council minutes template used
- Minutes match agendas, using agenda items as outline for minutes
- Minutes include summaries of all discussions, including school data summary, annual student outcome goals, and action plans
- Minutes include specific feedback, suggestions, recommendations from members

D. Supporting Documentation
- Presentations from all meetings included (PowerPoint, Prezi, video, etc.)

E. Reflection
- Reflect on how the advisory council was developed
- How membership is determined each year
- How the advisory council strengthens and improves the school counseling program
- Maximum 250 words

Section 6: Calendars (Annual and Weekly)
School counselors develop and publish calendars of school counseling events to inform students, parents, teachers and administrators of what, when, and where school counseling activities will be held.

**Annual Calendar** - The school counseling program has one annual calendar that includes all major school counseling activities delivered or coordinated by the school counselors.

**Weekly Calendars** - Each school counselor submits a weekly calendar that includes all activities, with all student identification removed to protect confidentiality.

A. **Annual Calendar**
   - Annual calendar template used
   - All counselor activities and duties documented. Include activities from classroom and group Mindsets & Behaviors action plan, closing-the-gap action plan and school counseling program events with topics, dates and, if appropriate, time.

B. **Weekly Calendar**
   - One week for each school counselor included
   - Each entry detailed with intended audience, topic, delivery type (direct, indirect, program planning and school support, and non-school-counseling tasks) and start/stop time
   - Each calendar calculates time spent in the following four areas: direct student services, indirect student services, program planning and school support, and non-school-counseling tasks
   - Actual percentages on weekly calendars approximate use-of-time plan for current school year on corresponding annual administrative conference template or rationale for lack of approximation
   - The classification of calendar activities aligns with the ASCA National Model definitions of direct and indirect student services, program planning and school support, and non-school-counseling tasks

C. **Reflection**
   - Reflect on how the annual and weekly calendars were developed
   - How the annual and weekly calendars were shared with administrators, teachers and other stakeholders
   - How the annual and weekly calendars were adjusted based on situations arising during the school year

**Section 7a: Classroom Lesson Plans**
Lesson plans provide details about what will be delivered, to whom it will be delivered, how it will be delivered and how students attainment of the objectives will be measured.

A. Classroom Lesson Plans
   - Lesson plan template used for three classroom lessons
   - No more than three ASCA Mindsets & Behaviors selected for individual lessons
   - Lesson plan contains measurable learning objectives related to selected ASCA Mindsets & Behaviors
   - Procedure components of lesson plan clearly stated and support attainment of identified ASCA Mindsets & Behaviors

B. Classroom Lessons Data Collection Plans
   - Participation data plan identifies expected number of students who will participate and planned length of lessons
   - Mindsets & Behaviors data collection plan utilizes pre/post assessment for 2 lessons
   - Outcome data collection plan for one lesson connected to academic, attendance or disciplinary data

Section 7b: Group Lesson Plans

C. Small-Group Lesson Plans
   - Lesson plan template used for all small-group sessions
   - Small group includes minimum of four sessions and 3 - 12 students
   - No more than three ASCA Mindsets & Behaviors selected for the small group
   - Plan contains measurable learning objectives that promote attainment of selected ASCA Mindsets & Behaviors
   - Procedure components of lesson plan clearly stated and promote attainment of identified ASCA Mindsets & Behaviors

D. Small-Group Data Collection Plans
   - Participation data plan identifies expected number of students who will participate and planned length of lessons
   - Mindsets & Behaviors data collection plan utilizes pre/post assessment
   - Mindsets & Behaviors data assessment designed to measure attainment of targeted student standards
   - Outcome data collection plan connected to academic, attendance or disciplinary data

E. Reflection
   - Reflect on how the selected ASCA Mindsets & Behaviors inform lesson content
   - How the selection of strategies/activities used to deliver lessons was determined
   - Maximum 250 words

Section 8: Classroom Instruction Results Report

The classroom and group Mindsets & Behaviors results report analyzes the three classroom lessons highlighted in section 7.
A. Classroom Lessons Results Report
   ● Classroom and group Mindsets & Behaviors results report template used

B. Classroom Lessons Participation Data
   ● Number of participants identified
   ● Length of lessons identified
   ● Number of lessons identified

C. Classroom Lessons Mindsets & Behaviors Data
   ● Pre-intervention data provided
   ● Post-intervention data provided

D. Classroom Lessons Outcome Data
   ● Baseline data included
   ● Final data included
   ● Percent change included

E. Mindsets & Behaviors Data Results Graph
   ● Graph includes title, labeled axes and data points
   ● Graph depicts average student responses on ASCA Mindsets & Behaviors data collected before and after lessons/unit
   ● Graph conveys impact on students at a glance

F. Outcome Data Results Graph
   ● Graph includes title, labeled axes and data points
   ● Graph summarizes outcome baseline and final data
   ● Graph conveys impact on students at a glance

G. Reflection
   ● Reflect on how the instruction facilitated attainment of identified ASCA Mindsets & Behaviors
   ● How mastery of the targeted ASCA Mindsets & Behaviors promoted positive change in student outcomes
   ● How the lesson/unit could be improved (e.g., consider timing, lesson length, student access and identified barriers)
   ● Maximum 250 words

Section 9: Small-Group Results Report

The small-group results report is used to organize and report results of group lessons. School counselors analyze the classroom and group Mindsets & Behaviors results report to determine the effectiveness of the small-group activities and inform program improvement.

A. Small-Group Results Report
Classroom and group Mindsets & Behaviors results report template is used

**B. Small-Group Participation Data**
- Number of participants identified
- Length of sessions identified
- Number of sessions identified

**C. Small-Group Mindsets & Behavior Data**
- Pre-intervention data provided
- Post-intervention data provided

**D. Small-Group Outcome Data**
- Baseline data included
- Final data included
- Percent change included

**E. Mindsets & Behaviors Data Results Graph**
- Graph includes title, labeled axes and data points
- Graph depicts average student responses on ASCA Mindsets & Behaviors data collected before and after small-group sessions completed
- Graph conveys impact on students at a glance

**F. Outcome Data Results Graph**
- Graph includes title, labeled axes and data points
- Graph summarizes outcome baseline and final data
- Graph conveys impact on students at a glance

**G. Reflection**
- Reflect on how the instruction facilitated attainment of identified ASCA Mindsets & Behaviors
- How mastery of the targeted ASCA Mindsets & Behaviors promoted positive change in student outcomes
- How the group could be improved (e.g., consider timing, number of sessions, session length, student access and identified barriers)
- Maximum 250 words

**Section 10: Closing-the-Gap Action Plan / Results Report**

The closing-the-gap action plan/results report is goal-driven and includes documentation of a variety of activities and services used to close academic, attendance or discipline discrepancies.

**A. Closing-the-Gap Action Plan/Results Report**
- Closing-the-gap action plan/results report template used

**B. Closing-the-Gap Goal Statement**
● Goal addresses a need demonstrated in student achievement, attendance or discipline data
● Goal statement includes only
  ○ End date
  ○ Target group with multiple descriptors
  ○ Description of specific outcome to be changed
  ○ Measure of change
  ○ Baseline and target data in alignment with the ASCA National Model

C. Closing-the-Gap Action Plan
● No more than three ASCA Mindsets & Behaviors selected
● ASCA Mindsets & Behaviors survey items identified and support attainment of the standard
● Direct student services identified and support closing the gap
● Indirect student services identified and support closing the gap

D. Data Collection Plan
● Participation: anticipated number of students identified
● Mindsets & Behaviors: pre-intervention data averages provided
● Outcome: achievement, attendance or discipline baseline data provided

E. Results Data
● Participation: number of students served
● Mindsets & Behaviors: post intervention data averages provided
● Outcome: final achievement, attendance or discipline data provided
● Outcome: percent change provided

F. Mindsets & Behaviors Data Results Graph
● Graphs are clear (includes title, labeled axes and data points)
● Graphs depict average student responses on ASCA Mindsets & Behaviors data collected before and after interventions
● Graphs convey impact on students at a glance

G. Outcome Data Results Graph
● Graphs are clear (includes title, labeled axes and data points)
● Graphs summarize outcome baseline and final data
● Graphs convey impact on students at a glance

H. Reflection
● Reflect on how the interventions facilitated attainment of identified ASCA Mindsets & Behaviors
● How attainment of the identified ASCA Mindsets & Behaviors promoted positive change in student outcomes
● How the interventions could be improved (e.g., consider timing, number and type of services, student access and identified barriers)
● Maximum 250 words
Class Meetings:
Instructor:
Contact Info:
Office Hours:

Catalog Description: University faculty supervised internship experience in selected counseling-related settings. Students are supervised by the university-based supervisor during the internship field experience. Faculty provide regular weekly feedback on intern participation in field experience, conduct field-based supervision visits, and evaluate counseling skills delivered at the field site.

Prerequisites: COUN 7002, 7004, or 7007 (special approval required)
Co-requisites: COUN 7005, 7009, or 7010


Statement of Non-Discrimination from the University

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit the Equal Opportunity and Policy Development & Title IX website for contact information for persons designated to handle questions about this policy.

Academic Integrity/Honesty

As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor,
or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity Policy can be found in Article III of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

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**Student Accessibility**

In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the Accessibility Services, located in Kilcawley Center Room 2082. You can reach Accessibility Services at 330-941-1372

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**Incomplete Grade Policy**

An incomplete grade of “I” may be given to a student who has been doing satisfactory work in a course, but, for reasons beyond the control of the student and deemed justifiable by the instructor, has not completed all requirements for a course when grades were submitted. A letter grade MAY NOT be changed to an “I” (Incomplete) after the term has ended and grades have been recorded. For Fall Term courses, the final date to complete an “I” will be March 1 of the following term; for Spring Term courses, September 1; for Summer Term courses, October 1. These dates can only be extended with the approval of the instructor and the Dean of the College where the course is taught. Forms for extension of the deadline may be obtained and after obtaining the proper signatures, this form must be submitted to the University Records office 24 hours before the original deadline (i.e. for Fall Term courses, March 1 of the following term).

**Course Objectives:** The internship is an intensive and extensive field experience in a professional counseling setting. The overall objective of the supervision experience is to integrate, enhance, and expand the clinical counseling learning process that takes place in the internship setting. This will be accomplished through experiential learning methods. More specific objectives of the internship experience that should be demonstrated in clinical supervision include:

CMHC=2016 CACREP Standards for Clinical Mental Health Counseling  
AC=2016 CACREP Standards for Addiction Counseling  
CC=2016 CACREP Standards for College Counseling and Student Affairs  
CACREP II=2009 CACREP Section II Standards for Professional Identity

**Clinical Mental Health Counseling**

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context
of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

FOUNDATIONS
- Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 2016 Clinical Mental Health Counseling, 1.c)
- Psychological tests and assessments specific to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 1.e)

CONTEXTUAL DIMENSIONS
- Roles and settings of clinical mental health counselors (CACREP 2016 Clinical Mental Health Counseling, 2.a)
- Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP 2016 Clinical Mental Health Counseling, 2.b)
- Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP 2016 Clinical Mental Health Counseling, 2.c)
- Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP 2016 Clinical Mental Health Counseling, 2.c)
- Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 2016 Clinical Mental Health Counseling, 2.e)
- Impact of crisis and trauma on individuals with mental health diagnoses (CACREP 2016 Clinical Mental Health Counseling, 2.f)
- Impact of biological and neurological mechanisms on mental health (CACREP 2016 Clinical Mental Health Counseling, 2.g)
- Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP 2016 Clinical Mental Health Counseling, 2.h)
- Cultural factors relevant to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 2.j)
- Legal and ethical considerations specific to clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 2.l)
- Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP 2016 Clinical Mental Health Counseling, 2.m)
PRACTICE
- Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 2016 Clinical Mental Health Counseling, 3.a)
- Techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 2016 Clinical Mental Health Counseling, 3.b)
- Strategies for interfacing with the legal system regarding court-referred clients (CACREP 2016 Clinical Mental Health Counseling, 3.c)
- Strategies for interfacing with integrated behavioral health care professionals (CACREP 2016 Clinical Mental Health Counseling, 3.d)

Addiction Counseling
Students who are preparing to specialize as addiction counselors are expected to possess the knowledge and skills necessary to address a wide range of issues in the context of addiction counseling, treatment, and prevention programs, as well as in a more broad mental health counseling context. Counselor education programs with a specialty area in addiction counseling must document where each of the lettered standards listed below is covered in the curriculum.

FOUNDATIONS
- Principles and philosophies of addiction-related self-help (CACREP 2016 Addiction Counseling, 1.c)
- Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 2016 Addiction Counseling, 1.d)
- Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others (CACREP 2016 Addiction Counseling, 1.e)
- Psychological tests and assessments specific to addiction counseling (CACREP 2016 Addiction Counseling, 1.f)

CONTEXTUAL DIMENSIONS
- Roles and settings of addiction counselors (CACREP 2016 Addiction Counseling, 2.a)
- Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders (CACREP 2016 Addiction Counseling, 2.b)
- Regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling (CACREP 2016 Addiction Counseling, 2.d)
- Importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process (CACREP 2016 Addiction Counseling, 2.e)
- Role of wellness and spirituality in the addiction recovery process (CACREP 2016 Addiction Counseling, 2.f)
- Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process (CACREP 2016 Addiction Counseling, 2.g)
- Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP 2016 Addiction Counseling, 2.h)
- Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)* (CACREP 2016 Addiction Counseling, 2.i)
- Cultural factors relevant to addiction and addictive behavior (CACREP 2016 Addiction Counseling, 2.j)
- Legal and ethical considerations specific to addiction counseling (CACREP 2016 Addiction Counseling, 2.l)
- Record keeping, third party reimbursement, and other practice and management considerations in addiction counseling (CACREP 2016 Addiction Counseling, 2.m)

**PRACTICE**

- Screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments (CACREP 2016 Addiction Counseling, 3.a)
- Assessment of biopsychosocial and spiritual history relevant to addiction (CACREP 2016 Addiction Counseling, 3.b)
- Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal (CACREP 2016 Addiction Counseling, 3.c)
- Techniques and interventions related to substance abuse and other addictions (CACREP 2016 Addiction Counseling, 3.d)
- Strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders (CACREP 2016 Addiction Counseling, 3.e)
- Strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction (CACREP 2016 Addiction Counseling, 3.f)
- Evaluating and identifying individualized strategies and treatment modalities relative to clients’ stage of dependence, change, or recovery (CACREP 2016 Addiction Counseling, 3.g)
- Strategies for interfacing with the legal system and working with court referred clients (CACREP 2016 Addiction Counseling, 3.h)

**College Counseling and Student Affairs**

Students who are preparing to specialize as college counselors and student affairs professionals will demonstrate the knowledge and skills necessary to promote the academic, career, personal, and social development of individuals in higher education settings. Counselor education programs with a specialty area in college counseling and student affairs must document where each of the lettered standards listed below is covered in the curriculum.
FOUNDATIONS

- Assessments specific to higher education settings (CACREP 2016 College Counseling and Student Affairs, 1.e)

CONTEXTUAL DIMENSIONS

- Roles and settings of college counselors and student affairs professionals (CACREP 2016 College Counseling and Student Affairs, 2.a)
- Roles of college counselors and student affairs professionals in relation to the operation of the institution’s emergency management plan, and crises, disasters, and trauma (CACREP 2016 College Counseling and Student Affairs, 2.b)
- Roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions (CACREP 2016 College Counseling and Student Affairs, 2.c)
- Characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders (CACREP 2016 College Counseling and Student Affairs, 2.d)
- Signs and symptoms of substance abuse in individuals in higher education settings (CACREP 2016 College Counseling and Student Affairs, 2.f)
- Environmental, political, and cultural factors that affect the practice of counseling in higher education settings (CACREP 2016 College Counseling and Student Affairs, 2.i)
- The influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education (CACREP 2016 College Counseling and Student Affairs, 2.j)
- Policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings (CACREP 2016 College Counseling and Student Affairs, 2.l)
- Unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students (CACREP 2016 College Counseling and Student Affairs, 2.m)
- Higher education resources to improve student learning, personal growth, professional identity development, and mental health (CACREP 2016 College Counseling and Student Affairs, 2.n)
- Legal and ethical considerations specific to higher education environments (CACREP 2016 College Counseling and Student Affairs, 2.p)

PRACTICE

- Collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings (CACREP 2016 College Counseling and Student Affairs, 3.a)
- Strategies to assist individuals in higher education settings with personal/social development (CACREP 2016 College Counseling and Student Affairs, 3.b)
- Interventions related to a broad range of mental health issues for individuals in higher education settings (CACREP 2016 College Counseling and Student Affairs, 3.c)
- Strategies for addiction prevention and intervention for individuals in higher education settings (CACREP 2016 College Counseling and Student Affairs, 3.d)
- Use of multiple data sources to inform programs and services in higher education settings (CACREP 2016 College Counseling and Student Affairs, 3.e)

**PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**
- Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP 2016 Standards Section II, 1.i)
- Strategies for personal and professional self-evaluation and implications for practice (CACREP 2016 Standards Section II, 1.k)
- Self-care strategies appropriate to the counselor role (CACREP 2016 Standards Section II, 1.l)
- The role of counseling supervision in the profession (CACREP 2016 Standards Section II, 1.m)

**SOCIAL AND CULTURAL DIVERSITY**
- The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (CACREP 2016 Standards Section II, 1.d)
- The effects of power and privilege for counselors and clients (CACREP 2016 Standards Section II, 1.e)
- Help-seeking behaviors of diverse clients (CACREP 2016 Standards Section II, 1.f)
- The impact of spiritual beliefs on clients’ and counselors’ worldviews (CACREP 2016 Standards Section II, 1.g)

**COUNSELING AND HELPING RELATIONSHIPS**
- Theories and models of counseling (CACREP 2016 Standards Section II, 5.a)
- A systems approach to conceptualizing clients (CACREP 2016 Standards Section II, 5.b)
- Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP 2016 Standards Section II, 5.d)
- Essential interviewing, counseling, and case conceptualization skills (CACREP 2016 Standards Section II, 5.g)
- Developmentally relevant counseling treatment or intervention plans (CACREP 2016 Standards Section II, 5.h)
- Development of measurable outcomes for clients (CACREP 2016 Standards Section II, 5.i)
- Evidence-based counseling strategies and techniques for prevention and intervention (CACREP 2016 Standards Section II, 5.j)
- Strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2016 Standards Section II, 5.k)
- Suicide prevention models and strategies (CACREP 2016 Standards Section II, 5.l)
• Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP 2016 Standards Section II, 5.m)
• Processes for aiding students in developing a personal model of counseling (CACREP 2016 Standards Section II, 5.n)

School Counseling (CACREP 2016 School Counseling Standards)

Students who are preparing to specialize as school counseling will demonstrate the knowledge and skills necessary to promote the academic, career, personal, and social development of individuals in school counseling settings. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

FOUNDATIONS

• Models of school counseling programs(B)
• Models of P-12 comprehensive career development(C)
• Models of school-based collaboration and consultation(D)
• Assessment specific to P – 12 education (E)

CONTEXTUAL DIMENSIONS

• School counselor roles as leaders, advocates, and systems change agents in P-12 schools(A)
• School counselor roles in consultation with families, P-12 and post- secondary school personnel, and community agencies(B)
• School counselor roles in relation to college and career readiness(C)
• School counselor roles in school leadership and multidisciplinary teams(D)
• School counselor roles and responsibilities in relation to the school emergency management plans, and crisis, disasters, and trauma(E)
• Competencies to advocate for school counseling roles(F)
• Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders(G)
• Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs(I)
• Quality and styles of effective leadership in schools(J)
• community resources and referral sources(K)
PRACTICE

- Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (C)
- Interventions to promote academic development (D)
- Use of developmentally appropriate career counseling interventions and assessments (E)
- Techniques of personal/social counseling in school settings (F)
- Strategies to facilitate school and paste secondary transitions (G)
- Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (H)
- Approaches to increase promotion and graduation rates (I)
- Interventions to promote college and career readiness (I)
- Strategies to promote equity in student achievement and college access (K)
- Techniques to foster collaboration and teamwork within schools (L)
- Strategies for implementing and coordinating intervention programs (M)
- Use of accountability data to inform decision-making (N)
- Use of data to advocate for programs that students (O)

Task Stream (ALL Counseling Students):

All counseling candidates will be required to purchase a Task Stream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of all counseling candidates in each course. This is essential documentation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Task Stream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee.

Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

NOTE: Students in 7020 will submit the Task Stream assignment associated with their internship seminar (7005, 7009, 7010) to their 7020 course instructor. Please review your internship syllabus for further directions for each TaskStream assignment.

For students who are concurrently in 7005, the Taped Student Interaction Paper has been identified as the “critical task” in COUN 7020. The completed assignment must be submitted through TaskStream by all Counseling students.
For students who are concurrently in 7009, the Case Conceptualization Paper has been identified as the “Task” in COUN 7020. The completed assignment must be submitted through Task Stream by all Counseling students.

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
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<tbody>
<tr>
<td>CC &amp; SA 3A</td>
<td>Demonstrates the skills necessary to promote the academic, social, and career success of individuals in higher education settings.</td>
<td>Candidate presents minimally the skills necessary to promote the academic, social, and career success of individuals in higher education settings.</td>
<td>Candidate presents general information regarding the skills necessary to promote the academic, social, and career success of individuals in higher education settings.</td>
<td>Candidate presents and analyzes a comprehensive amount of information regarding the skills necessary to promote the academic, social, and career success of individuals in higher education settings.</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding the skills necessary to promote the academic, social, and career success of individuals in higher education settings.</td>
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<tr>
<td>CC &amp; SA 3A</td>
<td>Collaborates with the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings.</td>
<td>Candidate does not demonstrate an example of collaborating with the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings.</td>
<td>Candidate demonstrates an appropriate example of collaborating with the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings.</td>
<td>Candidate exceeds all expectations for demonstrating collaborating with the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings.</td>
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<tr>
<td>CC &amp; SA 2I</td>
<td>Addresses environmental, political, and cultural factors that affect the practice of counseling in higher education settings.</td>
<td>Candidate displays minimal, stereotypical, or irrelevant application of addressing environmental, political, and cultural factors that affect the practice of counseling in higher education settings.</td>
<td>Candidate displays general application of addressing multicultural counseling issues as they relate to environmental, political, and cultural factors that affect the practice of counseling in higher education settings.</td>
<td>Candidate displays specific skills in application of addressing environmental, political, and cultural factors that affect the practice of counseling in higher education settings.</td>
<td>Candidate exceeds all expectations for applying addressing environmental, political, and cultural factors that affect the practice of counseling in higher education settings.</td>
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<tr>
<td>SC 3A</td>
<td>Demonstrates the skills necessary to describe the case history of the student/client and theoretical framework</td>
<td>Candidate presents minimally the skills to describe the case history of the student/client and theoretical framework</td>
<td>Candidate presents general information regarding the skills necessary to describe the case history of the student/client and theoretical framework</td>
<td>Candidate presents and analyzes a comprehensive amount of information regarding the skills necessary to describe the case history of the</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding the skills necessary to describe the case history of the</td>
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<tr>
<td>CACREP Standard</td>
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<tr>
<td>SC 3A</td>
<td>Demonstrates the skills necessary to discuss goals, approach and specific interventions toward change and future directions.</td>
<td>Candidate does not demonstrate the skills necessary to discuss goals, approach, specific interventions toward change and future directions.</td>
<td>Candidate presents general information regarding the skills necessary to discuss goals, approach, specific interventions toward change and future directions.</td>
<td>Candidate presents and analyzes a comprehensive amount of information regarding the skills necessary to discuss goals, approach, specific interventions toward change and future directions.</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding the skills necessary to discuss goals, approach, specific interventions toward change and future directions.</td>
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For students who are concurrently in 7010, the **Case Conceptualization Paper** has been identified as the “Task” in COUN 7020. The completed assignment must be submitted through TaskStream by all Counseling students.
| AC 2.i | Candidate presents minimal, irrelevant or biased principles of techniques and interventions for prevention and treatment of a broad range of mental health issues. | Candidate presents general information regarding techniques and interventions for prevention and treatment of a broad range of mental health issues. | Candidate presents an example of appropriate use of diagnostic process, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). | Candidate exceeds all expectations for critically analyzing the information regarding techniques and interventions for prevention and treatment of a broad range of mental health issues. |
| AC 2.i | Candidate displays minimal, irrelevant or biased knowledge of various models and approaches to screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments. | Candidate displays general knowledge of various models and approaches to screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments. | Candidate displays specific understanding of various models and approaches to screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments. | Candidate exceeds all expectations for critically analyzing information and demonstrating various models and approaches to screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments. |
| AC 2.i | Candidate knows various models and approaches to screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments. | Candidate displays minimal, irrelevant or biased knowledge of various models and approaches to screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments. | Candidate displays general knowledge of various models and approaches to screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments. | Candidate exceeds all expectations for critically analyzing information and demonstrating various models and approaches to screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments. |
| CMHC 3.b/CC 3.c | CMHC: Knows techniques and interventions for prevention and treatment of a broad range of mental health issues. | Candidate presents minimal, irrelevant or biased principles of techniques and interventions for prevention and treatment of a broad range of mental health issues. | Candidate presents a comprehensive amount of information regarding techniques and interventions for prevention and treatment of a broad range of mental health issues. | Candidate exceeds all expectations for critically analyzing the information regarding techniques and interventions for prevention and treatment of a broad range of mental health issues. |
| CMHC 3.b/CC 3.c | Candidate knows the appropriate use of diagnostic process, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). | Candidate does not provide an example of appropriate use of diagnostic process, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). | Candidate presents an example of appropriate use of diagnostic process, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). | Candidate exceeds all expectations for presenting appropriate use of diagnostic process, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). |
Course Requirements:

1. **Group meeting with other supervisees/interns:** Students will participate in an initial meeting with the university supervisor to discuss course expectations.

2. **University Supervisor - Site Supervisor - Candidate Meeting:** The candidates are responsible for scheduling two conferences between the university supervisor, site supervisor, and themselves.
   - The 1st meeting MUST be scheduled within the first 4 weeks of the semester, but the meeting itself need not occur during this time period, if approved by the candidate’s university supervisor; the final meeting should be scheduled prior to the last week of the semester.
   - The candidate should consult with his or her site supervisor as to mutual times in their schedules in which they are available to meet together with the site supervisor.
   - The candidate should then call the university supervisor and inform him/her of these available times and schedule the meetings.
   - Failure to follow either of these requirements will result in a grade reduction of one letter grade for the semester.

3. **Tape Review:** Students are required to have one, one hour supervision session with their university supervisor. During this meeting, the supervisor will review an audio or video taped session that the student has provided. The supervisor may also choose to observe a live counseling session at the student’s placement site, and then provide supervision. The session that the university supervisor reviews/views must be a different session from the session that the placement supervisor evaluates. Students are required to contact the university supervisor and arrange this supervision session at least 4 weeks prior to finals week of the given semester. Students are required to provide the university supervisor with the taped session at least one week prior to the scheduled supervision meeting.

   If for some reason you cannot obtain a taped session, it is your responsibility to notify your supervisor of this at least one month in advance so alternative arrangements can be made (i.e., the supervisor will come to your placement site to view a group or session).

   During supervision sessions, the supervisee should come prepared with the following information:
   - Assess the quality of your work during this session. What did you do that you liked? Disliked?
   - Describe things you did that were new for you, and places where you felt stuck or confused.
   - What kind of help would you like from your supervisor around this client, this session, and your helping efforts? Please be specific about certain incidents within the session, particularly counseling issues, diagnostic questions, etc. Phrases like, "Any help will be appreciated" should be avoided.
*****NOTE: The student is responsible for ensuring that the presented tape is audible. Some tapes will naturally not be appropriate; thus, it is the student’s responsibility to ensure that s/he has secured a tape in enough advance time that s/he can make another tape should the intended tape not be audible. The case presentation is critical to supervision success. If you are unsure if the tape is audible please set up an appointment with the instructor beforehand so that s/he can help you assess. Generally, if you are uncertain, the tape is not audible. ******

4. Skills Development/Individual Supervision Meeting: At this meeting, the student and supervisor will review professional development issues of interest to the student. The supervisor and student will collaboratively decide what matters should be addressed in this meeting.

5. Weekly Reflection Journals: During weeks 2, 4, 6, 8, 10, 12, 14, and 15 (8 weeks) of the course, students will send the supervisor an overview of their professional development for that week. These are due by 5 pm on Friday of each week via email to your supervisor. Student’s responses should be submitted as a word document. Responses need not be more than one, single-spaced page in length.

Students should address the following:

- What struggles did you have this week?
- What successes did you have this week?
- What ethical issues emerged that you need to consider?
- What practice issues (e.g., clinical, school, student affairs) are challenging to you?
- What do you need to do (e.g., seek out additional information, training, etc.) to address any struggles you are having?

6. TaskStream Assignment: Students must submit a hard copy of the TaskStream assignment to the university supervisor before their final site visit. In addition, students must upload the associated assignment with your internship seminar (7005, 7009, 7010) to TaskStream before the final site visit. Failure to complete either of these tasks will result in an incomplete (I) for the course.

For other questions regarding the internship - Please refer to the Internship Handbook for a detailed description of departmental policies and procedures regarding the internships. The handbooks will serve as authoritative sources regarding internship requirements. Information and requirements included in this syllabus will supersede any information included in the handbooks. Questions about these requirements should be directed to the class instructor or the Internship Coordinator.

Documents: Counseling Session Evaluation: Practicum II and Internship Evaluation of Counseling Session. The supervisor will complete this form after having observed a recorded or live counseling session. All subtotals on this evaluation should be indicated and added to make the total score on the last page.
Course Schedule:

Week 1 – Meet with Students Discuss Course Expectations / Placement Sites

Week 2 – Reflection Due / Individual Supervision and Ethics Feedback
Field Site Supervision Visit and meeting with supervisor

Week 3 – Individual Supervision and Ethics Feedback

Week 4 – Reflection Due / Individual Supervision and Ethics Feedback

Week 5 – Individual Supervision and Ethics Feedback

Week 6 - Reflection Due / Individual Supervision and Ethics Feedback

Week 7 - Individual Supervision and Ethics Feedback
   Tape Review individual meeting with supervisor

Week 8 - Reflection Due / Individual Supervision and Ethics Feedback

Week 9 - Individual Supervision and Ethics Feedback

Week 10 - Reflection Due / Individual Supervision and Ethics Feedback

Week 11 - Individual Supervision and Ethics Feedback
   Skills Development/ Class Meeting with supervisor

Week 12 - Reflection Due / Individual Supervision and Ethics Feedback

Week 13 - Individual Supervision and Ethics Feedback

Week 14 - Reflection Due / Individual Supervision and Ethics Feedback

Week 15 - Reflection Due / Field Site Supervision Visit and meeting with supervisor

Week 16 – Conclude / Follow-up with student regarding all requirements completed.

Grading Criteria:
This is a credit / no-credit course. Students should participate in the required supervision meetings and weekly reflection logs. Students that fail to fulfill 80% of the expected activities will not receive credit for the course.
Course Expectations:

Academic Conduct:
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

Academic Dishonesty (YSU Statement)
As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

Americans with Disabilities Act (YSU Statement)
In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center Rm 204, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.

Attendance: It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.

Course Evaluation: You will have the opportunity to evaluate the course and the instructor.

Counseling Services: If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to
contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

**Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)**

**Candidate Disposition Alert Process:** The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

**Civility:** All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Students will be expected to respectfully listen to other individuals and share their own opinions and values in a positive, respectful manner. Participants therefore will:

- Silence cellular phones and refrain from texting during the class.
- Arrive on time and remain for the duration of the class.
- Refrain from conducting private conversations in class.
- Refrain from reading material (print or electronic) extraneous to the course content and discussion.
- Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present.

**Dispositions:**

The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. **Collaborative:** Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. **Inclusive:** Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. **Professional:** Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning,
counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

Incomplete Grade Policy (Official YSU Policy)
An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

Spring semester incompletes - by Sept. 1
Summer incompletes - by October 1
Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

NAF Guidelines.
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website

Participation: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities
**Problematic Behaviors:**
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file. If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use During Class:**
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

**Writing and Group Presentation Policy:** Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

**YSU Statement of Non-Discrimination:**
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit YSU's ADA Accessibility Site for contact information for persons designated to handle questions about this policy.

**YSU E-Mail (Common University E-Mail):**
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be and especially convenient resource for those students who find it difficult to make
appointments or to come into the instructor’s office during the regular posted walk-in hours.
Course Description: This course is designed to provide an introduction to the legal and ethical issues which affect higher education and student affairs practice. The primary goal of this course is to provide an exploration and understanding of legal issues pertaining to the various constituents of colleges and universities (students, faculty, and administrators).

CACREP 2016 Standards: College Counseling and Student Affairs (CCSA)
Contextual Dimensions (CACREP 2016 Standards).

- Understands models of violence prevention in higher education settings (CACREP 2016 Standards, Section 5, E, CC & SA, 2. e.).
- Understands signs and symptoms of substance abuse in individuals in higher education settings (CACREP 2016 Standards, Section 5, E, CC & SA, 2. f.).
- Understands policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings (CACREP 2016 Standards, Section 5, E, CC & SA, 2. l.).
- Understands higher education resources to improve student learning, personal growth, professional identity development, and mental health (CACREP 2016 Standards, Section 5, E, CC & SA, 2. n.).
- Understands legal and ethical considerations specific to higher education environments (CACREP 2016 Standards, Section 5, E, CC & SA, 2. p.).
- Understands strategies for addiction prevention and intervention for individuals in higher education settings (CACREP 2016 Standards, Section 5, E, CC & SA, 3. d.).
- Understands E.3.e. use of multiple data sources to inform programs and services in higher education settings (CACREP 2016 Standards, Section 5, E, CC & SA, 3. e.).

Classroom and Safety Protocol Policy: Classroom Safety and Health Protocols

Required Textbook:

**Recommended Readings:**

**Supplemental Additional Reading:**


**Critical Task Description and Essential Tasks:** Critical Tasks are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate’s ability to move through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. **Critical Tasks are to be submitted through TaskStream.**

**TaskStream (Counseling Students):** All Counseling candidates will be required to purchase a TaskStream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of school counseling candidates in each course. This is essential for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). TaskStream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gatekeeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task,” the Counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.
Assignment: Analysis Paper

Assignment: Analysis Paper:

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCAS, E., 2., p</td>
<td>Understands legal and ethical considerations specific to higher education environments.</td>
<td>Candidate presents minimal, irrelevant or biased legal and ethical considerations specific to higher education environments.</td>
<td>Candidate presents general information regarding the legal and ethical considerations specific to higher education environments.</td>
<td>Candidate presents and analyzes a comprehensive amount of information regarding the legal and ethical considerations specific to higher education environments.</td>
<td>Candidate exceeds all expectations for critically analyzing the legal and ethical considerations specific to higher education environments.</td>
<td></td>
</tr>
<tr>
<td>CCAS, E., 3., e</td>
<td>Analyzes and makes use of multiple data sources to inform programs and services in higher education settings.</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of analyzing and making use of multiple data sources to inform programs and services in higher education settings.</td>
<td>Candidate displays general knowledge of analyzing and making use of multiple data sources to inform programs and services in higher education settings.</td>
<td>Candidate displays specific understanding of analyzing and making use of multiple data sources to inform programs and services in higher education settings.</td>
<td>Candidate exceeds all expectations for critically analyzing and determining the most appropriate analysis and use of multiple data sources to inform programs and services in higher education settings.</td>
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</tbody>
</table>

Summary of Assignments:

1. Class Participation
A quality learning experience is contingent upon a high degree of interaction and exchange of ideas among students and instructor. The student’s ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighted in determining the final course grade. Class attendance is essential and expected. Unexcused absences, tardiness and early departure will be factored into your participation points.

2. Quizzes
Five quizzes will be scheduled during the semester to assess learning related to important legal concepts.

3. Case Briefs (paper and presentation)
Students will sign up for cases to read and present on. You will be expected to write one brief using the Case Brief Format (see Case Brief Format Form on Blackboard). Briefs are to be submitted on Blackboard the day of the case brief presentation. Additional comments may be used to address broader legal issues raised by the case or to address arguments raised in dissenting opinions. Briefs should be typed using a single-spaced format and should be one to
one and half pages long. You will present your chosen brief and facilitate a discussion (20-30 min).

4. Ethical Dilemma Presentation and Paper
Students will choose an ethical dilemma that may be encountered early on for Student Affairs professionals. After a topic is chosen, please consult the instructor for approval of the topic. You will be expected to write a brief ethical dilemma summary using the Ethical Dilemma Format (see Ethical Dilemma Format on Blackboard). Summaries are to be submitted on Blackboard on the date of the presentation. Summaries should be typed using a single-spaced format and should be one to two pages long. You will also be asked to facilitate a 20-30-minute discussion in class on the topic. Please review and prepare your remarks carefully for class discussion.

5. Analysis Paper (TaskStream) and Presentation
Students will be required to submit a 1-page outline by 10/18 describing your plans for this project. Students will complete a 5-6-page analysis paper that is due on 11/29. Papers must be written in APA style. Students will have substantial flexibility in the selection of the format and topic of this assignment. Options include an in-depth analysis of the legal issues with regards to one of the options listed below. You will also be asked to facilitate a 20-30-minute presentation in class on your chosen topic. Please review and prepare your remarks carefully for class discussion.

- Campus Policy Analysis
  The campus policy analysis is an in-depth analysis of the legal issues associated with a particular campus policy at YSU or another institution of higher education.

- Legislative Compliance Analysis
  The evaluation of campus compliance with federal legislation is an in-depth analysis of an institution’s compliance with a particular piece of federal legislation studied in this course. This project may consider compliance at YSU or another institution of higher education.

- “Hot Topics” Analysis
  The “hot topics” analysis is an in-depth analysis of the legal issues associated with a particular current issue associated with higher education.

Papers must:
1. Identify the issue from a legal perspective
2. Identify and discuss relevant issues pertaining to the problem – providing appropriate background, legal cases or laws that apply to this issue, legal opinions, etc. which guide your analysis
3. Provide a strategy for addressing this issue that is in compliance with a sound legal approach to this issue

Policies/legislation may be related, but not limited to these topics:
Grading Policy:

Class Participation: (20 total points)

- 20 points for class participation -- 10 from Blackboard Discussion posts (1 point per post).
  - 1-10 = Showed very little interest in class discussions and limited sharing of their ideas, perspectives, and questions.
  - 11-15 = Showed interest in class discussions and shared frequently their ideas, perspectives, and questions.
  - 16-20 = Showed interest in class discussions and shared in most classes their ideas, perspectives, and questions.
- Unexcused absences will impact your participation points.

Participation: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if they do not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in-class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class, and engaging in class activities.

Attendance: It is important that you attend class, as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse, it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.
NAF Guidelines.
A nonattendance F (NAF) indicates that a student received an F in the course because they did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website.

Case Briefs (10 total points)
- Students will receive up to 10 points for the case submitted and for the classroom presentation of case.
  - 1-3 = Fails to meet or partially meets the basic outline.
  - 4-7 = Meets the basic outline. Flows from idea to idea.
  - 8-10 = Meets the basic outline. Flows from idea to idea. Shows personal reflection and synthesis of ideas using critical and analytical thought.

Ethical Dilemma (20 total points)
- Students will receive up to 10 points for a written analysis of an ethical dilemma submitted and up to 10 points for the facilitation of classroom discussion.
  - 1-7 = Fails to meet or partially meets the basic outline.
  - 8-13 = Meets the basic outline. Flows from idea to idea.
  - 14-20 = Meets the basic outline. Flows from idea to idea. Shows personal reflection and synthesis of ideas using critical and analytical thought.

Quizzes (50 total points – 10 points each)
- Each quiz will be worth 10 points.

Analysis Paper (30 total points)
- Assignments will be graded on organization, development of ideas, clarity, writing quality, soundness of analysis, professionalism, and accurate writing, referencing, and formatting style (APA). Grading rubrics are provided.
  - 1-19 = Fails to meet or partially meets the basic outline.
  - 20-25 = Meets the basic outline. Flows from idea to idea.
  - 25-30 = Meets the basic outline. Flows from idea to idea. Shows personal reflection and synthesis of ideas using critical and analytical thought.

Analysis Presentation (20 points)
  - 1-9 = Fails to meet or partially meets the basic outline.
  - 10-15 = Meets the basic outline. Flows from idea to idea.
  - 16-20 = Meets the basic outline. Flows from idea to idea. Shows personal reflection and synthesis of ideas using critical and analytical thought.

*NOTE: Assignments that are received late will be deducted 5 points for each day the assignment is late.

Total Points Possible During the Semester = 150

Tentative Course Schedule -- schedule and syllabus subject to change with notice

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings (Date Due)</th>
<th>Assignments Due/Presentations</th>
</tr>
</thead>
</table>

| 1 | • Introduction  
• Course Overview  
• Professional Ethics  
• Values Sort |
|---|---|
| 2 | • **NO CLASS - HOLIDAY**  
• DUE: Submit Case Brief selections on BB |
| 3 | • Law & the Student Affairs Professional  
• A Brief Student Affairs-Centered History of Higher Education Law  
• Reading: Chapters 1 & 2  
• Reading: **ACPA, NASPA**, and **CAS** Standards (on Blackboard, Week 3)  
• BB Post: Discussion Question |
| 4 | • Sexual Victimization  
  • Guest Speaker: Molly O’Malley  
  • Models of violence prevention in higher education settings  
• Reading: **Association of American Universities Campus Climate Survey on Sexual Assault and Misconduct (2019)** – to page 82 (on Blackboard, Week 4)  
• BB Post: Discussion Question |
| 5 | • Legal and Ethical Considerations of College Mental Health/Substance Use  
  • Strategies for addiction prevention and intervention for individuals in higher education settings  
  • Higher education resources to improve student learning, personal growth, professional identity development, and mental health  
  • Guest Speaker: Dr. Kristin Bruns  
• Reading: **Student Mental Health and the Law** (on Blackboard, Week 5)  
• BB Post: Discussion Question  
• Case Presentation (1)  
• Case Presentation (2)  
• Case Presentation (3) |
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| 6 | • Managing the Institution of Higher Education Part I: Safety, Risk Management, Wellness, and Security  
  - **Guest Speaker:** Dr. Nicole Kent-Strollo  
  - Liability  
    - Tort  
    - Contract  | • Reading: Chapter 3  
  • Reading: [Balancing Safety and Support on Campus: A Guide for Campus Teams](on Blackboard, Week 6)  
  • Review: [NaBITA Risk Rubric](on Blackboard, Week 6)  | • **BB Post: Discussion Question**  
  • Quiz: Tort Liability  
  • Case Presentation (4)  
  • Case Presentation (5)  
  • Case Presentation (6) |
| 7 | • Student Conduct/Due Process & Housing  
  - **Guest Speaker:** Samantha Shaffer, J.D.  
  - Use of multiple data sources to inform programs and services in higher education settings  | • Reading: Chapter 4  
  • Reading: [Students Have Rights, Too: The Drafting of Student Conduct Codes](on Blackboard, Week 7)  
  • Review: [The Student Code of Conduct](on Blackboard, Week 7)  
  • Review: [ACUHO-I Journal Vol. 44 No. 3](on Blackboard, Week 7)  | • **BB Post: Discussion Question**  
  • Quiz: Due Process  
  • Case Presentation (7)  
  • Case Presentation (8)  
  • **DUE: ANALYSIS PAPER PROPOSAL TOPIC** |
| 8 | • Title IX– Harassment and Gender-Based Violence  
  - **Guest Speaker:** Dana Lantz, J.D.  
  - Violence Prevention in Higher Education  | • Reading: [U.S. Publishes New Regulations on Campus Sexual Assault](on Blackboard, Week 8)  
  • Reading: [Taking a Bullet: Are Colleges Exposing Themselves to Tort Liability by Attempting to Save their Students?](on Blackboard, Week 8)  
  • Review: [YSU Title IX Sexual Harassment Policy](on Blackboard, Week 8)  | • **BB Post: Discussion Question**  
  • Quiz: Title IX  
  • Ethical Dilemma (1)  
  • Ethical Dilemma (2)  
  • Ethical Dilemma (3)  
  • **DUE: ANALYSIS OUTLINE** |
| 9 | • Managing the Institution of Higher Education Part II: Promoting the Core Academic Mission  
  - The First Amendment:  | • Reading: Chapter 5  
  • Reading: [Student Organizations and Institutional Non-](on Blackboard, Week 8)  | • **BB Post: Discussion Question**  
  • Quiz #4: Free Speech (submit at beginning of class) |
| 9 | Freedom of Speech, Student Protest, and the Student Press  
• Recognition, Funding, and Regulation of Student Organizations  
• **Guest Speaker:** Erin Driscoll | **Discrimination Policies**  
(on Blackboard, Week 9)  
• Video: *Free Speech on Campus: What Students Think and How We Respond*  
• Review: *YSU Campus Free Speech Policy* (on Blackboard, Week 9)  
• Review: *Ohio FORUM Act* (pages 4-7 – on Blackboard, Week 9)  
• Review: *YSU Student Organization Policies* (on Blackboard, Week 9) | • Ethical Dilemma (4)  
• Ethical Dilemma (5)  
• Ethical Dilemma (6) |
|---|---|---|
| 10 | • Student Empowerment, Civil Rights, Inclusion and Diversity  
• **Guest Speaker:** Quatez Scott  
• Policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings | • **Reading:** Campus Activism in the 21st Century: A Historical Framing (on Blackboard, Week 10)  
• **Reading:** Why Colleges Should Think Twice Before Punishing Student Protesters (on Blackboard, Week 10)  
• **Reading:** The Black Campus Movement (on Blackboard, Week 10) | • **BB Post:** Discussion Question  
• Ethical Dilemma (7)  
• Ethical Dilemma (8) |
| 11 | • **Americans with Disabilities Act**  
• **Guest Speaker:** Gina McGranahan | • **Reading:** A Primer on Disability Discrimination in Higher Education (on Blackboard, Week 11) | • **BB Post:** Discussion Question  
• Catch-up week for Ethical Dilemma Presentations |
| 12 | • **FERPA**  
• **Guest Speaker:** Julie Felix  
• Reading: *The Family Educational Rights and Privacy Act: 7 Myths — and the Truth*  
• Complete: *2021 FERPA 101 for Colleges & Universities* | • **BB Post:** Discussion Question  
• Quiz: FERPA |
| 13 | • A Brief Overview of Powers and Governance  
• Federal Legislation: Drug-Free Schools and Communities Act  
• Guest Speakers: Ryan McNicholas and Mason Edmunds  
• Reading: Chapter 6  
• Reading: Understanding the Drug-Free Schools and Communities Act, Then and Now (on Blackboard, Week 13)  
• Review: YSU Drug-Free Schools and Communities Act Biennial Report (on Blackboard, Week 13)  
• DUE: ANALYSIS PAPER |
|---|---|
| 14 | • Analysis Presentations  
| 15 | • Analysis Presentations  

**Incomplete Grade Policy (Official YSU Policy):** An incomplete grade of “I” may be given to a student who has been doing satisfactory work in a course, but, for reasons beyond the control of the student and deemed justifiable by the instructor, has not completed all requirements for a course when grades were submitted. A letter grade MAY NOT be changed to an “I” (Incomplete) after the term has ended and grades have been recorded. For Fall Term courses, the final date to complete an “I” will be March 1 of the following term; for Spring Term courses, September 1; for Summer Term courses, October 1. These dates can only be extended with the approval of the instructor and the Dean of the College where the course is taught. Forms for extension of the deadline may be obtained and after obtaining the proper signatures, this form must be submitted to the University Records office 24 hours before the original deadline (i.e. for Fall Term courses, March 1 of the following term).

**Course Expectations:**

**Writing and Group Presentation Policy:** Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The APA Publication Manual will be the primary reference for issues of style.

**Academic Conduct:** A student caught cheating on exams, submitting work of other students as their own, or plagiarism may result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense. More information on academic conduct can be found in *The Student Code of Conduct*.

**Civility:** All individuals participating in this course have a responsibility to create and maintain an environment conductive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Students will be expected to respectfully listen to other individuals and share their own opinions and values in a positive, respectful manner. Participants therefore will:

- Refrain from conducting private conversations in class.
• Refrain from reading material (print or electronic) extraneous to the course content and discussion.
• Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present.

**Technology Use During Class:** Please silence and refrain from using smartphones during class, unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class - i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

**YSU E-Mail (Common University E-Mail):** Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students.

**Candidate Disposition Alert Process (required for all courses taken by BCLASSE Education candidates)**

**Candidate Disposition Alert Process:** The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCLASSE faculty as necessary standards to effectively serve all students or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Liberal Arts, Social Sciences, and Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Liberal Arts, Social Sciences, and Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform their role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with **professionalism, inclusivity, and collaboration** determined by the BCLASSE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form.
copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Student Accessibility Policy:** In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the [Accessibility Services](#), located in Kilcawley Center Room 2082. You can reach Accessibility Services at 330-941-1372.

**Counseling Services:**
If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost, they can provide counseling, support and appropriate referral.

**Course Evaluation:**
You will have the opportunity to evaluate the course and the instructor.
YOUNGSTOWN STATE UNIVERSITY  
Department of Psychological Sciences and Counseling  
College Student Development  
COUN 7023 / 3 S.H.  
TERM

Class Meetings:  
Instructor:  
Contact Info:  
Office Hours:

Catalog Description

The purpose of this course is to provide an introduction to the field of college student and human development across the life span. Students will be exposed to a range of human development theories and student characteristics that offer insight into the processes of student learning, growth, and development. Special focus will be directed toward understanding patterns of growth and change during the college years for different student subgroups and the implications of these changes for the practices of student affairs and college counseling.

Prerequisites

None

Required Textbook


Required Readings


**Course Objectives (Knowledge and Skill)**

**College Counseling and Student Affairs**

*Foundations*

- Understands student development theories relevant to student learning and personal, career, and identity development (CACREP 2016 Student Affairs and College Counseling Standards, CCSA E.1.b.);
- Understands principles of student development and the effect on life, education, and career choices (CACREP 2016 Student Affairs and College Counseling Standards CCSA E.1.d.).

*Contextual Dimensions*

- Understands the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education (CACREP 2016 Standards, CCSA E.2.j.)
- Understands influence of learning styles and other personal characteristics on learning (CACREP 2016 Standards, CCSA E.2. k.).

**Taskstream (Counseling Students):**

All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of school counseling candidates in each course. This is essential for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Taskstream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a
In this course, the **Student Stories Theory Paper** has been identified as the “Task” in COUN 7023. The completed assignment must be submitted through Taskstream by all Counseling students.

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels / Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
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<tbody>
<tr>
<td>Understands student development theories relevant to student learning and personal, career, and identity development (CCSA E.1.b.)</td>
<td>Candidate demonstrates an understanding of student development theories relevant to student learning and personal, career, and identity development.</td>
<td>Candidate demonstrates inadequate or inaccurate understanding of student development theories relevant to student learning and personal, career, and identity development.</td>
<td>Candidate displays basic knowledge and understanding of student development theories relevant to student learning and personal, career, and identity development.</td>
<td>Candidate displays a thorough understanding and knowledge of student development theories relevant to student learning and personal, career, and identity development.</td>
<td>Candidate exceeds all expectations for critically analyzing the information and knowledge of student development theories relevant to student learning and personal, career, and identity development.</td>
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<tr>
<td>Demonstrates an understanding of the principles of student development and the effect on life, education, and career choices (CCSA E.1.d)</td>
<td>Candidate demonstrates an understanding of the principles of student development and the effect on life, education, and career choices.</td>
<td>Candidate displays minimal, inadequate, or inaccurate knowledge regarding the principles of student development and the effect on life, education, and career choices.</td>
<td>Candidate displays basic knowledge regarding specific factors related to the principles of student development and the effect on life, education, and career choices.</td>
<td>Candidate displays a thorough understanding and knowledge regarding the principles of student development and the effect on life, education, and career choices.</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding specific factors related to the principles of student development and the effect on life, education, and career choices.</td>
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<tr>
<td>Demonstrates an understanding of the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education. (CCSA E.2.j)</td>
<td>Candidate demonstrates an understanding of the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education.</td>
<td>Candidate displays minimal, stereotypical, or irrelevant understanding of the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education.</td>
<td>Candidate displays basic understanding of the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education.</td>
<td>Candidate displays a thorough understanding of the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education.</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education.</td>
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Methods of Instruction

Lecture, discussion, case studies, videos, student presentations, and activities

**Course Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20</td>
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<tr>
<td>Personal Advancement Review</td>
<td>20</td>
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<tr>
<td>Student Stories/Self-analysis Paper</td>
<td>30</td>
</tr>
<tr>
<td>Student Stories/Self-analysis Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Theory Analysis Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40</td>
</tr>
<tr>
<td>Total Points</td>
<td>150</td>
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</tbody>
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**Summary of Assignments**

1) **Class Participation (20 points)**

A quality learning experience is contingent upon a high degree of interaction and exchange of ideas among students and instructor. The student’s ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighted in determining the final course grade. Class attendance is essential and expected. Unexcused absences will be factored into your participation points. In addition, **texting, using cell phones, and using laptops for non-class related activities during class will negatively impact your class participation grade.** Instructor will be assigning participation points via objective and subjective measures. Attendance (objective) and active participation per each student during class. We will do an exercise called “The Hat of Opportunity.” If I feel that not everyone has read the assigned course readings, I will draw a name from a “hat” and choose a lucky student to lead the discussion for the readings/articles for that day.

**Grading Policy for Participation:**

- 0-10: Showed very little interest in class discussions, limited sharing of their ideas, perspectives, and questions, did not turn in group discussion work (when requested).
- 10-15: Showed interest in class discussions, frequently shared their ideas,
perspectives, and questions, turned in requested group discussion work (when requested).

- 15-20: Showed interest in class discussions, shared thoughtful and prepared ideas, perspectives, and questions, turned in quality, graduate level work from group discussions (when requested).

Unexcused absences and tardiness WILL impact your participation points. Use of cell phone, texting, or inappropriate use of any electronic device during class IS UNACCEPTABLE and will impact your participation points.

2) **Personal Advancement Review** – pick one of the three following options (20 points)

a) **Book report** - Your text contains recommendations for further reading. Each chapter has a list of professional book readings that pertain to a specific theory. Students are to pick a book from that list (or any other text) and write a formal report that includes: (1) a discussion of the major tenets of the book, and (2) a personal reaction section. Use current APA format. The final report should be no longer than six typed pages. If you find a book that is not listed in your text, please send me the name and author for approval.

b) **Journal Article Reviews** - Four contemporary journal articles are to be reviewed. Any national or state journal that focuses on student development, student affairs and/or research is acceptable. Limit your written review to no more than 2 pages per review.

Each journal article review should include (1) a citation for your article built using the Publication Manual of the American Psychological Association guidelines, (2) a brief review of the major tenets of the article and (3) a personal reaction statement related to the article. The length of the personal reaction should match that of the major tenets (no short “I enjoyed this article” responses). Describe specifically what you thought was useful/done well and/or what was missing/what you didn’t agree with from the article and explain your thoughts.

c) **Novel/Memoir Review** - Select a novel or memoir that includes a college student development perspective and write a 6-8 pg. critique on that perspective (e.g., Hope in the Unseen, I am Charlotte Simmons, Absolutely American, The Absolutely True Diary of a Part-Time Indian etc.). Please consult with faculty when choosing book for approval. You should provide a brief overview of the following: (1) the book’s content, (2) the development context portrayed at the institution, and (3) the experience of one or more of the featured students. Then provide a brief analysis of the content through the lens of at least 1 theory discussed in class.

3) **Theory Application Assignment** (20 points)

Students will be assigned into groups and choose from the following options:

a) Create a scenario/case study (or find one previously written but must be appropriately cited) to be presented to their peers. Following the case study presentation, the group will facilitate a brief discussion and application of theory. The case study should be written in a way that acknowledges the appropriate theory assigned class period.
b) Identify an appropriate current event (3-year max) that can be tied to the theory covered on that class period. Following the current event presentation, the group will facilitate a brief discussion and application of theory (must be clear how the event can be tied to theory).

All assignment options should consider additional variables (such as culture, gender, socioeconomic status, age, sexual orientation, etc.) and will identify and send out two journal articles (specific to their topic) to the class. This should be emailed to the class at least one week prior to their presentation day.

4) **Integration of Development Theories and Literature – pick one of the two following options (30 points)**
   a) **Student Stories – exploring student development with diverse student population** - The student development literature contains stories and theories of some student groups and fewer stories and theories of others. The purpose of this assignment is to learn the stories of some of those students less visible in the student development literature, and then to generate theories grounded in their stories. My hope is that this assignment will help you learn more about the development of underrepresented students, and also get a flavor for how theory is created. This assignment involves working in an assigned team of your peers to interview students, analyze their stories to create a theory, and to present your theory to an audience.

   Specifically, the assignment asks you to:
   1. Select a population of students to interview no later than January 28.
   2. Informed Consent (February 11). Once I approve this form, you may begin your student interviews.
   3. Interview Questions. As a group, you will create potential interview questions. These must be approved by the instructor prior to beginning your interviews.
   4. Interview the students and write their stories. Each person in the team will interview at least one student. You should record (ideally) and/or take careful notes during the interview so that you can write the story with sufficient detail. You might want to arrange for the possibility of talking with the student again in case you need more information for the story. If you choose to record, be sure to obtain the student’s permission in the Informed Consent.
   5. Draft a student development theory that reflects the major ideas across the students’ stories. To do so, analyze the stories to identify themes. Organize the themes into an integrated developmental theory. Your theory can take any form you feel is appropriate (it does not have to look like any of the existing theories we have studied), as long as it is based on themes from each of the three domains. You should explain your theory and themes using data (examples, quotations) from the students’ stories.
   6. Compare your theory to 2 of the theories we have explored in class. For this comparison, you’ll want to comment on similarities and differences you notice between your students’ stories/theory and existing theory, and why you think these
exist. For example, in some cases it may be that the particular experiences of the students’ you interviewed prompted a different developmental pattern than those found in the theories we studied; in other cases, you may find shortcomings in some of the existing theories. It is suggested that you compare your theory to key themes or overarching patterns of existing theory in an integrated manner, instead of comparing your theory to theories and their themes one-by-one.

OR

b) Self-Analysis/Integration of Theory Paper – exploring your own informal theories and developmental process: Every person develops “informal theories” regarding the ways in which individuals develop in college, the issues they face, and areas in which they need to change in order to become more fully functioning. Being aware of the informal theories you use to understand people and how they learn is important as you begin to examine formal theories of student development and learning. Such awareness will enable you to determine areas of agreement and disagreement you may have with the formal theories.

In addition, being aware of your own developmental process can assist you in being sensitive to the developmental concerns of students with whom you work. In this paper, you are asked to think about your current level of development and factors that have influenced it. Use your own definition of “development” and discuss any areas of your life that seem relevant. The following areas are expected to be addressed:
1. Identify, at minimum, one theory discussed in class that is relevant to your learning or personal development.
2. Identify, at minimum, 5 factors (grounded in theory/literature) that impact personal, social, education, and/or career planning and development that impacted your educational experience.
3. Describe at minimum, 1 institutional, systemic, interpersonal, or intrapersonal barrier that impacted your (or a peers) learning in your undergraduate experience.
4. Identify areas in which you feel you have made especially good progress in your development, as well as factors that you see as critical to contributing to your development.
5. Identify areas where you are aware you need to engage in personal/professional growth.
6. What factors do you believe have held you back? How will you continue to work on your development in the identified areas?
7. How does your development align with the theories discussed in the text? What matches and what doesn’t?
8. How does your development align with the theories discussed in the text? What matches and what doesn’t?
9. How has your undergraduate experience informed how you view students? What might be biases that you need to be aware of?

Please use PowerPoint (or a comparable presentation style program) for your presentation. Evaluation of this assignment will be based on the content of your material as well as the
effectiveness of your presentation. I will distribute a rubric in class that describes how I will grade this assignment.

Your final presentation will be aligned with your paper (Taskstream assignment). There is a 12-page limit to this paper.

5) **Final Exam (40 points)**
The final exam will consist of short answer/essay questions and application of theory to case study(ies).

<table>
<thead>
<tr>
<th>Tentative Schedule</th>
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<td><strong>Class</strong></td>
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| 14 | Development of self-authorship | Student stories paper due in Blackboard | Chapt. 16 |
| 15 | Student affairs educator as partners in using student development // Implications and future direction | | Chapt. 17 & 18 |
| 16 | Applying theory in practice – group presentations | Student stories paper due to Taskstream by 8:50pm | |
| 17 | FINALS WEEK – FINAL EXAM | Exam – Due by 8:50pm | |

**Schedule and syllabus subjective to change with notice**

**Course Policies**

**Academic Conduct:**
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense. Please review department plagiarism policy for more detail.

**Statement on Academic Dishonesty (Official YSU Policy)**
*Academic Dishonesty:* Please refer to student handbook, noting sections on plagiarism and dishonesty. Failure to comply with these standards may result in an “F” for the course.

**Americans with Disabilities Act Statement (Official YSU Policy)**
In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center Room 2082, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.

**Attendance:** It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop, and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly, and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.

**Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)**
Candidate Disposition Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

Dispositions:
The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. Collaborative: Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. Inclusive: Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. Professional: Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

Incomplete Grade Policy (Official YSU Policy)
An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

- Spring semester incompletes - by Sept. 1
- Summer incompletes - by October 1
- Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.
NAF Guidelines.
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website

Problematic Behaviors:
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity, and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

Technology Use During Class:
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

YSU Statement of Non-Discrimination:
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.”

YSU E-Mail (Common University E-Mail):
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who
find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.
Class Meetings:
Instructor:
Contact Info:
Office Hours:

Course Description

The primary purpose of this course is to provide students with a comprehensive introduction to the functional areas of student affairs. The application of counseling-based knowledge and skills for student affairs practitioners will be emphasized.

Required Textbook


Recommended Text


Recommended Readings

Required Reading


**Course Objectives - CACREP 2016 Standards (Professional Orientation and Practice)**

**Foundations**
- History and philosophy of the counseling profession and its specialty areas; affairs (II. F.1.a.)
- The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (II. F.1.b.)
- the role and process of the professional counselor advocating on behalf of the profession (II. F.1.d.)
- Professional counseling organizations, including membership benefits, activities, services to members, and current issues (II. F.1.f.)
- Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (II. F.1.g.)
- Current labor market information relevant to opportunities for practice within the counseling profession (II. F.1.h.)
- Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (II. F.1.i.)
- Technology’s impact on the counseling profession (II. F.1.j.)
• Strategies for personal and professional self-evaluation and implications for practice (II. F.1.k.)
• Self-care strategies appropriate to the counselor role (II. F.1.l.)
• The role of counseling supervision in the profession (II. F.1.m.)

Course Objectives - CACREP 2016 Standards (College Counseling and Student Affairs)

Foundations
• Understands the history and development of college counseling and student affairs (Section 5, E.1.a)

Contextual Dimensions
• Understands the roles and settings of college counselors and student affairs professionals. (CACREP 2016 Standards for CC & SA – Section 5, E.2.a);
• Understands roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions. (CACREP 2016 Standards for CC & SA – Section 5, E.2.c);
• Understands the environmental, political, and cultural factors that affect the practice of counseling in higher education settings. (CACREP 2016 Standards for CC & SA – Section 5, E.2.i);
• Understands the unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students. (CACREP 2016 Standards for CC & SA – Section 5, E.2.m);
• Understands the higher education resources to improve student learning, personal growth, professional identity development, and mental health. (CACREP 2016 Standards for CC & SA – Section 5, E.2.n); and
• Understands the professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings. (CACREP 2016 Standards for CC & SA – Section 5, E.2.o).

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSA E. 1. a.</td>
<td>Knowledge of history and development of college counseling and student affairs.</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of history and development of college counseling and student affairs.</td>
<td>Candidate displays general knowledge of history and development of college counseling and student affairs.</td>
<td>Candidate displays specific understanding of history and development of college counseling and student affairs.</td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of history and development of college counseling and student affairs.</td>
<td></td>
</tr>
<tr>
<td>CCSA E. 2. a.</td>
<td>Understands the roles and settings of college counselors and student affairs professionals.</td>
<td>Candidate displays minimal knowledge of the roles and settings of college counselors and student affairs professionals.</td>
<td>Candidate displays general knowledge of the roles and settings of college counselors and student affairs professionals.</td>
<td>Candidate displays specific understanding of the roles and settings of college counselors and student affairs professionals.</td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of the roles and settings of college counselors and student affairs professionals.</td>
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<td></td>
</tr>
<tr>
<td>CCSA E. 2. n.</td>
<td>Understands the higher education resources to improve student learning, personal growth, professional identity development, and mental health.</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the higher education resources to improve student learning, personal growth, professional identity development, and mental health.</td>
<td>Candidate displays general knowledge of the higher education resources to improve student learning, personal growth, professional identity development, and mental health.</td>
<td>Candidate displays specific understanding of the higher education resources to improve student learning, personal growth, professional identity development, and mental health.</td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of the higher education resources to improve student learning, personal growth, professional identity development, and mental health.</td>
<td></td>
</tr>
<tr>
<td>CCSA E. 2. o.</td>
<td>Understands the professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings.</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings.</td>
<td>Candidate displays general knowledge of the professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings.</td>
<td>Candidate displays specific understanding of the professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings.</td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating knowledge of the professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings.</td>
<td></td>
</tr>
</tbody>
</table>

**Course Overview**

**Attendance:**
It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your involvement in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop, and you may miss a class. If you miss more than one class, you may be asked to provide an appropriate excuse. If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed.
Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course.

Professional Dispositions:
All Counseling Program students will demonstrate behavior that is consistent with the “Ethical Standards of the American Counseling Association” and policies contained in the “The YSU Code of Student Rights, Responsibilities, and Conduct.” Students are expected to always demonstrate professional behaviors.

As student affairs professionals-in-training, you are not only learning about and practicing new skills, but you are also evolving into a professional. This means you are being held to standards that are expected of your profession upon graduation including attendance, participation, and professionalism. Part of professionalism includes maintaining boundaries, exhibiting appropriate interactions (e.g., in- and out-of class) with faculty and colleagues, and respecting the learning process. Due to the interactive and networking nature of this course, it is imperative for you to consider your overall professional disposition when you’re talking to and working with departments on college campuses.

Taskstream ALL Counseling Students:
All counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of counseling candidates in each course. This is essential documentation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Taskstream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gatekeeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task, “the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

*Critical Tasks are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate’s ability to move through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are prepared to be an effective educator once they leave Youngstown State University. Critical Tasks and Essential Tasks are to be submitted through Taskstream.

In this course (COUN 7026), the Student Affairs Functional Area Information paper has been identified as the “Critical Task.” The completed assignment must be submitted through Taskstream by all counseling students.

Methods of Instruction:
A variety of approaches will be used including lectures, discussions, student presentations, guest speakers, group discussions, role-plays, and class activities. Students enrolled in this course will
be evaluated based upon the quality and satisfactory completion of all course requirements. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material.

The course instructor will play an active role in providing students with feedback related to their counseling skills, and students are also expected to be active, interactive, and provide regular feedback to their peers about their basic counseling skills. Along with active participation in class discussions and activities, students will be expected to participate as demonstrated through regular attendance, completion of assignments by specified due dates, and participation in class discussions and activities.

Summary of Assignments

Student Affairs Mapping Inventory Report (20 points):
The purpose of this assignment is to help you identify all of the resources upon which you could draw if you were a student affairs professional at a particular university. Select a university (not YSU) and then identify all the support resources (academic, career, and personal/social) that are provided to students at that university. Prepare this response in a professional manner as if you were presenting a copy to a new student (and their parents).

Throughout this assignment and within the body of your report you should address the following issues:
- Brief description of each service (including their website)
- The functional area it seems to be associated
- Identify if the qualifications for individuals who are hired in that area (if possible)

While this assignment isn’t necessarily a formal research paper or literature review, please do your best to remain APA-7 consistent (i.e., headings, double-spaced, title page, reference section).

Journal Article Review Critique (20 points):
Please identify a journal article from the Recommended Articles found near the beginning of the syllabus to critique in a 2–3-page review. In sum, you will need to provide a summary and identify the purpose of the article as well as describe the research methods, results, and other pertinent information (e.g., future considerations, implications). In addition, you will need to critique (i.e., share your professional opinion) the article, which may include highlighting flaws or discrepancies found within it. More instructions on how to write a journal article review will be discussed in class and will be posted in Blackboard.

This assignment must abide by APA-7 formatting including various level headings, title page, reference section, double-spaced, in-text citations, and page numbers. Part of APA 7 formatting focuses on overall scholarly organization and style (e.g., conciseness). An APA 7 Resources folder can be found in Blackboard.

Additional information and videos can be found here: https://apastyle.apa.org
Interview (30 points):
To complete this assignment, you will interview a student affairs professional who works in an area where counseling-esque skills and interventions are used. Since the roles of student affairs professionals operate in conjunction with campus administration and other campus staff, it is preferred to interview someone whom you do not already know (or work for) to expand your network. It is most ideal to interview a student affairs professional who currently works in a functional area you are considering working upon graduation. Questions will focus on specific training and preparation, theoretical orientation, and their roles and responsibilities. You will summarize your interview and highlight personal findings in a 3–5-page paper.

Please address the following:
- Name, title, CAS functional area, university, location, and contact information of the SA professional
- What training and preparation did the SA professional receive?
- What certification/licensure does the SA professional hold?
- What additional training/preparation did the individual receive including staff development and professional conferences?
- What kinds of direct student contact, counseling-related activities, and administrative activities are included in the SA professional’s daily routine?
- How does the SA professional balance their time with students? (direct versus non-direct)
- How does the SA professional address multicultural issues within their functional area?
- What is the SA professional’s preferred modality of interpersonal interaction with students and how do they encourage students to make changes or take action?
- How (or in what ways) does the SA professional collaborate with personnel in other SA functional areas?
- In what professional organizations is the SA professional involved?
- What social outlets do the SA professional use to balance job related rigors?

Lastly, please include your thought and personal reactions to the interview.
This assignment is also not necessarily formal in the sense a research paper or literature review, please do your best to remain APA-7 consistent (i.e., headings, double-spaced, Title Page, Reference section).

Student Affairs Functional Area Information Paper (Critical Task/Taskstream Assignment – 50 points):
Select a SA functional area that is more closely aligned with counseling and/or direct service to students (rather than administrative duties) and write an 8–10-page paper detailing this area. Gather information about this functional area by visiting a site (college/university) and exploring scholarly information online. You may use the same site you conducted the interview.

Please address the following:
- I. Basic demographic information – employees, location, contact information, website, etc.
  - Summary/overview of the site and the SA functional area of that site.
• Provide specific characteristics of the institutional setting and functional area. Be prepared to write (and talk) about your understanding of institutional differences (e.g., size, affiliation, and mission) and their influence on SA programs and practice.
  o What are the characteristics that contribute to the uniqueness of the campus setting?
  o What are the institution’s values based on its mission?
  o How does it structurally organize itself to realize those values?
  o What is its relationship to the community?
  o Describe the constituent groups (e.g., administrators, faculty, alumni, and students)?
  o Discuss SA on campus.

• Identifying the unique qualities of their functional area.
  o What are the purpose and goals of the functional area?
  o What is its role within SA?
  o Who are the students it serves?
  o What programs and services appear innovative or most effective? What are the current issues confronting practitioners in this functional area?
  o What services/contact does the area provide for students at the university? (direct service/contact with students versus non-direct service/paperwork)
  o Describe the programming services available to the university.
  o How are referrals made to this SA area?
  o How (or in what ways) does the SA area collaborate with other student affairs professionals?
  o In what ways is diversity present on the campus? (race, ethnicity, gender, sexual orientation, age, enrollment status)
  o How has this specific SA area address multicultural areas?
  o How is technology used in the functional area in assisting them with their purpose and services?

• Professional organizations.
  o What are the professional organizations specific to the functional area you are focusing?
  o Describe any preparation standards that may be used to assess the success of this area (e.g., CAS SAG).
  o Describe any credentials relevant to the practice of counseling/student affairs in higher education settings for your chosen functional area.

• Critique – questions to consider when developing your critiques.
  o What recommendations or suggestions would you offer the staff or director?
  o What challenges do you foresee with the present programs/services?
  o If you were the Senior Student Affairs Officer, how would you proceed in planning for the new academic year?
  o What additional direct service/counseling related interventions (e.g., individual meetings with students, groups, assessment, workshops) could be added into this SA area to promote academic, career, or personal/social development of students?
  o What are your personal reactions to this SA area?

• Structural and Other requirements.
  o You must include 5 scholarly references (in addition to your text)
o Provide a current issue your identified SA area is facing – covered by *The Chronicle of Higher Education*, professional organization, and/or academic journal
o Include a job announcement for an entry-level position in your identified area

This assignment must abide by APA-7 formatting including various level headings, Title Page, Reference Section, double-spaced, in-text citations, and page numbers. Part of APA 7 formatting focuses on overall scholarly organization and style (e.g., conciseness). An *APA 7 Resources* folder can be found in Blackboard.

Additional information and videos can be found here:
https://apastyle.apa.org
https://owl.purdue.edu
https://apastyle.apa.org/instructional-aids/tutorials-webinars

**Shadowing Experience (30 points)**
For this assignment, you will shadow one or two individual(s) working in SA functional areas. It is recommended that you do not complete all your hours in the setting where you are currently employed. Please write a brief (2–3-page) reflection paper and submit a *Documentation of Experience*.

**Midterm + Final (100 points total; 50 points each)**
Both the midterm and final exams will be composed of essay questions. This exam is designed to assess the knowledge of content for texts, lectures, and other assigned readings.

**Course Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA Mapping Inventory Report</td>
<td>20</td>
</tr>
<tr>
<td>Journal Article Review Critique</td>
<td>20</td>
</tr>
<tr>
<td>Interview</td>
<td>30</td>
</tr>
<tr>
<td>Shadowing Experience</td>
<td>30</td>
</tr>
<tr>
<td>Midterm</td>
<td>50</td>
</tr>
<tr>
<td>Final</td>
<td>50</td>
</tr>
<tr>
<td>SA Functional Area Paper</td>
<td>100</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>300</td>
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</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A=</td>
<td>100-90</td>
</tr>
<tr>
<td>B=</td>
<td>89-90</td>
</tr>
<tr>
<td>C=</td>
<td>79-70</td>
</tr>
<tr>
<td>D=</td>
<td>69-60</td>
</tr>
<tr>
<td>F=</td>
<td>59-0</td>
</tr>
</tbody>
</table>

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome</td>
<td>Chill and Grill (5:30-6:30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to the Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2 | Professional Standards + Dispositions | The Philosophical Heritage of SA  
Historical Perspective of Higher Education and SA  
History & Philosophy of Counseling & Student Affairs  
Professional Organizations (e.g., ACA, OCA, NASPA, ACPA, OCPA)  
Ethical standards of professional counseling organizations;  
Ethical Principles of Student Affairs Profession  
Event Planning 101  
Rec Center – RJ Markowitz |
|---|---|---|
| 3 | The Philosophical Heritage of SA  
Historical Perspective of Higher Education and SA  
Current labor market information for counselors and student affairs professionals  
Admission and Enrollment – Bill D’Amico | Journal Critique – Due in BB at 11:59 pm  
Chapter 1  
Chapter 2  
Chapter 3 |
| 4 | The Impact of Technology on Counseling and Student Affairs  
Student Conduct – Samantha Shaffer | Chapter 7 |
| 5 | Honors College – Amy Cossentino | |
| 6 | Career Services – Justin Edwards | Chapter 5 |
| 7 | Higher education resources to improve student learning, personal growth, professional identity development, and mental health  
Learning Assistance – Becky Varian | Student Mapping – Due in BB at 11:59 pm  
Chapter 15 |
| 8 | Residence Life – Olivia Cupp | Chapter 10 |
| 9 | Orientation/First Year Student Services – Leslie Page  
Roles of college counselors and student affairs professional in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions  
Personal and Professional Evaluation in Counseling and Student Affairs  
Burnout and Self Care Strategies | Interview – Due in BB at 11:59 pm  
Chapter 9 |
| 10 | MIDTERM | |
| 11 | NO CLASS – VETERAN’S DAY | Chapter 5 |
| 12 | Student Activities + Greek Life – Carrie Anderson  
Supervision in Counseling and Student Affairs | Chapter 11  
Chapter 12 |
| 13 | NO CLASS – THANKSGIVING BREAK | |
| 14 | Counseling Centers – Jen Waugh (Zoom)  
Professional roles and functions of counselors across specialty areas (relationships with human service and integrated behavioral health care systems)  
State Licensure/Credentialing  
Advocacy, Legislation, & Policies relevant to CMHC | Taskstream Assignment – Due in BB @ 11:59 pm |
<table>
<thead>
<tr>
<th></th>
<th>Consultation and collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Multicultural/Diversity Programming – Brenda Scott</td>
</tr>
<tr>
<td>16</td>
<td>NO CLASS – FINAL EXAM</td>
</tr>
<tr>
<td></td>
<td>Shadowing + Reflection Due in BB @ 11:59 pm</td>
</tr>
</tbody>
</table>


* References for required articles are listed in the course schedule

**Additional Resources:**
American Counseling Association website – [http://www.counseling.org](http://www.counseling.org)


**Course Description:** Counseling theories of abnormal behavior and mental disorders throughout the total life cycle. Specific personality theories and examinations of empirically-derived treatments will be included.

**Critical Task Description and Essential Tasks:** In this course, *Case Scenario 2* has been identified as the “Task” in COUN 7031. The completed assignment must be submitted through Taskstream by all Counseling students.

*Critical Tasks* are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for teacher preparation of the licensure area. These tasks assess a candidate’s ability to move through the teacher preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all teacher candidates are
prepared to be an effective educator once they leave Youngstown State University. **Critical Tasks and Essential Tasks are to be submitted through TaskStream.**

**Taskstream (ALL Counseling Students):**

All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of counseling candidates in each course. This is essential documentation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Taskstream accounts can be purchased online at [www.taskstream.com](http://www.taskstream.com) or through the YSU Bookstore for an additional fee.

Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

*If you have any problems navigating Taskstream, please contact Gene Soltis (Information Systems Coordinator, Beeghly College of Education): 330-941-2067 (phone); efsoltis@ysu.edu (email).*

In this course, the **Case Project/Treatment Plan** has been identified as the critical task assignment. The completed assignment must be submitted through Taskstream.

**Taskstream Scoring Rubric:**

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMHC. 2.j</td>
<td>Describes cultural factors relevant to clinical mental health counseling</td>
<td>Candidate presents minimal, irrelevant or biased information regarding cultural factors relevant to clinical mental health counseling</td>
<td>Candidate presents general information regarding cultural factors relevant to clinical mental health counseling</td>
<td>Candidate presents and analyzes a comprehensive amount of information regarding cultural factors relevant to clinical mental health counseling</td>
<td>Candidate exceeds all expectations for critically analyzing the information regarding cultural factors relevant to clinical mental health counseling</td>
<td></td>
</tr>
<tr>
<td>CMHC. 3.b</td>
<td>Knows the techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>Candidate displays general knowledge of the techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>Candidate displays specific understanding of the techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td>Candidate exceeds all expectations for critically analyzing information and demonstrating techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
<td></td>
</tr>
</tbody>
</table>
Understands the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

Candidate does not provide an example of the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

Candidate presents an example of the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

Candidate presents an appropriate example of the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

Candidate exceeds all expectations for presenting the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

Field Experience: None

Course Fees: None

Knowledge Base Rationale: In order to accurately conceptualize, diagnose, and treat mental disorders students must develop knowledge, skills, and competencies that are informed by current standards and guidelines set forth by the profession. Students must thoroughly understand the characteristics associated with various mental disorders, the etiology of these disorders from various theoretical perspectives, and the application of empirically derived treatment methods. Throughout the course, students will be expected to engage in reflective practice and adopt a critical lens to better understand the influence of the historical and sociopolitical context as it relates to client conceptualization, diagnosis, and treatment in order to develop necessary knowledge, skills, and competencies.

Course Objectives and Student Learning Outcomes:

Adhering to the designated 2016 CACREP Clinical Mental Health Counseling (CMHC) Standards, this course will provide an introduction to the following standards:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>CACREP Standards</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theories and models related to clinical mental health counseling</td>
<td>CMHC 1.b</td>
<td>In-class exams</td>
</tr>
<tr>
<td>Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
<td>CMHC 1.c</td>
<td>Case Project/Treatment Plan</td>
</tr>
<tr>
<td>Neurobiological and medical foundation and etiology of addiction and co-occurring disorders</td>
<td>CMHC 1.d</td>
<td>In-class exams</td>
</tr>
<tr>
<td>Psychological tests and assessments specific to clinical mental health counseling</td>
<td>CMHC 1.e</td>
<td>Case Project/Treatment Plan</td>
</tr>
<tr>
<td><strong>Contextual Dimensions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
<td>CMHC 2.b</td>
<td>In-class exams</td>
</tr>
<tr>
<td>Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health</td>
<td>CMHC 2.c</td>
<td>In-class exams</td>
</tr>
</tbody>
</table>

Case Project/Treatment Plan
<table>
<thead>
<tr>
<th>Counseling Services Networks</th>
<th></th>
<th></th>
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</thead>
</table>
| **Diagnostic process**, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)* | CMHC 2.d | Case Project/Treatment Plan  
In-class exams |
| **Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders** | CMHC 2.e | In-class exams |
| **Impact of crisis and trauma on individuals with mental health diagnoses** | CMHC 2.f | In-class exams  
Case Project/Treatment Plan |
| **Impact of biological and neurological mechanisms on mental health** | CMHC 2.g | In-class exams  
Case Project/Treatment Plan |
| **Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation** | CMHC 2.h | In-class exams  
Case Project/Treatment Plan |
| **Legislation and government policy relevant to clinical mental health counseling** | CMHC 2.i | In-class exams |
| **Cultural factors relevant to clinical mental health counseling** | CMHC 2.j | Case Project/Treatment Plan  
In-class exams |
| **Legal and ethical considerations specific to clinical mental health counseling** | CMHC 2.l | Case Project/Treatment Plan  
In-class exams |
| **Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling** | CMHC 2.m | In-class exams |
| **Practice** |   |   |
| **Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management** | CMHC 3.a | In-class exams  
Case Project/Treatment Plan |
| **Techniques and interventions for prevention and treatment of a broad range of mental health issues** | CMHC 3.b | In-class exams  
Creative Intervention |
| **Strategies for interfacing with the legal system** | CMHC 3.c | In-class exams |
Assignments:

1. **My View of Clients and Treatment Paper (50 points):** Write a 6-page paper (including title page and reference list, no abstract) that addresses the following questions:
   
   o **Section One:** When do clients’ problems typically begin? Who/what is responsible for those problems? Where do those problems come from?
   
   o **Section Two:** How should client’s problems be addressed? What is your ideal treatment plan/approach to helping clients change?
   
   o **Section Three:** What role do you think your clients play in their treatment? How do you view your role in client treatment? How do you view the role of others (e.g., family members, friends, and community) in the treatment of clients?
   
   o **Section Four:** What other considerations are important when conceptualizing a client’s problem and providing treatment?

Structure your paper using four headings (as listed above in bold). Include 4-5 outside sources (books or journal articles only) to support your claims. This is a great opportunity to incorporate material from your counseling theories course. Please note: You must refer to the class text and current ACA *Code of Ethics* in your paper and list these sources as references. Carefully review your paper to ensure it adheres to APA style. **Due:**

### Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>Available Points:</th>
<th>Points Awarded:</th>
<th>Instructor Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writer clearly and specifically addressed questions designated for Section One</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writer clearly and specifically addressed questions designated for Section Two</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writer clearly and specifically addressed questions designated for Section Three</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writer clearly and specifically addressed questions designated for Section Four</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writer used appropriate section headings, adhered to page limit, appropriately cited and referenced 4-5 sources, and correctly used APA formatting</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
2. **Construct a Creative Intervention (25 points/Group Project):** With your partners, construct a unique creative activity to address a treatment goal for a specific population that you would like to eventually work with in the future. This activity should be approximately 1.5 - 2 pages in length and should utilize the following headers: **Activity Name, Activity Overview, Treatment Goal Addressed, Directions, and Process Questions.** Each chapter within the text has two examples of these creative activities. Please consult these for structure and style considerations.

This activity will be demonstrated in class during a 10 minute presentation (time will be determined based on the number of groups). Each group is expected to provide a hard copy of their handout to all classmates and the instructor. **Due:**

### Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Available Points</th>
<th>Points Awarded</th>
<th>Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenters clearly and specifically provided a rationale for the utility of their activity (i.e., How will it enhance clinical practice?)</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance of the group (e.g., division of work, enthusiasm for topic, adhering to time demands, professionalism)</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>Presenters provided a 1.5 - 2 page handout that specifically and clearly addressed each header outlined for this assignment</td>
<td>25</td>
<td></td>
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<tr>
<td></td>
<td>50</td>
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<td></td>
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</tbody>
</table>

3. **Case Project/Treatment Plan (100 points; Taskstream assignment):** You will be provided with a case scenario (different students will be provided with different cases). Construct a comprehensive treatment plan addressing every aspect of the I CAN START model for the scenario. Your treatment plan should mirror the format provided in your text and should be no longer than 10 pages. Students will be expected to speak to all CACREP standards as outlined in the Taskstream rubric as they review the service process. The case study should be in APA style and at least 15 pages in length. Please use at least 10 references and cite material from your text. **Due:**

4. **In-class Exams (50 points each, 100 points total):** Both exams will be multiple choice. The first exam will cover material from Chapters 1-6, and the second exam will cover course material from Chapters 7-15 (excluding Chapter 13). See course schedule for dates.

5. **Participation (25 points total):** Participation is comprised of attending classes, being on time, completing required readings/assignments, adding thoughtful reflections to classroom discussions, and participating in all classroom activities.
Grading:

- Students can earn a maximum of **300 points**. The grade that a student receives will be based on the total number of points earned during the semester. Final grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</table>

**Note:** Late assignments will not be accepted. If a student has a valid excuse and documented evidence (e.g., a medical excuse from a medical provider, evidence of a funeral for an immediate family member) it is at the instructor’s discretion to honor that excuse. No assignments will be accepted more than one week late regardless of the excuse.

Course Schedule:

**Course content/schedule is subject to change due to class participants and/or situations surrounding it**

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Assignments Due (in bold) and Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Introduction; Developing Effective Treatment Plans</td>
<td>Ch. 1</td>
<td>Course Overview/Syllabus Review/Personal Introductions Interactive Lecture</td>
</tr>
<tr>
<td>Week 2:</td>
<td>The Foundations of Treatment Planning: Culture, Ethics, Managed Care</td>
<td>Ch. 1</td>
<td>Interactive Lecture</td>
</tr>
<tr>
<td>Week 3:</td>
<td>Developing Comprehensive Treatment Plans</td>
<td>Ch. 2</td>
<td>Interactive Lecture</td>
</tr>
<tr>
<td>Week 4:</td>
<td>Safety-Related Clinical Issues and Treatment Planning</td>
<td>Ch. 3</td>
<td>Interactive Lecture</td>
</tr>
<tr>
<td></td>
<td><strong>My View of Clients and Treatment Paper Due</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5:</td>
<td>Depressive, Bipolar, and Related Disorders</td>
<td>Ch. 4</td>
<td>Interactive Lecture</td>
</tr>
</tbody>
</table>
| Week 6: | Anxiety Disorders  
Obsessive-Compulsive and  
Related Disorders | Ch. 5  
Ch. 6 | Interactive Lecture |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Week 7:</td>
<td>MIDTERM EXAMINATION</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 8: | Trauma- and  
Stressor-Related  
Disorders | Ch. 7 | Interactive Lecture |
| Week 9: | Substance-Related  
and Addictive  
Disorders | Ch. 8 | Interactive Lecture |
| Week 10: | Personality  
Disorders | Ch. 9 | Interactive Lecture |
| Week 11: | Schizophrenia  
Spectrum and  
Other Psychotic  
Disorders | Ch. 10 | Interactive Lecture |
| Week 12: | Dissociative  
Disorders and  
Somatic  
Symptoms and  
Related Disorders  
Sleep-Wake  
Disorders, Sexual  
Dysfunctions,  
Paraphilic  
Disorders, and  
Gender Dysphoria | Ch. 14  
Ch. 15 | Interactive Lecture |
| Week 13: | Feeding and  
Eating Disorders | Ch. 11 | Interactive Lecture |
| Week 14: | NO CLASS-THANKSGIVING BREAK | | |
| Week 15: | Disruptive,  
Impulse-Control,  
and Conduct | Ch. 12 | Case Project/Treatment Plan Due |
Course Policies:

Class Attendance:
It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.

Academic Conduct:
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense. Please review department plagiarism policy for more detail.

Statement on Academic Dishonesty (Official YSU Policy)
Academic Dishonesty: Please refer to student handbook, noting sections on plagiarism and dishonesty. Failure to comply with these standards may result in an “F” for the course.

Americans with Disabilities Act Statement (Official YSU Policy)
Americans with Disabilities Act: Anyone requiring special adaptations or accommodations should inform the instructor as soon as possible. In accordance with University procedure, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the office of Equal Opportunity and Disability Services at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Disability Services' (330-941-1372) intake procedure.

Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)
Candidate Disposition Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism,
inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

**Dispositions:**
The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. **Collaborative:** Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. **Inclusive:** Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. **Professional:** Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

**Incomplete Grade Policy (Official YSU Policy)**
An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

- Spring semester incompletes - by Sept. 1
- Summer incompletes - by October 1
- Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

**NAF Guidelines.**
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: [NAF Guidelines on the YSU website](#)
**Problematic Behaviors:**
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use During Class:**
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

**YSU Statement of Non-Discrimination:**
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit YSU’s ADA Accessibility Site for contact information for persons designated to handle questions about this policy.

**YSU E-Mail (Common University E-Mail):**
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.
YOUNGSTOWN STATE UNIVERSITY
Department of Psychological Sciences and Counseling
Principles and Techniques of Counselor Supervision
COUN 7040 / 3 S.H.
TERM

Class Meetings:
Instructor:
Contact Info:
Office Hours:

Required Texts/Readings:


Other readings assigned by the instructor.

Recommended Text:

Catalog Description:
The purpose of this course is to provide students with practice in advanced case conceptualization, treatment planning, and intervention skills (aprx. 24 hours) and training in counselor supervision (aprx. 24 hours). The course includes “supervision of supervision” hours provided by COUN 7040 students to students enrolled in the Counseling Methods course (COUN 6900).

Task Stream (ALL Counseling Students): All Counseling candidates will be required to purchase a Task Stream account to complete the "critical task" for each course. The Counseling graduate program is required to administer performance assessments of all counseling candidates in each course. This is essential documentation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and Council for the Accreditation of Educator Preparation (CAEP). Task Stream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate-keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task," the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

NOTE: The Supervision Theory Paper is identified as the “Critical Task” for COUN 7040 and you are required to upload this paper into TaskStream BY NOVEMBER 22 AT 5:00 P.M. Note: In addition to uploading your Supervision Theory paper in TaskStream, you are also required to submit a
print copy to the instructor DURING THE NOVEMBER 29 or DECEMBER 6 CLASS MEETING when you will read your supervision theory paper.

Table 1. Scoring Rubric for “Supervision Theory Paper”

<table>
<thead>
<tr>
<th>2016 CACREP Standards</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.5.n. processes for aiding students in developing a personal model of counseling (and supervision)</td>
<td>Candidate displays inadequate knowledge of processes for aiding students in developing a personal model of counseling (and supervision).</td>
<td>Candidate displays general knowledge of processes for aiding students in developing a personal model of counseling (and supervision).</td>
<td>Candidate demonstrates comprehensive knowledge of processes for aiding students in developing a personal model of counseling (and supervision).</td>
<td>Candidate exceeds all knowledge expectations regarding processes for aiding students in developing a personal model of counseling (and supervision).</td>
</tr>
<tr>
<td>2.F.8.e. evaluation of counseling interventions and programs</td>
<td>Candidate demonstrates inadequate knowledge for evaluating counseling (and supervision) interventions and programs.</td>
<td>Candidate demonstrates general knowledge for evaluating counseling (and supervision) interventions and programs.</td>
<td>Candidate demonstrates comprehensive knowledge for evaluating counseling (and supervision) interventions and programs.</td>
<td>Candidate exceeds all knowledge expectations regarding evaluating counseling (and supervision) interventions and programs.</td>
</tr>
</tbody>
</table>
Course Fees: Counseling Clinic Maintenance

Knowledge Base Rationale:
The primary purposes of this course are to facilitate development of advanced case conceptualization, treatment planning, intervention, and supervision skills. Candidates are required to demonstrate competence in each of these areas based on the presentation of various theoretical perspectives and use of empirically supported counseling/supervision techniques. Candidates will demonstrate relational, problem-solving, and ethical decision-making skills consistent with those of effective clinical supervisors. Instructional methods include didactic and experiential methods, problem-solving activities, cooperative learning techniques, role plays, and discussion of supervisor/supervisee issues to promote development of supervision competencies. Candidates are required to develop and present a “Theory of Supervision” paper designed to solidify a personal approach to the supervision process.

Course Objectives Based upon 2016 CACREP STANDARDS

Section 2: Professional Counseling Identity

2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
2.F.1.k. strategies for personal and professional self-evaluation and implications for practice
2.F.1.l. self-care strategies appropriate to the counselor role
2.F.1.m. the role of counseling supervision in the profession
2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
2.F.5.f. counselor characteristics and behaviors that influence the counseling process
2.F.5.g. essential interviewing, counseling, and case conceptualization skills
2.F.5.h. developmentally relevant counseling treatment or intervention plans
2.F.5.i. suicide prevention models and strategies
2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
2.F.5.n. processes for aiding students in developing a personal model of counseling
2.F.8.b. identification of evidence-based counseling practices
2.F.8.e. evaluation of counseling interventions and programs

Section 5: Entry-Level Specialty Areas

5.A.3.h. strategies for interfacing with the legal system and working with court referred clients
5.C.2.a. roles and settings of clinical mental health counselors
5.C.2.c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
5.C.2.i. legislation and government policy relevant to clinical mental health counseling
5.C.2.j. cultural factors relevant to clinical mental health counseling
5.C.2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
5.C.2.l. legal and ethical considerations specific to clinical mental health counseling
5.C.2.m. record keeping, third party reimbursement, and other practice and management issues in 
clinical mental health counseling 
5.C.3.c. strategies for interfacing with the legal system regarding court-referred clients 
5.C.3.e. strategies to advocate for persons with mental health issues

Revisions in Ohio Administrative Code Pertaining to Counseling Supervision:

Route: Ohio Administrative Code » 4757 Counselor, Social Worker, and Marriage and 
Family Therapist Board

4757-17-01 Counseling supervision. Effective: September 2, 2019. Promulgated Under: 
119.03.

This rule applies to all licensed professional counselors who are working toward licensure as 
licensed professional clinical counselors and counselor trainees seeking licensure under 
rules 4757-13-01 and 4757-13-03 of the Administrative Code. This rule also applies to licensed 
professional counselors who are diagnosing and treating mental and emotional disorders under the 
work supervision of an independently licensed mental health professional.

(A) Definition of supervision:

(1) "Training supervision" is supervision of all individuals who are gaining the experience required 
for a license as a licensed professional clinical counselor, or a license as a licensed professional 
counselor under rule 4757-13-01 of the Administrative Code, or a counselor trainee registered with 
the board and enrolled in a practicum or internship class under paragraph (E) of this rule. This type 
of supervision requires extensive time and involvement on the part of the supervisor in order to 
help supervisees improve their skills and/or learn new skills. Supervision must start with an initial 
face to face meeting after which communication may be in person, via video conferencing, or by 
phone. Training supervision shall include an average of one hour of contact between the supervisor 
and supervisee for every twenty hours of work by the supervisee. Training supervision shall be 
face-to-face individual and/or triadic for counselor trainees.

(2) "Work supervision" is supervision required of licensed professional counselors who are 
engaging in the diagnosis and treatment of mental and emotional disorders. Work supervision may 
be provided by a professional clinical counselor, psychologist, psychiatrist, independent marriage 
and family therapist, or independent social worker. This supervision requires the evaluation of the 
supervisee's performance; professional guidance to the supervisee; approval of the supervisee's 
intervention plans and their implementation; the assumption of responsibility for the welfare of 
the supervisee's clients; and assurance that the supervisee functions within the limits of his/her
license. The assessment, diagnosis, treatment plan, revisions to the treatment plan, correspondence and transfer or termination of the client(s) shall be approved by the supervisor and shall be made available to the board upon request. Licensed professional counselors shall disclose to their clients on all printed and electronic material that they are engaging in the diagnosis and treatment of mental and emotional disorders under the supervision of an appropriately licensed mental health professional. The supervisee shall also disclose to their clients on the disclosure statement or similar document the name(s) of the professional(s) providing supervision.

(3) "Group supervision" is supervision by one supervisor of a group of three to six supervisees that consists of three to six supervisees per one supervisor.

(4) "Triadic supervision" is comprised of a supervisor and two counselor trainees or two licensed professional counselors.

(B) Purposes of training supervision:

(1) To provide for the protection of consumer and client welfare;

(2) To provide that supervisees function within the limits of their competence; and

(3) To provide training in activities relevant to the supervisee's position and academic background.

(C) Requirements pertaining to training supervision:

(1) A licensed professional clinical counselor or licensed professional counselor providing supervision shall:

(a) Have demonstrated competence in the area in which they are supervising;

(b) Have training in supervision theory and practice;

(c) Have training in legal and ethical issues relevant to counseling;

(d) Have training in multicultural counseling competencies as defined by the board;

(e) Have a board issued supervision designation; and

(f) Complete and forward to the board all supervision evaluation forms required by the board within thirty days of receipt of the form from a supervisee.

(2) Training supervisees may not choose a supervisor who is a family member or who is related to them in any way.

(3) When the training supervisor and licensed professional counselor are employed by the same agency, the licensed professional clinical counselor with supervision designation is responsible for
all diagnoses, change in diagnoses, individualized services plans, and correspondence to any third party outside of the agency.

(4) Licensed professional counselors who engage in the diagnosis and treatment of mental and emotional disorders shall do so under the work supervision of a licensed professional clinical counselor, a psychologist, a psychiatrist, an independent marriage and family therapist, or an independent social worker with a clinical area of competence. All licensed professional counselors engaging in training supervision for licensure as licensed professional clinical counselors shall be under the supervision of a licensed professional clinical counselor with supervision designation. All counselor trainees engaging in training supervision for licensure as licensed professional counselors shall be under the supervision of a licensed professional counselor with supervision designation or a licensed professional clinical counselor with supervision designation except that a licensed professional clinical counselor with supervision designation shall supervise the counselor trainee when diagnosing and treating mental and emotional disorders. Requests for exceptions to this rule for training supervision, due to hardship, shall be made in writing to the board.

(5) Individuals in the process of completing the supervised experience required for licensure may be employed on a paid basis as long as they are practicing within the scope of practice of the license for which they are applying and are properly licensed or registered with the board.

(6) Supervisees presenting supervision experience from another state shall provide the vita of their supervisors to demonstrate that their supervisors are licensed to supervise the diagnosis and treatment of mental and emotional disorders and thus are acceptable to the board.

(D) Documentation of training supervision.

(1) Records of training supervision shall be maintained by the supervisee and made available to the board upon request. The supervision records shall contain information concerning the dates/times of supervision (e.g., "8-19-08 from 2:00-3:00 p.m."), content and goals of supervision and shall be signed by the supervisor at least quarterly.

(2) Licensed professional counselors and each of the supervisors who provided training supervision shall complete an evaluation form provided by the board to document hours accrued. The training supervisor shall complete the form and submit it to the board within thirty days of receipt from the supervisee.

(E) Requirements for applying for a training supervision designation.

(1) Licensed professional clinical counselors applying for training supervision designation shall meet the following minimum requirements. Licensed professional counselors who hold the supervision designation prior to January 1, 2013, may continue to hold that designation as long as they maintain it in good standing.
(a) Document a minimum of twenty-four hours of academic preparation or board approved continuing education coursework in counselor supervision training including training six hours in each area as follows:

(i) Assessment, evaluation and remediation which includes initial, formative and summative assessment of supervisee knowledge, skills and self-awareness; components of evaluation e.g. evaluation criteria and expectations, supervisory procedures, methods for monitoring (both direct and indirect observation) supervisee performance, formal and informal feedback mechanisms, and evaluation processes (both summative and formative), and processes and procedures for remediation of supervisee skills, knowledge, and personal effectiveness and self-awareness;

(ii) Counselor development which includes models of supervision, learning models, stages of development and transitions in supervisee/supervisor development, knowledge and skills related to supervision intervention options, awareness of individual differences and learning styles of supervisor and supervisee, awareness and acknowledgement of cultural differences and multicultural competencies needed by supervisors, recognition of relational dynamics in the supervisory relationship, and awareness of the developmental process of the supervisory relationship itself;

(iii) Management and administration which includes organizational processes and procedures for recordkeeping, reporting, monitoring of supervisee's cases, collaboration, research and evaluation; agency or institutional policies and procedures for handling emergencies, case assignment and case management, roles and responsibilities of supervisors and supervisees, and expectations of supervisory process within the institution or agency; institutional processes for managing multiple roles of supervisors, and summative and formative evaluation processes; and

(iv) Professional responsibilities which includes ethical and legal issues in supervision includes dual relationships, competence, due process in evaluation, informed consent, types of supervisor liability, privileged communication, consultation, etc.; regulatory issues include Ohio laws governing the practice of counseling and counseling supervision, professional standards and credentialing processes in counseling, reimbursement eligibility and procedures, and related institutional or agency procedures.

(b) Each licensed professional clinical counselor shall obtain a minimum of one year and fifteen hundred hours of clinical experience, post licensed professional clinical counselor licensure, which shall include the diagnosis and treatment of mental and emotional disorders.

(c) The fifteen hundred hours shall include at least one supervision experience. The licensed professional clinical counselor in training shall observe five training supervision sessions conducted by a licensed professional clinical counselor with a supervisor designation. Following the observation of five training supervision sessions, the licensed professional clinical counselor in training and the supervisor shall conduct a minimum of a one hour review session to process and review the observed sessions. Supervision must start with an initial face to face meeting after which communication may be in person, via video conferencing, or by phone.
(d) Comply with the American counseling association "ACA" ethical standards pertaining to the supervisory relationship.

(e) Document applicant's familiarity with significant legal, ethical, and clinical issues relevant to the supervisory relationship on a form prescribed by the board.

(2) All licensed professional counselors and licensed professional clinical counselors shall maintain the training supervision designation by obtaining three hours of counselor professional standards committee approved continuing professional education in supervision.

(3) Licensed professional clinical counselors engaged in training supervision shall be called "licensed professional clinical counselor with training supervision designation" per paragraph (Q)(9) of rule 4757-3-01 of the Administrative Code. They shall have adequate training, knowledge, and skill to render competent clinical supervision and shall meet the criteria for work and training supervision as defined in paragraphs (A)(1) and (A)(2) of this rule. Licensed professional counselors engaged in training supervision shall be called "licensed professional counselor with training supervision designation" per paragraph (Q)(8) of rule 4757-3-01 of the Administrative Code. They shall have adequate training, knowledge, and skill to render competent non-clinical supervision and shall not supervise the diagnosis and treatment of mental and emotional disorders.

Effective: 9/2/2019
Five Year Review (FYR) Dates: 7/3/2023
Promulgated Under: 119.03
Statutory Authority: 4757.10, 4757.22, 4757.23
Amplifies: 4757.22, 4757.23

LICENSED PROFESSIONAL CLINICAL COUNSELOR WITH SUPERVISION DESIGNATION
This is a brief overview of the law concerning supervision designation. It is your responsibility to read the Laws and Rules for a full understanding of the requirements and the duties of a Licensed Professional Clinical Counselor with Supervision Designation.

Please note: the new eLicense system refers to credentials such as training supervision designations as "endorsements".

An LPCC-S or Licensed Professional Clinical Counselor with Supervision Designation is able to give training supervision to a Licensed Professional Counselors and counselor trainees. This is the only license type that can give training supervision to an LPC, LPCC or CT. LPCC-S shall have adequate training, knowledge, and skill to render competent clinical supervision and shall meet the criteria for work and training supervision. An LPCC-S is also able to supervise an
MFT, LPC or LSW for work supervision; please note this type of supervision is not counted towards supervision training hours.

Beginning January 1, 2013, the CSWMFT Board will no longer offer supervision designation to Licensed Professional Counselors. LPC-S who hold supervision designation prior to January 1, 2013, may continue to hold that designation as long as they maintain it in good standing. LPC-S engaged in training supervision shall be called ‘supervising counselors’…They shall have adequate training, knowledge, and skill to render competent non-clinical supervision and shall not supervise the diagnosis and treatment of mental and emotional disorders.

**Course Requirements**

1. **Case Conceptualization, Treatment Plan, and Clinical Intervention Presentation:**
   **NOTE THAT THIS ASSIGNMENT CONSISTS OF TWO PARTS:**
   **PART 1:** candidates will select a theoretical perspective/chapter of interest from the Berman text, prepare a MS PowerPoint presentation that illustrates primary concepts/issues presented by the author, and present this material during a class session (20 minutes).
   **PART 2:** based on an analysis of a case study to be provided by the instructor (i.e., “A College Student Who Denies He Has a Drug Problem”), candidates will prepare and present a formal case conceptualization based on the theoretical perspective (e.g., Behavioral, Cognitive, Emotion-focused, Dynamic, Family Systems, Constructivist, Transtheoretical) selected earlier by the candidate. If appropriate to the theoretical perspective, the case conceptualization must include: (1) a clinically supportable diagnosis; (2) a clinically supportable treatment plan based on: the client’s diagnosis AND best clinical practices (include appropriate goals identified in Jongsma & Peterson) AND the selected theoretical perspective; and (3) a description of clinically supportable interventions based on all the above factors. Presentations will be prepared in MS PowerPoint, be 15 minutes in length, and be delivered to the class on a date identified in the course schedule. In addition, students will *demonstrate* one or two counseling techniques consistent with the treatment plan and may ask for volunteers to assist in this demonstration (20 minutes)

2. **Supervision Theory Paper/Presentation:**
   Each student will prepare and present a formal paper detailing her/his personal theory of supervision. Papers will include the following information: 1) a list of theoretical bases/models from which you have developed your personal theory of supervision (be specific: for example, identify Albert Ellis’ REBT Model as an element of your theoretical approach versus writing that your theory is based on Cognitive-Behavioral approaches); 2) your rationale for selecting these theoretical bases (i.e., what components of each theory are consistent with your values, beliefs, world views, counseling theories, and perceptions of what is important to help supervisees learn and develop professionally?); 3) presentation of your personal theory of supervision (present the primary theoretical components of your personal theory of supervision and *how you plan to implement this model in clinical practice*); and, 4) strengths and limitations of your personal theory of supervision (be specific and ruthlessly candid in your assessment, i.e., what components of your theoretical model will be clearly productive and easier to implement with supervisees (and why will this be the case), and which components of your supervision model
may be more difficult to implement, but are nevertheless critical to help your supervisee’s development as a professional counselor (and why will this be the case?).

Papers will be 8-10 typed pages (double-spaced) in length and will include a minimum of ten references. A copy of this paper will be presented to the instructor prior to the class session in which it is presented. Papers must be prepared in accordance with guidelines presented in the Publication Manual of the APA, latest edition. Notes: The Supervision Theory paper must be uploaded to TaskStream by November 22 by 5:00 p.m. and a paper copy will be presented to the instructor during the class period in which the student reads her/his Supervision Theory Paper (either November 29 or December 6).

3. Direct Supervision COUN 6900 (Counseling Methods) Students:
Counseling 7041 students will provide direct supervision to a COUN 6900 student(s) supervisee(s). In providing such supervision, COUN 7041 students will: (1) meet with an assigned COUN 6900 student(s) to introduce self, gather initial information regarding supervisee’s needs, explain supervision procedures, and review/obtain supervisee’s signature on the Supervision Contract; (2) observe COUN 6900 supervisee(s) in the delivery of role-played counseling sessions during joint COUN 7040/6900 class sessions, complete the COUN 6900 Supervisee Evaluation Form and provide evaluative feedback; and, (3) review a videotape of the assigned COUN 6900 supervisee(s) during the delivery of counseling services to community clients, complete the COUN 6900 Supervisee Evaluation Form and provide evaluative feedback. Incomplete documentation will result in a final grade reduction and withholding of the final grade until documentation is received.

4. Final Exam:
The final exam will consist of objective questions that may be drawn from course texts, class lectures/discussions, and assigned readings.

5. Participation:
In addition to making class presentations and engaging in direct supervision activities, students are expected to participate in class discussions regularly and actively. Such participation may include providing responses to questions posed by the instructor or other students, responding to comments or challenges, offering case conceptualization feedback, or participating in role plays. Note that a critical element of participation requires that students devote their full attention to class discussions and activities. As such, students are required to switch off COMPLETELY cell phones during class sessions. If you anticipate a situation (e.g., on-call clinical duties, family emergency) that requires telephone contact, please consult with the instructor before class on each applicable date to obtain the necessary permission to activate your cell phone. Students may use laptop computers and/or tablets only for class-related purposes (i.e., accessing MS PowerPoint presentations and taking notes). EACH violation of this course policy will result in the loss of 10 participation points.

Students are expected to demonstrate professional behaviors at all times. Failure to do so will result in a 10-point reduction in total points for each violation. The following list of professional behaviors is representative, but not comprehensive:
• Students are expected to demonstrate respect and professionalism in all verbal and written communications.
• Students are expected to receive evaluative feedback in a manner that demonstrates their desire to learn and with respect for those providing such feedback.
• Students are expected to complete all reading and writing assignments prior to class and to be prepared to discuss assigned material.
• Students are expected to demonstrate active involvement in class discussions/activities during every class session.
• Although class discussion is strongly encouraged during class periods, idle chatter, or other communications (“side bars”) are not acceptable and will not be tolerated.
• Cellular and digital telephones and other wireless communication devices must be switched off during class sessions and telephones removed from the desk.
• Although computers may be used to access PowerPoint presentations provided by the instructor, the use of computers for non-class-related purposes (e.g., internet surfing, texting, teleconferencing, etc.) is prohibited.
• When providing feedback, students are expected to demonstrate sensitivity to and respect for individual and cultural differences.

**Grading Criteria:**

<table>
<thead>
<tr>
<th></th>
<th>Points (%)</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20 (20%)</td>
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<tr>
<td>Case Conceptualization/Tx Plan</td>
<td>20 (20%)</td>
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<tr>
<td>Presentation (two parts)</td>
<td>20 (20%)</td>
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<tr>
<td>Supervision Theory Paper &amp; Presentation</td>
<td>20 (20%)</td>
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<tr>
<td>Direct Supervision</td>
<td>20 (20%)</td>
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<tr>
<td>Final Exam</td>
<td>20 (20%)</td>
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<tr>
<td>Total Points (Percent)</td>
<td>100 (100%)</td>
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</table>

**Grade Assignments:**

- 91-100 points = A
- 81-90 points = B
- 71-80 points = C

**Course Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Assigned Readings/Activities</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>• Introductions&lt;br&gt;• Review syllabus&lt;br&gt;• Review of counseling stages and tasks&lt;br&gt;• Review of ACA Code of Ethics (Section F, Supervision, Training, and Teaching) and Ohio Administrative Code (4757-17-01, Counseling Supervision)</td>
<td>2014 ACA Code of Ethics&lt;br&gt;Ohio Administrative Code-Counseling Supervision&lt;br&gt;ASSIGN BERMANN&lt;br&gt;CHAPTERS FOR CASE CONCEPTUALIZATION PRESENTATIONS</td>
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<tr>
<td>Week</td>
<td>Events</td>
<td>Resources</td>
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<tr>
<td>Week 2</td>
<td>• Class Canceled-Labor Day</td>
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<tr>
<td>Week 3</td>
<td>• Finish reviews of codes of ethics and Ohio Administrative Code</td>
<td>Berman: Chapters 1 &amp; 2</td>
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<td></td>
<td>• <strong>DUE: CANDIDATE PRESENTATIONS:</strong></td>
<td>Berman, Chapters 3, 4, 5, &amp; 7</td>
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<td></td>
<td>• Behavioral Case Conceptualizations and Tx Plans</td>
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<td></td>
<td>• Cognitive Case Conceptualizations and Tx Plans</td>
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<tr>
<td></td>
<td>• Cognitive-Behavioral Case Conceptualizations and Tx Plans</td>
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<td></td>
<td>• Emotion-focused Case Conceptualizations and Tx Plans</td>
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<tr>
<td>Week 4</td>
<td>• Dynamic Case Conceptualizations and Tx Plans</td>
<td>Berman: Chapters 8, 9, 11, &amp; 12</td>
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<td></td>
<td>• Family Systems Case Conceptualizations and Tx Plans</td>
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<td></td>
<td>• Constructivist Case Conceptualizations and Tx Plans</td>
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<td>• Transtheoretical Case Conceptualizations and Tx Plans</td>
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<tr>
<td>Week 5</td>
<td>• <strong>DUE: PRESENTATIONS OF CASE CONCEPTUALIZATIONS BASED ON CASE STUDY</strong></td>
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<td></td>
<td>• INCLUDES PRESENTATION OF 20-MINUTE CASE CONCEPTUALIZATION + DEMONSTRATION OF 1-2 COUNSELING TECHNIQUES</td>
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<tr>
<td>Week 6</td>
<td>• <strong>DUE: PRESENTATIONS OF CASE CONCEPTUALIZATIONS BASED ON CASE STUDY</strong></td>
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<td></td>
<td>• INCLUDES PRESENTATION OF 20-MINUTE CASE CONCEPTUALIZATION + DEMONSTRATION OF 1-2 COUNSELING TECHNIQUES</td>
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<tr>
<td>Week 7</td>
<td>Haynes-Chapter 1</td>
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<tr>
<td>• Introduction to supervision</td>
<td>Haynes-Chapter 2</td>
<td></td>
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<tr>
<td>• Roles and responsibilities of supervisors</td>
<td>Haynes-Chapter 3</td>
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<tr>
<td>• The supervisory relationship</td>
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<tr>
<td>• Review supervisory feedback model to be used in “Fishbowl” Activity</td>
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<tr>
<td>• Review evaluation forms</td>
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<td>• Review supervision contracts</td>
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<tr>
<td>• Assign supervisees for “Fishbowl” Activity</td>
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<tr>
<td>Week 8</td>
<td>Haynes-Chapter 4</td>
<td></td>
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<tr>
<td>• Methods of supervision</td>
<td>Haynes-Chapter 5</td>
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<tr>
<td>• Models of supervision</td>
<td>Haynes-Chapter 6</td>
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<tr>
<td>• Multicultural competence in supervision</td>
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<tr>
<td>Week 9</td>
<td>Haynes-Chapter 7</td>
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<tr>
<td>• Ethical issues and multiple relationships</td>
<td>Haynes-Chapter 8</td>
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<tr>
<td>• Legal issues in supervision</td>
<td>Haynes-Chapter 9</td>
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<tr>
<td>• Managing crisis situations</td>
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<tr>
<td>Week 10</td>
<td>Haynes-Chapter 10</td>
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<tr>
<td>• Evaluation in supervision</td>
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<tr>
<td>• Becoming an effective supervisor</td>
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<tr>
<td>Week 11</td>
<td>Haynes-Chapter 11</td>
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<tr>
<td>• Meet with COUN 6900 supervisee(s) to review Supervision Contracts and obtain signatures</td>
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<tr>
<td>• Review procedures for “Fishbowl” Activity and Supervised Tape Review over the next three weeks</td>
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<tr>
<td>Week 12</td>
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<tr>
<td>• Meet with COUN 6900 supervisee(s) to observe counseling role plays and provide evaluative feedback (Fishbowl Activity).</td>
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<td>Week 13</td>
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<tr>
<td>• Meet with COUN 6900 supervisee(s) to observe counseling role plays and provide evaluative feedback (Fishbowl Activity).</td>
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<tr>
<td>• CRITICAL! Please bring ear buds to next class meeting!</td>
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<tr>
<td>• Supervision Theory Paper must be uploaded to TaskStream by 5:00 p.m.</td>
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<td>Week 14</td>
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<tr>
<td>• Meet with COUN 6900 supervisee to review portion of a video recorded counseling session with community client and provide evaluative feedback.</td>
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<tr>
<td>• CRITICAL! Please bring earbuds to this class meeting!</td>
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<tr>
<td>• Present Supervision Theory Paper (print copy to instructor).</td>
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<td>Week 15</td>
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<tr>
<td>• Present Supervision Theory Paper (print copy to instructor).</td>
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NOTE: Course content/schedule is subject to change based on class characteristics and student needs.

Course Policies:
Academic Conduct:
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense. Please review department plagiarism policy for more detail.

Statement on Academic Dishonesty (Official YSU Policy):
Academic Dishonesty: Please refer to student handbook, noting sections on plagiarism and dishonesty. Failure to comply with these standards may result in an “F” for the course.

Statement for Students with a Disability
In accordance with university procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. To coordinate reasonable accommodations, you must be registered with the Center for Student Progress Disability Services, located in Kilcawley Center Room 2082. You can reach CSP Disability Services at 330-941-1372.

Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)
Candidate Disposition Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

Dispositions
The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. Collaborative: Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. Inclusive: Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and
understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. **Professional:** Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

**Incomplete Grade Policy (Official YSU Policy)**
An incomplete grade of an “I” may be given to a student who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the “I” will be forwarded to the Registrar for inclusion in the student’s permanent record. Upon subsequent completion of the course requirements, the instructor initiates a grade change. Incompletes must be completed during the following term by these deadlines:

- Spring semester incompletes - by Sept. 1
- Summer incompletes - by October 1
- Fall incompletes - by March 1

Faculty may provide an extension at the request of the student when unusual circumstances justify doing so. If courses are not completed by the designated date, the “I” automatically converts to an “F.” If graduation occurs before the work is made up, the “Incomplete” grade is converted to an “F” and will be permanently indicated on the student’s transcript.

**NAF Guidelines**
A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: [NAF Guidelines on the YSU website](#)

**Problematic Behaviors**
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity, and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the student’s file.
If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use During Class**
Students are required to switch off COMPLETELY cell phones during class sessions. If you anticipate a situation (e.g., on-call clinical duties, family emergency) that requires telephone contact, consult with the instructor before class on each applicable date to obtain the necessary permission to activate your cell phone. Students may use laptop computers and/or tablets only for class-related purposes (i.e., accessing MS PowerPoint presentations and taking notes). EACH violation of this course policy will result in the loss of 10 points.

*Note:* Students may only use technologies designed to meet course requirements and to avoid technology use that diverts attention from course related activities (e.g., “side bar” chats, “surfing” the net, checking email during class meetings, etc.).

**Mandatory Statement of Non-Discrimination from the University**
Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.”

**YSU E-Mail (Common University E-Mail)**
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.

**CASE CONCEPTUALIZATION MODEL**

**STUDENTS MAY USE THE FOLLOWING MODEL TO PROVIDE SUPPLEMENTAL INFORMATION FOR PRESENTATION OF COURSE ASSIGNMENT 1 (PART 2)**

I. **Background Information**

A. Identifying Information
1. Do not use actual name (an alias, initials, or the generic term, “client” are all acceptable)
2. age
3. sex
4. race
5. ethnicity
6. disabilities
7. marital status
8. number and ages of people living in the home
9. religious/spiritual convictions

B. Referral Source and Reason

C. Presenting Problem(s): For each problem, identify:
1. duration
2. frequency
3. severity
4. solutions tried by client:
   a. effective
   b. ineffective

D. Psychosocial History
1. family history (be specific: i.e., nature of relationships with parents/guardians/others living in house during childhood, adolescence, adulthood; nature of past and current relationships with siblings; first memory(ies); most troublesome aspects of family life as a child and adolescent; most satisfying aspects of family life as a child and adolescent)
2. current home environment and supports (i.e., persons living in home; type and nature of relationship with each person; most troublesome aspects of current family life; most satisfying aspects of current family life)
3. support systems outside of family (be specific)
4. educational history (be specific)
5. developmental history (be specific-significant developmental milestones and developmental problems [e.g., reading disability, enuresis, problems in physical development])
6. abuse history (be specific: types of abuse, duration, frequency, severity)
7. sexual history (be specific: age at first menses; age at first intercourse; sexual behaviors such as number of partners, “safer sex” practices? sexual diseases; sexual problems, other sexual issues)
8. employment history (be specific)
9. medical history (be specific: significant diseases in childhood and adolescence; chronic problems; current medical problems; where treated? by whom? medications prescribed [past and current]? degree of compliance with medication regimen?)

E. Mental Health Treatment History
1. previous counseling - when and where
2. previous mental health hospitalizations
3. client’s reported experience of past treatment
4. current psychotropic medication(s)/dosage/prescribing physician’s name
5. any past medications that may be relevant to current concerns

F. Results of Mental Status Exam (be specific)
G. Results of Psychological Testing (be specific)

H. Observed Personal Strengths and Weaknesses
1. behavioral
2. affective
3. cognitive

II. Diagnostic Impressions (DSM-V)
A. Diagnoses

III. Treatment Plan/Progress
A. Client Compliance
B. Session Themes
C. Work with Other Providers (e.g., Physician, BVR)
D. Treatment Plans
1. identified problem areas
2. therapeutic goals
3. behavioral objectives for each goal

E. Treatment Interventions
1. counseling theory (be specific)
2. counseling techniques (be specific)

F. Evaluation of Counseling Effectiveness/Treatment Progress

G. Prognosis
1. rationale for prognosis

IV. Supervision/Consultation
A. Questions for supervisor/peers

B. Possible Therapeutic Directions

Note: Students are required to use only YSU email addresses (for themselves and the instructor) for sending or receiving emails and attachments in this course.
Course Description:
This course will provide graduate students with an opportunity to read, reflect, and integrate theories, concepts, and practices related to leadership and administration. Students will be challenged to reflect on their core values and principles. Students will see leadership through a new paradigm, and to formulate their own philosophy of leadership. Students will be challenged to employ visionary leadership in the planning and implementation stage of change.

CACREP 2016 Standards for Student Affairs & College Counseling:
Foundations
- Understands organizational, management, and leadership theories relevant in higher education settings. (CACREP 2016 Standards CCSA E.1.C.)

Contextual Dimensions
- Understands current trends in higher education and the diversity of higher education environments (CACREP 2016 Standards for CCSA E.2.G.)
- Understands organizational culture, budgeting and finance, and personnel practices in higher education (CACREP 2016 Standards for CCSA E.2.H.)
- Understands environmental, political, and cultural factors that affect the practice of counseling in higher education settings (CACREP 2016 Standards for CCSA E.2.I.)
- Understands the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education (CACREP 2016 Standards for CCSA E.2.J.)
- Understands influence of learning styles and other personal characteristics on learning (CACREP 2016 Standards for CCSA E.2.K.)

Assignment
- Assignment #4–Student Affairs Division Focused on Leadership and Counseling Group Paper/Presentation

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Section 5, E., 1. C.</th>
<th>Understands organizational, management, and leadership theories relevant in higher education settings.</th>
<th>Candidate presents a minimal, irrelevant or bias on the organizational, management, and leadership theories relevant in higher education settings.</th>
<th>Candidate presents general information regarding the organizational, management, and leadership theories relevant in higher education settings.</th>
<th>Candidate presents and analyzes a comprehensive amount of information regarding the organizational, management, and leadership theories relevant in higher education settings.</th>
<th>Candidate exceeds all expectations for critically analyzing the organizational, management, and leadership theories relevant in higher education settings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 5, E.,2.H.</td>
<td>Understands organizational culture, budgeting and finance, and personnel practices in higher education.</td>
<td>Candidate presents a minimal, irrelevant or bias on the organizational culture, budgeting and finance, and personnel practices in higher education.</td>
<td>Candidate presents general information regarding organizational culture, budgeting and finance, and personnel practices in higher education.</td>
<td>Candidate presents and analyzes a comprehensive amount of information regarding the organizational culture, budgeting and finance, and personnel practices in higher education.</td>
<td>Candidate exceeds all expectations for critically analyzing the organizational culture, budgeting and finance, and personnel practices in higher education.</td>
</tr>
<tr>
<td>Section 5, E.2.J.</td>
<td>Understands the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education.</td>
<td>Candidate presents minimal, irrelevant, or bias on the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education.</td>
<td>Candidate presents general information regarding the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education.</td>
<td>Candidate presents and analyzes a comprehensive amount of information regarding the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education.</td>
<td>Candidate exceeds all expectations for critically analyzing the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education.</td>
</tr>
<tr>
<td>Section 5 E.2.K.</td>
<td>Understands influence of learning styles and other personal characteristics on learning.</td>
<td>Candidate presents minimal, irrelevant, or bias on the influence of learning styles and other personal characteristics on learning.</td>
<td>Candidate presents general information regarding the influence of learning styles and other personal characteristics on learning.</td>
<td>Candidate presents and analyzes a comprehensive amount of information regarding the influence of learning styles and other personal characteristics on learning.</td>
<td>Candidate exceeds all expectations for critically analyzing the influence of learning styles and other personal characteristics on learning.</td>
</tr>
</tbody>
</table>

**Required Textbook:**
**Recommended Readings:**

**Supplemental Additional Reading:**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robinson, J.</td>
<td>Next generation leadership: The changing culture of leadership in the senior student affairs officer (SSAO) position. <em>College Student Affairs Journal</em>, 35(2), 70-84.</td>
</tr>
<tr>
<td>West, N. M.</td>
<td>In the company of my sister-colleagues: Professional counterspaces for African American women student affairs administrators. <em>Gender and Education</em>, 31(4), 543-559.</td>
</tr>
</tbody>
</table>

The instructor may also provide supplemental materials for students.

**Critical Task Description and Essential Tasks:**

*Critical Tasks are performance-based assignments that reflect a candidate’s knowledge, skills and/or dispositions aligned with the standards for preparation of the area. These tasks assess a candidate’s ability to move through the preparation program in an effective way, meeting and/or exceeding expectations in these professional standards. Therefore, candidates must effectively pass a critical task to pass the course. Failure to effectively pass the critical task(s) will result in remediation through repetition of the course to guarantee that all candidates are prepared to be an effective educator once they leave Youngstown State University. Critical Tasks and Essential Tasks are to be submitted through TaskStream.

**Taskstream (Counseling Students):** All Counseling candidates will be required to purchase a Taskstream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of school counseling candidates in each course. This is essential for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Task Stream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery
is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

**Assignment: Assignment #4—Student Affairs Division Focused on Leadership and Counseling Group Paper/Presentation**

**Field/Clinical Experiences:** None

**Course Fees:** None

**Summary of Assignments:**

<table>
<thead>
<tr>
<th>Assignment #1 – State and Institutional Governing and Organizational Structures PowerPoint</th>
</tr>
</thead>
</table>

The purpose of this project is to create a PowerPoint (PPT) presentation which examines state and institutional governance structures and their impact on an institution’s organization. Students may not select YSU or Thiel College for this assignment.

Each student shall select a state to study in which they could see themselves working in the future. In the PPT, you should overview the following: 1. higher educational governance structures, (governor, chancellor, boards, assembly, cabinets, institutional presidential committee or board, etc.), 2. the state’s priorities for higher education and evidence to support this, and 3. recent laws or policies impacting higher education in that state.

Each student should also choose to study an institution—either private or public – in which they could see themselves working. The PPT should overview the following: 1. governing structures, 2. institutional organizational chart, 3. institutional mission statement, 4. student affairs organizational chart, 5. student affairs mission statement. Finally, 6. the roles of the state governing board, university or college president’s office, provost, and faculty, student and staff governing bodies within the institution.

The PPT should be visually appealing and include colors and patterns that enhance readability; must include at least 20 slides (not including the title slide), one of which is a list of resources. You must use a minimum of 5 appropriate references - three electronic references and two from other resources. PPTs should be submitted via the Blackboard course environment by 5:10PM on date listed in the course schedule.

<table>
<thead>
<tr>
<th>Assignment #2—Campus Environment and Culture Paper</th>
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</table>

The purpose of this assignment is to allow students to explore the campus environment and culture at an institution in which the students show cognition of the current issues influencing higher education organization and administration. Students may not select YSU or Thiel College for this assignment, but can choose the same institution selected in Assignment #1.
Each student will be required to write a 3-5-page paper describing the campus culture and environmental concepts. In your exploration, you will include information gathered through research of campus resources, research data, and anecdotal information. You will also visit the campus (virtually or preferably, in person) and interview (either in person or through e-mail/phone) at least one student affairs staff member regarding their perceptions of their leadership style and their use of interpersonal and/or counseling skills in their job.

Papers should be well written and must be in APA style. Papers should be submitted via the Blackboard course environment by 5:10PM on date listed in the course schedule.

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**Assignment #3—Personal Leadership Philosophy Project**

The goal of this project is to afford students an opportunity to develop a personal leadership philosophy. The objectives are to develop a personal definition of leadership, identify the core principles that influence your actions and belief systems, and create a figurative self-portrait (including values and personal goals) which will offer guidance when faced with tough leadership decisions.

Based on your leadership knowledge, this assignment is designed to create a concise method that articulates your personal philosophy of leadership. The process of developing this personal leadership philosophy challenges you to identify the values that guide your leadership and the legacy you wish to leave behind. As you reflect on the leadership process and the legacy you wish to leave, you might ask yourself these questions to begin creating your personal leadership philosophy project:

Imagine that it is the year 2040...

1. As you reflect back on your career, what are the core values and principles that have been influential in developing your character, managing your relationships, making decisions, and fostering your community involvement?
2. How would you like your family members, friends, co-workers, and community members to describe your personal style of leadership?
3. What contributions or achievements will you have completed during your time working in Student Affairs and/or College Counseling?

This is a personal statement and should represent your individual philosophy of leadership, both in content and form. There are no writing format restrictions for this assignment and you are encouraged to utilize your creative energy in the expression of your thoughts and ideas. If you do select an artistic or other creative medium for your project (i.e. a poem, a painting, a craft project), you are strongly encouraged to attach a brief written explanation that explains your core principles and values in regard to the artistic approach.
In evaluating an assignment of this nature, the manner in which you articulate your core values, principles, and goals that influence your self-development, relationships, and community involvement will be evaluated. Overall, the project should be designed in a clear, creative, coherent, and thorough expression of thoughts and ideas. Personal statements or written explanations should be submitted via the Blackboard course environment by 5:10PM on date listed in the course schedule. Students will also share these projects in class.

Assignment #4—Student Affairs Division Focused on Leadership and Counseling Group Paper/Presentation

The Critical Task for this course is to develop a division of Student Affairs which blends the principles of leadership and counseling for XYZ University utilizing the guidelines provided.

A description of XYZ University follows: Regional private university; 10,000 student enrollment; Located in Central Florida, in the Orlando area; Primarily an undergraduate institution but there are four graduate programs including a CACREP accredited Counseling Program with a Student Affairs and College Counseling program option; 30% of the students live on campus. These students tend to be traditional-aged college students (18-22); 70% of the students commute from the Orlando area, half of the commuters are older, part-time students. The other half of the commuters are traditional-aged (18-22) students who attend school full time and work part-time; The university is relatively diverse with 45% of the student body identifying themselves as students of color (e.g., African American, Asian American or Latino/a). An additional 12% of the students are international students.

The following are functional areas that are required to be a part of the division of Student Affairs that you have been asked to examine: Career Services; Counseling Services; Academic Advising; Alcohol, Tobacco & Other Drug Programs; Housing and Residence Life Programs; Learning Assistance Programs; Student Conduct Programs; Multicultural Programs (e.g., International Students, LGBT, Women’s); Disability Services; Fraternity/Sorority Advising; Clinical Health Services; and Health Promotion Services.

Additional functional areas which you may or may not choose to include within your division of student affairs are: Admission Programs; Adult Leaders Programs & Services; Assessment Services; Auxiliary Services; Campus Activities & Programs; Campus Information & Visitor Services; Campus Religious & Spiritual Programs; Clinical Services; College Unions; College Honor Societies; Commuter and Off-Campus Living Programs; Conference & Event Programs; Dining Services; Distance Education Programs; Education Abroad Programs and Services; Financial Aid; Graduate Programs and Services; Internship Programs; Orientation Programs; Recreational Sports Programs; Registrar Programs & Services; Service-Learning Programs; Student Leadership Programs; TRIO and Other Educational Opportunity Programs; and Undergraduate Research Programs.

Directions: Using the readings as a foundation, develop a division of Student Affairs which is based upon the principles of leadership and counseling. You have been allotted 100 full-time professional staff positions. You may also utilize up to 20 graduate students that are enrolled in the Student Affairs & College Counseling CACREP accredited Master’s program at XYZ
University. Each can contribute 20 hours per week as a graduate assistant. You can assume that support staff (full time) and student workers are also available to you. Based on this information, please submit the following:

1. **Background Information:** In preparation for the project, each team should organize in a manner that leadership is truly supported as a relational process. The team should focus on identifying similar size institutions to the one to be created in order to learn more about how actual student affairs organizations function overall (i.e., “a reality check”), and to obtain more information about the specific components that the team is responsible for developing. You should review the organizational structure and culture, budget, and leadership information along with other useful information. You may visit institutions or examine them on-line in order to learn more about how actual organizations may utilize or not utilize leadership. Collect information in a manner that will assist your team as you develop a counseling and leadership-oriented Student Affairs division.

2. **Vision and Mission Statements:** Create a vision and mission statement for the division of Student Affairs at XYZ University. Explore and examine the difference between vision and mission. Visit the websites of similar higher education institutions for examples of student affairs’ vision/mission statements. As you work to develop the statements, develop consensus within your team regarding the vision and mission of the organization you are developing. The statements should be overall short, bold, meaningful, and transforming in nature. You should consider how the statements will be communicated to staff in an inspirational manner (e.g., how can the organizational members personify the vision/mission?).

3. **Organizational Structure:** Creatively discuss, explore, and identify what functions do you put together and why? Assign the professional and graduate assistant staff - who goes where and why? Create a representation of the organization depicting its structure and the flow of communication. Identify how the counseling and leadership philosophy, process, and values will be communicated. Specify which functional areas will have a greater emphasis on delivering counseling-based interventions; and provide examples of counseling-based interventions. Provide justification from the readings (you can include readings from other experiences you have had or sources as you see fit) for the organization you have created. What is the required education, licensure, and experience requirements for the staff? What are the strengths and limitations of the organizational design you have chosen?

4. **Strategic Plan:** Your team should develop a comprehensive, challenging, and engaging strategic plan (e.g., goals, strategies, assessment) for the organization being developed. This should include goals for the different aspects with which the Student Affairs division will be responsible (e.g., goals that relate to the focus on students, community, and social responsibility) and the measures your team will use to assess for success. Write goal statements that are challenging, supportive of the vision/mission, and emphasize leadership and counseling principles.

5. **Sample Job Descriptions:** Write job descriptions for what you consider to be three key positions in functional areas in which counseling related skills are essential and/or important. You should develop job descriptions in three separate functional areas in which the minimum qualification would be a master’s degree in Counseling with a focus in Student Affairs and/or
College Counseling. Identify and include the additional components that you would desire for the positions. Be sure that your job descriptions reflect the philosophy.

6. **Leadership and Counseling Philosophy:** As newly hired staff members, define your role in this organization based on your understanding about the importance of counseling and leadership principles. Be sure to identify how your training in a counseling-based student affairs / college counseling program provides you with strengths as a future employee working with students in a higher education environment.

*Paper:* This project should be prepared in paper/binder format using APA style. One paper/binder per group should be submitted via the Blackboard course environment by 5:10PM on date listed in the course schedule.

*Presentation:* The group should use your project paper as a foundation to present a brief, 30-minute presentation to the class. Your presentation slides should be submitted in the Blackboard course environment by 5:10PM on date listed in the course schedule.

In your presentation, address the following:
- Highlights of your newly created division of Student Affairs at XYZ University
- How institutional, systemic, interpersonal, and intrapersonal barriers might influence learning and career opportunities in higher education

### Final Exam
The final exam will consist of essay questions based on content covered throughout the semester.

### Class Participation
A quality learning experience is contingent upon a high degree of interaction and exchange of ideas among students and instructor. The student’s ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighted in determining the final course grade. Class attendance is essential and expected. Unexcused absences and late attendance will be factored into your final grade. You will be expected to utilize your YSU e-mail.

Grading:

| Assignment 1 | 25pts |
| Assignment 2 | 50 pts |
| Assignment 3 | 50 pts |
| Assignment 4 | 50 pts |
| Final       | 25 pts |
| Total       | 200 pts |

### Tentative Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due/Presentations</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>#</th>
<th>Topic</th>
<th>Required Textbook:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Goals/Expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Historical Overview</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Understanding Mission and Campus Environment</td>
<td>Chapters 2, 3 &amp; 6</td>
</tr>
<tr>
<td></td>
<td>Environmental, political, and cultural factors that affect the practice of counseling in higher education settings</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Accountability and Organizational Models</td>
<td>Chapters 5 &amp; 18</td>
</tr>
<tr>
<td></td>
<td>Organizational culture and personnel practices in higher education</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Budgeting and Fiscal Pressures</td>
<td>Chapters 4 &amp; 25</td>
</tr>
<tr>
<td></td>
<td>Assignment #1 Due</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Theory to Practice and Measuring for Success</td>
<td>Chapters 7, 8, 9 &amp; 27</td>
</tr>
<tr>
<td>6</td>
<td>Applying Ethics and Professional Standards</td>
<td>Chapters 10, 11 &amp; 12</td>
</tr>
<tr>
<td>7</td>
<td>Changing Student Populations</td>
<td>Chapters 13, 14, 16 &amp; 17</td>
</tr>
<tr>
<td></td>
<td>Current trends in higher education and the diversity of higher education environments</td>
<td>Assignment #2 Due</td>
</tr>
<tr>
<td>8</td>
<td>Staff Support and Professional Development</td>
<td>Chapters 18, 19 &amp; 20</td>
</tr>
<tr>
<td></td>
<td>Assignment #4 Group Project Check-In with Instructor</td>
<td>Assignment #3 Due</td>
</tr>
<tr>
<td>9</td>
<td>Exploring Partnerships and the Politics of Decision Making</td>
<td>Chapters 21, 22, 23 &amp; 24</td>
</tr>
<tr>
<td>10</td>
<td>Leading Students to Purpose</td>
<td>Chapters 15</td>
</tr>
<tr>
<td></td>
<td>Management and Leadership theories</td>
<td>Assignment #3 Due</td>
</tr>
<tr>
<td></td>
<td>Be Prepared to Discuss</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Accounting for Computer-Mediated Communication and Social Media</td>
<td>Chapters 17 &amp; 29</td>
</tr>
<tr>
<td>12</td>
<td>Legal Risks and Crisis Management</td>
<td>Chapters 26 &amp; 30</td>
</tr>
</tbody>
</table>
13 | NO CLASS (Thanksgiving Eve) | NONE  
---|---|---  
14 | Where Do We Go from Here?  
Influence(s) of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education | Required Textbook: Chapters 31 & 32  
Assignment #4 – Paper Due  
---|---|---  
15 | Student Affairs Division Group Presentations | NONE  
Assignment #4 - Presentations  
---|---|---  
16 | FINAL EXAM | NONE  
FINAL EXAM  
---|---|---

Schedule and syllabus subject to change with notice.

Classroom and Safety Protocol Policy: Classroom Safety and Health Protocols

Course Expectations:

**Academic Conduct:**
A student caught cheating on exams, submitting work of other students as your own or plagiarism result in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

**Academic Integrity/Honesty Policy:**
- Academic Integrity/Honesty

**Student Accessibility Policy:**
- Student Accessibility

**Attendance:** It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one class and do not have data to substantiate your missed class, your final grade will be dropped one letter grade for each class missed. Even with an appropriate excuse it is the instructor’s decision to accept the excuse without it affecting your grade. If you miss three or more classes (even with an appropriate excuse), you will fail the course. Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.
Civility: All individuals participating in this course have a responsibility to create and maintain an environment conductive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Students will be expected to respectfully listen to other individuals and share their own opinions and values in a positive, respectful manner. Participants therefore will:

- Silence cellular phones and refrain from texting during the class.
- Arrive on time and remain for the duration of the class.
- Refrain from conducting private conversations in class.
- Refrain from reading material (print or electronic) extraneous to the course content and discussion.
- Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present.

Course Evaluation: You will have the opportunity to evaluate the course and the instructor.

Counseling Services: If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues alone. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

Candidate Disposition Alert Process (Required for all courses taken by BCOE candidates)

Candidate Disposition Alert Process: The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism, inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all student or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

Incomplete Grade Policy (Official YSU Policy)

- Incomplete Grade Policy

NAF Guidelines.

A nonattendance F (NAF) indicates that a student received an F in the course because he/she did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations at YSU website: NAF Guidelines on the YSU website
**Participation:** Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student’s grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role-plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities.

**Problematic Behaviors:**
The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use During Class:**
Please turn off cell or smart phones during class unless being used for course-related activities. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes, completing quizzes, consulting online resources, etc.

**Writing and Group Presentation Policy:**
Presentations and projects should reflect the quality of a professional. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support
meaningful points. The APA Publication Manual will be the primary reference for issues of style.

**YSU Statement of Non-Discrimination:**
- [Statement of Non-Discrimination from the University](#)

**YSU E-Mail (Common University E-Mail):**
Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor’s office during the regular posted walk-in hours.
Communication Expectations: If you message us during the week (M-F) you can typically expect a quick turnaround within 48 hours (usually within 24 hours). If you contact us during the weekend, expect a response on the next weekday. Assignments in this course require you to demonstrate high-levels of learning, and we are committed to providing you quality formative feedback along the way. We will do our best to get the work you turn into us back to you within one-week. We will communicate any changes in that timeframe if necessary.

Catalog Description
The purpose of this course is to promote the understanding of assessment and program evaluation in enhancing practice. The course will focus on how to utilize assessment to improve practice and to demonstrate the effectiveness of programs, as well as to provide opportunities to effectively assess various dimensions of the college experience. By learning the usefulness and appropriateness of various assessment methodologies, the emerging practitioner will learn to provide evidence for effective practice.

Course Materials
Required Textbook

Readings


*Additional articles and reading assignments may be required throughout the class. All readings will be made available to you through the course Blackboard shell.*

**Technology**
To successfully complete this course, you will need access to a computer with internet. You will also need access to a device with some form of video-conferencing ability (through a tablet, phone, or computer). All software needed for this course will be free to access with your YSU login. Please let us know the first day of class if you do not have the appropriate access to technology and we can work with you to get loaner equipment. Information Technology Services is providing loaner equipment (laptops, mobile hotspots). Information can be found at this [website](#).

**Taskstream:** All Counseling candidates will be required to purchase a Taskstream account to complete the “tasks” or “critical tasks” for each course. The Counseling graduate program is required to administer performance assessments of school counseling candidates in each course. This is essential for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Taskstream accounts can be purchased [online](#) or through the YSU Bookstore for an additional fee. Certain assessments in gate keeping courses may be designated as “Critical Task” Performance Assessments. Until mastery is demonstrated on a designated “Critical Task,” the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program. In this course, **Individual Assessment/Current Issues Paper (Assignment #2)** has been identified as the “Task.” The completed assignment must be submitted through Taskstream by all Counseling students.

**Blackboard:** Please be sure to login to Blackboard at least twice a week during the duration of the course. We will spend a portion of our first class looking at our course Blackboard shell. While this course should have an in-person component, Blackboard will regularly be used for two primary reasons:

1. To limit the amount of paper assignments we share during class
2. As a source of all course information if we are remote or if you are required to quarantine

**Course Learning Objectives**

**CACREP 2016 Core Standards**

**Assessment**
- Historical perspectives concerning the nature and meaning of assessment and testing in counseling (II. F.7.a.)
- Methods of effectively preparing for and conducting initial assessment meetings (II. F.7.b.)
- Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (II. F.7.f.)
- Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (II. F.7.g.)
- Reliability and validity in the use of assessments (II. F.7.h.)

*Revised: January 13, 2021*
• Use of assessments relevant to academic/educational, career, personal, and social development (II. F.7.i.)
• Use of environmental assessments and systematic behavioral observations (II. F.7.j.)
• Ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results (II. F.7.m.)

Student Affairs and College Counseling
Foundations
• Assessments specific to higher education settings (CCSA. E.1.e.)

Practice
• Use of multiple data sources to inform programs and services in higher education settings (CCSA. E.3.e.)

Attendance Expectations
It is important that you attend class, as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates’ learning. Classroom participation and discussion is 15% of your grade, and can only be earned through class attendance to both in-person and virtual sessions. Additionally, the material covered in class is essential to your success in the Assessment Project and Report. The instructors reserve the right to lower your final grade based on lack of attendance without appropriate excuses as determined by the instructors.

Please make all efforts to safely be at class. Please DO NOT come to in-person class if you are sick, your temperature is above 100.4, you have COVID-19 symptoms, you’ve been in contact with someone who has tested COVID-19 positive in the past 14 days, you’ve traveled to a state with greater than a 15% positivity rate, or you’ve been ordered to self-isolate or quarantine by a physician or government agency (policies as of 12/4/20 and are subject to change).

If you’ve tested positive for COVID-19, have had close contact with someone who has tested positive for COVID-19, or are experiencing any COVID-19 symptoms and think you have COVID-19 please stay home and contact your health provider. After doing that, please complete the COVID-19 Outreach and Support Form. This will put you in contact with Student Outreach & Support for guidance in navigating your courses. We will work with you on an individual basis to create alternate opportunities for making up class points should your safe attendance to class become difficult.

Course Expectations & Policies
Late Work Submission
The submission of work on-time, particularly your drafts for the Assessment Project and Report is essential to the learning that is required in this course. Late work will only be accepted if arrangements have been made in advance with the instructors.

Academic Conduct
A student caught cheating on exams, submitting work of other students as your own or plagiarism, results in penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense. Please review Article VI of the Student Code of Conduct and the department plagiarism policy for more detail.

Candidate Disposition Alert Process
Required for all courses taken by BCOE candidates. The purpose of this alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with professionalism,
inclusivity and collaboration determined by the BCOE faculty as necessary standards to effectively serve all students or clients. The Candidate Performance Alert form is completed when a concern is raised about a candidate’s performance during any class, sponsored activity by the Beeghly College of Education, or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform their role as an educational professional. The Candidate Performance Alert Form can be used by university faculty, staff, supervisors, cooperating teachers, or other school personnel when they have a concern, other than one that can be effectively addressed through routine means of supervision.

Dispositions
The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments, and professional ethics requited of candidates in the BCOE professional preparation programs.

Collaborative: Candidates who exhibit a collaborative nature demonstrated an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors.

Inclusive: Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc.

Professional: Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one’s workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

NAF Guidelines
A nonattendance F (NAF) indicates that a student received an F in the course because they did not attend and/or participate in the class for more than 60% of the term. See NAF guidelines adopted by YSU to comply with federal regulations.

Problematic Behaviors
The Candidate Performance Alert form is completed is completed when a concern is raised about a candidate’s performance during and class, sponsored activity by the Beeghly College of Liberal Arts, Social Science, and Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate’s ability to perform their role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations association with professionalism, inclusivity, and collaboration determined by the BCOE faculty as necessary standards to effectively serve all students or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the student file.

Revised: January 13, 2021
If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.

**Technology Use during Class**
Technology is encouraged for course-related activities. You are preparing to be a professional, please use technology in a professional manner. However, please do your best to limit non-essential technology use. If non-essential technology use becomes a problem, it will be addressed by the instructors.

**YSU E-Mail (Common University E-Mail)**
Each student at YSU has access to an individual email account through the university email system. All students are expected to activate this email account and check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any email sent for this course. The email system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or visit office hours.

**Official University Policies**
University policies can be found online and provide you guidance on your rights as a student in this course. The links below take you directly to a specific policy. Should you have any questions about a policy, please do not hesitate to contact us using the information at the top of the syllabus.

- Statement of Non-Discrimination from the University
- Academic Integrity/Honesty
- Student Accessibility
- Incomplete Grade Policy
- Coronavirus Statement

**Summary of Assignments**

**Assignment #1 – Class Participation and Discussion (15 points)**
A quality learning experience is contingent upon a high degree of interaction and exchange of ideas among students, professor and professional staff. The student’s ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighted in determining the final course grade. In addition to being able to understand the concepts from the assigned class readings, it is important to be able to think critically about what you have read and to be able to extend the information in the readings through engaging in active dialogue.

Assigned readings and some out-of-class assignments will be required and will be discussed in class. The day before each class session (posted by Wednesday at noon), students will be asked to post a discussion question based on course readings to the corresponding discussion board in Blackboard. Questions will be used to facilitate class discussion. Good discussion questions are rooted in the week’s reading, connected to prior learning/personal experience, and spur on reflection and/or critical through from respondents.

Class attendance is essential and expected; use of electronic devices when not appropriate to class will results in reduced participation points. Unexcused absences and tardiness will be factored into your participation points. Please review the Guiding Framework for Class Participation and Discussion in Blackboard.

*Revised: January 13, 2021*
Assignment #2 – Individual Assessment/Current Issues Paper (15 points)

This assignment will provide an opportunity for students to become more familiar with an individual assessment instrument that could be used with a student in higher education/student affairs as well as current issues for assessment in higher education.

1. Students are required to conduct a search of assessment instruments that a student affairs professional could use in the functional areas where professionals have individual appointments with students. Choose an assessment instrument/functional area where further information could be helping in decision making for the student or recommendations by the student affairs professional (e.g., Academic Advising, Alcohol, Tobacco & Drug Programs, Housing & Residence Life, Student Conduct, Learning Assistance, Career Services, Counseling Services, etc.)

2. For this assignment, you will also interview a professional in the chosen functional area and discuss the following topics:
   a. Current issues of assessment in higher education,
   b. Assessment practices in the chosen functional area,
   c. Use of individual assessments in the functional area, and
   d. Recommendations for assessment.

3. Suggested Outline
   a. Introduction – Identify the functional area and the need for inclusion/benefit for an individual assessment
   b. Identify the chosen assessment instrument (e.g., publisher, cost, requirements to administer).
      i. Describe the assessment instrument in detail
   c. Review assessment practices related to use of individual assessments in the chosen functional area (through literature and personal interview)
   d. Critical evaluation of the use of this instrument with the functional area (e.g., Pros/Cons, how would this advance/increase the services provided by a master’s level student affairs professional, any limitations or challenges for use)
   e. Discuss current issues/barriers to assessment in higher education (from literature and interview)
   f. Recommendations and implications for student affairs professionals (utilizing your own perspective as well as information gathered in your interview)
   g. Appendix – if available, provide a copy of the assessment instrument

4. The report should be a maximum of 8 double spaced pages (excluding the reference list) using APA style.

Assignment #3 – Assessment Project and Report (45 points)

Students will be assigned into teams that will be responsible for the design and implementation of an assessment project in collaboration with the YSU Institute for Teaching and Learning (formerly the Office of Assessment).

Teams will:
- Identify a specific area with the 2018 NSSE, 2019 Noel Levitz, 2020 NSSE Pulse, or 2020 COVID-19 Student Survey to further investigate
  - Topic must be approved by instructors
- Create a brief outline for proposed project
- Request and receive permission from instructor to collaborate with a functional area/program for the purpose of this assignment
- Reach out to identified functional area/contact within the area to complete assessment project
  - Share website, information letter and paper providing more information about student project (will be available via Blackboard)
• Develop an appropriate survey instrument that will be used in assessment/evaluation AND/OR develop questions used for individual interviews or focus group as part of this assessment/evaluation plan
• **BEFORE** data collection, each group MUST send their project survey/interview questions to the identified campus partner and instructors for feedback/approval
• Collect and analyze the data
• Assemble the data into a final report (Parts I, II, and III)
• Present assessment project and findings to campus partners (across campus)
• Send thank-you(s) to appropriate campus partners that assisted in the class project (card or email)

The report will be submitted to the instructors in three parts. Following each submission, the instructors will provide feedback to the groups regarding each section.

**Part 1: DUE XXXX**
**Part 1 (revised) and Part 2: DUE XXXX**
**Part 1 & 2 (revised) and Part 3: DUE XXXX**

The nature of the evaluation project will dictate the format and length of the project. All materials must be, organized, formatted professionally, submitted in a single file electronically on the final due date, and must contain a table of contents and a cover page.

Mini-presentations will be given by each group on the noted date. This will be an opportunity for feedback from peers and the instructors prior to your campus presentation.

**PART 1:** The team will develop a formal outline and proposal of the project. This proposal must address the following information:

1. **Introduction to the report**
   a. Description of the topic/program/area being studied
   b. Stakeholders
2. **Discussion of the evaluation focus**
   a. What is the issue based on the expressed needs of the chosen survey data?
3. **Goal/Purpose of the project**
   a. Tie to the institutional mission and program mission (if applicable)
4. **Detailed Timeline**
   a. Provide timeline for completing project

*Refer to checklist for Part 1 (available on Blackboard).*

**PART 2:** The proposal includes the previous section (including revisions) as well as the following information related to methodology:

1. **Description of intended population/participants** (include demographics and rationale for selection)
2. **Method of data collection** – Qualitative, quantitative, combined, existing data/etc. – type of information gathered, how it is gathered, and why this type is appropriate for the purposes of this study.
3. **Procedures** – (who will collect, how will it be collected and from whom, IRB approval, cost)
4. **Data and Analysis** – (how you plan to analyze data – frequency counts, survey results, focus group results, etc.)
5. **Informed Consent/Information Sheet**
6. **Discussion Social Justice Framework** – discussion of how you will integrate a social justice framework for this project (guided by Arambula Ballysingh, Hernandez & Zerquera, 2018)

8. Updated Timeline of Project

Refer to checklist for Part 2 (available on Blackboard).

PART 3: The final report includes the previous two sections (including revisions) as well as the following information:
1. Results – Findings from the Assessment Project
2. Summary and Conclusions (what does the data suggest about the issue?)
3. Implications for Practice (including limitations and cautions)
4. Recommendations (identify gaps, questions, action plans)
5. Appendices (interview questions, forms, questionnaires, charts, timeline, IRB info, etc.)
6. Reference List

Refer to checklist for Part 3 (available on Blackboard).

Assignment #4 – Assessment Project Presentation (25 Points)
Teams will give a formal presentation of their project to YSU campus professionals.

Grading and Grading Scale

Grading:
- Participation and Discussion (15 points)
- Individual Assessment/Current Issues Paper (15 points)
- Assessment Project & Report (45 points)
- Assessment Project Presentation (25 points)

Assignments will be graded on organization, development of ideas, clarity, writing quality, soundness of analysis, professionalism, and accurate writing, referencing and formatting style (APA). The instructors will submit feedback regarding the assessment project, written documents, and the oral presentation that will be used to assign a project grade.

Critical Task Rubric for Assignment #2

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Levels/Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Competent</th>
<th>Exemplary</th>
<th>Score/Level</th>
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Revised: January 13, 2021
<table>
<thead>
<tr>
<th>II. F.7.c.</th>
<th>Understands the use of assessments specific to higher education settings.</th>
<th>Candidate displays minimal, stereotypical, or irrelevant knowledge of the use of assessments specific to higher education settings.</th>
<th>Candidate displays general knowledge of the use of assessments specific to higher education settings.</th>
<th>Candidate displays specific understanding of the use of assessments specific to higher education settings.</th>
<th>Candidate exceeds all expectations for critically analyzing the information regarding the use of assessments specific to higher education settings.</th>
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<tr>
<td>II. F.7.h.</td>
<td>Reliability and validity in the use of assessments</td>
<td>Candidate does not provide an example of reliability and validity in the use of assessments.</td>
<td>Candidate presents an example of reliability and validity in the use of assessments.</td>
<td>Candidate presents and explains an appropriate example of reliability and validity in the use of assessments.</td>
<td>Candidate exceeds all expectations for presenting, explaining and applying reliability and validity in the use of assessments.</td>
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<td>II. F.7.i.</td>
<td>Use of assessments relevant to academic/educational, career, personal, and social development</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of the use of assessments relevant to academic/educational, career, personal, and social development.</td>
<td>Candidate displays general knowledge of the use of assessments relevant to academic/educational, career, personal, and social development.</td>
<td>Candidate displays specific understanding of the use of assessments relevant to academic/educational, career, personal, and social development.</td>
<td>Candidate exceeds all expectations for critically analyzing and determining the most appropriate use of assessments relevant to academic/educational, career, personal, and social development.</td>
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<tr>
<td>II. F.7.m.</td>
<td>Ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results.</td>
<td>Candidate displays minimal, stereotypical, or irrelevant knowledge of ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results.</td>
<td>Candidate displays general knowledge of ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results.</td>
<td>Candidate displays specific understanding of ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results.</td>
<td>Candidate exceeds all expectations for critically analyzing and determining the most ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results.</td>
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**Grading Scale: 100 points total**

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

**How to Succeed in this Course**
We are committed to your success in this course. As a student you have access to several resources that may be instrumental in helping your succeed in this course. Please do not hesitate to reach out to the instructors for resources on how to support your academic success, physical and mental health, and help you navigate your time as a YSU student.

**Tentative Course Schedule (Subject to Change)**
The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.

**Methods of Instruction:** Lecture, discussion, student presentations, guest speakers, activities and case studies. This course is actively engaged in assessment activities and projects. Successful completion will require participation in out-of-class projects and interaction with both college students and Student Affairs/Higher Education staff.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Readings</th>
<th>Assignments Due</th>
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</thead>
</table>
| **Week 1** | - Introduction to course syllabus/expectations  
- Introduction to Assessment Project & Report  
- Review group assignments/brainstorm potential topics  
- Historical perspectives concerning the nature and meaning of assessment and testing in counseling; | Initial group topics due (end of class) |
| **Week 2** | - Chapter 1: Understanding the Contemporary Assessment Environment  
- Chapter 2: Designing and Planning an Assessment Project  
- Read - Making Assessment Meaningful: What New Student Affairs Professionals and Those New to Assessment Need to Know | Proposal PART I Due (end of class) |
| **Week 3** | - In-Class Activity – Designing your Assessment Project/Defining the Need  
- Assessment through a Social Justice Lens; Read - Teaching Assessment: Preparing our Colleagues through Graduate Education  
- Read – A New Decade for Assessment: Embedding Equity into Assessment Praxis | |
| **Week 4** | - Chapter 7: Using Qualitative Techniques in Conducting Assessments  
- Chapter 8: Using Quantitative Techniques in Conducting Assessments  
- Chapter 9: Developing & Selecting Instruments  
  - Concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments | |
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<th>Date</th>
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<th>Assignments Due</th>
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<td></td>
<td>o Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations</td>
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<td>o Reliability and validity in the use of assessments</td>
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<td>Week 5</td>
<td>WORKING SESSION – No face to face class</td>
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<td>Week 6</td>
<td>• Chapter 3: Framing Assessment with the Highest Ethical Standards</td>
<td>Parts I (revised) &amp; 2 DUE</td>
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<td>• Methods of effectively preparing for and conducting initial assessment meetings;</td>
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<td>• Chapter 4: Measuring Individual Student Learning and Growth</td>
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<td></td>
<td>o Use of assessments in higher education relevant to academic/educational, career, personal, and social development</td>
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<td>Week 7</td>
<td>• Chapter 5: Program Outcomes and Program Review</td>
<td>Shaka visit</td>
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<td>o Use of multiple data sources to inform programs and services in higher education settings</td>
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<td>• Read - Equity and Assessment: Moving Towards Culturally Responsive Assessment</td>
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<td>o Ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results</td>
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<td>Week 8</td>
<td>• Chapter 6: Facilitating Data Collection and Management</td>
<td>Individual Assessment Current Issues Paper Due Class visit</td>
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<td>• Read – Assessment 2.0: An Organic Supplement to Standard Assessment Procedure</td>
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<td>Week 9</td>
<td>No Class, Spring Break Day</td>
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<td>Week 10</td>
<td>• Chapter 10: Assessing Student Campus Environments</td>
<td>Class visit</td>
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<td>o Use of environmental assessments and systematic behavioral observations</td>
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<td></td>
<td>• Read – Principles of Good Practice for Student Affairs</td>
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<td>• Read – Culturally Responsive Assessment 2.0: Revisiting the Quest for Equity and Quality in Student Learning</td>
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<td>Week 11</td>
<td>• Chapter 11: Assessing Quality through Comparisons</td>
<td>Class visit</td>
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<td>Date</td>
<td>Topics/Readings</td>
<td>Assignments Due</td>
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<td>Week 12</td>
<td>• Chapter 12: Getting Assessment Projects Started and Ensuring Sustainability</td>
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<td>• Chapter 13: Reporting Assessment Results and Bringing About Change</td>
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<td>Week 13</td>
<td>• Chapter 14: Developing a Culture of Assessment</td>
<td>Part III Due</td>
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<td>• Chapter 15: Taking a Look at Assessment in the Future: A Look Into Our Crystal Ball</td>
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<td>Week 14</td>
<td>WORKING SESSION to finalize presentation materials – No face to face class</td>
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<td>Week 15</td>
<td>Mini-Presentations to Class</td>
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<td>Week 16</td>
<td>Presentations to Campus – Time/Location TBD – presentations are given during business hours</td>
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<td>Week 17</td>
<td>Finals Week – No meeting</td>
<td>Submit Final Paper (with revisions) and presentation materials</td>
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