



Leadership for Diverse Communities

Master Syllabus in Compliance with CTC Standards 2001

COUN 201: Seminar in Multicultural Aspects of Counseling

Course Description:

This course is designed to familiarize the graduate student in counseling with a set of concepts and ideas regarding the challenging fields of counseling and therapy with American minority, immigrant, and/or refugee groups. Familiarity with counseling theories and techniques is advantageous, as is familiarity with minority, immigrant, and/or refugee groups through coursework and/or real life or work experiences. Theories and methods of interpersonal communication across psycho-cultural, social, class, gender, language and other related demographic dimensions will be presented and explored as will current research methods, findings, and their implications, both theoretical and applied.

Prerequisites:

COUN 174

Course Objectives

This course is designed to help students learn the process for becoming culturally competent and for unlearning cultural encapsulation. Discussion and assignments are designed to systematically develop the counseling student's knowledge, skills, and attitudes, which will enhance cross-cultural communication responsiveness and counseling abilities. In this light the following objectives are to be kept in mind:

1. **Become aware of your own cultural values, biases and ethnic identity.** The graduate student will explore personal attitudes, values and behaviors, as well as explore his/her own racial/cultural identity with respect to the culturally different client (CTC 3)
2. **Gather information and gain social/historical understanding regarding a selected non-mainstream, socio-cultural population in the United States.** The graduate student will gain knowledge of the varied social, historical, economic, political and psychological experiences of selected minority, immigrant and recent refugee groups in the United States of America. (CTC 2, 3, 23, 27)
3. **Apply counseling /psychological theory and data to cross cultural communication.** The graduate student will identify significant communication and relationship patterns that can impede or enhance the cross-cultural counseling interaction process. (CTC 2, 3, 11, 21)

4. **Review current literature** on methods and outcome studies in cross-cultural counseling and therapy (CTC 3)
5. **Apply strategies** for implementing culturally responsive counseling and therapeutic practices. (CTC 3, 27)
6. **Identify ethical and legal issues** relevant to counseling the culturally different (CTC 3, 6, 18)

Relevant Learning Outcomes

Upon successful completion students are expected to:

9. *Know the external* (i.e. social, historical, political, economic) *and internal* (i.e. psychological) factors that affect clients'/students' ability to function effectively
10. *Apply multicultural counseling theory and research to their practice* with students, children and families in school, community college, university, public/private agencies as well as other educational and social service settings
11. *Implement culturally responsive strategies* when counseling, consulting with, or advising students children and families in school, community college, university, public/private agencies as well as other settings

Required Readings

Sue, D.W. & Sue, D. (2008): *Counseling the culturally different: Theory and practice*, (5th.ed.). New York: John Wiley & Sons, Inc.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C: Author.

Other readings to enhance the course content will be distributed

Instructional Mode

Format for presentation of material will include lectures, vignettes, small and large group discussion, guest speakers and experiential activities.

Course Requirements (Assignments)

1. **Two Quizzes**

Quiz 1 – chapters 1-5 (15 points)

Quiz 2 – chapters 6-10 (15 points)

- a. Each quiz will consist of 25 multiple choice and short-answer questions
- b. Quizzes will be given online and will be available for one week

2. Major Paper - **Immersion/Emersion Project (35 points) (CTC8, 23, 31)**

This is a three part assignment to be done with a classmate:

Part 1: Data Collection and Analysis Summary (15 points)

Pair with another student. Bi-weekly for one hour, both of you will meet with this person and get to know him/her. **This person is not a client but someone whose cultural background you are getting to know.**

Content of paper

Develop a set of interview questions using the following as a guide:

Background of client

- a. Discuss the background of your informant.
- b. Compare and contrast your own background with that of your informant.
- c. Discuss two new things you learned from your informant.
- d. Discuss two challenges you faced at all stages of your interaction with your informant (e.g. contacting your informant, miscommunication, etc.)

Application of theories

- e. Apply theories addressed in class including those related to your specific client to what you learnt about your informant. Specifically, ask about the following: (a) affective and conceptual; (b) political; (c) identity development.

Relevant Counseling practice

- f. Elaborate on the *skills and resources* a counselor might need to communicate effectively with someone of a background similar to that of your informant.
- g. Discuss ways in which a counselor can *acquire the knowledge and skills to improve communication* with persons of a background similar to that of your informant.
Specifically, incorporate practice focusing on the following: (a) practice of multicultural counseling/therapy (b) social justice counseling /therapy

Part 2 Treatment Intervention (15 points)

Choose a mental health issue related to the experiences of clients of a similar background to your interviewee. This issue should address school counseling, rehabilitation counseling, or marriage and family concerns depending on your program specialization.

Develop a treatment intervention based on the healthy aspects of your client's cultural background.

Guidelines for this intervention are at the end of this handout

Part 3 Resource List (APA style) (5 points)

In addition to the treatment plan, provide a list of resources that will be helpful in understanding the experiences of the person you interviewed.

This list *should* include the following:

Literature (books, journals, magazines, newsletters, poems, short stories)

Personnel/organizations (churches, agencies, individuals)

Audio-visual (films, videos, music)

Electronic sites

Non-electronic sites (museums)

Format

APA style

Must be typed (Times New Roman or Arial, font size 12), double-spaced, 1.5 inch margins and edited for grammar and spelling.

8 pages (including references)

Please use headings listed above. Paragraphs should be well developed. Poor grammar, sentence structure and spelling will lower your grade.

3. Presentation (10 points)

4. Final exam (25 points)

- a. This exam will consist of 50 multiple choice and short-answer questions
- b. It will be online and available during finals week (Dec 13-17)

Evaluation	Pts
1. Quiz (chapters 1-5).....	15
2. Quiz (chapters 6-10).....	15
3. Major Paper - Immersion/Emersion Project.....	35
4. Presentation.....	10
5. Final Exam (chapters 11-26).....	25
Total...	100

School's Theme, Vision and Mission

Theme: **“Making a Difference in a Diverse Society: Leadership for a New Millennium.”**

Vision: The School of Education and Human Development is committed to developing the knowledge, skills and values for education leadership in a changing, diverse and technologically complex society.

Mission: The Mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity.

Philosophical Model and Knowledge Base

This course is a prerequisite for the graduate programs in Counselor Education. The course introduces students to the school theme by focusing on the foundation skills and concepts of counseling and their relevance to client group diversity. The model presented is that of the reflective, collaborative counselor and professional leader, one who is sensitive to the subjective reality of clients and who works with families, schools and communities to achieve individual, family, and community counseling goals. The course addresses the strengths and limitations of counseling theories and practices as they apply to diverse populations, including those with disabilities and different life-style orientations.

Policies

Attendance and Participation

Regular attendance and participation are expected. Attendance will be recorded at the beginning of each class. **Late arrivals will be recorded as absent.** If you arrive late it is your responsibility to inform the instructor at the end of class of your presence. Please contact me if you need to miss a session. If you fall behind in your studies or find that you are not doing as well as you expect on your assignments on any other aspect of your coursework, **please feel free** to talk with me.

Late Assignments

Assignments are due at the beginning of class. Late papers will automatically have the final score reduced by 5 points for each day that the assignment is late. **No assignments will be accepted four days after the due date unless** the instructor has been **informed in advance** of extenuating circumstances that may require assignments to be late.

Grading Policy

The university criteria, as outlined in the University Catalog, (pp.75-76) will be followed. Assignments will be graded according to the following scale:

<u>Grade</u>	<u>Criteria</u>
A=90-100%	“Excellent. Performance of the student has demonstrated the highest level of competence, showing sustained superiority in meeting all stated objectives and responsibilities, and exhibiting a very high degree of intellectual initiative.” <i>In addition, writing is free of technical and stylistic errors.</i>
B=80-89%	“Very Good. Performance of the students has demonstrated a high level of competence, showing sustained superiority in meeting all stated course objectives and responsibilities and exhibiting a high degree of intellectual initiative.” <i>In addition, there are some technical and stylistic errors and/or organizational problems.</i>
C=70-79%	“Satisfactory. Performance of the student has demonstrated a satisfactory level of competence, showing an adequate level of understanding of course objectives, responsibilities, and comprehension of course content.” <i>In addition, there are a number of difficulties with technical, stylistic errors and/ organizational problems.</i>
D=60-69%	“Unsatisfactory. Performance of the student has been unsatisfactory, showing inadequacy in meeting basic course objectives, responsibilities, and comprehension of course content.” <i>In addition, there are serious difficulties with technical and stylistic errors and/or organizational problems.</i>
F=below 60%	Fails to meet course objectives. Work at this level does not meet requirements for credit.

Papers will be evaluated according to content, effort, accuracy, and timeliness.

Policy on the use of Electronic Devices in the Classroom

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the program has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on “silent mode” upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered

to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

University Policies

Please click on the link and read very carefully

<http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements.doc>

Tentative Schedule of Classes

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Week	Date	Topic	Chapter Readings	Assignments
1	8/23	Course Orientation, Syllabus The multicultural journey to cultural competence: Personal Narratives	1	Complete readings before class Be prepared to share your own narratives
2	8/30	The Superordinate Nature of Multicultural Counseling and Psychotherapy	2	
3	9/6	LABOR DAY		
4	9/13	The Politics of Counseling and Psychotherapy Ethical guidelines in multicultural counseling	3	ACA Code of Ethics (B1; E5b; E5c; E6a; E6c; E8; F2b; F6b; F11a, b, c; G1g)
5	9/20	Sociopolitical Considerations of Trust and Mistrust	4	
6	9/27	Racial, Gender and Sexual Orientation Micro-aggressions: Implications for Counseling and Psychotherapy	5	
7	10/4	Barriers to Effective Multicultural Counseling/ Therapy	6	Quiz – Chaps. 1-5 (15%)
8	10/11	Culturally Appropriate Intervention Strategies; Ethical considerations	7	
9	10/18	Multicultural Family Counseling and Therapy	8	
10	10/25	Non-Western and Indigenous Methods of Healing	9	
11	11/1	Racial/Cultural Identity Development: Therapeutic Implications	10	
12	11/8	White Racial Identity Development: Therapeutic Implications	11	Quiz – Chaps. 6-10 (15%)
13	11/15	Social Justice Counseling/Therapy	12	
14	11/22	Minority Group Therapists: Working with Majority and other Minority clients	13	
15	11/29	Counseling and Therapy with Racial/Ethnic Minority Group Populations	14-20	Major Paper - Immersion/Emersion Project (35%) Due today Group Presentation (10%)
16	12/6 (last class)	Counseling and Therapy with Racial/Ethnic Minority Group Populations	21-26	Group Presentation (10%)
17	12/13	Final Exam Week		Exam – Chaps 11-26 (25%)

TOPIC PRESENTATION _____

NAMES OF PRESENTERS _____

DATE _____

INTRODUCTION	Not at all					Very/A lot
Was there an effort to <u>arouse interest</u> ?	1	2	3	4	5	
Was the outline helpful?	1	2	3	4	5	

PURPOSE						
Was the purpose of the <u>topic</u> <u>clearly stated</u> ?	1	2	3	4	5	

CONTENT						
Was the content <u>substantial</u> , well <u>structured</u> ?	1	2	3	4	5	
Was there <u>evidence of research to support</u> <u>claims made</u> ?	1	2	3	4	5	

CONCLUSIONS						
Were presenters' <u>responses to</u> <u>questions</u> helpful?	1	2	3	4	5	
Was the <u>summary</u> helpful?	1	2	3	4	5	

VISUAL AND OTHER AIDS						
Were the aids appealing?	1	2	3	4	5	
Were the aids relevant to the topic?	1	2	3	4	5	

Other Suggestions for Improving Future Presentations

_____ Evaluator (optional)

Guidelines for Treatment Intervention

- Choose a mental health or adjustment concern of a person from a background similar to the person whom you interviewed
- Briefly describe **the client and the concern**
- Develop a brief **Treatment Plan (4-5 sessions)** and include the following:

Establishing the relationship

1. How would you proceed to **establish a relationship**?

Assessment and Rationale

2. What **kind of assessment techniques** (standardized and/or non-standardized) would you use to acquire information about the client
3. Provide a **rationale for use of these assessment techniques**. Relate rationale to the identified problem/s.
4. What specific information would **you want** to collect?

Treatment techniques

5. Based on this information, which **treatment technique/s** would you use?
6. Give a **detailed account** of this/these techniques **and the theoretical basis** for it.
 - a. Day 1
 - b. Day 2
 - c. Day 3
 - d. Day 4
 - e. Day 5

Goals and outcomes for counseling

7. State your **goals for counseling**.
8. In the brief time that you have with the client, state the **behavior changes** you expect to see.

Preparing client and Procedures

9. How would you **prepare the client** for this intervention?

Problems anticipated and Solutions

10. What are some **problems you anticipate** in the course of the treatment?
11. How would you **address these problems**?

Termination and follow-up

12. How would you **prepare the client for termination** of counseling?
13. How do you plan to **follow up** with your client?

2009 CACREP Standards relevant to multicultural counseling

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
 - a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
 - b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
 - c. theories of multicultural counseling, identity development, and social justice;
 - d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
 - e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
 - f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

COUN 202 SEMINAR IN GROUP PROCESS - 3 units
Master Syllabus in Compliance with CTC Standards 2001

PREREQUISITES: Have taken and passed Coun 200: Counseling Techniques

COURSE DESCRIPTION

This course is a combination of didactic and experiential activities. Students are exposed to various theories of group work, the basics of group process, and professional and ethical issues involved in group counseling. The goal of the course is to provide an integration of concepts and skills. **This course is designed to ensure that students develop the following dispositions: reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning in the area of group counseling.**

REQUIRED TEXTS

Corey, M. S., Corey, G., & Corey, C. (2010). *Groups: Process and practice (8th Ed.)*. Belmont, CA: Brooks/Cole.

RECOMMENDED TEXT

Group Exercise book

SUGGESTED TEXT

Greenberg, K. R. (2003). *Group counseling in K-12 schools. A handbook for school counselors*. Boston: Pearson Education, Inc. **(For School Counselors)**

Yalom, I. D. & Leszcz, M. (2005) *The Theory and Practice of Group Psychotherapy* (5th Ed.). N.Y.: Basic Books **(especially for those in MFT & Rehab Programs)**

OBJECTIVES

1. The student will identify principles of group dynamics including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work **(CTC 9; CACREP IIG6a)**.
2. The student will describe group leadership styles and approaches including characteristics of various types of group leaders and leadership styles **(CTC 9; IIG6b)**.
3. The student will describe theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature **(CTC 27; IIG6c)**.
4. The student will describe group counseling methods including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness **(IIG6d; IIG5b&c)**.
5. The student will have direct experiences by participating as a group member in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term **(CTC9; IIG6e)**.
6. The student will identify approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups. **(CTC 9)**

7. The student will identify how group counseling in a school setting helps students overcome barriers to learning (CTC 26).
8. The student will describe how core conditions and appropriate techniques are used to establish effective interpersonal communication within groups (CTC 9, 13, 21).
9. The student will do a search of the scholarly literature on conducting group counseling with a selected population and/or selected theory (CTC 3).
10. The student will identify approaches used in working with persons from varied social, ethnic, and cultural diversity groups, including people with disabilities (CTC 3, 9, 11, 13) and evaluate attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster understanding of self and culturally diverse clients (IIG2b &d).
11. The student will identify counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.
12. The student will identify ethical and legal issues related to group work and the professional standards for group leaders.
13. The student will describe the standards from the Association for Specialists in Group Work (ASGW) of the American Counseling Association (ACA).
14. The student will participate in a group experience and will apply theory to practice and participate fully in the process of group work (CTC 9, 13).

EVALUATION

Take Home Exam	300points
Reflection Paper	300 points
Research Paper	300 points
Attendance and Participation *	100 points
Total Points	1000Points

* You must attend all classes and be on time for both segments of the class to get the full 100-points. After 2 absences, points will drop by 10 points for each absence. Tardiness will result in points taken off for participation as well. If you weren't in the class, you didn't participate. You will not pass the course if you miss 4 or more classes (whether excused or not) due to the in-class experiential component of the course.

ASSIGNMENTS

I. Blackboard (BB)

The course syllabus, lectures, some reading assignments (H/O) and all assignments will be on Blackboard. I will use Blackboard for announcements such as updates and cancellation of class or office hour when needed. *It is up to you to make sure the most current information is on Blackboard.* **MAKE SURE YOU KNOW HOW TO USE BLACKBOARD.** View the blackboard tutorial guide link I included in one of the announcements. Call the digital campus office if you need further guidance at 278-7000.

II. Chapter Readings/Class Participation

Since this class is a seminar class, it is imperative that you keep up with the readings. The lectures on blackboard summarize the main points and/or elaborate key points from the

textbook and other relevant sources. Class time will be spent discussing and elaborating on reading materials. Active participation is expected. (NCATE 1.2). If you're not in class due to absence or tardiness, you will lose points for participation.

III. Group Research Paper

You will do a group research paper on either an aspect of group counseling or a particular theory of group counseling. Get into groups of 3 or 4 individuals from your program. Aspects include (for MFT and Rehabilitation students) but are not limited to: Group counseling with children/adolescents/the elderly; multicultural issues in counseling; group counseling for substance abusers, etc. *MFT Students should gear their papers to the use of groups in the marriage, and family therapy field and rehabilitation counseling students should gear their papers to the use of groups in rehabilitation counseling.* Theories include but are not limited to: psychoanalytic groups, humanistic groups, behavioral groups, etc. ***Students in the M.S. Counseling and Student Services K-12, and Pupil Personnel Services Credential will do a research paper on using groups with students (any age) in an educational setting to reduce barriers to learning. CTC 3, 26, NCATE 1.2, 1.5, 1.8.***

The whole group turns in one research paper, but each of you is to write a reflection paper on the process of writing the group paper. How was the process from beginning to end? What ingredients are needed to complete a group paper? Which ingredients did your group have and which were missing? Which of these ingredients do you think might be needed in a group counseling session and why? Were there any conflicts and why?

Your grade reflects the quality, completeness, and promptness of your assignments. The Research paper should be in formal writing and include the following.

- **Must be in APA format (including Title Page with Running Header, Abstract, Body of Paper, and References.)** Be sure to check the current APA Publication Manual for examples of how an APA paper looks like. It is to be free of spelling and grammatical errors. You should use headings (APA style) to divide sections of the paper.
- **Research Paper should be double-spaced, 12 point type.**
- Please make sure I approve of your research topics.
- **MAKE SURE YOU UNDERSTAND WHAT CONSTITUTES PLAGIARISM. (I will spend some time in class going over this.) PLAGIARISM WILL RESULT IN A ZERO FOR THE ASSIGNMENT AND AS A GRADUATE STUDENT YOU CAN BE EXPELLED FROM THE PROGRAM.**

IV. Take Home Exam

This is an open book, open note take home written exam. Exam will be given a week before it's due. Each student should complete his/her exam individually and adhere to the university's honor code and cheating and plagiarism policies.

V. Reflection Paper

Examine personal awareness and reactions to readings, class discussions, and activities with respect to insights about oneself:

Summarize your reactions to the class group experience. **CTC 3, CTC 26** (These are the groups held during the second part of class.) You will answer the following questions using both personal experience and *concepts from text and class lecture*:

- What did you learn about yourself from participating in this group?
- What specific attitudes and behaviors could either help or hinder you as a group leader?
- Review your personal goals that you identified at the first session and assess the degree to which you have met these goals. Where might you want to go from here?
- What are some of ***your potential*** countertransference issues that may have surfaced? Think of countertransference **broadly**, such as feelings that may have come but were NOT expressed. How come?
- What are some specific skills that **you** acquired that will be useful to you as a group leader? How about as a group member?
- What did you learn about group process (i.e. the stages) from participating in this group?
- How would you describe the personality of your group?
- Anything else that you have learned from this experience that will help you in leading a group in the future?
- What stages did your group go through? What turning points characterized your group?

Course Schedule

The class will be divided into three sections. a) Discussion of readings and techniques—roughly during 1st 1.5 hour, b) Group Experience—2nd hour, and c) Processing of Group Experience—3rd hour. All students will be a part of a self-growth group/process analysis group. You will also lead at least one of the group sessions. This self-growth group is for you to gain experience as a group participant. It is vital for anyone who intends to lead a group to also know what it's like to be in a group. You are expected to participate and to share as much of yourself as feels comfortable. The more you know about yourself intrapersonally and interpersonally, the better a counselor you will be. **THIS IS NOT A THERAPY GROUP ALTHOUGH IT CAN BE THERAPEUTIC. STUDENTS WILL CHOOSE GOALS TO WORK ON SUCH AS STRESS REDUCTION, BE MORE ASSERTIVE, ETC. THE CLASS WILL BE DIVIDED INTO 2-3 GROUPS.** The instructor and teaching assistance(s) will be observing and supervising these groups. **(CTC 9, 26)**

Note: Lectures and Blackboard (BB) readings will be on Blackboard. Lectures will be posted in “Lecture” tab and readings (H/O) will be in the “Course Document” tab.

Week	Topic	Required Readings/Assignments
1/27	Syllabus/Basics Techniques * Group1: Forming groups and setting goals * Sign up for group paper	-Blackboard (BB): Basic Techniques & H/01

2/3	Types of Group Theories *Group2	-Ch.1 BB: Rogerian and Cognitive Behavioral Groups
2/10	The Group Counselor *Group3	Ch.2
2/17	Screening/Pregroup/Forming Group Initial Stages/Norms *Group4	Ch. 4 Ch. 5 BB: H/02, 3, 4
2/24	Here & Now Focus DVD on initial stage *Group5	Ch. 5 continues;
3/3	Ethics/Legal/Plagiarism *Group6	Ch.3 BB: ASGW Link ACA Ethics Code H/O 10, 11, 14
3/10	Transition Stage /DVD *Group7	Ch.6 BB: H/05,6,7 Research Paper Due
3/17	Working Stage & DVD on Working Stage (1 st Program on DVD) *Group 8	Ch.7 BB: H/05,8
3/24	Final Stages/ DVD on final stage *Group9	Ch.8 BB: H/05,9
3/31	Spring Break—No Class	No class
4/7	DVD on Final Stage Dealing with Difficult behaviors (Challenges Facing Group Leaders) *Group 10	Exam Given Out on blackboard
4/14	Activities on Blackboard	No Class
4/21	Groups for Children *Group11	Ch.9 Exam Due
4/28	-Groups for Adolescents. Group 12	BB: H/O 12,13 Ch. 10
5/5	Groups for Adults *Group13: Discuss termination	Ch. 11
5/12	Groups for Elderly Class Eval.	Ch. 12

	Group 14: Discuss goals reached and left over issues	
5/19	Final Paper Due	Reflection Paper Due

The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

Important note on assignments:

All papers/assignments are due at the beginning of class or at the time specified (see attached calendar). *Late papers/exams/assignments* will automatically have the final score reduced by one letter grade for each *day* (not class meeting) that the paper is late. No papers will be accepted 4 days after the due date without prior permission from the professor. In case of emergencies, the professor should be contacted as soon as possible to discuss alternative arrangements. Please note, computer and work related difficulties are not considered personal emergencies: Plan accordingly!!

Students with Disabilities: If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor immediately. Reasonable efforts will be made to accommodate your special needs. *Documentation of recommendations for accommodations from the Student Services Office should be submitted by the end of the second week of class to allow the instructor reasonable time to make accommodations.* Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Policy on Cheating and Plagiarism: Cheating and plagiarism will not be tolerated. Students are responsible for familiarizing themselves with University policies regarding cheating and plagiarism, which are stated in the current University catalogue. Additionally, student should refer to the Ethics Codes of the ACA, CAMFT, and AAMFT for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism, students can refer to the *APA Publication Manual*.

Honor Code

Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. You should:

- a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

For more details, please review the 2008-2009 University General Catalog, page 20 for a more detailed text related to the Honor Code.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Policy on the use of Electronic Devices in the Classroom (Adopted by the Counselor Education Program, 12-11-07): Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on "silent mode" (not "vibrate mode") upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

School of Education and Human Development	
Theme	Making a Difference in a Diverse Society: Leadership for a New Millennium
Vision	The School of Education and Human Development is committed to developing the knowledge, skills, and values for education leadership in a changing, diverse, and technologically complex society.
Mission	The mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity.

Selected References:

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COURSE OUTLINE

California State University – Fresno
Seminar in Assessment and Counseling
(COUN 203) – 3 units

Master Syllabus in Compliance with CTC Standards 2001

PREREQUISITES:

Pre-requisites for COUN 203: Complete one of the following courses, ERA 153, PSYCH 143, 144, SWRK 176(171), PH 202, DS 123 with a C grade. Course open to post-baccalaureate students only.

WHAT YOU WILL NEED TO PURCHASE FOR THIS COURSE:

The required reading will be discussed during class. Handouts will be distributed during presentation of topics.

Required: Whiston, S. Principles and Applications of Assessment in Counseling (third edition).

Belmont, CA: Brooks/Cole, 2009.

COURSE GOALS AND PRIMARY LEARNING OUTCOMES (OBJECTIVES):

The course is designed to help students:

- 1) Identify the effect of **cultural factors and ethnic factors** upon academic assessment and achievement. (CTC 3, 5, 11, 23; CACREP IIG7f)
- 2) Compare and contrast group testing, state mandated testing and other large scale assessment programs as they apply to **academic, career, and personal counseling**. (CTC 17)
- 3) Students will be able to describe methods and theories related to emotional, intellectual, and physical characteristics of **typical and atypical pupils, including limited English proficient students**. (CTC 2, 5, 11, 25; CACREP IIG7f)
- 4) Apply **ethical, legal, and professional standards** using testing instruments. (CTC 18; CACREP IIG7g)
- 5) Identify appropriate research methods and procedures used to carry out investigations in **educational and psychological settings**. (CTC 30; CACREP IIG7b)
- 6) Develop an awareness of assessment procedures as part of the process of **early identification of learning problems**.
- 7) Students are able to **interpret test results** to individual clients, parents, teachers, administrators, and other interested parties. (CTC 2, 27, 30)

Understand basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and

inventory methods, psychological testing, and behavioral observations (CACREP IIG7b)EXAMINATIONS AND

Assignment:

Candidates will be given **laboratory experience with the following test instrument:** Hopkins Verbal Learning Test (CTC 4)

Candidates' understanding of the whole situation involving a person is demonstrated through their write up of **a psychological report which includes interpretation.** (CTC 8)

Candidates are required to meet with a peer in class to gather background information, behavior of the peer during **testing, test results, summary, and conclusion,** and then compile **a psychological report** on the peer (CTC 31)

Topics

Historical perspectives in assessment

Types of educational and psychological appraisal (CTC 4)

Types of assessment used in these major areas: school, rehabilitation counseling, MFCC (marriage and family counseling) settings, and clinical settings

Validity: Content, construct, and concurrent and predictive criterion types

Reliability: Four major methods

Major appraisal methods including: environmental, individual tests and inventory methods, behavioral observations, and computer assisted methods

Measures of central tendency and standard scores, scales of measurement, variability, and correlations

Ethical and legal considerations for use of assessment data

Cultural diversity and critical pedagogy

Communicating test results to individual clients, parents, teachers, administrators, and other interested parties (CTC 30)

Theoretical Bases for Assessment, including Learning Styles and Developmental Stages of Children (CTC 19)

MAJOR ASSIGNMENTS:

Students will be evaluated for their class participation, written assignments and performance on examinations.

Points for the course can be accumulated in the following manner:

Midterm examination:	100 points
Final examination:	100 points
Project report:	100 points
Total possible points:	300 points

Evaluation criteria:

270 – 300 points:	Excellent
240 – 269 points:	Satisfactory
200 – 239 points:	Marginal
Below 200 points:	No credit

Extra credit points will be assigned at a value agreed upon prior to completion of any assignment.

Course examination:

Two examinations – Midterm (10-21-10) and Final (12-16-10) will be given. Each exam will be comprehensive in nature over the materials covered in the book and in class from the previous exam and will equal 100 points. The exams will be multiple choice and/or vignette diagnosing and fill-in responses. Students unable to take the exam on the designated date must make arrangements with the instructor.

Lectures:

Lectures will be related to the readings, but will not follow them exactly. I will often include information in lecture that is not in the book and when it is important, it will appear on tests. In other words, make sure you listen to the lectures and do the readings. Anything in either is “fair game” for a test. In accordance with University policy, roll will be taken each week.

Study Expectations:

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 6 hours outside of class each week. Some students may

need more outside study time and some less.

For free tutoring on campus, contact the Learning Center in the Peters Building Annex Trailers (phone 278-3052 or visit www.csufresno.edu/learningcenter).

Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

COURSE POLICIES & SAFETY ISSUES:

Plagiarism Detection. The campus subscribes to the Turnitin.com plagiarism prevention service, and you will need to submit written assignments to Turnitin.com. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the Turnitin.com process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin.com Originality Reports **WILL NOT** be available for your viewing.

UNIVERSITY POLICIES:

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center Room 5 (278-2811).

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- d) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- e) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- f) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their

intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

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Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

Digital Campus course web sites contains material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted,

transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

TENTATIVE COURSE SCHEDULE: (subject to change)

WEEK 1	Aug 26	Introduction. Course syllabus. Overview of course requirements. Issues related to assessment and the use and misuse of appraisal procedures and outcomes.	Syllabus Whiston: Ch 1 Observe and assess
WEEK 2	Sept 2	Go over assignment. Current issues in assessment and testing. Basic Assessment	Whiston: Ch 1 & 2
WEEK 3	Sept 9	Measurement Concepts: Reliability	Whiston: Ch 3
WEEK 4	Sept 16	Measurement Concepts: Validity	Whiston: Ch 4
WEEK 5	Sept 23	Assessment of diverse populations. Multicultural context. Individuals with disabilities	Whiston: Ch 15
WEEK 6	Sept 30	Test selection considerations. Usefulness of tests in clinical/academic settings. Selecting assessment and test instruments. Interpreting test results	Whiston: Ch 5
WEEK 7	Oct 7	Initial assessment. MSE. Intake interview	Whiston: Ch 6
WEEK 8	Oct 14	Achievement and Aptitude. Discuss midterm.	Whiston: Ch 8
WEEK 9	Oct 21	Midterm exam	
WEEK 10	Oct 28	Intelligence and abilities testing: What are we measuring? Clinical uses of Wechsler Scales WAIS-IV presentation	Whiston: Ch 7
WEEK 11	Nov 4	Measuring personality. The Onion Model. Psychological and personality inventories	Whiston: Ch 10
WEEK 12	Nov 11	No class - Veteran's Day	
WEEK 13	Nov 18	Marriage and Family Counseling Issues in diagnosis	Whiston: Ch 11 Whiston: Ch 12
WEEK 14	Nov 25	No class – Thanksgiving	
WEEK 15	Dec 2	Last day of Class Ethics and legal issues Review/prepare for final and Project Report Due	Whiston: Ch 14
WEEK 16	Dec 9 and 10	No Class FACULTY CONSULTATION DAYS	
WEEK 17	Dec 16	FINAL EXAM	

Counseling Through the Lifespan COUN 206 ~ 3 units
California State University Fresno Fall, 2010
Master Syllabus in Compliance with CTC Standards 2001

Course Description

Explores developmental issues and life events from infancy through old age and their effect upon individual, couples and family relationships. The impact of gender, race, ethnicity, class and sexual orientation on developmental process is explored.

Departmental Objectives for Counseling 206:

This course is designed to enable students to do the following:

1. Understand and discuss the theories and counseling process relative to various developmental stages for both individuals and families across the lifespan. (CTC 21)
2. Understand theories of learning and personality development.
3. Understand the relationships between the biological (including neurobiological), psychological, familial, and sociological (including community wellness and resilience models; contemporary family systems; premarital, parenting, & relationship enhancement models; and family life-cycle) components of human and family development.
4. Identify the limitations of traditional developmental models with respect to ethnic, cultural, and special populations (including people with exceptional abilities and disabilities). (CTC 6, 18)
5. Become better acquainted with research literature regarding development and be able to engage in discussions regarding normal and dysfunctional behavior on this basis. (CTC 2, 11, 23, 30)
6. Identify the effects of family dynamics, family life cycle events, and socioeconomic factors within a developmental and multicultural framework. (CTC 2, 3, 5, 7, 11, 27)
7. Address issues of crisis, trauma, & disaster recovery as they pertain to development

8. Address issues of addiction (including intervention and treatment) as they pertain to development.
9. Apply principles and concepts presented in class to personal development.
10. Apply ethical principles and concepts to developmental counseling. (CTC 6, 18)

Required Texts

Broderick, P.C. & Blewitt, P. (2010) The life span: Human development for helping professionals. 3rd Edition. Upper Saddle River, New Jersey: Merrill/Prentice Hall ISBN: 0137152477

Course Requirements(Assignments)

- Thorough reading and analysis of all assignments
- Class participation & attendance
 - Thoughtful participation in class discussions
 - It is expected that you will have read the readings for the week and come prepared to discuss them.
 - Come prepared to class to discuss the cases at the end of each chapter and be able to identify the relevant Lifespan or Counseling issues.
 - Since there will be considerable in-class learning experiences, attendance is vital. Two or more absences will result in incremental grade reduction. Credit will be given for classes attended in full.
 - If there is a serious health crisis or other emergency that will require your missing class, please contact me.
 - Refer to the Scoring rubric for Class Participation on Blackboard.
- 3 written assignments. (CTC 29, 31)

General formats for each assignment will be provided. All written assignments need to be graduate level quality.

1. Observation of a child and write-up.
 2. Interview with an adolescent and write up
 3. Life Events Interview and Write-up with an individual who is at least 50 years old
- Due dates for assignments are listed on the course outline. After that time, they are considered late and will result in the loss of a 10 percentage points for each week the assignment is late.
 - 2 exams on the text, lecture and presentation information, with objective and essay items.
 - Class presentation

In groups of 4 or 5 students prepare a presentation on a topic related to course content. Presentations should allow 10 minutes for each student and will be the last 3 weeks of class.

- ❑ Present the class clear and accurate information, that is the result of your in-depth research on your selected topic
- ❑ Present material so it engages students in thinking about the relevant developmental issues and how that would be relevant for counseling.
- ❑ Present information and supplemental materials [like handouts] to assist students in understanding the material more completely and helping them answering test questions on your topic area.
- ❑ If you use Internet resources, make sure they are credible.
- ❑ Just a reminder, your presentation needs to incorporate various research information and be written by you.
- ❑ Make your presentation as interesting and relevant as possible.
- ❑ Submit 2 multiple choice questions requiring critical thinking about your subject area. One of these questions might be included in the final exam.
- ❑ By **9/16/10** submit your proposed topic and your plan for presenting it to the class.
- ❑ By **10/14/10** submit your finalized topic outline and group membership & list of references.

Evaluation of the class presentation will be based on

Quality & comprehensiveness of the information provided	60 %
Organization and clarity of the presentation	20 %
Quality of supplemental materials	10 %
Involvement or level of interest for class members	10 %

Basis for Course Evaluation

	Test 1	20%
	Test 2	20%
	Class Presentation	20%
	Written Assignments	30%
	Class participation	10%

Course Schedule

	Date	Topics for Lecture & Discussion* CTC 19	Assignment Due
1.	8/26	Introduction Models of Lifespan Development	Check every week with Blackboard for announcements, class outlines & study guides http://blackboard.csufresno.edu Use your CSUF login & password
2.	9/2	Major Issues in Development Epigenesis Prenatal considerations	Broderick ~ Chapters 1 & 2
3.	9/9	Brain Development Cognitive Devp & Theories of Learning Language Development Emotion, Attachment & the Brain	Broderick ~ Chapters 3 & 4
4.	9/16	Attachment Emerging Self, Personality Devp Socialization Parenting Models	Broderick ~ Chapter 5 Due ~ Proposed Topic Selection for Presentation
5.	9/23	Middle Childhood Cognitive & Social Self-Efficacy & Resilience	Broderick ~ Chapters 6 & 7 Due ~ Paper #1
6.	9/30	Gender Identity Peer Relationships	Broderick ~ Chapter 8
7.	10/7	Test I – Chapters 1-8	
8.	10/14	Adolescence Cognitive & Emotional Devp Addictions, High Risk Behaviors	Broderick ~ Chapters 9 & 10 Due ~ Final Topic Outline & Group List
9.	10/21	Adolescence Young Adults ~ Work	Broderick ~ Chapters 11 & 12
10.	10/28	Relationships – establishing, maintaining, dissolution Middle Adulthood Living Well – stress, trauma & coping	Broderick ~ Chapter 13 & 14 Due ~ Paper #2
11.	11/4	Late Adulthood, Aging Brain Death & Dying Presentations	Broderick ~ Chapter 15
	11/11	Veteran's Day - Campus Closed	
12.	11/18	Presentations	Due ~ Paper #3
	11/25	Thanksgiving - Campus Closed	
13.	12/2	Presentations	
14.	12/16	Test II – Chapters 9-15	1:15 – 3:15

Course Methods

Lecture, class & small group discussion, video analysis, student presentations

Communications & Assistance

The best way to contact me is via email. alewis@csufresno.edu **Put COUN 206 in subject line.**

If you need any special assistance or accommodation, please contact me early in the semester.

If you are having trouble understanding the material or with any of the assignments please contact me as soon as possible. Alternatives are very limited late in the semester

Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

University Notices

<http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements.doc>

Department of Counseling & Special Education, CSU, Fresno
COUN 208 Practicum in Counseling - 4 units
 Master Syllabus in Compliance with CTC Standards 2001

Course Description

This course offers supervised counseling experiences for students to develop skills in building counseling relationships by applying theories of counseling in sessions with volunteer clients. Students will identify counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills. Students will develop an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Students will receive feedback regarding their counseling skills from the instructor, student interns and peers. Furthermore, students will practice supervisory skills by providing constructive and respectful feedback to peers. This process will facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries. Ethical/legal aspects of counseling practice will be addressed. There will be two hours of seminar and four hours of lab practice every week. The seminar will cover issues that may enhance or compromise therapeutic alliance and/or counseling skills. Lab activities will include conducting individual counseling sessions, observing peers, reviewing audio and videotaped sessions and case consultation.

Course Objectives (Learning Outcomes):

1. Students will apply theory to practice in a counseling relationship with clients from diverse backgrounds including ethnic, cultural and life-style differences.
 - a. Students will increase their sensitivity to the needs of special populations.
 - b. Students will be able to integrate this sensitivity with their personal counseling style. (CTC 3)
2. Students will engage in a personal assessment of attitudes and behaviors that both strengthen and undermine their therapeutic alliance with clients and will initiate the necessary corrective action.
3. Students will understand and apply the legal and ethical principles that govern the counseling profession as prescribed by the ACA and related entities.
4. Students will recognize and apply the core-conditions of a therapeutic relationship with clients and peers.
5. Students will recognize and seek consultation (with instructor) when confronted with "crisis", "safety," "legal" and "ethical" issues presented by their client(s).
6. Students will submit case write-ups that are clear, accurate and deemed to be appropriate by the instructor.

Required Textbooks:

Each student must purchase a COUN 208 Practicum Handbook.

Each student must have his/her counseling techniques text used in Coun 200.
Each student must have a copy of the ACA ethical guidelines.

During the semester there may be publications made available to you that are particularly relevant to skill development and ethics. You will be provided hard copies or a reference to the sources.

Prerequisites

This course is open to classified master's degree and PPS students only. Enrollment in 200-series courses is limited to those who have met graduate degree program admission requirements. Students must have successfully completed COUN 200 before enrolling in this class.

Course Requirements

For detailed guidelines, refer to the Handbook for Practicum in Counseling.

1) Attendance

The experiential nature of the class makes attendance very important. If your absence is unavoidable, you must notify the instructor and contact your client(s) prior to class.

- 2) **Do not miss appointments** with clients. It is extremely important that you do not miss appointments. If your absence is unavoidable, you are responsible to contact your client in a timely manner and notify your instructor.

Assignments 3-6 complies with CTC 3, 4, 8, 31

3) Direct counseling:

Each student will be required to function as counselors in a minimum of sixteen 40-minute sessions that are taped and critiqued.

4) Observation and critiques:

Each student will be required to observe and critique a minimum of 20 counseling sessions of peers. After the observation, the observer and counselor should plan to meet for at least 10 minutes to exchange both verbal and written feedback.

5) Group discussion:

Students will participate in group discussion about issues that may enhance or compromise therapeutic relationship and/or counseling skills.

6) Documentation and record:

Students will maintain a Progress Folder which includes: case write-ups, progress notes, typescripts, activity log, counselor evaluation reports, observation rating forms, legal documents such as client application for counseling, and release forms. At the end of the semester, all documentation and record will be submitted to the

instructor. Case write-ups, progress notes, and case summaries are due one week after counseling sessions were provided.

7) Taping Sessions:

All counseling sessions will be audiotaped and a minimum of two sessions will be videotaped. Students should purchase memory device to download recorded sessions. Students are responsible for deleting all files at the end of the semester.

8) Professional behavior:

Students will maintain a strict degree of confidentiality as outlined in the ACA Code of ethics. Client problems and strategies will NEVER leave the confines of the laboratory or other designated areas of discussion.

9) Liability insurance:

Students must furnish proof of liability insurance coverage to the instructor.

10) Web-enhanced class:

This is a web-enhanced class. Students are required to use Blackboard to download documents for use in this class.

11) Keeping copies of all submitted work:

Students are required to keep a copy of all submitted work or returned work until grades are posted.

Grading

1. Counseling competency (70 points)

Counseling competence includes the demonstration of the following behaviors: structuring the initial session with clients in a relaxed, confident, and organized manner; conveying the core conditions (empathy, respect, warmth, genuineness, concreteness, self-disclosure, confrontation, immediacy); appropriate movement through stages of counseling process (clarification of the problem, understanding and goal setting, facilitating action); appropriate structuring of the closing of a session; appropriate termination of the counseling relationship; good time management, and use of silence; identifying countertransference and transference issues. The skills described above should be evident for students to receive Grade B or above.

63-70 points: Grade A level of competency refers to a consistent demonstration of core conditions at or above level 4 on the Carkhuff scale.

63-70 points: Grade B level of competency refers to a consistent demonstration of core conditions at level 3 on the Carkhuff scale.

Consistency refers to the demonstration of a certain level of skills throughout each session and from session to session.

2. Group participation (15 points)

Group participation refers to students contributing to class discussion by raising questions or concerns, sharing personal feelings and ideas, giving feedback to peers, respecting different opinions, allowing peers an opportunity to talk, contributing to a positive, mutually supportive class atmosphere.

- 13.5-15 points: Students who demonstrate such qualities in almost every group meeting.
- 12-13 points: Students who demonstrate the above-mentioned qualities regularly.
- 10.5-11.5 points: Students who seldom demonstrate the above-mentioned qualities.

3. **Documentation and record (15 points)**

Documentation should use writing style at a professional level. All written work should be submitted according to schedule, and proofed for spelling, grammar, and punctuation. Written work with frequent errors in language and/or insufficient account of counseling sessions will be returned for revision. For revised work, the final points will be an average of points given to the original submission and the revised submission. Overall points for documentation for course grade will be the average points of all submitted work.

	0-2 points	3-4points	5 points
Language	Frequent errors in spelling, grammar, sentence structure that make reading difficult and interfere with comprehensibility	Minor errors which do not interfere with comprehensibility	Essentially error free in terms of mechanics.
Content	6-7 points	8-9 points	10 points
	Description of counseling sessions covering basic information required	Thorough account of counseling sessions with some insightful reflection	Thorough account of counseling sessions with much insightful reflection

4. **Professional/ethical behavior**

Professional/ethical conduct includes but is not limited to: full attendance at class, not being late or leaving early, professional attire, and adherence to ethical and legal principles of the counseling profession.

Professionalism is the bedrock for successful course completion and successful work with clients. In order to earn a passing grade, students must complete the course assignments AND operate at the professional level described above. If you are experiencing difficulties, it is your responsibility to arrange a meeting. If you are asked to meet with the instructor, it is your responsibility to schedule an appointment with the instructor.

If a student is found to be demonstrating unethical/unprofessional behavior, immediate corrective action must take place. If inappropriate behaviors persist, the student will be removed from class with a failure grade.

Letter grade will be determined by the following breakdown of total points:

Grade A: 90 points & above
 Grade B: 80-89 points
 Grade C: 70-79 points
 Grade D: 60-69 points
 Grade F: 59 points & below

Students will receive feedback from the instructor on an ongoing basis and also at mid-term and final evaluations. Anyone receiving a C or below will be asked to repeat this Practicum, after appropriate remedial actions are taken.

Kremen School of Education and Human Development
Leadership for diverse communities
The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. Integration of educational technology and performance assessment is essential to all programs.
The mission of the Kremen School of Education and Human Development is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

CTC Standards

This course develops and assesses candidates for the PPS-School Counseling Credential in accordance with the following CTC Standards:

CTC #3: This course provides experiences directed toward the improvement of candidate's ability to communicate with clients of all ethnic, racial and cultural diversity groups and be involved in the necessary activities toward solution of identified problems.

CTC #4 and # 31: The abilities of candidates to assess a client, the counseling process, and themselves as counselors are developed in this course through a series of activities: providing individual counseling, observing and critiquing of peers in counseling, critiquing of tapes, writing reflection journals, and writing reports and progress notes on counseling sessions

CTC # 6 & 18: Students will understand the professional code of ethics of the American Counseling Association and be able to incorporate those ethical standards into the counselor's behavior

CTC #8: Candidates are given supervised, on-campus counseling experiences with selected clients. While candidates work on developing their counseling skills, they are also helped to gain understanding

of how their own self concept and issues may influence their counseling competence. This is accomplished through receiving feedback from instructors and peers, reviewing tapes of their counseling sessions, and maintaining a personal journal throughout the semester. These journals are designed to help candidates gain insight into themselves and what personal characteristics facilitate and/or hinder their counseling abilities. Candidates write reports summarizing their assessment and understanding of the clients' self concept, world view, nature of problems, and decision-making behaviors.

CTC 17, 18: Professional identity is developed through conducting counseling services in the capacity of a counselor and reflecting on their practices.

NCATE 1.6 Professional Dispositions:

This course supports the development of the following professional dispositions among students: critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning.

Students will demonstrate these dispositions through their class discussions, written assignments, and case studies. Students will be given feedback on their development of these dispositions as an ongoing process and through a written evaluation sheet at the end of the semester.

Course Policies

For information on the University's policy, refer to the Schedule of Courses or the University Catalog (Policies and Regulations) or visit

http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Changes This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Tape-recording: No tape-recording of lecture without prior permission.

Visitors: Students should not bring visitors or guests without prior permission.

Policy on the use of Electronic Devices in the Classroom (Adopted by the Counselor Education Program, 12-11-07):

Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on "silent mode" upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in such cases

your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.). The use of an open computer for activities such as instant messaging, chatting, social networking (myspace, facebook, etc.), shopping, bidding, surfing, e-mailing, etc., are strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the University Policy on Disruptive Classroom Behavior and will be subject to disciplinary action.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the University Center Room 5 (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn,

respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

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reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Suggested Readings

- Bugental, J.F.; (1987). *The Art of the Psychotherapist*. WW Norton & Co.: New York.
- Carkhuff, R. R. (1967). *Helping and human relations: A primer for lay and professional helpers*. NY: Holt, Rinehart & Winston.
- Carkhuff, R. R. (1983). *The art of helping*. (5th ed.) Amherst, MA: Human Resource Development Press.
- Corey, M.; Corey, G. (1989). (2nd ed.) *Becoming a helper*. Pacific Grove, CA: Brooks/Cole.
- Ivey, A. (1972). *Microcounseling: Interviewing skills manual*. Springfield, IL: Charles C Thomas.
- Martin, D.G.; Moore, A.D. (2003). *First steps in the art of intervention*. Pacific Grove, CA: Brooks/Cole.
- Pederson, P. (1988). *A handbook for developing multicultural awareness*. Alexandria, VA: American Counseling Association.
- Pedersen, P.; Drguns, J. ; Lonner, W.; Trimble, J. (1976). *Counseling Across Cultures*. University Press Hawaii: HI
- Rogers, C.R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology*. XXI, 95-103.
- Robinson, T.L; Howard-Hamilton, M.F. (2000). *The Convergence of Race, Ethnicity and Gender. Multiple Identities in Counseling*. Prentice Hall: New Jersey.
- Rogers, C.R. (1954). *Becoming a person. A therapist's view of psychotherapy*. Boston: Houghton Mifflin.
- Sue, D.W.; Sue, D. (1990). (2nd ed.). *Counseling the culturally different: Theory and practice*. NY: Wiley.

Tentative Course Schedule

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Fall 2009

Date	Remarks
Mon, Aug 24	
Wed, Aug 26	
Mon, Aug 31	
Wed, Sep 2	
Mon, Sep 7	HOLIDAY – Labor Day
Wed, Sep 9	Counseling sessions begin
Mon, Sep 14	
Wed, Sep 16	
Mon, Sep 21	
Wed, Sep 23	
Mon, Sep 28	Typescript Due
Wed, Sep 30	
Mon, Oct 5	
Wed, Oct 7	
Mon, Oct 12	Mid-term Evaluation
Wed, Oct 14	
Mon, Oct 19	
Wed, Oct 21	
Mon, Oct 26	
Wed, Oct 28	
Mon, Nov 2	Alternative assignment will be given in lieu of class attendance
Wed, Nov 4	
Mon, Nov 9	
Wed, Nov 11	HOLIDAY – Veteran’s Day
Mon, Nov 16	
Wed, Nov 18	
Mon, Nov 23	
Wed, Nov 25	HOLIDAY – Thanksgiving Recess
Mon, Nov 30	
Wed, Dec 2	Last day of counseling sessions
Mon, Dec 7	All documentation due
Wed, Dec 9	Last Day of class

