

University of Houston Clear Lake

MASTER OF SCIENCE • COUNSELING WITH LPC PREPARATION

(Must earn of grade of "C" or better in all coursework.)

Marcos Elizondo	0013212	5/29/14
Name 2020 Westcreek Lane, #198 Houston	Student ID TX 77027	Date
Address BS	City UHCL	Phone 5/12
Highest Degree Held	Institution Awarding Degree	Date Awarded

Certificate(s) Held: _____

GRADE	REQUIRED COURSES	TRAN/SUB
B	PROFESSIONAL EDUCATION CORE (9 hours) COUN 6030 – Multicultural Foundations for Counselors	
A-	COUN 6032 – Statistics & Measurement for Counselors	
B+	COUN 6033 – Research Design and Analysis for Counselors	
A-	COUNSELING CORE (30 hours) COUN 5131 – Counseling for Lifespan Development	
A-	COUN 5231 – Principles of Counseling	
A	COUN 5432 – Theories of Counseling	
A-	COUN 6232 – Assessment Issues for Counselors	
B+	COUN 6334 – Career Development and Counseling	
B	COUN 6435 – Pre-Practicum in Counseling*	
B	COUN 6532 – Group Counseling*	
A	COUN 6533 – Crisis Intervention	
A	COUN 6731 – Professional Seminar in Counseling	
A	COUN 6531 – Counseling Special Populations*	
	ELECTIVES (3 hours) Choose one elective course offered in the Counseling Program	
A	COUN 6535 - Systems Counseling	
	CAPSTONE EXPERIENCE (6 hours)	
A	COUN 5739 – Counseling Practicum I*	
	COUN 6739 – Counseling Practicum II*	
	MASTER'S DEGREE AND LPC REQUIREMENTS	48 HOURS

* Grade must be B- or better

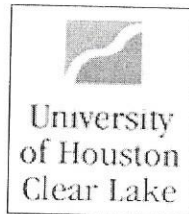
Candidate Signature	Date	Advisor Signature	Date
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Candidate e-mail address	Associate Dean Signature	Date
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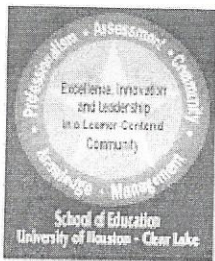
OLDEST COURSE _____

OLDEST COURSE EXPIRES _____

** Candidates who wish to pursue Licensed Professional Counselor (LPC) must complete all coursework towards the master's degree on this plan and document three years or 3000 clock hours of post-master's supervised counseling experience and pass the National Counselor Exam and the Texas Jurisprudence Exam.*



COUN 6032.01
Applied Statistics
Spring 2013



SOE Motto

Excellence, Innovation and Leadership in a Learner-Centered Community

NCATE: UHCL is one of only 14 universities in Texas accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is a non-profit, non-government alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges and departments of education. Meeting NCATE accreditation standards help to ensure high quality teacher, specialist, and administration preparation. Through the process of accreditation, NCATE works to make a difference in the quality of P-12 education.

SEMESTER

Spring 2013: January 14th - May 11th

PROFESSOR

Dr. Michelle L. Peters

Suite B1111-10

Office hours: By appointment

E-mail: petersm@uhcl.edu (best way to contact me)

Phone number: 202-321-3752

COURSE INFORMATION

Description: Application of principles of descriptive and inferential statistics. Focuses on both formal and informal procedures for collecting and displaying data.

Methodology: This is a course in understanding, creating, and practicing statistics. This course will utilize lectures, homework, readings, and in-class activities to facilitate learning.

Prerequisites: None

Meeting place/time: Online. Designated meetings will be announced in BB.

Objectives: EDUC 6032 is a course in descriptive statistical analysis, and the use of inferential statistical tests. By the end of the course, students should be able to:

- 1) Identify different levels of measurement and types of variables
- 2) Use data displays appropriate for a given data set
- 3) Identify descriptive statistics and understand their meaning
- 4) Know when (under what conditions) to use descriptive statistics
- 5) Know how to calculate descriptive statistics
- 6) Understand the distribution of data, particularly the normal, and t distributions, and their relations to probability and inferential statistical tests
- 7) Identify inferential statistical tests
- 8) Know when (under what conditions) to use the various types of inferential statistical tests
- 9) Know how to calculate inferential statistics
- 10) Know how to report statistical results in APA style

(Note: This course is not designed to fully prepare candidates to conduct publishable empirical research. After the requirements of EDUC 6033 are completed candidates will have rudimentary research skills, but many candidates will require additional individual study in statistics and research methodologies before empirical research techniques can be fully understood and effectively applied.)

Required Materials:

Gravetter, F., & Wallnau, L. (2009). *Statistics for the Behavioral Sciences*, (9th Ed.). Belmont, CA: Wadsworth.

A calculator with all the basic functions, including a +/- key and a square root key ($\sqrt{\quad}$).

ASSIGNMENTS

1. There will be four exams to assess students' knowledge and comprehension of the course material. Exams will be based on reading and lecture materials, as well as any suggested practice problems. They may be open book and/or open notes, but are never "open neighbor" or "open cell phone." In others words, you must complete each independent of anyone else. Any form of cheating will result in immediate failure. Each exam will be worth 100 points.
2. There will be ten weekly assignments due throughout the semester. You must complete each independent of anyone else and each will be timed. Each assignment will be worth 10 points.
3. There will be two article critiques due throughout the semester. You must use complete sentences and correct grammar. Each critique will be worth 50 points.
4. An Autobiography (20 pts), statistics surveys (40 pts), discussion postings (20 pts), and an UAS upload (5 pts) will also be assigned during the semester.
5. Other work may be assigned during the semester, as needed.

GRADE DETERMINATION:

Grade Calculation: The student's final grade will be calculated as follows:

Criterion	Maximum Points
Autobiography	20
Weekly Assignments – 10*10pts	100
Discussion Postings – 4*5pts	20
Exam 1	100
Exam 2	100
Exam 3	100
Exam 4	100
Article Critiques – 2*25 pts	50
Statistics Survey – 2*20 pts	40
UAS Upload	5
Total	635

Grading Scale:

93-100	A	90-92	A-	87-89	B+
83-86	B	80-82	B-	77-79	C+
73-76	C	70-72	C-	67-69	D+
63-66	D	60-62	D-	< 60	F

COURSE POLICIES

1. I **DO NOT** accept late work unless pre-approved by me in advance or in the special case of an unforeseen emergency. In the case of an emergency, either the student or a representative should contact myself, as soon as possible, so special arrangements can be made.
2. Students will be given one week to complete each of the assignments. All assignments are to be completed independently and scores will be released after the assignment/exam has been closed. Cheating will result in an immediate failure of the course.
3. In the case that a student misses a large number of assignments due to an emergency situation, it is the professor's decision whether or not to grant an incomplete for the course. As per university policy below, incompletes cannot be given after the end of class.

SCHOOL/UNIVERSITY POLICIES

Statement on Professional Dispositions

As an NCATE accredited institution, UHCL will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator. This means that a student may be withdrawn from a UHCL program if the student is judged to not have the required professional dispositions, regardless of academic record. The statement defining what is meant by "professional dispositions" is given at:

http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form_files/DISPOSITIONS.pdf

Every student must read and follow The Policy on Professional Dispositions, which is provided to define the standard of behavior the School of Education expects of its candidates. At the end of the course and other appropriate times your instructor will assess your compliance with these standards. These assessments will be invaluable to you, and the program faculty, as you continue to develop professionally.

Statement on UAS

Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the instructions from <http://soe.uhcl.edu/UAS>. Unlike assignment grades that contribute to a student's course grade, Course Assessment assignment scores are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements. Instructors assign each Course Assessment assignment to one of three UAS categories: Exceeds Standards, Acceptable, or Unacceptable. Every student in a course, which is either field-based or has a field experience, must log into the UAS and complete the Diversity Survey.

For this class, the last test is the assignment to be uploaded into the UAS. Your professor will provide more information about how to do this later in the semester.

Statement on Academic Honesty

Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of

personal behavior. The University can best function and accomplish its mission in an atmosphere of the highest ethical standards. The University expects and encourages all students to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behavior and is jointly administered by faculty and students.

According to UHCL's Student Life Policies:

All students at the University of Houston-Clear Lake are expected to maintain complete honesty and integrity in all academic work attempted while enrolled at the University. This standard of conduct includes reporting incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic dean. Each student acknowledges, by the mere act of turning in work for a grade, that he or she has honored the Academic Honesty Code.

Honesty Code: The Honesty Code is the university community's standard of honesty and is endorsed by all members of the University of Houston – Clear Lake academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Academic Honesty Code Violations can include (but are not limited to):

1. Acquiring information:
 - a. Acquiring information for any assigned work or examination from any source not authorized by the professor.
 - b. Working with another person or persons on any assignment or examination when not specifically permitted by the instructor.
 - c. Observing the work of other students during any examination.
 - d. Using, buying, selling, stealing, soliciting, copying, or possessing, in whole or part, the contents of an unadministered examination.
 - e. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by others.
2. Providing information:
 - a. Providing answers for any assigned work or examination when not specifically authorized by the instructor to do so.
 - b. Informing any person or persons of the contents of any examination prior to the time the examination is given.
3. Plagiarism:
 - a. Incorporating the work or idea of another person into one's own work without acknowledging the source of that work or idea.
 - b. Attempting to receive credit for work performed by another person, including papers obtained in whole or part from individuals or other sources.
4. Conspiracy: Agreeing with one or more persons to commit any act of academic dishonesty.
5. Fabrication of information:

- a. Falsifying the results obtained from a research or laboratory experiment.
 - b. Presenting results of research or laboratory experiments without the research or laboratory experiments having been performed.
 - c. Substituting for another student to take an examination or to do any academic work for which academic credit will be received.
 - d. Changing answers or grades after an academic work has been returned to the student and claiming instructor error.
 - e. Submitting work for credit or taking an examination and employing a technique specifically prohibited by the instructor in that course, even if such technique would be acceptable in other courses.
6. Failure to report: Failing to report to the instructor any incident in which a student witnesses an alleged violation of the Academic Honesty Code.

Students who commit an Academic Honesty Code Violation in this course will be penalized with the following penalties, at minimum:

1st offense – Failure of the assignment with no opportunity to “make-up” the assignment

2nd offense – Immediate failure of the course

Disabilities

In accordance with Section 504 of the federal *Rehabilitation Act of 1973* and *the Americans with Disabilities Act of 1990*, the University of Houston – Clear Lake endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal access to all our educational programs and activities. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services (Student Services and Classroom Building 1.301) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. Should you need special accommodations, please consult the Coordinator of Health Disabilities Services, SSCB 1.301 (281) 283 – 2626, and contact me after class or in my office.

Incomplete Policy

Grades of “I” will only be given in cases of documented emergency or special circumstances, provided the student has been making satisfactory progress. A grade contract must be completed.

Syllabus Changes

The instructor reserves the right to make appropriate changes to this syllabus and the class schedule. This will be announced in class, usually before the day's activities begin. It is the responsibility of the student to keep abreast of changes if absent or tardy.

English Language Proficiency Standards

Below is the URL for the English Language Proficiency Standards (ELPS). Pursuant to new Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms there is an expectation to the familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the standards, if there are any questions please raise them in class. <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Spring 2013 Schedule

This schedule should only be considered an initial plan and is subject to change at any time. While the instructor will attempt to adhere to this schedule, appropriate adjustments may be made due to inclement weather, student progress, and irrational whims of the moment. Such changes will be announced in class as soon as the change becomes necessary. Students are responsible to stay informed.

Date	Topic(s)	Reading Assignment
Week 1	Introduction to Course/Statistics Frequency Distributions	Chapter 1 & 2 Autobiography, Survey I, HW 1
Week 2	Central Tendency/Variability	Chapter 3 & 4 HW 2
Week 3	Exam 1 (CH 1, 2, 3, 4)	Exam 1, Discussion
Week 4	Z-scores, Standard Distribution, and Probability	Chapter 5 & 6 HW 3
Week 5	Distribution of Sample Means, Standard Error	Chapter 7 HW 4, Article Critique
Week 6	Hypothesis Testing	Chapter 8 HW 5
Week 7	Exam 2 (CH 5, 6, 7, 8)	Exam 2 (Face to Face) Discussion
Week 8	<i>t</i> Tests – One Sample <i>t</i> Tests – Two Independent Samples	Chapter 9 & 10 HW 6
Week 9	Spring Break	No Class
Week 10	<i>t</i> Tests – Two Related Samples Analysis of Variance (ANOVA)	Chapter 11 & 13 HW 7, Article Critique
Week 11	Exam 3 (CH 9, 10, 11, 13)	Exam 3 (Face to Face) Discussion
Week 12	Correlation	Chapter 16 HW 8
Week 13	Regression	Chapter 17 HW 9
Week 14	Chi-Square - Goodness of Fit & Test of Independence	Chapter 18 HW 10
Week 15	Exam 4 (CH 16, 17, 18)	Exam 4 (Face to Face) Survey II, UAS, Discussion

This schedule is tentative. The professor reserves the right to make changes as needed.

All course material can be downloaded from Blackboard. It will be your responsibility to download all course materials for each class.

Spring 2013 Calendar of Important Dates

October 29 - November 8	Early Registration
November 9 - January 11	Open Registration
January 12 - 22	Late Registration

January 7	Financial Aid Disbursements Begin
January 11	Fee Payment Deadline for Early and Open Reg. 5 p.m.
January 14	Online Graduation Application Available
January 21	University Holiday (MLK Day)
January 23	Fee Payment Deadline for Late Reg. 6 p.m.
February 14	Online Late Graduation Application Available
March 11	First Monday of Spring Break
April 27 - May 6	Regular Session Final Exam Period for Online Courses
April 30 - May 6	Regular Session Final Exam Period for Face-to-Face Courses
May 11	Degree Conferral Date
May 11	Official Closing of Spring Semester
May 22	Graduation Clearances due by Noon
TBD	Commencement Ceremony
May 23	Grades available over E-Services Online

Spring 2013 Calendar of Important Dates

Regular Session (15-Weeks)

January 14 First Class Day
January 30 Census Date
April 8 Last Day to Drop
April 29 Last Class Day
May 16 Grades due by Noon

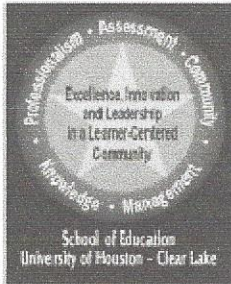
First Eight-Week Session

January 14 First Class Day
January 22 Census Date
February 18 Last Day to Drop
March 9 Last Class Day and Final Exam
March 14 Grades due by Noon

Second Eight-Week Session

March 18 First Class Day
March 25 Census Date
April 22 Last Day to Drop
May 11 Last Class Day and Final Exam
May 16 Grades due by Noon

SCHOOL OF EDUCATION



**Excellence, Innovation and Leadership in a
Learner-Centered Community**



**University
of Houston
Clear Lake**

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COUN 6033: Research Design and Analysis

SEMESTER

Summer 2014

INSTRUCTOR

Robert M. Jones, Ed.D.

Suite 1321, Bayou Building

Mail Box: 187

Virtual office hours: Anytime

Office hours: Monday and Thursday, 10:00 am to 12:00 noon

E-Mail: jonesr@uhcl.edu

Office Phone : (281) 283-3562

Suite Secretary: (281) 283-3570

COURSE INFORMATION

COUN 6033.11

Description: The course will focus on the design, application, and analysis of educational research techniques as they apply to school counseling programs.

Methodology: This is an online course. All meetings are electronic (E-meetings).

Meetings and Meeting Time: The Course Calendar for each topic opens on Monday. Readings, assignments, and assessments for the topic are completed during the week. See calendar for topics and dates.

Upload to UAS - CSS

Required Text:

Johnson, R. B. and Christensen, L. B. (2008) *Educational Research: Quantitative, qualitative, and mixed approaches*. Los Angeles, CA: Sage.

NOTE: You may use either the 3rd or 4th edition of this textbook. To request a free loan copy of the 3rd edition, contact Pat Yarzy at (281) 283-3580.

Web site: The Home Page for the course is located on Schoolnotes. Here is a direct link to the Homepage:

<http://new.schoolnotes.com/tdw1956/10390>

When you arrive at the Home Page, you can register an e-mail address to receive updates (Notify Me) when information is posted. You can also send e-mail to the instructor (Contact Robert Jones) at any time.

We have a Blackboard website and I have 16 entries there; however, these are for back up purposes only. We do use Blackboard to evaluate the course.

COURSE OBJECTIVES:

After completing the course, the candidate should be able to:

- 1.0 Explain the differences among quantitative, qualitative, and mixed research.
- 2.0 Describe research problems, research questions, and hypotheses.
- 3.0 Describe measurement and data collection procedures, including types of instrumentation and methods for determining reliability and validity.
- 4.0 Compare and contrast the following major methods of data collection: tests, questionnaires, interviews, focus groups, observations, and written comments.
- 5.0 Describe experimental, quasi-experimental, and non-experimental research.
- 6.0 Describe the different kinds of qualitative research.
- 7.0 Describe the different kinds of mixed research.
- 8.0 Describe types of measurement scales and procedures for scoring/coding data.
- 9.0 Describe procedures for conducting a program evaluation and analyzing the data.
- 10.0 Identify ethical and legal issues in educational research.

CACREP STANDARDS

Council for Accreditation of Counseling and Related Educational Programs Standards

Standard 8: Research and Program Evaluation—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation including all of the following:

- a. the importance of research in advancing the counseling profession
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research
- c. statistical methods used in conducting research and program evaluation
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to affect program modifications
- e. the use of research to inform evidence-based practice
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies

ASSIGNMENTS

Due dates and topics for assignments are listed in the Course Calendar.

Readings: Chapter readings and chapter self-assessments (webquizzes) are required.

Homework Assignments: These include activities ranging from the reading of journal articles to reviewing and developing research instruments.

Projects: A Summary Project assignment analyzing a program evaluation study is required for all candidates. Optional projects are available for achieving grades in the A range. There are several options available.

Key Assessment: A Course Summary Statement will be uploaded to UAS.

Dispositions: A School of Education Disposition Assessment Form will be filed electronically. Dispositions do not impact your course grade; however, they can impact your certification / graduation status.

COURSE POLICIES

Attendance: Attendance is required and affects the final grade. Attendance is defined as responding to readings and assignments on a weekly basis. If more than two consecutive classes are missed without contacting the instructor, each additional absence can affect your grade.

Examination Policy: All chapter exams will be self-administered on the assigned dates. These are mastery exams, and you may repeat them to meet the passing criteria.

Late Work Policy. You have one additional week to take an exam or submit missed assignments. Contact the instructor by e-mail as soon as possible to schedule make up work.

Syllabus Changes: The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to keep updated on course information if you are absent.

Grade Determination: The course grade will be determined as follows:

Chapter Mastery Exams	40 %
Chapter Assignments	30 %
Summary Project: Program Evaluation	10%
Optional Projects	10 to 20 %

The course structure allows you to choose the level of grade you can receive. Completion of the exams and assignments along with a Summary Statement will produce grades in the B range. Completion of the optional project qualifies you for grades in the A range. There is no formal contract and no formal deadline for the level of grade decision. Contact the instructor if you have any questions about the course structure.

Grade Distribution Criteria:

A	93-100	A-	90-92		
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	67-69	D	63-66	D-	60-62
		F	<60		

COUN 6033.11 COURSE CALENDAR-SUMMER 2014

Class 1: Week of June 2

Orientation

Chapter 1

Introduction to Educational Research

Self-exam 1 - 93%

Quantitative, Qualitative, and Mixed Methods of Research

Chapter 2

Assignment: Locating and reviewing a Research Journal

Article on a Counseling that is of interest to you

Self-exam 2 - 80%

Relevant to CS Question - 3 pages

Class 2: Week of June 9

Review of Literature and Developing Research Questions

Chapter 3

Assignment: Begin the In-depth Critique of a research article

Handout: Guidelines for the In-depth Research Article Critique

Self-exam 3 - 87%

Questionnaires and Rating Scales

Chapter 7

Assignment: Reviewing Mixed Methods Online Survey Instruments

Self-exam 4 > 7 - 87%

Class 3: Week of June 16

The Major Methods of Data Collection

Chapter 8

Self-exam 5 > 8 - 100%

Sampling Techniques: Learning the Language

Chapter 9

Self-exam 6 > 9 - 73%

Class 4: Week of June 23

Validity of Research Results in Quantitative, Qualitative, and Mixed Methods Research

Chapter 10

Self-exam 7 > 10 - 82%

The readings for this week are in the State of Idaho Model

Chapters 11&12 (optional)

Counseling Program document linked to the Homepage

Chapters 11 & 12 on experimental research are optional readings

if you have a personal interest in experimental research..

Class 5: Week of June 30

Non-experimental Quantitative Research

Chapter 13

NOTE: Program Evaluation is a form of non-experimental research

Summary Assignment: Analyzing Program Evaluation Quantitative Data

Self-exam 10 > 13 - 87%

Qualitative Research

Chapter 14

Summary Assignment (Part 2): Analyzing Program Evaluation

Qualitative Data

Self-exam 11 > 14 - 80%

COUN 6033.11 COURSE CALENDAR-SUMMER 2014

Class 6: Week of July 7

Chapter 16

Mixed Research

Summary Assignment (Part 3): Integrating the Quantitative and Quantitative Program Evaluation Data

Self-exam 12 > 16 - 93%

NOTE: Summary Project Assignment submission window opens this week.

Optional Project Guidelines

Example projects available on request

Individual Meetings on optional projects (online or F2F)

Class 7: Week of July 14

UAS Upload Guidelines for Course Summary Statement & Research Article Critique

Online Course Evaluation opens on Blackboard

Course Summary Statement and In-depth Critique due

Class 8: Week of July 21

Optional Projects Due

AMERICANS WITH DISABILITIES STATEMENT

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact your University's student disability services center. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services (Student Services and Classroom Building 1.301) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. **Should you need special accommodations, please contact me after class or in my office.**

Disability Services

Any individual with a disability who requires a special accommodation should inform the professor and contact the Disability Services Office, Student Services/Classroom Building, Room 1.301, or call (281)283-2626.

ACADEMIC HONESTY POLICY

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Student Life Policies

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ELPS

English Language Proficiency

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<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Calendar of Important Dates

Summer 2014

May 12 - June 11 Online Graduation Application Available
May 26 - Summer I Financial Aid Disbursements Begin
May 30 - Fee Payment Deadline for Early and Open Reg. 5 p.m.
June 5 - Fee Payment Deadline for Late Reg. 6 p.m.
June 12 - June 26 Online Late Graduation Application Available
July 4 - University Holiday (Independence Day)
August 9 - Degree Conferral Date - No Summer Ceremony
August 9 - Official Closing of Summer Semester
August 19 - Graduation Clearances due by Noon
August 20 - Grades available over E-Services Online

May Mini Session

April 7 - April 17 May Mini-Session Early Registration
April 18 - May 13 May Mini-Session Open Registration
May 12 - First Class Day
May 13 - Fee Payment Deadline for May Mini, by noon
May 13 - Census Date
May 26 - Last Day to Drop/Withdraw
May 26 - University Holiday (Memorial Day)
May 30 - Last Class Day and Final Exam
June 5 - Grades due by Noon

Summer Session I

April 7 - April 17 Early Registration
April 18 - May 30 Open Registration
May 31 - June 4 Late Registration

Regular Session (9-Weeks)

June 2 - First Class Day
June 10 - Census Date
July 14 - Last Day to Drop/Withdraw
August 2 - Last Class Day and Final Exam
August 7 - Grades due by Noon

First Five-Week Session

June 2 - First Class Day
June 5 - Census Date
June 23 - Last Day to Drop/Withdraw
July 5 - Last Class Day and Final Exam
July 10 - Grades due by Noon

Eight-Week Session

June 2 - First Class Day
June 9 - Census Date
July 7 - Last Day to Drop/Withdraw
July 26 - Last Class Day and Final Exam
August 7 - Grades due by Noon

Summer Session II

July 7 - July 9 Summer II Late Reg. (5W2 and 4W2 only)
July 10 - Fee Payment Deadline for Summer II Late Reg. 6 p.m.
June 30 - Summer II Financial Aid Disbursements Begin

Second Four-Week Session

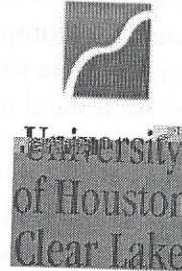
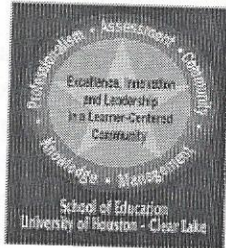
July 7 - First Class Day
July 9 - Census Date
July 28 - Last Day to Drop/Withdraw
August 2 - Last Class Day and Final Exam
August 7 - Grades due by Noon

Second Five-Week Session

July 7 - First Class Day
July 10 - Census Date
July 28 - Last Day to Drop/Withdraw
August 9 - Last Class Day and Final Exam
August 14 - Grades due by Noon

COUN 5131.01
Counseling for Lifespan Development

Fall 2012



Excellence, Innovation and Leadership in a Learner-Centered Community

NCATE: UHCL is only one of only 15 universities in Texas accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is a non-profit, non-government alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges and departments of education. Meeting NCATE accreditation standards help to ensure high quality teacher, specialist, and administration preparation. Through the process of accreditation, NCATE works to make a difference in the quality of P-12 education.

Instructor: Robert R. Pace Ed D
Suite: Bayou 1325.06, UHCL

Office Hours: Mon 10-2
Tues 10-2

Phone: (281) 283-3632 (secretary: Pat Yarzy) 281-381-6141 - can text
Email: Pacerob@uhcl.edu - Best

Text: Berger, K. (2009). *Invitation to the lifespan*. New York, NY: Worth Publishers. ISBN-10:0-7167-5466-4

Fisher, R. (1989). *The Knight in Rusty Armor*. Wilshire Publishers. ISBN-10: 0879804211

Overview and Course Description

The development of the individual is an exciting process, beginning with the rapid metamorphosis of cells at conception and continuing through the intricate changes of growth and aging. The study of development is also intriguing because each of us and everyone we care about is constantly developing. This course therefore embraces both scientific discoveries and personal insights.

Check email from Dr. Pace

It is important to remember that each of us analyzing the developing individual is only human, and thus our interpretation of behavior and change is filtered through our own biases. So that you may identify biases where they occur, we will spend time becoming familiar with the major theories of human development and the terms these theories use paying special attention to the research that supports or contradicts each perspective. Critical thinking, as well as mastery of the material, is a goal of this course.

Throughout the lifespan, the individual is constantly presented with new challenges and tasks. As the individual attempts to complete these tasks, they often meet with biological, cognitive, or social/emotional adversity. The role of the school counselor includes helping children and families work through issues and modify or adapt their environment as needed. In order to competently fulfill this task, the school counselor must have a strong understanding biological, cognitive, and social/emotional development as it applies to the child within the school, community, and family settings. The school counselor must then extend this understanding by integrating ways to help families address specific issues.

Objectives

Successful completion of all course activities will assist the student in developing these competencies and preparing for the School Counselor TExES examination.

At the end of this semester you should be able to:

- a. theories of individual and family development and transitions across the life span; (CACREP II G.3.a)
- b. theories of learning and personality development, including current (CACREP II G.3.b) understandings about neurobiological behavior;
- c. theories and models of individual, cultural, couple, family, and community resilience; (CACREP II G.3.d)
- d a general framework for understanding exceptional abilities and strategies for differentiated interventions; (CACREP II G.3.e)
- e. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; (CACREP II G.3.f)
- f. theories for facilitating optimal development and wellness over the life span. (CACREP II G.3.h)

Instructional Methodology

Several teaching-learning methods will be utilized in the course. The methods include lecture-discussion, small group task work, and self-directed project development. Use of the text website will greatly enhance the student's understanding of presented course information and will provide for review. This course will also use web-enhanced presentation; some classes will be held via the web rather than face to face.

Evaluation Procedures

Students' course grades will be derived from participation in class activities, written assignments, tests, web/electronic assignments, and a course project.

Attendance/Late Work:

Most of the course information is presented in oral format with supportive discussion. If you are not in class, you will not benefit from this discussion. Attendance is required. If you have more than 2 absences, you will not pass this course. Students who are more than 15 minutes tardy or who leave more than 15 minutes early may be considered absent. All assignments are due on the date indicated. ~~NO LATE ASSIGNMENTS WILL BE ACCEPTED.~~

Readings: Reading assignments are required for each class meeting. Many assignments are web readings. You will need access to the web.

Upload: You are **required** to upload the following assignments into UAS by the dates listed on the schedule. Failure to upload assignments into UAS by the assigned dates will prevent you from receiving a passing grade for this course.

Autobiography

Writing Rubric

Counseling Rubric

Final Exam

Academic → SOE → UAS

Items are to be uploaded by Dec 11, 2012

Assignments: All written assignments, web assignments, and in-class activities must be completed to receive a grade for the course. ~~Late assignments will not be accepted.~~

Tests: Two tests will be administered during the semester. The tests will consist of multiple choice questions, essay, short answer, and applied situational questions. Definitions for terms on the test will come directly from the textbook as much as possible. Please consider that even though a question is posed in the study materials, there is a strong possibility that the question and/or alternatives will be reworded for the actual test. Test grades will be averaged with the project grades to determine the final course grade. In order to make an A for the course, students cannot make below 85% on any test. You must contact the professor IN ADVANCE if you cannot be at the test and an alternative test and test date will be provided.

Autobiography: Probably no other field of study more abounds with free advice than child-rearing and much of this advice has been handed out in ignorance of the available experimental data and/or established techniques for objective testing. We will work to develop skills for evaluating the "advice" that you will continue to hear long after you close your books. To that end, the course will require an autobiography to help you apply the perspectives of experts to your own life.

Papers must be typed using standard APA margins, size 12 font, double-spaced. Papers not within physical guidelines will not be accepted for grading. Late assignments will not be accepted.

• gov or edu ref.
about 5

• List and prioritize
(Freud)

• Discussion

This paper consists of two sections. For the first section, write a detailed autobiographical account describing your own psychosocial development. Walk the reader through your life story, beginning with your earliest memory and ending with the present. Describe the key internal and external influences that you believe have shaped your psychosocial growth and development. You must complete the attached chart, making references to examples from your own life. Please number the paragraphs in your autobiography and refer to specific paragraphs when completing your chart. **This 12-15 page typed autobiography, accompanying chart, and "knight" worksheet are due on Oct 16th, 2012.**

"Knight" text Read the "Knight in Rusty Armor". After you complete your autobiography, complete the "Knight" worksheet and attach it to the autobiography/chart packet.

Powerpoint Presentation: This assignment will be completed in assigned groups of 2-3.

In small groups (no more than 3 people/group) students will review and summarize biological, cognitive, and social emotional issues for a selected topic related to lifespan development to create a powerpoint presentation that emphasizes key information that a parent/family member may need to know about this topic.

Create a 20+ slide PowerPoint presentation for the class related to your topic. Your textbooks can be considered as primary sources ~~and~~ but it must be supported with at least 4 other professional sources. Each slide must be referenced at the bottom of the slide if information is quoted or paraphrased. Make sure you create a title, indicate the life-stage, and put the names of all group members on the first (title) slide. All references should be in APA format. At least one reference should be an electronic source.

Your presentation will also have a final references slide, developed in APA format. It is absolutely essential that you begin to learn APA style so double check your work for typos, errors, etc.

Print handouts (6/page) for each member of the class. Submit the PowerPoint presentation to the instructor by way of email or WebCT.

You will not be "teaching" this information; it must stand on its own merits. Therefore, avoid putting too many words on a single slide. Also, it is somewhat irritating for someone to only be able to read one line of the slide at a time so do NOT use the animation feature. You should use clip art to increase interest but avoid weird fonts that are difficult to read from a distance.

References can be put in small but legible font.

Create a 10 question *multiple choice* post-test to give to the class relating to your assignment along with the correct answers.

Grades: The following procedure for assigning grades will be utilized:

A	94-100%	C+	78-79%
A-	90-93%	C	75-77%
B+	88-89%	C-	70-74%
B	84-87%	F	below 70%
B-	80-83%		

Evaluation percentages:

Autobiography, Chart & Knight Wksh	25% - 97
Midterm Exam	25% - 84
Powerpoint Project	25% -
Final Exam	25%
Class Participation	

If you do not actively and cooperatively participate in all assigned activities, your grade will be lowered by one full letter grade.

Academic Honesty

The Academic Honesty Policy states that academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. Because honesty and integrity are such important factors, you should be aware that failure to perform within the bounds of ethical standards is sufficient grounds to receive a grade of "F" in this course and be recommended for suspension from the program.

UAS Statement

Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the instructions from <http://soe.uhcl.edu/UAS>. Unlike assignment grades that contribute to a student's course grade, Course Assessment assignment scores are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements. Instructors assign each Course Assessment assignment to one of three UAS categories: Exceeds Standards, Acceptable, or Unacceptable

AMERICANS WITH DISABILITIES STATEMENT

In accordance with Section 504 of the federal *Rehabilitation Act of 1973* and *the Americans with Disabilities Act of 1990*, the University of Houston – Clear Lake endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal access to all our educational programs and activities. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. **Should you need special accommodations, please contact me.**

Any individual with a disability who requires a special accommodation should inform the professor and contact the Disability Services Office, Student Services/Classroom Building, Room 1.301, or call (281) 283-2626.

English Language Proficiency

Below is the url for the English Language Proficiency Standards. Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the standards, if there are any questions, please raise them in class.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Student Life Policies

The Student Life Policies can be found by going to <http://www.uhcl.edu/studentervices> and selecting “Student Life Policies”.

Statement on Professional Dispositions

Dispositions

As an NCATE accredited institution, UHCL will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator. This means that a student may be withdrawn from a UHCL program if the student is judged to not have the required professional dispositions, regardless of the student’s academic record. The statement defining what is meant by "professional dispositions" is given at http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form_files/DISPOSITIONS.pdf

Every student must read and follow The Policy on Professional Dispositions, which is provided to define the standard of behavior the School of Education expects of its candidates. At the end of the course and at other appropriate times, the instructor(s) will assess your compliance with these standards. These assessments will be invaluable to you, and the program faculty, as you continue to develop professionally.

Tentative Course Schedule Fall 2012
Meets UHCL Student Services Building (SSB)
Room 2310 Mondays 7-9:50

Date		
Aug 27	Introduction to Study of Human Development Structure of the Course Knight in Rusty Armor assignment	Ch. 1
Sep 3	HOLIDAY/LABOR DAY	
Sep 10	Introduction to theorist discussion	
Sep 17	Introduction to Theorists	
Sep 24	Genes and Prenatal Development	Ch. 2
Oct 1	The First Two Years	Ch. 3 & 4
Oct 8	Early Childhood	Chps. 5 & 6
Oct 16	Middle Childhood Autobiography, chart, worksheet due	Chps. 7 & 8
Oct 22	Adolescence	Chps. 9 & 10
Oct 29	Mid-Term (Online) - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
Nov 6	83 Questions, 2 Hours 50 minutes Presentations Due	
Nov 12	Adulthood	Chps. 11, 12 & 13
Nov 19	Late Adulthood	Chps. 14 & 15
Nov 26	Death & Dying	Epilogue
Dec 3	Final Review	
Dec 10	Final Exam (on-line)	

Charts to be attached to autobiography
These charts must be typed or printed very neatly!

Briefly state 5 situations that can be applied to various theories not otherwise mentioned in this exercise: Please include the paragraph number relating to this incident from your autobiography (circled)	What theorist & stage would you like to apply to this situation?	Why do you believe this is applicable?	Did you perceive this to be a stressful event? Why/why not?
1.			
2.			
3.			
4.			

5.			
----	--	--	--

Name: _____ Date: _____

PLEASE PRINT OR WRITE NEATLY!!!

Instructions: The purpose of this exercise is to help you to relate scenarios from your own life to the various theorists and to begin to examine your own path to becoming a counselor. After completing your autobiography, number each paragraph in ink. Circle the number. As you complete this assignment, put the number of the describing paragraph in the box in the first column so that I can look back to that section as a contextual reference.

Describe an incident from your life that describes 3 of Erikson's first 7 stages. Circle the ref. paragraph number	Stage: Circle the choice that best applies to you.	Do you believe this stage was comfortable or traumatic?	Do you believe your family and teachers held the same beliefs as you? Why/why not?
1. ✓	✓	✓	✓
2. ✓	✓	✓	✓
3. ✓	✓	✓	✓

Give an **example** of where you stand (currently, in this class) in Vygotsky's continuum of learning.

x _____ x _____ x _____

What is definitely too easy?

What is just right?

What would be way too hard?

Select 3 incidents that reflect your autobiography in relation to Maslow's needs.	Do you perceive this to be comfortable or stressful?	Do you believe your support system perceived it like you do?
1. ✓	✓	✓
2. ✓	✓	✓
3. ✓	✓	✓

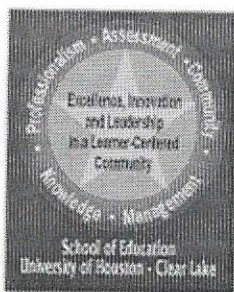
Give an example from your autobio. that illustrates Freud's ID stage. ✓	Were you comfortable with this behavior? Why/why not? ✓
Give an example from your autobio. that illustrates Freud's SUPEREGO stage. ✓	Were you comfortable with this behavior? Why/why not? ✓
Give an example from your autobio. that illustrates Freud's EGO stage. ✓	Were you comfortable with this behavior? Why/why not? ✓
Give an example from your autobio. that illustrates Freud's definition of fixation. ✓	Were you comfortable with this behavior? Why/why not ✓

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You just found a wallet containing identification and a winning lottery ticket. Consider the moral values of 3 different "friends" (Kohlberg). How would they advise you regarding the return of the property?	Kohlberg's stage	Comments regarding their advice
1. <div style="text-align: center;">✓</div>	<div style="text-align: center;">✓</div>	<div style="text-align: center;">✓</div>
2. <div style="text-align: center;">✓</div>	<div style="text-align: center;">✓</div>	<div style="text-align: center;">✓</div>
3. 		

Based on the information presented your autobiography describe an incident in which you may have been stressed enough to cause a fight, flight, or freeze reaction.

Description of incident (paragraph #)	fight, flight, freeze	Do you believe this had any impact on your ability to perform in school? Why/why not?
<div style="text-align: center;">✓</div>	<div style="text-align: center;">✓</div>	<div style="text-align: center;">✓</div>



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National Council for Accreditation of Teacher Education

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Instructor Information

Edward "Jim" Hayes, PhD
Professor of Counseling

Office: SSCB 3.203.05; Secretary - Ms. Gigi Daniels - 281.283.3554

Mail: Box 170, 2700 Bay Area Blvd., Houston, TX 77058-1098

Phone: 8 a.m. – 7 p.m., daily, (w) 281.283.3564 or (m) 832.385.8131

Office Hours: By appointments only

Email: HayesE@uhcl.edu (also see "Class Communications" section)

Blackboard site & COUN Web Site: <http://courses.uhcl.edu:8900>; COUN majors are encouraged to download the Counseling Graduate Candidate Guide at: http://prtl.uhcl.edu/pls/portal/docs/PAGE/SOE/FORMS/FORM_FILES/COUN_Grad_Student_Guide.pdf and read it!

Course Information: COUN 5231.01 Principles of Counseling

Description: Per the UHCL Catalogue: This course covers the history, principles, services and theoretical development of guidance and fosters the development of basic counseling skills.

Meetings: This is a web assisted course and will meet only at scheduled times (Mondays, 4:00 – 6:50 p.m., University of Houston–Clearlake, 2700 Bay Area Blvd., Houston, TX 77058, SSB 2305 This Regular Academic Session begins on August 27, 2012 & ends on December 15, 2012

Prereq's: Admission to Counseling Program.

Course Objectives: This course provides a broad base of knowledge relative to the counseling profession. Students learn to apply their knowledge to build their self-efficacy and competence in their counseling skills. Topics reviewed integrate issues of practice, consultation, supervision, and research for professional counselors in private practice, community agencies, schools, and higher education settings.

Students will have an understanding of the following:

1. Increase knowledge and understanding of the influence of diversity on counselor and client development;
2. gain insight into self by self-evaluation and personal growth;
3. history and philosophy of the counseling profession; (CACREP II G.1.a)
4. professional roles, functions, and relationships with other human service

- providers, including strategies for working with individuals, groups and families; (CACREP II G. 1. b)
5. self-care strategies appropriate to the counselor role; (CACREP II G. 1. d)
 6. professional organizations, including membership benefits, activities, services to members, and current issues; (CACREP II G.1. f)
 7. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; (CACREP II G. 1. g)
 8. counselor characteristics and behaviors that influence helping processes; (CACREP II G. 5.b)
 9. essential interviewing and counseling skills; (CACREP II G.5.c)
 10. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling; (CACREP II G.5.d)

Textbooks: Required Texts: *Rent - est. \$60*
 Custom Textbook
 (2010) Principles of Counseling: COUN 5231, ISBN: 0558895824 - *UHCL Grant*

Corey, G. (2008). *Theory and practice of counseling and psychotherapy* (8th ed.). Belmont, CA: Brooks/Cole.
 ISBN: 0-534-53605-0 - *UHCL Grant*

American Psychological Association (2002). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author. - *\$16*

Website: The course is partially delivered through UHCL-Blackboard <http://courses.uhcl.edu:8900>

Web Course Communications

Learning & Online Participation

The course transpires partially in a virtual, asynchronous, web-delivered learning environment managed with Blackboard. Our effectiveness as a learning community begins with clear expectations. Therefore I have listed what you can expect from me and then, what I expect from you.

What you can expect from me

- Communicate and interact respectfully with all members of the class learning community.
- Willingly respond to any phone calls or messages about the course, 9 a.m. –10 p.m., daily, either at (w) 281.283.3564 or (m) 832.385.8131.
- Provide instructions for every assignment that includes detailed specifications for the products.
- Respond to “Questions for Instructor” discussion board messages at least 3 days a week.
- Respond to email at least three times a week
- Provide timely feedback on assignments.
- Adjust assignment due dates to enable reasonable, on-time submission given officially documented UHCL technology failures.
- Cheerfully thank you for any suggestions or requests about how to improve the course posted on the “Improvements/Corrections” Discussion board.
- Strictly follow the UHCL academic honesty policy which includes investigating and reporting any academic honesty violations- if I do not, I am in violation.
- Treat everyone including the instructor as a respected member of the class learning community.
- Read or complete and submit all assignments by **deadline**.
- Read opening home page instructor messages and instructor discussion board at least 3 days a week.
- **Ask questions you have about the content or course on the “students-helping students” and “questions for instructor” discussion board, or by telephone (not email). If it is an assignment question, always include assignment month, due date.**

What I expect

- Use Blackboard email or a phone call to me (or both) when communicating personal

from you

circumstances affecting your course progress or questions about my evaluation of your assignments.

- Ask any and all questions about any of my instructions that seem unreasonable, illogical, or unnecessarily vague, with a phone call or discussion board message to “students-helping- students” board first, then the “questions for instructor” message board (not email).
- Use telephone when you need a response in less than 48 hours.
- Submit assignments early enough to avoid your last-minute technology failures, or willingly accept late penalties when not possible.
- Follow the UHCL academic honesty policy which includes reporting any academic honesty violations- if you know, you must report.

WARNING: You must have submitted 100% of the assignments due prior to December 5, 2011 by that date to assure you will not be administratively dropped for nonparticipation.

Instructor
Discussion Board

All of my print communications to the class will be posted on the Instructor’s Discussion Board or on the homepage.

Chat

I am available for chat with the class. Therefore if you would like a chat, post a message, suggest it on the Instructor Questions board with CHAT in the subject line and your suggested date and time.

Students
Helping
Students
Discussion Board

If you have questions about the course or assignments, ask your fellow students first on the Students Helping Students board and give them at least 12 hours to respond. Why? To encourage you to work cooperatively and help each other; many times students provide useful insights and perspectives that I may not have. Anyone can answer another’s question if they find the answer in the syllabus. I appreciate cooperative and mutually supportive participants.

Questions
for
Instructor
Discussion Board

What if you have a question unanswered on the Students Helping Students board or a question only I may be able to answer? Ask your questions about the course requirements, content, assignments, etc., on the Instructor Questions Discussion Board. Why? Equity -- everyone in the class is entitled to the same information at the same time. **What should you put in the subject line?** Unless otherwise directed for a specific assignment, if the question is about an assignment, include the assignment month_due date in the subject line e.g., 6_22. Add specific info about the content or YOUR current question; for example, 6_22 grading criteria would be in the subject line of an assignment due June 22nd for a question about the grading criteria. **What if I have a question about an assignment due in less than 48 hours?** Call the instructor – it’s too late to use written communications.

Office Hours:

Tuesdays 4-7 p.m. and by appointment; please confirm with me before making a special trip so that I will be available for you, (w) 281.283.3564 or (m) 832.385.8131. Virtual: Mondays, 1 pm - 2 pm WebCT course Chat Room 1.

Instructor
telephone:

Tuesday, during work office hours, 1-7 p. m., (m) 832.385.8131. I prefer phone calls when you need an answer within 48 hours. If you prefer writing to calling or don’t need an answer within 48 hours, post questions first on the Students Helping Students Board; then if no answer on that day post on the Instructor Questions Discussion Board.

Blackboard
email:

Reserve Blackboard email for all emails about your personal circumstances such as grades, your progress, your work, etc, but never for questions about the course or assignments. If you forget and do email a question about the course, I will post your question with my answer on the discussion board. The message subject line should have the month and due date of the specific assignments for grading, evaluation questions.

Course Requirements/Assignments

All assignments should be done independently unless otherwise indicated. All assignments should be submitted in a timely manner by the assigned dates. Failure to complete assignments in a timely manner can result in a reduced grade.

20 Points

1. Each student will write two critical journal article Abstracts and follow the APA Publication Manual for documentation. Reviews are due pursuant to class schedule.

Due 9-24 &
10-29

See (Guidelines for Abstracts). ~~Only one (1) may come from online source.~~

w/o Abstract, References, etc.

35 Points
Due 11-12

2. **Counseling Approach:** Your paper should be 6-10 pages (text). Compare and contrast two counseling approaches discuss in this class. Discuss the strengths and weaknesses of each approach, suitable populations for its use, which best matches your approach to counseling and list reasons why. **ABSTRACT REQUIRED.**

**Needs Running Head*

Please use a 12-point font (Times New Roman or Arial) for this and all papers in the Counselor Education program. The paper must have at least 6 references from professional journals, and comply with the APA 6th edition writing style.

35 Points
Due 11-26

3. **Research Paper:** Five to ten page (text) paper with the following sections: In this paper you will need to fully answer and explain the following three questions:

• **ABSTRACT REQUIRED.**

- Describe and elaborate on the personal characteristics of psychologically healthy, effective counselors.
- Explain value conflicts. How might values work for or against a counselor?
- What does the literature suggest about counselors-in-training involving themselves in counseling as a client prior to or during their master's level training?
- What are your views regarding your literature review? *Be specific.*

→ Be critical

Please use a 12-point font (Times New Roman or Arial) for this and all papers in the Counselor Education program. The paper must have at least 6 references from professional journals, and comply with the APA 6th edition writing style.

10 Points

4. **Class participation:** Students are to read all textbook assignments and participate in classroom discussions.

*****Due to the developmental nature of this course, the instructor reserves the right to adjust and revise this syllabus at any time during the semester as needed to achieve the objectives set forth. These revisions will be discussed and decided in collaboration with the candidates in the class.**

EVALUATION:

Two (2) Critical Journal Abstracts		20 points
Analysis of Counseling Approaches	1 paper =	35 points
Research Paper:	1 paper =	35 points
Participation:		10 points
TOTAL POINTS:		100 points

Grading Guidelines

93 - 100 = A	77 - 79 = C+
90 - 92 = A-	75 - 76 = C
87 - 89 = B+	71 - 74 = C-
83 - 86 = B	61 - 70 = D
80 - 82 = B-	<60 = F

General Policies and Guidelines

- Assignment Submissions & late policy:** All assignments are due by 11:00 p.m. on the due date and in the format, and location specified in the instructions. An assignment is late if it is not (1) submitted by due date time (2) in the specified location, for example, web, paper, discussion board, etc., (3) with the specified filename, and (4) in the specified file format, Microsoft Word .doc, .docx or, .rtf, etc. Late assignments may not be accepted, or accepted with 50% minimum penalty, both at the instructor's discretion. Assignments submitted by discussion board messages should be in the body of a message without HTML.
- Attendance:** Students are expected to attend and participate in all classes.
- Assignment Filenames:** If an assignment requires an electronic file, follow the file-naming convention: your last initial, first initial, month, underscore, assignment due date, such as e.g. an April 8th assignment submitted by Fred Smith would be sf4_09; assignments requiring more than ONE file should add a unique sequential series number for each file for the assignment, e.g. file #1 for an April 8th assignment submitted by Fred Smith would be sf4_09_1, #2 would be sf4_09_2, etc. Files without the specified filename, may be penalized 10-50% at the instructor's discretion.
- Assignment Files - Format & Headers:** Unless instructions specify otherwise, assignments should be submitted as an electronic Word document file with 1" margins, 12 pt times roman font, single spaced. All files should have a header with the filename inserted in the upper right corner followed by 5 spaces and then the page number. Use Word "Insert – Autotext" commands to insert the filename and page number in the header and prove that you are technologically proficient with word-processing. Always use indents or tabs that preserve formatting unlike spacing instead of tabs or tabs instead of indents. Files without the specified header, or formatted with spaces instead of tabs or indents may be penalized 10-50% at the instructor's discretion.
- Syllabus Revision:** The instructor intends to follow the syllabus but reserves the right to modify the current syllabus during the course.
- Privacy and Information in Blackboard courses:** Please be aware that there is no privacy in Blackboard. What you say and do can be viewed by others. Your instructor has access to all areas in Blackboard including login records. The instructor can see if and when you have accessed the course; Blackboard retains a complete record of email, bulletin board communications, and chats. Furthermore others may access the course without notice.
- Course Complaints:** I welcome any comments or criticism about the course and I expect professional conduct from students. Therefore, bring such comments to me first in Blackboard email or discuss them with me in person. If I cannot resolve the problem to the student's satisfaction, then we can discuss what the next step is. This is the professional, appropriate, and acceptable way to voice complaints in this class.
- Syllabus:** Follow the instructions in the syllabus first and always. Follow or use online information only as instructed. The syllabus presents course policies, procedures, and the professional standards met by the objectives. Consider reading the words and saying them aloud simultaneously to assure you have attended. Read all sections of the syllabus carefully because it is your course contract.
- Plagiarism:** Avoid even the appearance or plagiarism, such as using examples or paraphrased statements from others who have submitted an assignment the class can access; if your assignment is similar or the same, or incorrectly referenced it meets the definition of plagiarism. Therefore, do not replicate or paraphrase someone else's work published before yours.
- Assignment tool:** The assignment tool has access designated times; those times are listed on the assignment tool entry page.

School and University Policies

Statement on Professional Dispositions: As an NCATE accredited institution, UHCL will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator. This means that a student may be withdrawn from a UHCL program if the student is judged to

not have the required professional dispositions, regardless of academic record. The statement defining what is meant by "professional dispositions" is given at:

http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form_files/DISPOSITIONS.pdf. Every student must read and follow The Policy on Professional Dispositions, which is provided to define the standard of behavior the School of Education expects of its candidates. At the end of the course and other appropriate times your instructor will assess your compliance with these standards. These assessments will be invaluable to you, and the program faculty, as you continue to develop professionally.

Academic Honesty: Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. The University can best function and accomplish its mission in an atmosphere of the highest ethical standards. The University expects and encourages all students to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behavior and is jointly administered by faculty and students.

Honesty Code: The Honesty Code is the university community's standard of honesty and is endorsed by all members of the University of Houston – Clear Lake academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Disability Services: Any individual with a disability who requires a special accommodation should inform the professor and contact the Disability Services office, SSCB 1.301, or call (281) 283-2626.

Course Assessment: Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the instructions from <http://soe.uhcl.edu/UAS>. Unlike assignment grades that contribute to a student's course grade, Course Assessment assignment scores are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements. Instructors assign each Course Assessment assignment to one of three UAS categories: Exceeds Standards, Acceptable, or Unacceptable. Every student in a course which is either field-based or has a field experience, must log into the UAS and complete the Diversity Survey.

Americans with Disabilities Statement: In accordance with Section 504 of the federal *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, the University of Houston – Clear Lake endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal access to all our educational programs and activities. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services (Student Services and Classroom Building 1.301) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. **Should you need special accommodations, please contact me after class or in my office.**

Student Life Policies:

The Student Life Policies can be found by going to <http://www.uhcl.edu/studentervices> and selecting "Student Life Policies".

English Language Proficiency Standards: Below is the url for the English Language Proficiency Standards (ELPS). Pursuant to new Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TEXES (the PPR). After reading the standards, if there are any questions, please raise them in class.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Academic Calendar-Fall 2012

(http://prtl.uhcl.edu/portal/page/portal/PRV/Office_of_the_Provost/Documents/12-13%20AAA%20calendar%20-%20Revised%206-25-12.pdf)

* Both books have chapter summaries

Assignment Table

Sub column indicates WHERE you will submit the assignment. D = discussion board; A = assignment tool; Q = quiz tool.

Mo	Day	Week	Assignments	Assign Read	Pts	Sub
August	27	1	Class does not meet. Online assignment: Read syllabus & Chapters 1-3. Introductions & assignments; APA standards			
September	3	2	Class does not meet. Labor Day holiday. History of and Trends in Counseling; Personal and Professional Aspects of Counseling	Chps. 1 & 2 (CB)		
	10	3	Characteristics of an Effective Counselor (Labor Day)	Chp. 2 (Corey)		FF
	17	4	Building a Counseling Relationship Allen Ivey DVD	Ch. 7 (CB)		FF
	24	5	Google - Understand Parascff 15 pages (read) Licensure/Ethical Considerations; #1 Journal Article Review (Upload to Blackboard)	LPC Guidelines/Chp. 3 (Corey)	10	FF
October	1	6	Psychoanalytic Theory	Ch. 4 (Corey)		FF
	8	7	Adlerian	Ch. 5 (Corey)		FF
	15	8	Gestalt Existentialism	Chp. 6 (Corey)		FF
	22	9	Existentialism Person-Centered	Chp. 7 (Corey)	10	FF
	29	10	Gestalt Person-Centered ; #2 Journal Article Review (upload to Blackboard) - 1 page (Read)	Chp. 8 (Corey)		FF
November	5	11	CT/CBT/REBT View DVD#5	Chps. 9 & 10 (Corey)	35	FF
	12	12	Group Counseling; Counseling Approach Comparison Major Paper (Upload paper to Blackboard Assignment Board) - 6 pages	(CB) Chp. 8		FF
	19	13	Elementary, Middle, and Secondary School Counseling; Mental Health Counseling; Research Paper Due #6 (Upload to Blackboard Assignment Board) - 5 pages	Chps. 3 & 4 (CB)	35	FF
	26	14	#6 Research Paper Presentation			FF
December	3	15	Oral Participation		10	FF
			Grade due & TOTAL points		100	

1-2 > pg 55

19 pages
23 pages

14 pages

33 pages

29 pages

29 pages

26 pages

28 pages

33 pgs + 36 pgs =
69 pgs

14 pgs

30 pgs + 11 pgs =

41 pages

Assignment Instructions

Where are assignment instructions? Following this section, the assignment instructions in chronological order by due date. Be sure to check instructor messages for any revisions or additional guidance on the assignments – you are responsible for incorporating revisions instructor posts on the Instructor Messages discussion board.

How do I match the assignment instructions below to the assignment listed on the Table? By the assignment name.

Where do I submit the assignment? See the assignment table, 5th (sub) column for coded location; legend it at the top of the table.

Assignment specific discussion boards begin with assignment month_due date and are indicated by D on the Syllabus Assignment Table

How many points is each assignment worth? See the last (Pts) column on the assignment table.

How are evaluation criteria applied for points? See assignment table for points, multiply the % by the points to determine points for each criterion.

When is the assignment due? By 11:00p on the month date listed in the assignment row on the assignment table.

Will you accept late assignments? Yes, but the late policy applies

What if I post two or more messages for the same discussion board assignment? Only the most recent that is not late is evaluated for credit and the assignment is ineligible for bonus points for that assignment.

Read the syllabus & required textbooks

Read the syllabus immediately so that you understand the course contents and activities; you will learn what major activities are required and the standards for evaluating your work.

Introduce Yourself To Our Learning Community

First, introduce yourself to the group with your preferred name (the one we use when we refer to you in our virtual learning community) and write one pithy or descriptively rich sentence that captures what you do and who you do it for or with. For example "I am single father and househusband for family of 4 – wife and two sons," or "I am a University professor who teaches counseling courses to graduate students.

Second, tell us what degree or certificates this course will help you complete, or if you are taking it for another reason.

Third, state the number of hours you have completed in the Counseling Program.

What's in the subject line? To earn credit you must have the correct subject line: only THREE words that you think best describe yourself.

Can I post it as an attachment or use HTML? Not for credit; write it in the body of a message; never use attachments if the info can be in the body of a message - (see syllabus policy on assignments no html or attachments).

Grading criteria:

100% for specified subject line, 3 content items in the body of the message and not late. See late policy for applicable penalties.

60% if incomplete without specified subject line.

Contact information

Email: Send INSTRUCTOR only

In the email subject line type: **contact**

In the email body in this format:

Your first & last name

Your phone number

FAQs

What number? How many? However I can best reach you in case I need to; rarely happens but sometimes I can help you best immediately – so give me that number(s).

How will I know the instructor got it in WebCT email? Check your WebCT email outbox – where it saves a copy of your sent email

May I use an attachment? No, avoid attachments or HTML unless I request them.

UHCL School of Education Standards for Advanced Programs

1. An educational leader uses the content and pedagogical knowledge base of the field and promotes the integration of curriculum, resources, and teaching strategies to promote the success of all students and provide learning experiences to support lifelong learning.
2. An educational leader is a professional who assumes leadership roles and actively participates in organizations and professional development activities.
3. An educational leader understands and uses research and assessment tools to improve student learning and school programs.
4. An educational leader facilitates the success of all students by promoting a safe climate in the school and collaborates with families, community members, and colleagues to respond to their diverse interests and needs.
5. An educational leader promotes the success of all students by creating and managing exemplary programs and effectively communicating with students, faculty, families, and the community.

TEA Standards for Counselors

- (a) The knowledge and skills identified in this section must be used by school counselor preparation programs in the development of curricula and coursework and will be used by the State Board for Educator Certification as the basis for developing the assessments required to obtain the appropriate school counselor certificates. These standards must also serve as the foundation for the professional growth plan, and continuing professional education activities required by §239.25 of this subchapter (relating to Requirements to Renew the Standard School Counselor Certificate).

- (b) **Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:
- (1) the history of counseling;
 - (2) counseling and consultation theories and practices;
 - (3) career development theories and practices;
 - (4) assessment principles and procedures, including the appropriate use of tests and test results;
 - (5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
 - (6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;
 - (7) learners' developmental characteristics and needs and their relevance to educational and career choices;
 - (8) legal and ethical standards, practices, and issues;
 - (9) the characteristics and educational needs of special populations;
 - (10) theories and techniques in pedagogy and classroom management;
 - (11) the integration of the guidance and academic curricula;
 - (12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and
 - (13) counseling-related research techniques and practices.
- (c) **Standard II. Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:
- (1) develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program;
 - (2) provide a proactive, developmental guidance program based on the needs of students;
 - (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
 - (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
 - (5) coordinate resources for students within the school and community;
 - (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
 - (7) participate in the selection, use, and interpretation of assessments and assessment results;
 - (8) use varied sources of information about students for assessment purposes;
 - (9) use counseling-related research techniques and practices to address student needs; and
 - (10) advocate for a developmental guidance and counseling program that is responsive to all students.
- (d) **Standard III. Learner-Centered Process:** The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.
- The certified school counselor must:
- (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
 - (2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;
 - (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
 - (4) implement effective referral procedures to facilitate the use of special programs and services; and
 - (5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.
- (e) **Standard IV. Learner-Centered Equity and Excellence for All Learners:** The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:
- (1) understand learner differences, including those related to cultural background, gender, ethnicity, learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
 - (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and

- (3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.
- (f) **Standard V. Learner-Centered Communications:** The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:
- (1) demonstrate effective communication through oral, written, and nonverbal expression;
 - (2) use knowledge of group dynamics and productive group interaction;
 - (3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
 - (4) facilitate learners' access to community resources;
 - (5) develop and implement strategies for effective internal and external communications;
 - (6) facilitate parent/guardian involvement in their children's education;
 - (7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning; and
 - (8) work effectively as a team member to promote positive change for individuals, groups, and the school community.
- (g) **Standard VI. Learner-Centered Professional Development:** The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:
- (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
 - (2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
 - (3) strives toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
 - (4) applies research-based practice to improve the school guidance and counseling program; and
 - (5) continues professional development to improve the school guidance and counseling program.

Licensed Professional Counselor Competencies

Website: <http://www.dshs.state.tx.us/counselor/default.shtm>

A planned graduate program of at least 48 graduate semester hours of courses which are counseling in nature, including a practicum or internship of at least 300 clock-hours which primarily involve the direct delivery of counseling services (testing practicum cannot be used toward the practicum requirements). Practicum must include at least 100 clock-hours of direct client counseling contact. Areas of graduate study must include the following:

- (1) Normal human growth and development - the process and stages of human intellectual, physical, social, and emotional development from prenatal origins through old age;
- (2) Abnormal human behavior - the principles of understanding dysfunction in human behavior or social disorganization;
- (3) Appraisal or assessment techniques - the principles, concepts, and procedures of systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics, which may include the use of both non-testing approaches and test instruments;
- (4) Counseling theories - the major theories of professional counseling;
- (5) Counseling methods or techniques - the methods or techniques used to provide counseling treatment intervention including:

(A) counseling individuals; and

(B) the theory and types of groups, including dynamics and the methods of practice with groups;

- (6) Research - the methods of research which may include the study of statistics or a thesis project in an area relevant to the practice of professional counseling;
- (7) Life style and Career development - the theories of vocational choice, career choice and life style, sources of occupational and educational information, and career decision-making processes;
- (8) Social, Cultural, and Family issues - the studies of change, ethnic groups, gender studies, family systems, urban and rural societies, population patterns, cultural patterns, and differing life styles;
- (9) Professional orientation - the objectives of professional organizations, codes of ethics, legal aspects of practice, standards of preparation, and the role identity of persons providing direct counseling treatment intervention; and
- (10) Practicum (internship) - as referred to in §681.82(c) of this title (relating to Academic Requirements).

ATTENDANCE:

Attendance is required and affects the final grade. For the purposes of this class, attendance is defined as presence and participation in class discussions and activities.

Understandably, there are times when circumstances do not allow for on-time attendance. It is expected that students contact the instructor via email or cell phone for tardiness or absence.

Tardiness/leaving early: Students who arrive more than 15 minutes late or leave 15 minutes early may be considered absent for the entire class. Close communication with the instructor is expected.

Be aware: More than 2 absences may result in an administrative drop.

PROFESSIONAL STANDARDS:

As required by SBEC standards for Certified School Counselors in Texas:

Standard I. Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

The professional school counselor knows and understands:

- 1.8 Legal and ethical standards, practices, and issues.

Standard VI. Learner Centered Professional Development: The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal int

The professional school counselor:

- 6.1 Uses reflection, self -assessment, and interactions with colleagues to promote personal professional development.
- 6.3 Strives toward the highest level of professionalism by adhering to and modeling professional, ethical and legal standards.
- 6.5 Engages in continuous professional development to improve the school guidance and counseling program.

As required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP):

Section II: Professional Identity

Subsection G:

- a. history and philosophy of the counseling profession; (CACREP II G.1.a)
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration

- and communications; (CACREP II G. 1. b)
- c. self-care strategies appropriate to the counselor role; (CACREP II G. 1. d)
- d. counseling supervision models, practices, and processes;
- e. professional organizations, including membership benefits, activities, services to members, and current issues; (CACREP II G.1. f)
- f. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; (CACREP II G. 1. g)
- g. counselor characteristics and behaviors that influence helping processes; (CACREP II G. 5.b)
- h. essential interviewing and counseling skills; (CACREP II G.5.c)
- i. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling; (CACREP II G.5.d)

N. B. Late papers will be fined one point for each business day late. If you know you will be unable to attend class, I suggest you submit your paper electronically. University and Graduate School rules related to plagiarism will be strictly enforced. Evidence of plagiarism will result in ZERO points on that classroom assignment.

Guidelines for Abstracts

~~Four~~ ^{Two} Journal abstract articles may relate to Career Development, Test and Measurements, counseling theory, techniques, and/or issues and trends in counseling and are to be two (2) page double-spaced maximum; they are due on the dates on the schedule. **All Abstracts are to be uploaded to WebCT on due date.**

NO EXCEPTIONS!

Format for Abstract (follow APA Writer's Manual, 6th Edition)

Name

Reference top of page. Abstract # 1 - 4

Author, A.A., Author, B.B., & Author, C.C. (year), Title of article. Title of periodical, XX, pp-pp.doi: XX.XXXXXXXXXX (Remember to indent second & third lines, if needed).

Summary of Article

Findings and Conclusions

Your Critical Reaction to Article

Name	Abstract #1
Author, A.A., (1955). Title of Article	
→ Title of Article, Title of Period, XX,	
→ 10-15. doi: XXXXXXXX	
Summary	
Conclusion	
Critical Reaction to	

← Why?

FALL 2012 CALENDAR OF IMPORTANT DATES

April 9 - 19	Early Registration
April 20 - August 24	Open Registration
August 25 - September 4	Late Registration
August 20	Financial Aid Disbursements Begin
August 24	Fee Payment Deadline for Early and Open Reg. 5 p.m.
August 27	Online Graduation Application Available
September 3	University Holiday (Labor Day)
September 5	Fee Payment Deadline for Late Reg. 6 p.m.
September 27	Online Late Graduation Application Available
November 21	First day of Student Thanksgiving Holidays
December 10	Regular Session Finals begin
December 15	Degree Conferral Date
December 15	Official Closing of Fall Semester
December 20	Graduation Clearances due by Noon
TBD	Commencement Ceremony
December 21	Grades available over E-Services Online

Regular Session (15-Weeks)

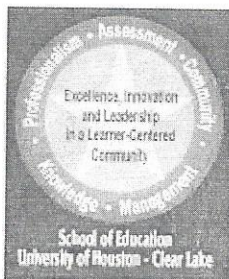
August 27 – First Class Day
 September 12 – Census Date
 November 12 – Last Day to Drop
 December 8 – Last Class Day
 December 17 – Grades due by Noon

First Eight-Week Session

August 27 – First Class Day
 September 4 – Census Date
 October 1 – Last Day to Drop
 October 20 – Last Class Day & Final Exam
 October 25- Grades Due by Noon

Second Eight-Week Session

October 22 – First Class Day
 October 29 – Census Date
 November 26 – Last Day to Drop
 December 15 – Last Class Day & Final Exam
 December 17 – Grades due by Noon



SOE Motto

Excellence, Innovation and Leadership in a Learner-Centered Community

NCATE: UHCL is one of only 14 universities in Texas accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting NCATE accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, NCATE works to make a difference in the quality of P-12 education.

SPRING 2013 SEMESTER – JANUARY 14, 2013 – MAY 11, 2013

COUN 5432.01: Theories of Counseling

INSTRUCTOR: Tonya R. Hammer, PhD, LPC-S

Office: SSB 3203.12

Phone: 281-283-3648

E-mail: hammer@uhcl.edu

Office Hours: Mondays 2-4

Wednesdays 11-3

**TIME AND LOCATION: UHCL Student Services Building, Classroom 3307,
Mondays, 4:00 - 6:50 p.m.**

Required text: Corey, G. (2011). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Brooks/Cole.

ISBN: 0-534-53605-0

Custom Textbook

(2010) Principles of Counseling: COUN 5231, ISBN: 0558895824

Course Description: This course reviews the major theories of personality, analyzes their similarities and differences, and relates these theories to counseling techniques.

Course Objectives:

Course objectives are based on the following topics: philosophical assumptions, tenants about the nature of man, personality constructs, historical origins, major theories and techniques of counseling, research support, the counselor's role and the counselor as a person. As a result of their participation in this course, students will:

- 1) Understand the meaning and importance of theoretical constructs in the counseling process (CACREP K.1.a)
- 2) Obtain a working knowledge of the major theories of counseling and personality, and to become aware of the strengths and limitations of each of these approaches. (CACREP K.3.b)
- 3) Compare the major theories of counseling and personality in terms of:
 - a. The major proponents of each of these theories. (CACREP K.5.c)
 - b. The important assumptions, constructs, and tenets underlying each approach. (CACREP K.5.c)
 - c. The terminology and the entities that describe how personality is organized.
 - d. The way each theory describes how individuals develop over the lifespan. (CACREP K.3.a)
 - e. The manner that each theory describes the causes of maladaptive or abnormal behavior (CACREP K.5.d)
 - f. The principles, steps, techniques, and/or methods that are used to help individuals change. (CACREP K.5.d)
- 4) Gain an understanding of the essential process issues in counseling including: counseling stages, problem definition, goal-setting, strategy selection, use of assessment tools, and ethical, legal, and professional concerns. (CACREP K.5.g, K.5.b)
- 5) Gain a working knowledge of the major theories of counseling including but not limited to: Classical Psychoanalytic, Cognitive, Affective, Behavioral, and family systems theory. (CACREP K.5.c, K.5.d)
- 6) Explore multicultural aspects of effective counseling theories including ethnicity, race, gender, age, and religious orientation. (CACREP K.2.a)
- 7) Explore the attitudes, beliefs, understandings, and acculturative experiences, including experiential learning activities (CACREP K.2.b)
- 8) Explore individual, couple, family, group, and community strategies for working with diverse population and ethnic groups (CACREP K.2.c,)
- 9) Explore counselors' roles 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 (CACREP K.2.d)
- 10) Explore the theories of multicultural counseling, theories of identity development, and multicultural competencies (CACREP K.2.e)
- 11) Develop a personal theoretical model for counseling. (CACREP K.5.c)

DISABILITY STATEMENT

In accordance with Section 504 of the federal **Rehabilitation Act of 1973** and **the Americans with Disabilities Act of 1990**, the University of Houston – Clear Lake endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal access to all our educational programs and activities.

Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services (Bayou 1406) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring

special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. **Should you need special accommodations, please contact me after class or in my office.**

Any individual with a disability who requires a special accommodation should inform the professor and contact the Disability Services Office, Student Services/Classroom Building, Room 1.301, or call (281) 283-2626.

ENGLISH LANGUAGE PROFICIENCY STANDARDS

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<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

STUDENT LIFE POLICIES

The Student Life Policies can be found by going to <http://www.uhcl.edu/studentervices> and selecting "Student Life Policies"

COURSE FORMAT

This course will be held in an interactive lecture format. Students will be expected to attend lectures, participate in discussion, and participate in role-play. By nature of the course, a considerable amount of in-class time will be spent discussing various topics related to our reading(s). Reading(s) must be done outside of class to prepare students for course content.

COURSE CONTENT AND EXPECTATIONS

The content of this course will include readings from the text to offer a foundation for future counseling coursework and skills development. It will also include some demonstration and hands-on interactions. As a graduate professional development course, candidates are expected to be prepared to fully participate in all course activities. As members of the class and the counseling profession, candidates are expected to demonstrate respect and integrity in all behaviors and activities. This includes cell phone usage and personal interactions with the instructor and fellow students.

STATEMENT ON PROFESSIONAL DISPOSITIONS

As an NCATE accredited institution, UHCL will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator. This means that a student may be withdrawn from a UHCL program if the student is judged to not have the required professional dispositions, regardless of the student's academic record. The statement defining what

is meant by “professional dispositions” is given at

http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form_files/DISPOSITIONS.pdf.

Every student must read and follow the Policy on Professional Dispositions, which is provided to define the standard of behavior the School of Education expects of its candidates. At the end of the course and at other appropriate times, the instructor(s) will assess your compliance with these standards. These assessments will be invaluable to you, and the program faculty, as you continue to develop professionally.

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ACADEMIC HONESTY POLICY

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Honesty Code: The Honesty Code is the university community’s standard of honesty and is endorsed by all members of the University of Houston – Clear Lake academic community. It is an essential element of the University’s academic credibility. It states: “I will be honest in all my academic activities and will not tolerate dishonesty.”

Further, as future counseling professionals, professional integrity and honesty are non-negotiable. Therefore each student is expected to adhere to a strict code of honor that includes no cheating or sharing of work. Any violations of this ethical expectation and policy will be dealt with accordingly. Plagiarism, dishonesty/cheating or other failures to perform within the bounds of ethical standards will result in an automatic failing grade and will place the student under the recommendation that they be suspended from the program. The submission of work under the student’s signature/name will be accepted as a contract in agreement with this policy.

1. Class attendance/participation: Students will attend class regularly and will actively participate in class discussions and demonstrations. They will be expected to actively demonstrate and apply all knowledge and comprehension of the course content. Attendance is required and affects the final grade. For the purposes of this class, attendance is defined as presence and participation in class discussions and activities.

The grade is affected as follows:

0 – 1 absence ⇒ No change in your grade

2 absences ⇒ Will not receive credit for the course and you will be administratively dropped.

Students are permitted to miss one class without penalty. However, a call or email to the professor informing of the absence is expected. Students may experience the loss of up to ten points from the final grade per absence beyond the first absence. Only the instructor, upon consultation with the dean, will make exceptions to this rule. Attendance and punctuality are valued in this class.

Tardies/leaving early: Students who arrive more than 15 minutes late for the course or who leave more than 15 minutes early will be considered absent for the entire class period. Close communication with the instructor is expected.

Participation will count as 10% of your grade.

1. Midterm: There will be a midterm exam. The exam will be multiple choice and essay. Students should be able to demonstrate their ability to apply, analyze, and synthesize information from both class discussions/demonstrations, assigned readings, and outside research.
2. Case Studies: Students will write two case studies. They will be required to describe clearly how they would conceptualize and approach (treat) this case from a particular theoretical perspective. They will need to underline key terminology used in the case response. The case response should be a minimum of 1.5 typed pages in length. APA formatting should be followed.
3. Theoretical position project: Students will conduct research and write a paper presenting and supporting their personal counseling theoretical preferences, including their way of being, their way of understanding and their way of intervening. Paper must be 10-15 pages (maximum). The 10-15 pages does not include the reference page, title page, or abstract. **APA style must be used** and there must be at least **5 academic references**, including at least one electronic resource (internet). Students should conduct a computerized literature search on the particular theoretical approach(es) that best applies to their own personal model/practice of counseling. References should be from empirical/scholarly works that support and further define their position (see grading rubric). The students should include strengths and weaknesses, applicability for their future practice, and current trends involving the theory/theories. This paper must be printed and given to the instructor by the due date. Additionally you must upload the artifact (paper) submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the instructions from <http://soe.uhcl.edu/UAS>. This should be done by the due date for the paper.
4. Group Project: Students will be assigned to a group and each group will be assigned a specific set of competencies. Each group will be required to develop an experiential activity to help assist in the understanding and/or implementation of the competencies. The group will be required to present their activity to the class. The method of presentation will depend upon the activity created and will be discussed with the professor prior to the date of the presentation. The activity will be submitted in written form as well. The presentation of the activity will be evaluated by the professor and the class. The group members will also evaluate each other in their contribution and participation in the development of the activity. All of the evaluations will be taken into consideration in the determination of the grade.

5. Final Exam: The final exam will be a subjective take-home essay. The exam will focus on the second half of the course covering the various competencies, multicultural, advocacy, transgender, LGBQQIA, and spiritual and religious.

Method of Instruction: The format of the class will be lecture and discussions, and other class activities including videos and role-plays. Use of web enhancement will be at the discretion of the instructor per course needs. It is imperative that students come to class prepared to discuss the assigned readings.

Evaluation of Course Portfolios (Grading):

▪ Midterm	20% (20 points)	A = 90-100
▪ Case Studies	10% (10 points)	B = 80-89
▪ Theoretical position project	25% (25 points)	
▪ Participation	10% (10 points)	
▪ Group Project	25% (25 points)	
▪ Final Exam	10% (10 points)	
<hr/>		
Total possible points:	100 points	

Late Work Policy

No late assignments will be accepted.

WEB RESOURCES

- American Counseling Association – www.counseling.org
- Texas Counseling Association - www.txca.org
- American School Counseling Association – www.schoolcounselor.org
- American Psychological Association – www.APA.org
- National Board for Certified Counselors, Inc. – www.nbcc.org
- Texas Education Agency School Counseling Guidelines - <http://www.tea.state.tx.us/guidance/>
- Texas Board of Licensing of Professional Counselors <http://www.dshs.state.tx.us/counselor/default.shtm>
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) - www.cacrep.org

TENTATIVE COURSE SCHEDULE AND REQUIRED READINGS

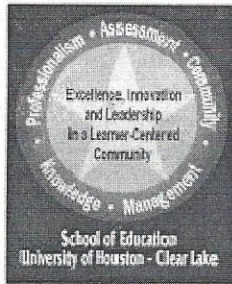
Date	Lecture	Assignment Due
Jan. 14	Intro/Review/Quiz	
Jan. 21	MLK Holiday	
Jan. 28	Relational Cultural Theory	
Feb. 4	Reality Therapy/Choice Theory	
Feb. 11	Narrative/Solution-Focused	
Feb. 18	Traditional Family	Narrative Case Response Due
Feb. 25	Multicultural Counseling	
Mar. 4	Mid-Term (in-class)	Structural Case Response Due
Mar. 11	Spring Break	
Mar. 18	Multicultural Competencies (intro online reading)	
Mar. 25	Multicultural Competencies	
Apr. 1	Social Justice/Advocacy	Theories Paper Due
Apr. 8	Transgender Competencies	
Apr. 15	LGBQQIA Competencies	
Apr. 22	Presentations	
Apr. 29	Presentations	
May 6	Final Exams Due	

ADDITIONAL IMPORTANT DATES CAN BE FOUND ON THE UHCL CALENDAR

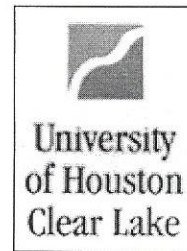
SPRING 2013 CALENDAR OF IMPORTANT DATES

October 29 – November 8	Early Registration
November 9 – January 11	Open Registration
January 12-22	Late Registration

January 7	Financial Aid Disbursements Begin
January 11	Fee Payment Deadline for Early and Open Reg. 5 p.m.
January 14	Online Graduation Application Available
January 21	University Holiday (MLK Day)
January 23	Fee Payment Deadline for Late Reg. 6 p.m.
February 14	Online Late Graduation Application Available
March 11	First Monday of Spring Break
April 27-May 6	Regular Session Final Exam Period for Online Courses
April 30 – May 6	Regular Session Final Exam Period for Face-to-Face Courses
May 11	Degree Conferral Date
May 11	Official Closing of Spring Semester
May 22	Graduation Clearance due by Noon
TBD	Commencement Ceremony
May 23	Grades Available over E-Services Online
Regular Session (15 Weeks)	
January 14	First Class Day
January 30	Census Date
April 8	Last Day to Drop
April 29	Last Class Day
May 16	Grades Due by Noon
First Eight-Week Session	
January 14	First Class Day
January 22	Census Date
February 18	Last Day to Drop
March 9	Last Class Day and Final Exam
March 14	Grades Due by Noon
Second Eight-Week Session	
March 18	First Class Day
March 25	Census Date
April 22	Last Day to Drop
May 11	Last Class Day and Final Exam
May 16	Grades due by Noon



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and Leadership in a
Learner-Centered
Community



NCATE: UHCL is one of only 14 universities in Texas accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting NCATE accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, NCATE works to make a difference in the quality of P-12 education.

Instructor Information

Name: Dr. Eva "Dee" Sloan, LPC-S, NCC

Email: sloandee@uhcl.edu

Office hours: B 1111.13 Tuesdays and Wednesdays 12:00pm -2:00pm and by appointment

Phone: 281-283-3517 (office)

Secretary: Bonnie Harrill (281) 283-3521

Course Information

Course title: Assessment Issues in Counseling

Course number: COUN 6232.50

Text:
Drummond, R. J. & Jones, K. D. (2010). *Assessment procedures for counselors and helping professionals* (7th ed.). New Jersey: Pearson.

Course description: An overview of appraisal instruments for individual testing with emphasis on administration, scoring, and interpretation. Designed for practitioners interested in understanding individual assessment.

Course date: Summer 2013

Location: On-line and two face-to-face class meetings with dates TBA

Prerequisite(s): admitted to COUN program

Course Goals

- Course goals:
- a. historical perspectives concerning the nature and meaning of assessment; (CACREP II G. 7. a)
 - b. 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 II G. 7. b)
 - c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; (CACREP II G. 7. c)
 - d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); (CACREP II G. 7.d)
 - e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity); (CACREP II G. 7. e)
 - f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; (CACREP II G. 7.f)
 - g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. (CACREP II G. 7.g)

Course Requirements

1. **Quizzes** – There will be four quizzes at five points each (20 points). Each quiz will have 10-15 multiple choice questions. All questions will be selected from the text and supplemental readings posted on the web. There will be a time limit set for each quiz. Answer each question within the time limit. Do not leave any question unanswered. Any unanswered questions will count as a wrong choice. Quizzes will be taken through Blackboard and will cover the text readings assigned for that quiz. No make-up quizzes will be given.
2. **Journal Article Critiques** – Each student will be required to do four journal article critiques during the course. Each journal article critique will be worth five points (20 points total). The first two article critiques due will be based on articles that will be posted in the assignment section of Blackboard. The last two article critiques will be based on journal articles chosen by the student. The article will need to be research based so that there is a methodology section with instruments utilized for assessment. The article will also need to be counseling related including but not limited to counseling theory, technique, and/or issues and trends. The critique is to be 1-2 pages in length and should include the following: the correct citation for the article (APA style), a brief summary of the article (do not copy the abstract), an analysis of the assessment instruments used in the study including reliability and validity issues, the findings and conclusions of the study, and finally your critical reaction to the work. The due dates for the article critiques are in the Course Outline.
3. **Psychological Assessment Report** (20 points) – Each student will be required to complete a Psychological Assessment Report on an individual “client”. Your client can be another class mate, a family member, or a friend. The “client” will be required to sign an “informed consent” which will be posted on-line for you to download. An example report will also be posted on-line with the description of the assignment. The Psychological Assessment report will require you to obtain demographic data on the client and conduct the following assessments: interview in which you obtain background information including but not limited to medical history, history of any substance abuse, and educational and vocational history. You will also be required to conduct a Mental Status Exam (MSE) on the “client” and administer the DASS 21. There is a link in Blackboard which will provide you with the necessary information for the MSE and the DASS 21. Finally, you will be required to locate and utilize one other instrument in your assessment. This can be a personality assessment, intelligence assessment, or emotional assessment such as the Beck Depression Inventory. You will be required to provide a description of the additional instrument including reliability and validity information. Additional resources to assist in this assignment will be provided.

4. **Classroom participation/Discussion Responses (20 points)** – Discussion board participation will require a workable knowledge of the related text chapters. In addition to the text assignments, ancillary materials such as Power Point presentations, Web links, and journal articles are available in the web shell. Your discussions should thoroughly answer each of the focus questions, reflect your reactions to the material, and include at least one or two responses to fellow classmates. Please clearly express your opinions both freely and respectfully. Error in punctuation and grammar will not be graded. For additional guidelines concerning classroom participation/discussion responses, please refer to the Course Format section.
5. **Final Exam (20 points)** –The final examination will be cumulative and will consist of approximately 50 multiple choice questions. The final exam will be posted on-line.
6. **Upload a class artifact or product to the UAS Assessment Interface:** Students must upload the required artifact (Psychological Assessment Report) in order to get credit for the class. Instructions for uploading an assessment product can be found at the School of Education web page <http://soe/uhcl.edu/>. Click on the UAS link and login as Student. **The product will need to be uploaded by the date of the Final Exam, August 3, 2013.**

EVALUATION

- 20% Quizzes
- 20% Journal Article Reviews
- 20% Class participation
- 20% Written Reports
- 20% Final Exam

LATE WORK POLICY

All assignments are due on the date indicated. Grades on late assignments will be deducted by 10% for each day late and will not be accepted after a week from the due date has passed.

COURSE FORMAT

Some notes on how to navigate an on-line course and get the most from the experience:

- This is an online course. Online courses look different than a regular face-to-face classroom, but there is room (and all kinds of technology) for great things to happen. Please be open to that prospect.
- A note about writing: when using the discussion board and/or the chat room you will be writing as if you were talking to your classmates. Therefore, proper grammar, spelling, and punctuation are not the major concern (although we do have to be able to understand your message without difficulty).
- When assignments are given such as “papers” or “presentations”, I expect correct use of the English language and graduate-level writing. You will follow APA Publication Manual guidelines. This means using the correct format for page numbers, running heads, citations, cover pages, etc.
- The “discussion board” will be our most used medium. On the discussion board we will have discussions, answer questions, clarify assignments, and generally keep in touch. Expect to access the discussion board a **minimum** of twice a week. Please remember, the discussion board is open to (can be read by) the entire class.
- For discussions, you are required to respond to the original discussion topic posted by the instructor and to at least two of your classmates. You are welcome to respond to as many of your classmates as you like, but two will be the minimum to receive an average grade.

- As you are responding to your classmates, you will address your remarks as such, "As to Judy's comments, I feel. . ." or "Where Judy states she felt . . . , I felt. . ." Impolite or discourteous responses will lower a student's grade. You may disagree with what is said, but do so respectfully.
- While the "discussion board" will be our most used medium, we also have access to "private mail". I may ask that some assignments be submitted via mail. Anytime you wish to send me, or anyone else in class, a message not meant for the entire class, you will use private mail.
- Finally, we are long on material and short on time, so jump right on the assignments and keep up.

DISPOSITION STATEMENT

Dispositions

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AMERICANS WITH DISABILITIES STATEMENT

In accordance with Section 504 of the federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the University of Houston – Clear Lake endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal access to all our educational programs and activities. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services (Student Services and Classroom Building 1.301) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. **Should you need special accommodations, please contact me after class or in my office.**

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[p://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html](http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html)

UCLH Summer Calendar of Events

Students can view the University of Houston - Clear Lake Summer Calendar of Events by going to the website below

<http://prtl.uhcl.edu/portal/page/portal/AR/Calendars/summer-2013/second-four-week>

Course Outline
Week

Dates

Chapters Covered

Assignments Due

Week	Dates	Chapters Covered
1	July 8-9	Introduction
2	July 10-11	Chapter 1 – Introduction to Assessment Chapter 3 – Statistical Concepts
3	July 12-13	Chapter 2 – Methods and Sources Chapter 4 – Understanding Assessment Scores Chapter 7 – Selecting, Administering, Scoring, and Interpreting
4	July 14-15	Chapter 5 Reliability Chapter 6 Validity
5	July 16-17	Chapter 17 Legal and Ethical Concerns and Issues in Testing
6	July 18-19	Chapter 8 Ability and Intelligence Testing
7	July 20-21	Chapter 10 Aptitude Testing
8	July 22-23	Chapter 9 The Assessment of Achievement
9	July 24-25	Chapter 11 Career and Employment Testing
10	July 26-27	Chapter 12 Personality Testing

Discussion Topic #1 ✓
Discussion Topic #2 ✓
Quiz #1 (Chps. 1, 2, & 3) - 86.67 Discussion Topic #3 ✓ Statistics Worksheet - 68
Journal Article #1 - 80 Discussion Topic #4 ✓
Quiz #2 (Chps. 4, 5, 6, & 7) - 91.66 Discussion Topics # 5 - ✓
Journal Article #2 - 80 Discussion Topic #6 ✓
Quiz #3 (Chps. 8 & 17) - 73.33 Discussion Topic #7 ✓
Journal Article #3 - 91 Discussion Topic #8 ✓
Discussion Topic #9 ✓
Quiz #4 (Chps. 9, 10, & 11) - 93.34 Discussion Topic #10 ✓

Course Eval Due

11	July 28-29	Chapter 13 Clinical Assessment Assessment of Development Environmental Assessment	Journal Article #4 - Discussion Topic #11 ✓
12	July 30-31	Chapter 15 & Computer Issues	Discussion Topic 12 ✓ ✓ EXTRA CREDIT QUESTION
13	August 1-2	Chapter 14	✓ Discussion Topic 13
14	August 3	Psychological Assessment Report Due August 3 rd	92
15	August 3	Final Examination	3 HRS - 50 Questions Final Exam Due August 3 rd UAS Upload Due August 3 rd Online Course Evaluation Due August 3rd

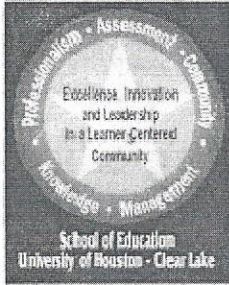
DISCUSSION TABLE

Topic #	Week	Discussion Questions	Chapters	Due Date
	July 8-9	What does assessment mean to you? Please give a personal example of your own experience with assessment.	Introduction	July 9
2	July 10-11	Please discuss the advantages and disadvantages of using a standardized test versus a teacher-made test. Under what circumstances might you use each? What are the limitations of these types of test? When appropriate share your personal experiences and insight. Why are measures of relationship important to measurement consumers? What is the coefficient determination, and how is it used?	1 & 3	July 11
3	July 12-13	What are the advantages and disadvantages in administering an achievement test battery rather than a series of single-subject-matter tests? Discuss the perceived advantages and disadvantages for the test giver and the test taker. If you have personal experiences to draw from, please do so.	2, 4, & 7	July 13
	July 14-15	You are charged with finding an assessment to measure achievement on a particular population (fourth graders in your school). How will you select the assessment? How will you insure that it addresses the needs of all of the students? With regard to validity and reliability, which factor do you feel is more important in selecting your test and for what reason(s)? If you have personal experiences, please feel free to share them with the class.	5 & 6	July 15
5	July 16-17	Much has been made of the limits of fairness and cultural sensitivity in college entrance testing. On a continuum, to the far left would be those that advocate one test for all individuals, and to the far right those that advocate individually constructed tests to insure fairness and cultural sensitivity. Taking the position on the far left could possibly exclude very bright and motivated contributors to American education and society. Adopting the position of the far right could cost a University a fortune in design and construction of individually constructed assessments. What is your opinion as to the best way to design a	17	July 17

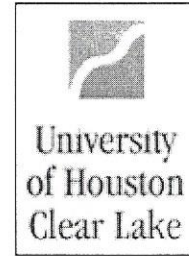
		<p>system that is inclusive and affordable? Please remember when we speak of left and right, it is the point on the continuum, not a political position. Be kind, polite, and respectful. Begin by stating why you think that college or universities test candidates for admission.</p>		
6	July 18-19	<p>Compare the different theories of intelligence. What theory do you find most acceptable and why? Do you feel that most tests are biased in favor of White, middle-class examinee? Do you believe that we should use only culture-fair tests? Defend your beliefs. Remember you are highly educated, articulate graduate students of UHCL, and counselors-in-training. Your courteous discourse should reflect this high standing.</p>	8	<i>July 19</i>
7	July 20-21	<p>To "test" your creative ability, try the following exercise:</p> <ol style="list-style-type: none"> a. How many uses can you think of for a paper clip, rubber ball, brick, wire clothes hanger, foot ruler, or toothpick? b. Try to imagine how things would change if: <ul style="list-style-type: none"> Everyone had three arms. Everyone had six fingers and no thumb on each hand. It rained steadily for six months a year and didn't rain at all for the remaining six months. <p>Reflect on your experience completing this exercise. How did it make you feel? For what population(s) and age level (s) do you think it appropriate? What do you think it is measuring? Is it a valid measure? Would it be a reliable measure?</p>	10	<i>July 21</i>
8	July 22-23	<p>As you are keenly aware of by now, Hurricanes Katrina and now Ike devastated much of the Gulf Coast area from Louisiana to Galveston. Significant numbers of school-age children were displaced in both instances. These children needed to be enrolled as quickly as possible in alternative classroom situations to begin the process of normalizing their lives, and to insure that they didn't fall behind academically. Many of the school records were lost or destroyed. In the instance of Katrina, and even within states, they can be huge</p>	9	<i>July 23</i>

		differences in education. Discuss how you might have assessed these children for placement in different grade levels. Include the "average" student, those with a diagnosis of Mental Retardation, the gifted and the creative. Think about individual and group tests.		
9	July 24-25	You are a newly hired professor and have been selected to construct and conduct the interviews of adjuncts applying for positions teaching in the doctoral program at St. Valentine's University, a CACREP accredited counseling program with an excellent reputation. There are 120 applicants for 12 positions. Discuss the structure of the interview format. What would you like to know about the applying professors? How will you address individual or committee bias? How will you fairly address different values, attitudes and beliefs? Would you want to observe the professors for any length of time? If so, discuss in what setting? How will you ensure that St. Valentine's gets the best (what does best mean?) adjuncts available from a diverse population?	11	July 25
10	July 26-27	How would you feel about requiring political candidates to take a personality assessment? What might be the inherent benefits and dangers in instituting such a policy? Discuss the problems you might encounter with reliability and validity associated with these instruments. Have fun with this and remember you are highly educated, articulate graduate students of UHCL, and counselors-in-training. Your courteous discourse should reflect this high standing.	12	July 27
11	July 28-29	Discuss the use of behavior checklists in a classroom setting. What role might culture, personal values, attitudes, and beliefs in the observer and the student have on the results and interpretation? What kind of effect might knowing they are being observed have on the students, if any? If you have used a checklist, or have had one used on you, please feel free to share your experience with the class.	13, Developmental Issues, & Environmental Issues	July 29
12	July 30-31	In keeping with the expectation of large numbers of school – age children being displaced from the devastated areas of	15 & Computer Issues	July 31

		<p>the Gulf Coast:</p> <ol style="list-style-type: none"> a. List and describe several causes and types of learning disabilities and the kinds of intervention procedures that might be expected to make an improvement in those conditions. b. List or two tests of memory and one or two perceptual motor skills tests and the purposes for which they might be used. Would they be appropriate for the entire school-age population we are discussing? 		
13	August 1-2	<p>Most people think that schools should be academically accountable. As a result of this accountability, school districts have resorted to performance contracting – making the paychecks of teachers proportionate with their teaching effectiveness. Schools often measure teacher effectiveness by the number of students who pass a standardized test such as the TAKS, the TEKS, etc. Discuss your feelings of the fairness of this policy, including public versus private schools, appropriate grade levels and ages for administering these tests and where you think this practice will take the educational system in the next decade.</p>	14	<i>August 2</i>



Excellence, Innovation and Leadership in a Learner-Centered Community



NCATE: UHCL is one of only 13 universities in Texas accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is a non-profit, non-government alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges and departments of education. Meeting NCATE accreditation standards help to ensure high quality teacher, specialist and administration preparation. Through the process of accreditation, NCATE works to make a difference in the quality of P-12 education.

Instructor Information

Jacqueline Parsons, PhD
Adjunct Professor of Counseling

Office: Ms. Barbara Kelley (281) 283-3570

Mail: N/A

Phone: 210-865-4783 Mobile/Text (When texting, please identify yourself by name.)

Email: ParsonsJ@uhcl.edu (also see "Class Communications" section)

BlackBoard site & <http://courses.uhcl.edu:8900>; COUN majors are encouraged to download the Counseling Graduate Candidate Guide at:

COUN Web Site: http://prtl.uhcl.edu/pls/portal/docs/PAGE/SOE/FORMS/FORM_FILES/COUN_Grad_Student_Guide.pdf and read it!

Course Information: COUN 6334.50 Career Development and Counseling

Description: Per the UHCL Catalogue: Review of theories, sources of information, methods of appraisal, appraisal instruments and counseling techniques related to the career development process throughout the lifespan.

Meetings: This is a Fall Semester 2013 beginning August 26 2013 and ending December 7, 2013, with your final project due December 8, 2013. **This course is being instructed 100% online.**

Prereq's: COUN 6032 or EDUC 6032; COUN 6232 or PSYC 6232 and admission to Counseling plan.

Course Goal: ✓ To enable students to understand the historical development of career counseling/guidance in order to allow them to become proficient in the use of theories and assessment in Career Development.

- Terminal Objectives:**
- Identify how key historical events have shaped career development theory and practice.
 - Examine the career development of people across a lifespan. ✓
 - Develop critical reading and writing skills by writing two journal abstracts. Abstracts must follow APA style writing manual/template. ✓
 - Develop an understanding of career development theories, which may lead to your personal career development theory. ✓
 - Experience the intricacies of career development assessment.
 - Identify trends that will shape the work place over the next decade.
 - Examine the impact that technology will play in finding and securing jobs in the future.

- Develop understanding of career development measurement instruments by administering and interpreting one measure.

Textbooks Required: Brown, D. (2012), *Career Information, Career Counseling and Career Development*, 10th ed., Boston: Pearson/Allyn and Bacon, ISBN 10-digit 0-13-282139-7/13-digit 978-0-13-282139-1

Website: The course is totally delivered through UHCL-BlackBoard <http://courses.uhcl.edu:8900>. You are responsible for reading the course textbook and mastering its content.

Web Course Communications

Learning & Online Participation

The course transpires partially in a virtual, asynchronous, web-delivered learning environment managed with BlackBoard. Our effectiveness as a learning community begins with clear expectations. Therefore I have listed what you can expect from me and then, what I expect from you.

What you can expect from me

- Communicate and interact respectfully with all members of the class learning community.
- Willingly respond to any phone calls or messages about the course at cell 210-865-4783.
- Provide instructions for every assignment that includes detailed specifications for the products.
- Respond to “Questions for Instructor” discussion board messages at least 3 days a week.
- Respond to email at least three times a week.
- Provide timely feedback on assignments within one week. Feedback will be posted on each uploaded assignment.
- Adjust assignment due dates to enable reasonable, on-time submission given officially documented UHCL technology failures.
- Cheerfully thank you for any suggestions or requests about how to improve the course posted on the “Improvements/Corrections” Discussion board.
- Strictly follow the UHCL academic honesty policy which includes investigating and reporting any academic honesty violations- if I do not, I am in violation.

- Students will be expected to spend 4-6 hours per week with course ware (course work).
- Treat everyone including the instructor as a respected member of the class learning community.
- **Read or complete and submit all assignments by DEADLINE. No late assignments will be excepted.**
- Read opening home page instructor messages and instructor discussion board at least 3 days a week.

What I expect from you

- Ask any question you have about the content or course on the “students-helping students” and “questions for instructor” discussion board, email (ParsonsJ@UHCL.edu) or by telephone. If it is an assignment question, always include assignment month, due date.
- Use BlackBoard email, text, or a phone call to me when communicating personal circumstances affecting your course progress or questions about my evaluation of your assignments.
- Ask any and all questions about any of my instructions that seem unreasonable, illogical, or unnecessarily vague, with a discussion board message to “students-helping- students” board first, then the “questions for instructor” message board or phone call to me.
- Use text/telephone when you need a response in less than 48 hours.
- Submit assignments early enough to avoid your last-minute technology failures, or willingly accept late penalties when not possible.
- Follow the UHCL academic honesty policy, which includes reporting any academic honesty violations; if you know, you must report.
- Incompletes will be given at Professor’s discretion only.

Instructor All of my print communications to the class will be posted on the Announcements section of
Discussion Board Blackboard.

Students If you have questions about the course or assignments, ask your fellow students first on the
Helping Students Helping Students board and give them at least 12 hours to respond. Why? To
Students encourage you to work cooperatively and help each other; many times students provide useful
Discussion Board insights and perspectives that I may not have. Anyone can answer another's question if they
find the answer in the syllabus. I appreciate cooperative and mutually supportive participants.

Also, the Students helping Students discussion board is meant to be a helpful, positive tool. It
is inappropriate to use this form as a means to complain.

Questions What if you have a question unanswered on the Students Helping Students board or a question
for only I may be able to answer? Ask your questions about the course requirements, content,
Instructor assignments, etc., on the Instructor Questions Discussion Board.
Discussion Board

Office Hours: Please contact me by my cell phone when question arise. 210-865-4783. I am available to
students Monday through Friday 8:00am – 5:00pm. I am not available during weekends.

Instructor 210-865-4783.
telephone:

Course Requirements/Assignments

All assignments should be done independently unless otherwise indicated. All
assignments should be submitted in a timely manner by the assigned due dates. Failure to
complete assignments in a timely manner can result in a reduced grade.

Grade Assessment

I. Interest Inventory Report 20 Percent of final grade **Due September 29, 2013 by 11:59 pm, CST**

- (A) Self Direct Search (SDS)
John Holland
- (B) Strong Interest Inventory (SII)
E. K. Strong, Jr.
- (C) Myers-Briggs Type Indicator (MBTI)
Isabel Briggs Myers & Katherine C. Briggs
- (D) Hall Occupational Orientation Inventory (HOOI)
Lacy Hall

Students will choose an inventory to review. Consult the latest edition of Mental
Measurement Yearbook for information and critique of selected inventory. Follow
the outline of topics in yearbook to write your review, you may also use other sources
such as your textbook for information.

Reports should be no more than 5-7 doubled spaced pages. Follow APA Style Manual 6th Edition with ~~7~~⁵ references required (More is wonderful).

Report to be emailed to: ParsonsJ@UHCL.edu by 11:59 pm, CST.

II. Theories of Career Development 30 Percent of final grade

Due October 27, 2013 by 11:59 pm, CST

(A) Trait and Factor

- (1) Holland Theory
- (2) Theory of Work Adjustment (TWA)
- (3) A Values Based Theory of Occupational Choice

(B) Developmental Theories

- (1) Super's LifeSpan, Life Space Theory
- (2) Gottfredsen's Theory of Conscriptation and Compromise

(C) Career Development of Women

- (1) Helen Astin "The Meaning of Work in Women's Lives: A Sociopsychological Model of Career Choice and Work Behavior" in the Counseling Psychologist, which outlines a general theory of the career development of women.
- (2) Gail Hackett & Nancy Betz "A Self Efficacy Approach to the Career-Development of Women" in the Journal of Vocational Behavior, which uses Bandura's self-efficacy construct to explain important aspects of the career decision-making process.

Students are to select a theory to research in-depth in order to write a written report which includes the following:

- ✓ • Coversheet
- ✓ • Abstract
- ✓ • Introduction to theory
 - Category to which theory belongs, philosophical assumption and meaning of theory
 - Descriptive summary of theory
 - Status and use of theory with specific emphasis on the value of theory in fostering additional research
 - Populations theory is most suitable, males, females, diverse cultural ect.
 - Your personal view of the value of the theory
 - Report should be ~~5-7~~⁵ pages in length and follow APA Manual 6th Edition for references, ~~quotations and~~ reference list.
 -

All assignments will be graded on the following criteria:

- **Effective writing to Graduate School standards** to include following APA Manual 6th Edition. Also include an abstract.
- Comprehensiveness and knowledge of topic
- ~~8-10~~⁵ pages of text
- 4 references required

Report to be emailed to: ParsonsJ@UHCL.edu by 11:59 pm, CST.

III. Self Reflection Paper – 10 Percent of final grade Due November 17, 2013 by 11: 59 p, CST

Students are to write a self reflection paper regarding theory learned in this class and apply the theory to their own career journey. Papers are to be 4-6 pages in length, written in APA style and have 2 references.

All assignments will be graded on the following criteria:

- **Effective writing to Graduate School standards** to include following APA Manual 6th Edition. Also include an abstract.
- Comprehensiveness and knowledge of topic
- 8-10 pages of text
- 4 references required

IV. Discussion Board Postings – 40 Percent of final grade

Students are required and expected to participate on Discussion Boards with a Main Posting and two Peer Responses postings each week. You must do this every week in which there is a discussion and must be on time. The main posting is worth 5 points and the 2 peer response postings are worth 5 points together.

Main posting is to be on Discussion Board by Wednesday night at 11:59 pm and response postings are to be completed by Sunday at 11:59 pm.

There will be no late work allowed for Discussion posts.

Grading Guidelines

93 - 100 = A	77 - 79 = C+
90 - 92 = A-	75 - 76 = C
87 - 89 = B+	71 - 74 = C-
83 - 86 = B	61 - 70 = D
80 - 82 = B-	<60 = F

General Policies and Guidelines

Assignment submissions & late policy:

All assignments are due by 11:59 p.m. on the due date and in the format, and location specified in the instructions. An assignment is late if it is not (1) submitted by due date time (2) in the specified location, for example, web, paper, discussion board, etc., (3) with the specified filename, and (4) in the specified file format, Microsoft Word .doc, .docx or .rtf, etc. Late assignments **may not be accepted, or accepted with 50% minimum penalty**, both at the instructor's discretion. Assignments submitted by discussion board messages should be in the body of a message without HTML.

Assignment Files - Format &

Unless instructions specify otherwise, assignments should be submitted as an electronic Word document file with 1" margins, 12 pt times roman font, single spaced.

Syllabus Revision:

The Professor intends to follow the syllabus but reserves the right to modify the current syllabus during the course.

Privacy and

Please be aware that there is no privacy in Blackboard. What you say and do can be viewed by others. Your instructor has access to all areas in Blackboard including login records. The

- Information in Blackboard courses:** instructor can see if and when you have accessed the course; Blackboard retains a complete record of email, bulletin board communications, and chats. Furthermore others may access the course without notice.
- Course Complaints:** I welcome any comments or criticism about the course and I expect professional conduct from students. Therefore, bring such comments to me first in Blackboard email or discuss them with me in person. If I cannot resolve the problem to the student's satisfaction, then we can discuss what the next step is. This is the professional, appropriate, and acceptable way to voice complaints in this class.
- Syllabus:** Follow the instructions in the syllabus first and always. Follow or use online information only as instructed. The syllabus presents course policies, procedures, and the professional standards met by the objectives. Consider reading the words and saying them aloud simultaneously to assure you have attended. Read all sections of the syllabus carefully because it is your course contract.
- Plagiarism:** Avoid even the appearance or plagiarism, such as using examples or paraphrased statements from others who have submitted an assignment the class can access; if your assignment is similar or the same, or incorrectly referenced it meets the definition of plagiarism. Therefore, do not replicate or paraphrase someone else's work published before yours.
- Attendance:** Candidates are required to participate in all instructional activities for the course. Attendance in online and web-enhanced courses must be defined in a different manner than the traditional face-2-face classroom based course. Candidate "attendance" in a web-enhanced course is defined as the attendance of the candidate for all face-2-face classroom meetings and active participation of the candidate in the course on web-based days as defined by the weekly assignments/activities for those days. Candidate "attendance" in an online course is defined as the active participation of the candidate in the course as defined by the weekly assignments/activities. Online and web-enhanced courses have weekly requirements for candidate participation (i.e. submission of completed assignment, email, discussion, and/or chat). Candidates who fail to participate in the required weekly interactions will be considered not in attendance and grade penalties will be incurred. Absences (3+) will result in the reduction of final grade by one full letter grade. School of Education policy states that all candidates must email their instructor during the first week of class. Failure to contact the instructor could result in administrative withdrawal from the course.

School and University Policies

Statement on Professional Dispositions: As an NCATE accredited institution, UHCL will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator. This means that a student may be withdrawn from a UHCL program if the student is judged to not have the required professional dispositions, regardless of the student's academic record. The statement defining what is meant by "professional dispositions" is given at http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form_files/DISPOSITIONS.pdf.

Every student must read and follow The Policy on Professional Dispositions, which is provided to define the standard of behavior the School of Education expects of its candidates. At the end of the course and at other appropriate times, the instructor(s) will assess your compliance with these standards. These assessments will be invaluable to you, and the program faculty, as you continue to develop professionally.

UAS Statement: Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the instructions from <http://soe.uhcl.edu/UAS>. Unlike assignment grades that contribute to a student's course grade, Course Assessment assignment scores are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements. Instructors assign each Course Assessment assignment to one of three UAS categories: Exceeds Standards, Acceptable, or Unacceptable. Every student in a course which is either field-based or has a field experience, must log into the UAS and complete the Diversity Survey. **Also upload Research Case Study.**

English Language Proficiency Standards: Below is the url for the English Language Proficiency Standards. Pursuant to new Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the standards, if there are any questions, please ask them in class.
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Academic Honesty Statement: Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. The University can best function and accomplish its mission in an atmosphere of the highest ethical standards. The University expects and encourages all students to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behavior and is jointly administered by faculty and students.

Honesty Code: The Honesty Code is the university community's standard of honesty and is endorsed by all members of the University of Houston – Clear Lake academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Americans with Disabilities Statement: In accordance with Section 504 of the federal *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, the University of Houston – Clear Lake endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal access to all our educational programs and activities. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services (Student Services and Classroom Building 1.301) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. **Should you need special accommodations, please contact me at (210) 865-4783.**

Assignment Table

Week of	Assignment
Week 1 8/26/13- 9/1/13	Please read Chapter 1
Week 2 9/2/13 – 9/8/13	Please read Chapter 2
Week 3 9/9/13 – 9/15/13	Please read Chapter 3
Week 4 9/16/13 – 9/22/13	Please read Chapter 4 & 5
Week 5 9/23/13- 9/29/13	Turn in Interest Inventories Report No Weekly discussion this week
Week 6 9/30/13 – 10/6/13	Please read Chapter 6 & 7
Week 7 10/7/13 –	Please read Chapter 8 & 9

10/13/13			
Week 8 10/14/13 – 10/20/13	Please read Chapter 10 & 11 ✓		
Week 9 10/21/13 – 10/27/13	Theories of Career Development No Weekly discussion this week ✓		
Week 10 10/28/13- 11/3/13	Please read Chapter 12 & 13	DB <input checked="" type="checkbox"/>	PR <input checked="" type="checkbox"/>
Week 11 11/4/13 – 11/10/13	Please read Chapter 14 & 15	DB <input checked="" type="checkbox"/>	PR <input checked="" type="checkbox"/>
Week 12 11/11/13- 11/17/13	Please read Chapter 16 & 17	DB <input checked="" type="checkbox"/>	PR <input checked="" type="checkbox"/>
Week 13 11/18/13 – 11/24/13	Please read Chapter 18	DB <input checked="" type="checkbox"/>	PR <input checked="" type="checkbox"/>
Week 14 11/25/13 – 12/1/13	Thanksgiving Break No Weekly discussion this week		
Week 15 12/2/13 – 12/8/13 –	Self Reflection Paper No Weekly discussion this week		

Where do I submit the assignment? Assignments are to be emailed to: ParsonsJ@uhcl.edu

When is the assignment due? By 11:59pm, CST, on the month and date listed in the assignment row on the assignment table.

Will you accept late assignments? No

Read the syllabus & required textbooks

Read the syllabus immediately so that you understand the course contents and activities; you will learn what major activities are required and the standards for evaluating your work. You are also responsible for reading the course textbook and mastering its content.

Contact information

Email: Send INSTRUCTOR only

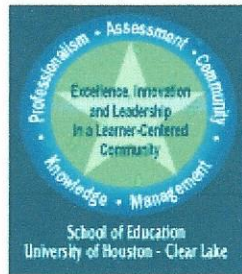
In the email subject line type: **contact**

In the email body in this format:

Your first & last name (Also, please send the name you preferred to be called in class.)

Your phone number

Coun 6435: PrePracticum Spring 2014



Excellence, Innovation and Leadership in a Learner-Centered Community

NCATE: UHCL is only one of only 13 universities in Texas accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is a non-profit, non-government alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges and departments of education. Meeting NCATE accreditation standards help to ensure high quality teacher, specialist, and administration preparation. Through the process of accreditation, NCATE works to make a difference in the quality of P-12 education.

Instructor: Dr. Cheryl Sawyer
Dr. Angie Estes

Office Hours: Before or after class in Pearland
4-6 on Tuesdays and 2-4p on Wednesdays at UHCL

Email: Sawyer@uhcl.edu

Suite Secretary: Pat Yarzy---281-283-3580

Textbook: Teyber, E. (2006). Interpersonal Process in Psychotherapy: 7th edition. Brooks/Cole.

Materials: Video (tape) recorder: must be able to connect to computer;
2 red folders with brads and dividers
1 blue folder with brads and dividers

Upload: Final PrePracticum CANDIDATE RATING must be uploaded prior to
May 8

Course Objectives:

This course is designed to provide the opportunity for students to advance their counseling skills. Both didactic and experiential learning will be incorporated into the course. The course will include ethical issues, therapeutic boundaries, contextual issues, and counselor self-care. The course is a basic foundation for both Practicum and Internship. It is essential that students gain an understanding of course content and demonstrate advancing helping skills.

During the experiential parts of the class audio taping and live observation are required. Students will be assigned to a client(s) to complete assignments. Because of the nature of the counseling assignments, it is understood that disclosure of personal material will be treated with respect and confidentiality. Course objectives include:

1. To increase self-awareness, self-understanding, and self-acceptance.
2. To assess one's present level of helping skills, develop advanced helping skills, and monitor the development of these skills throughout the semester.
3. To receive oral and written feedback from both peers and the instructor.
4. To provide oral and written feedback to peers.
5. To develop a personal counseling style that reflects facilitative communication skills, rapport building, and appropriate environment for counseling, and a theoretical frame of reference.
6. To develop appropriate goals for treatment and to document progress appropriately.
7. To maintain a professional and ethical approach in all aspects of the course.

Responsibilities:

1. Attend classes regularly and actively participate in all course activities. Attendance is mandatory. You must email the instructor within 24 hours explaining any absence. If you have more than 4 hours of absence you will not receive a passing grade for the course. If you leave more than 15 minutes early or arrive more than 15 minutes late for class, it will count as an hour's absence.
2. Complete all required assignments and submit according to the schedule indicated in the Schedule of Classes and Assignments.
3. Abide by the Academic Honesty Code which states "I will be honest in all my academic activities and will not tolerate dishonesty" (University catalog, p.74-77).
4. Maintain a positive attitude towards learning and self-growth.
5. Maintain active, open communication with instructors and group partners.
6. Review, know and abide by ACA Code of Ethics.

Course Requirements

Readings and exercises will be assigned for the topics covered in the course. You will be responsible for reading the material and/or completing the exercises related to each topic. Students should come to each class prepared to discuss assigned readings and exercises. All exercises must be typed and submitted on time. Late assignments will not be accepted.

Final course evaluation will be based on completion of all assignments in a satisfactory manner as well as consideration of the subjective opinion of the instructor regarding the student's readiness to advance to practicum. Students who, in the opinion of the instructor, are not prepared to advance to practicum will not receive a passing grade for the course. Any student who makes less than average on any area of the final candidate rating sheet will not receive a passing grade for the class. Students might be asked to repeat the course at a future date, given an incomplete (I) as a final grade, or earn a grade of less than B-. Any student with a grade of less than B- in PrePracticum will NOT be permitted to enroll in Practicum.

Assignments and Grading: ALL assignments must be typed, use professional grammar, and reflect professional abilities. This course is graded using subjective criteria. Your performance in the class will be evaluated by your professor; the instructor will professionally critique your performance with your client as well as your efforts, honesty, openness, and flexibility in responding to the questions/situations

in your workbook. You will NOT have a numerical average in this course. Your grade will be evaluated according to the following criteria:

A grade of **A** represents exceptional scholarship and initiative in accomplishing graduate level course goals and objectives. A score of 2 or better on all disposition items; a score of Good or Better on all rating rubric items.

A grade of **B** represents competent achievement in accomplishing graduate level course goals and objectives. No more than one score less than 2 on disposition rubric items; a score of Average or Better on all rating rubric items.

A grade of **C+** represents the minimally acceptable performance in accomplishing graduate level course goals and objectives. An score less than average on any rating rubric item; any score of zero on disposition rubric; more than one score of 1 on disposition items. Students who make a grade of C+ or less will be required to complete a written contract with their instructor (this will be given to their advisor) and must re-take pre practicum before they can enroll in practicum.

Grades of **+ or -** indicate refinements of letter grades described above and represent grade point variations.

Counseling courses require both subjective and objective evaluation. Simply completing all course activities does not entitle students to a grade of A or B. In order for a student to receive a grade of A or B, they must clearly demonstrate the criteria described above and in the student handout.

Candidates must complete the following requirements with above average quality. If any requirement is considered below average quality as determined by the instructor, the student will not receive a passing grade for the course:

1. Thoroughly complete all workbook assignments and respectfully participate in class discussion.
2. Complete all sections of final self and instructor evaluation with criteria of "Average" or better
3. Complete requirements for case presentation, including 8 sets of process notes
4. Complete Treatment goals, Summary, and Oral Presentation for client.

Statement on Professional Dispositions

Each student in the School of Education is required to read and abide by the Statement on Professional Dispositions. You may read the statement by going to <http://www.cl.uh.edu/soe>, clicking on the Site Map tab at the top of the page, scrolling down the list on the right to Policies and Procedures and then clicking on *Statement on Professional Dispositions*. As the statement indicates, "As an NCATE accredited institution, we will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator" so it is imperative that you abide by the dispositions described in the document.

At the end of the course and at other appropriate times your instructor will assess your compliance with these standards. These assessments will be invaluable to you, and the program faculty, as you continue to develop professionally.

Statement on University Assessment System

Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the instructions from <http://soe.uhcl.edu/UAS>. Unlike assignment grades that contribute to a student's course grade, Course Assessment assignment scores are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements. Instructors assign each Course Assessment assignment to one of three UAS categories: Exceeds Standards, Acceptable, or Unacceptable.

Criminal Background Check

In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person that is volunteering, or completing any kind of field experience. Each person to whom this applies must provide the school district with driver's license information and any other information necessary to conduct the criminal background check.

For assignments that require either class wide, group participation or activities in which candidates are necessarily interacting with minor students, each candidate must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.

For assignments that require candidates to visit schools (eg., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The School of Education accepts no responsibility for candidates who do not follow established school district, charter school, or private school procedures or state legislation.

No candidate may begin any field experience prior to the formal approval of the school district.

If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate will either be withdrawn from the course or receive an "F" in the course.

AMERICANS WITH DISABILITIES STATEMENT

In accordance with Section 504 of the federal *Rehabilitation Act of 1973* and *the Americans with Disabilities Act of 1990*, the University of Houston – Clear Lake endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal access to all our educational programs and activities. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services (Student Services and Classroom Building 1.301) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. **Should you need special accommodations, please contact me after class or in my office.**

ACADEMIC HONESTY POLICY

Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. The University can best function and accomplish its mission in an atmosphere of the highest ethical standards. The University expects and encourages all students to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behavior and is jointly administered by faculty and students.

Honesty Code: The Honesty Code is the university community's standard of honesty and is endorsed by all members of the University of Houston – Clear Lake academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Assignments

- 1) You will answer the questions and complete the workbook activities for each chapter. Activities are due on the date assigned. Responses must be typed, using size 12 font, double spaced and turned in to the instructor by Thursday of each week unless otherwise noted. Responses should be thorough; brief, superficial, or omitted responses will not be accepted. Each week should be separated with a divider.

The completion of the workbook activities requires an in depth analysis of both the textbook information and your own personal response to the content. During COUN 5131, you wrote an autobiography paper and then you analyzed the content using chart format. The autobiography required considerable introspection. This activity requires much of the same effort. This time, however, you will need to dig deeper as you are working to identify and perhaps even resolve hidden or overt personal responses/reactions that could potentially serve as counter-transference with a client or otherwise block you from successfully helping a client to see through their own issues.

Honesty and genuineness is absolutely required for this course. You MUST be willing to deeply examine your relationship with your own past and with others in your present, come to grips with issues that lay dormant, and bring these to the table. You must also rely on the expertise of your professor to identify patterns, monitor for potential “red flags” and pose questions to you for self-examination. This is very difficult and requires hard work. IF you take this challenge, you will be enabling yourself to become a strong, effective, above board counselor.

- 2) Community Observation: you will be required to observe the interactions of a group of at least 3 people in a “normal” type situation. No one should know you are “observing” or interacting from an academic or psychological perspective. Identify each individual with a code name. Your objective is to attempt to apply some of the interactive or coping skills of each individual based on the course readings. Please see handout for observation notes.

- 3) We will use movies during class as part of class discussion. You will also view some assigned movies on your own time and type out the answers to the questions. Turn them in along with your workbook pages on the assigned date; put them behind the weekly workbook entry. You'll probably need to rent these movies if you don't own them.

— *Good Will Hunting*
Antoine Fisher
Girl Interrupted
Prince of Tides

— *Shrek*
Little Miss Sunshine
Same River Twice
Divine Sisters of the YaYa Sisterhood

- 4) “Pre-Counseling” Sessions: You will be required to work with a client outside of the classroom setting. You must obtain written consent from the client or the client’s parent/guardian to “visit” (not counsel) this client for at least 8 sessions. Length of sessions should be age-appropriate. The purpose of these sessions is NOT to counsel the client. The purpose of these sessions is to learn to create an interactive relationship based on mutual respect, trust, and to practice your listening skills.

CIT (Counselors in Training) should video-tape each session and be prepared to share at least two sessions with the class. After each session, counselors should review the tape and answer the following questions in writing. These notes should be numbered accordingly and placed in your yellow folder.

- 1) What was the primary goal of this session for your client?
- 2) What materials/manipulatives did you choose to use with this session? Do you believe these manipulatives added to or detracted from the communication?
- 3) What themes, issues or concerns were discussed in the session? If there are any potential legal, ethical, or reporting concerns, you absolutely MUST contact your professor via email immediately (within 60 minutes).
- 4) Comment on the development of the relationship and any resistance that occurred within the session.
- 5) What feelings did YOU experience (boredom, frustration, protective, controlling, etc) during the session?
- 6) What are your primary interventions (empathetic listening, reframing, role-playing, questioning, etc.) How many questions did you ask during the session?
- 7) Who are you in this client’s life? Are there ways in which your own personal history or current life circumstances are activated by this client and influence how you respond to him/her?
- 8) Reflect on your overall interaction. Review the goals for the CIT (below). Evaluate your own performance on meeting these goals.

All sessions should focus on the following goals:

For client: Increasing self esteem

For Counselor-In-Training:

Active Listening

Appropriate use of silence

Empathy

Remaining in the Here and Now

Approx. 3 pages

Addressing resistance and coping styles
Communicating without asking questions
Selecting appropriate manipulatives/support items to facilitate communication

CASE PRESENTATION

Each candidate must either work with one client for 8 sessions or 2 clients for 5 sessions each. It is preferred that the one- client option be used. All notes should be put in the yellow folder and turned in each Thursday. Notes should be divided according to date, with each week separated by a divider. Please include one blank page at the end of each section.

- The caregiver/client permission slip should be placed in the front pocket of the yellow folder. This permission slip is the only place the client's actual name will be used. Please create a fake name and use the fake name in all of your notes on the clients.
- After each session, type out the answers to the questions above. We will use these as your process notes. Place the notes behind the week's divider. Each week should have a separate divider.
- You must type out (verbatim) sessions 1, 4, and 8. This means you have to type out every word that each of you spoke during the session. Yes, this is time consuming. You might eventually realize that the less you talk, the less you will have to type. Your client should do the majority of the talking.
- Create a Treatment Plan for the client using Appendix B. This should be completed after session 1 and included behind the session 1 divider.
- Create a 1 page written Summary and be prepared to make an Oral Presentation to the group using the Summary notes

Schedule of Classes, Assignments, and Readings

Date	# hour	Topic	Assignment Due
Jan/14/16	A	Introduction to Course. Lecture Ch1	
Jan/21/23	C	Lecture, Ch.2	✓ Chapter 1 Questions ✓ Shrek Questions
Jan/28/30	A	Lecture, Ch. 3	✓ Chapter 1 Questions ✓ Good Will Hunting Questions
Feb/4/6	C	Lecture, Ch 4	✓ Chapter 2 Questions Little Miss Sunshine Questions - watch only
Feb/11/13	A	Lecture, Ch 5	✓> Chapter 3 - 2/20 Meet the Parents Questions - watch only Strictly speaking only
Feb/18/20	C	Lecture, Ch 6	Chapter 4 - 2/27 Antoine Fisher Questions - watch only
Feb/25/27	A	Lecture, Ch 7	Read > Chapter 5 Typed counseling dialogue # 4
Mar/4/6	C	Lecture, Ch 8	Chapter 6 Cookoo's Nest Questions
Mar/18/20	C	Lecture, Ch 8, cont.	
Mar/25/27		Community Based Observations	
Apr/1/3		Review Dynamics & Role Play "Nuts"	Chapter 7 Girl Interrupted Questions
Apr/8/10		Lecture, Chapt. 10	Chapter 8 Nuts Questions
Apr/15/17		Lecture, Ch 9	Chapter 10 Prince of Tides Questions
Apr/22/24		Case Presentations	Typed counseling dialogue # 8 Case presentation
Ap 29/ May 1		Case Presentations	Course evaluation
May 6/8		Case Presentations	

Goal: Increase clt self-esteem
> How am I going to do it?

* Session Notes

- ✓ #1 - 2 Hrs
 - ✓ #2 - 2 Hrs
 - #3 - 2 Hrs
 - #4 - 2 Hrs
 - #5 - 2 Hrs
 - #6 - 2 Hrs
 - #7 - 2 Hrs
 - #8 - 2 Hrs
- } 6 Hrs

2 copies of this page should be stapled to the back of your red folder

Personal Growth Plan Recommendations

Name: _____

Date: _____

Course: COUN 6435

After reviewing your workbook, I am making the following recommendations:

____ 1) I believe that you need assistance with your writing skills. The Writing Center is available free of charge for students who need help in learning how to organize their work or need grammatical review. The writing center will NOT edit your papers but they can help you learn to be a better writer.

____ 2) I believe you would benefit from personal counseling. Personal counseling is available for free at the university counseling center. You need to make an appointment (281-283-2600) and set personal goals with the counselor. All sessions conducted by the university counseling center are considered confidential.

Please understand that as your professors, we have an obligation to monitor your personal mental health as it relates to your professional mental health. This means that we are obligated to protect you, our clients, and our profession. If you have issues that you need to address, we encourage you to go to counseling NOW, before you take your skills courses so that you can be better prepared to complete the more introspective coursework that is expected in the skills courses.

I am using this scale to emphasize the importance of your need to attend counseling:

- 5: Absolutely essential: Please, please go to counseling. NOW. You will not be permitted to enroll in 5731 until you have attended counseling sessions.
- 4: Very important: Please go to counseling, starting this semester.
- 3: You should consider going to counseling before you enroll in COUN 5931.
- 2: You will probably need counseling as part of COUN 5731 or 6731
- 1: Counseling would probably ease some of your worries

Dr. Cheryl Sawyer

Student

6 copies of this page should be stapled to the front of your red folder.

PrePracticum CANDIDATE RATING SHEET

Counselor Education Program

This information will be shared with the counseling candidate.

Student's Name: _____

Date: _____

Rater: Sawyer _____

Course: COUN 6435

Counseling required before candidate can progress to Practicum? YES NO
 Counseling required during Practicum? YES NO

	Excellent 5	Strong 4	Average 3	Weak 2	Poor 1
Ability to					
1. Manage commitments responsibility					
2. Take appropriate initiative					
3. Accept and use suggestions in positive way					
4. Perform with appropriate independence					
5. Maintain openness and flexibility					
6. Remain objective					
7. Interact appropriately with staff					
8. Relate/connect appropriately with clients					
9. Communicate ideas effectively in writing					
10. Communicate ideas effectively orally					
11. Act in accordance with ethical standards					
12. Handle stress appropriately					
13. Analyze and synthesize data					
14. Maintain adequate boundaries					
Demonstrates Personal Characteristics					
15. Self awareness and self-understanding					
16. Emotional stability					
17. Self control					
18. Sense of adequacy, self worth					
19. Sense of self-confidence					
20. Tactful with others					
21. Values diversity					
22. Possesses appropriate empathy					
23. Acknowledges abilities and limitations					
24. Has personal growth/self care agenda					
Potential					
25. Prepared for practicum class					
26. Ready to work with clients	Minimal supervision	Average supervision		Intensive supervision	Not ready
27. Other					

Comments:

Candidate's signature: _____

Instructor's signature _____

Shrek Questions

1. You are Shrek's counselor. Upon meeting him, you realize he is very angry and unwilling to come to counseling but he has been forced into counseling by a judge. What would be your initial reaction to a client as ugly, stinky, angry and hostile as Shrek?
2. What words could you say to initiate an empathetic, genuine rapport with someone who perceives himself as an ogre?
3. Why did Shrek push people away? What specific actions did he take to keep others from getting close to him?
4. Consider Lord Faarquaar's character. He presents with a very narcissistic image. Suggest themes he might explore in therapy.
5. Donkey is attention seeking. Identify 3 long term goals you might set with Donkey so that he can better establish a long term friendship with Shrek.

Good Will Hunting Questions

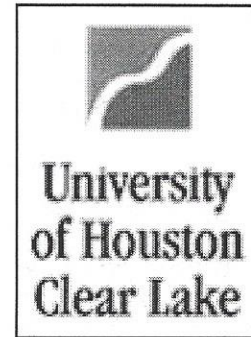
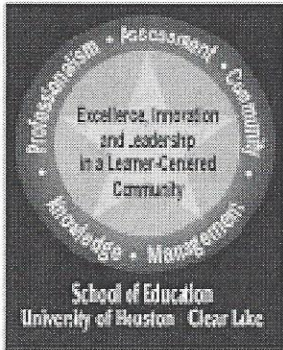
1. Will had expectations of others and elicited behaviors that reinforced these expectations. Discuss the impact of this dynamic on Will's ability to be successful, both before and after therapy.
2. Will pushed "buttons" to push away therapists. How and why? How did Robin William's character address this manipulation?
3. What pathogenic beliefs do you think Will held?
4. Resistance played a huge role in Will's life. Discuss how he demonstrated resistance in aspects other than therapy.
5. What one word best summarizes how Robin William's character started the healing process?

Antoine Fisher Questions

1. Describe Antoine's resistance and the manner in which the psychiatrist (Denzel) dealt with it.
2. Antoine had severe PTSD that was frequently triggered by unanticipated phrases or events, leading to first a flashback and then a response. Identify at least 3 triggers and his response.
3. Discuss ways a counselor could help Antoine cope with his PTSD besides visiting his old neighborhood.
4. What counter-transference and boundary violations did you observe on the part of the therapist? How did this impact the therapeutic relationship?

Girl Interrupted Questions

1. Describe the resistance exhibited by both Judd's and Jolie's characters and how Whoopi Goldberg dealt with each form of resistance.
2. What indications were present that could have led to the premise that there was incest and suicide involved for one of the clients?
3. How/why did Judd's character recover? Describe the process.
4. Do you believe the role of the therapist in this process made a significant difference? Why/why not?
5. What must happen for Jolie's character to recover?



**Excellence, Innovation and Leadership
in a Learner-Centered Community**

NCATE: UHCL is only one of only 14 universities in Texas accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is a non-profit, non-government alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges and departments of education. Meeting NCATE accreditation standards help to ensure high quality teacher, specialist, and administration preparation. Through the process of accreditation, NCATE works to make a difference in the quality of P-12 education.

COUN 6532. 01 & 02

Group Counseling

Fall 2013

Instructor: Lee Cox
Office: B1325
Office Hours: Mondays 11 – 2, Tuesdays 11 – 2, Thursdays 11 – 2, Anytime with appointment
Phone: 281-283-3592 / 281-450-5491

E-mail: coxlee@uhcl.edu

Textbook: Corey, G. and Schneider Cory, M (2006). Groups, process and practice (9th ed.). Brooks/Cole, CENGAGE Learning.

8th ed - OK
Paleg, K and Jongsma, A (2005). The group therapy treatment - *After mid-term*
planner. New York, NY: John Wiley & Sons, Inc.

Methodology: Didactic approach to include lecture and experiential

Prerequisites: Prerequisite: COUN 5231, COUN 5432 and admission to Counseling Program. Basic principles of group dynamics, process, theoretical applications, techniques, and leadership skills in an experiential setting.

Objectives: The purpose of this course is to introduce students to group theory and practice through lecture, experiential exercises, research, and class discussion. The course will cover areas such as group process, leadership functions and skills, pre-group screening procedures, and ethical issues as applied to group practice. Assignments are designed to enhance the learning process.

Course Objectives

1. Demonstrate knowledge of group theory, the role of the group leader and leadership skills, and American Counseling Association's Ethical Guidelines.
2. Participate in the group process and demonstrate an ability to analyze the dynamics of the stages in the evolution of the group.
3. Be able to apply the group process to specific groups.
4. Demonstrate an understanding of various skills and techniques used in group counseling.
5. Demonstrate an understanding of writing treatment goals, objectives, and interventions.

Assignments: Course Requirements

1. Attend and actively participate in a laboratory group.

The laboratory group in this class is called a training or T-group. The purpose of the group is to experience participation in a small group while studying communication and small group process. Your participation in the training group will not be evaluated, nor is deep self-disclosure required. For this reason, you will always have the option to pass. However, students typically learn more about groups when they actively participate and share leadership roles

with other members.

2. Maintain an ongoing analysis of the training group.

A journal (a small spiral notebook) will be required for the purpose of keeping an analysis of your experience in the training group. Your observations as they apply to the principle concepts related to group theory and leadership skills will be recorded in your journal. Your analysis will require that you remain objective about the group in which you are participating, just as group leaders must maintain objectivity. The journal will be graded on your ability to identify group processes which have been addressed in the text readings, class lecture as they apply to your group, and handouts. Be sure to stay at the mass group process level, but use specific incidents in group to clarify and illustrate process observations. The analysis should clearly communicate how your training group was unique as it developed over time. An absence will affect the grade of the journal by 1 point. Possible areas to focus on include:

- Identify changes in relationships.
- How do members interact with the facilitator?
- How do members interact with each other?
- What power issues are present in the group?
- How is conflict addressed or avoided?
- What roles are implemented by the leaders?
- How do facilitators' roles change across sessions?
- Your personal thoughts and observations.

The journal will be collected twice during the semester. Specific due dates will be assigned by the instructor.

3. Prepare a research paper addressing a selected theoretical approach to group process.

This paper should be five pages in length and reflect a high quality literature review and discussion relative to the selected theoretical approach. All papers must be double spaced and cited according to the Publication Manual of the American Psychological Association, 5th ed. You must use a minimum of three references, one may be from the assigned textbook but at least two must be from your personal research. You should address the following in your paper:

- 1/2 pg - • Intro - The Hx of Groups, Managed Care, Money, Xfer to Theory
- 1pg - • Briefly summarize the major constructs of the theory.
- 1pg - • Address the practical applications and limits of the selected theory as they apply to group counseling.
- 1pg - • Discuss the goals, leader responsibility, member responsibility, and techniques used.
- 1pg - • Conclude with your own perspective of the theory and how you might, or might not, use it in your own work with groups

Be Specific - This is how I would do it

~~1/2 pg - • Conclusion~~

Select a theory from the following list:

Adlerian

Psychodrama

Existential

Person-Centered

Gestalt

Transactional Analysis

Behavioral

Rational Emotive Behavior

Reality Therapy

4. Prepare and Present

Students will select a theory and prepare and present a group session that will focus on a specific group (i.e. children, adolescent, adult, elderly) with a specific issue. Using power point you will present a brief overview of the selected theory, selection of members, goals, objectives, and possible interventions. Using members of the class to role play members of your group, conduct an exercise or activity appropriate for use in a group that utilizes your selected theory (approximately 20-30 minutes). You should prepare a handout of your presentation for each member of the class.

Handouts

5. Write a Treatment Plan that will address the issues that are presented in one of the group settings from the Table of Contents in The Group Therapy Treatment Planner.

Students will use the directions for developing a treatment plan listed on page 2 –9 of the text. Students will use the definitions, goals and objectives from the text but will develop 10 **original and imaginative and detailed** interventions that address the objectives and goals selected. Detailed exercises and innovative techniques should be explained specifically.

6. Take a mid-semester examination.

Students will take an exam of both objective and short answer items which will assess knowledge and ability to apply material covered during the semester.

7. Serve as the leader and facilitate the T-group on at least

one occasion.

8. Upload a class artifact or product to the UAS Assessment Interface: Corrected Theory Paper, Instructor's Candidate Rating Form

Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the instructions from <http://soe.uhcl.edu/UAS>. Unlike assignment grades that contribute to a student's course grade, Course Assessment assignment scores are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements. Instructors assign each Course Assessment assignment to one of three UAS categories: Excellent, Acceptable, or Unacceptable. All students in COUN 6532 must upload their corrected theory paper and my final Candidate Rating Sheet by December 1.

Evaluation of Course Requirements

Attendance: Regular class attendance and participation is required. The grade is affected as follows:

- 0 - 1 absences - An absence affects your grade on the journal. If there is no journal entry for a class, one point is deducted from the final journal grade.
- 2 absences - Student must submit a written explanation for the second absence.
- >2 absences - Student will not receive credit for the course

All written work and assignments will be due on the dates specified. Late work will affect your grade. Assignments turned in on the due date will be evaluated on the basis of 100%. Assignments turned in within one week after the due date will be evaluated on the basis of 80%. No assignment will be accepted after being one week late.

Grade:

14-15 entries

Computing It: Grading Procedures: Journal 15% Theory Paper 20% Mid-term Exam 25% Group Project 20% Treatment Plan 20%

Distribution

A	93 - 100	B	83 - 86	C	73 - 76	D	63 - 66
A-	90 - 92	B-	80 - 82	C-	70 - 72	D-	60 - 62
B+	87 - 89	C+	77 - 79	D+	67 - 69	F	< 60

AMERICANS WITH DISABILITIES STATEMENT

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact your University's student disability services center. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services (Student Services and Classroom Building 1.301) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. **Should you need special accommodations, please contact me after class or in my office.**

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Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation which the student builds personal integrity and establishes a standard of personal behavior. The University can best function and accomplish its mission in an atmosphere of the highest ethical standards. The University expects and encourages all students to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behavior and is jointly administered by faculty and students. The Academic Honesty Policy at UHCL is located on pages 74-76 of the 2004-2005 catalog or at:

http://prtl.uhcl.edu/portal/page?_pageid=284,335689&_dad=portal&_schema=PORTALP

Students who are in violation of this policy will receive an 'F' for this course.

Honesty Code: The Honesty Code is the university community's standard of honesty and is endorsed by all members of the University of Houston-Clear Lake academic community. It is an essential element of the University's academic credibility. It states: "I will be honest in all my academic activities and will not tolerate dishonesty."

Field Service Statement

In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person that is volunteering, or completing any kind of field experience. Each person to whom this applies must provide the school district with driver's license information and any other information necessary to conduct the criminal background check.

For assignments that require either class wide, group participation or activities in which candidates are necessarily interacting with minor students, each candidate must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.

For assignments that require candidates to visit schools (e.g., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The School of Education accepts no responsibility for candidates who do not follow established school district, charter school, or private school procedures or state legislation.

No candidate may begin any field experience prior to the formal approval of the school district.

If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate will either be withdrawn from the course or receive an "F" in the course.

Student Life Policies

The Student Life Policies can be found by going to <http://www.uhcl.edu/studentservices> and selecting "Student Life Policies".

English Language Proficiency Standards

Below is the url for the English Language Proficiency Standards(ELPS). Pursuant to new Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities

TEExES (the PPR). After reading the standards, if there are any questions, please raise them in class.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

STANDARDS

The Standards refer to the seven standards developed by a team of UHCL professors and professional development school personnel to give more structure and better understanding with respect to the Learner-Centered Standards developed by the State of Texas. The Standards and the Competencies are printed below.

Learner-Centered Standards	
As Developed by	
UHCL and PDS Personnel	
Standard 1:	Professional Responsibility
Standard 2:	Nature of the Learner
Standard 3:	Command of the Subject Matter
Standard 4:	Curriculum and Instruction
Standard 5:	Classroom Management and
Organization	
Standard 6:	Technology
Standard 7:	Community and Parental Involvement

UHCL School of Education Standards for Advanced Programs

1. An educational leader uses the content and pedagogical knowledge base of the field and promotes the integration of curriculum, resources, and teaching strategies to promote the success of all students and provide learning experiences to support lifelong learning.
2. An educational leader is a professional who assumes leadership roles and actively participates in organizations and professional development activities.
3. An educational leader understands and uses research and assessment tools to improve student learning and school programs.
4. An educational leader facilitates the success of all students by promoting a safe climate in the school and collaborates with families, community members, and colleagues to respond to their diverse interests and needs.
5. An educational leader promotes the success of all students by creating and managing exemplary programs and effectively communicating with students, faculty, families, and the community.

TEA Standards for Counselors

(a) The knowledge and skills identified in this section must be used by school counselor preparation programs in the development of curricula and coursework and will be used by the State Board for Educator Certification as the basis for developing the assessments required to obtain the appropriate school counselor certificates. These standards must also serve as the foundation for the professional growth plan, and continuing professional education activities required by §239.25 of this subchapter (relating to Requirements to Renew the Standard School Counselor Certificate).

(b) **Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad

knowledge base. The certified school counselor must know and understand:

- (1) the history of counseling;
- (2) counseling and consultation theories and practices;
- (3) career development theories and practices;
- (4) assessment principles and procedures, including the appropriate use of tests and test results;
- (5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
- (6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;
- (7) learners' developmental characteristics and needs and their relevance to educational and career choices;
- (8) legal and ethical standards, practices, and issues;
- (9) the characteristics and educational needs of special populations;
- (10) theories and techniques in pedagogy and classroom management;
- (11) the integration of the guidance and academic curricula;
- (12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and
- (13) counseling-related research techniques and practices.

(c) **Standard II. Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

- (1) develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program;
- (2) provide a proactive, developmental guidance program based on the needs of students;
- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
- (5) coordinate resources for students within the school and community;
- (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
- (7) participate in the selection, use, and interpretation of assessments and assessment results;
- (8) use varied sources of information about students for assessment purposes;
- (9) use counseling-related research techniques and practices to address student needs; and
- (10) advocate for a developmental guidance and counseling program that is responsive to all students.

(d) **Standard III. Learner-Centered Process:** The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

- (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
- (2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;
- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
- (4) implement effective referral procedures to facilitate the use of special programs and services; and
- (5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

(e) **Standard IV. Learner-Centered Equity and Excellence for All Learners:** The certified

school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

(1) understand learner differences, including those related to cultural background, gender, ethnicity, learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;

(2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and

(3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

(f) Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

(1) demonstrate effective communication through oral, written, and nonverbal expression;

(2) use knowledge of group dynamics and productive group interaction;

(3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;

(4) facilitate learners' access to community resources;

(5) develop and implement strategies for effective internal and external communications;

(6) facilitate parent/guardian involvement in their children's education;

(7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning; and

(8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

(g) Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

(1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;

(2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;

(3) strives toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;

(4) applies research-based practice to improve the school guidance and counseling program; and

(5) continues professional development to improve the school guidance and counseling program.

Licensed Professional Counselor Competencies

A planned graduate program of at least 48 graduate semester hours of courses which are counseling in nature, including a practicum or internship of at least 300 clock-hours which primarily involve the direct delivery of counseling services (testing practicum cannot be used toward the practicum requirements). Practicum must include at least 100 clock-hours of direct client counseling contact. Areas of graduate study must include the following:

(1) Normal human growth and development - the process and stages of human intellectual, physical, social, and emotional development from prenatal origins through old age;

(2) Abnormal human behavior - the principles of understanding dysfunction

in human behavior or social disorganization;

(3) Appraisal or assessment techniques - the principles, concepts, and procedures of systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics, which may include the use of both non-testing approaches and test instruments;

(4) Counseling theories - the major theories of professional counseling;

(5) Counseling methods or techniques - the methods or techniques used to provide counseling treatment intervention including:

(A) counseling individuals; and

(B) the theory and types of groups, including dynamics and the methods of practice with groups;

(6) Research - the methods of research which may include the study of statistics or a thesis project in an area relevant to the practice of professional counseling;

(7) Life style and Career development - the theories of vocational choice, career choice and life style, sources of occupational and educational information, and career decision-making processes;

(8) Social, Cultural, and Family issues - the studies of change, ethnic groups, gender studies, family systems, urban and rural societies, population patterns, cultural patterns, and differing life styles;

(9) Professional orientation - the objectives of professional organizations, codes of ethics, legal aspects of practice, standards of preparation, and the role identity of persons providing direct counseling treatment intervention; and

(10) Practicum (internship) - as referred to in §681.82(c) of this title (relating to Academic Requirements).

DISPOSITIONS

As an NCATE accredited institution, UHCL will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator. This means that a student may be withdrawn from a UHCL program if the student is judged to not have the required professional dispositions, regardless of the student's academic record.

The statement defining what is meant by "professional dispositions" is given at

http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form_files/DISPOSITIONS.pdf

Every student must read and follow The Policy on Professional Dispositions, which is provided to define the standard of behavior the School of Education expects of its candidates. At the end of the course and other appropriate times your instructor will assess your compliance with these standards. These assessments will be invaluable to you, and the program faculty, as you continue to develop professionally.

COUN 6532 Calendar: Fall 2013

Class 1
Aug 26
Standards

Class 1

TEXES Competencies:
Learner-Centered Standards:

Class Topics

- Introduction to Class
- Examine Syllabus
- History of Group Counseling

Readings

- Handout
- Notes

Class 2
Sept 9
Standards

Class 2

Dr. Cox - left early for PAS Grp

TEXES Competencies:
Learner-Centered Standards:

Class Topics

- Introduction to Group Work

Readings

- • Corey, Chapter 1

Class 3
Sept 16
Standards

TEXES Competencies:

Dr. Cox

Learner-Centered Standards:

Class Topics

- Leadership
- Skills and Techniques
- Begin T-Group

Readings

- • Corey, Chapter 2

Class 4
Sept 23
Standards

Class 4 - Jesus

TEXES Competencies:
Learner-Centered Standards:

Class Topics

- Forming a Group
- Initial Stage
- Evolution of a Group - Video

Readings

- • Corey, Chapter 4 and 5

Class 5
Sept 30
Standards

Class 5 - Cathy

TEXES Competencies:
Learner-Centered Standards:

Class Topics

- Transition Stage
- Working Stage
- Evolution of a Group - Video

Readings

- Corey, Chapters 6 & 7

Theory Paper Due - Handcopy

Class 6
Oct 7
Standards

Class 6 No Journal - Mexico / Jennifer

TEXES Competencies: (b) 1 2 4 11 13
Learner-Centered Standards:

Class Topics

- Ending a Group
- Ethical and Legal Issues

- Evolution of a Group

Readings



- Corey, Chapters 8 & 3

Class 7
Oct 14
Standards

Class 7 *No Journal*

TEExES Competencies: 2 8 3
Learner-Centered Standards:

Mid-Term Exam

No group this night

Class 8
Oct 21
Standards

Class 8 *- Marcos*

TEExES Competencies:
Learner-Centered Standards:

Class Topics

- Writing Treatment Plans
- Group Activities

Readings



- Paley & Jongsma, pp. 1 - 9

Journals Due

Class 9
Oct 28
Standards

Class 9

TEExES Competencies:
Learner-Centered Standards:

Class Topics

- Groups for Children
- Groups for Adolescents
- Groups for Adults
- Groups for the Elderly
- Basic Counseling Responses

Readings



- Corey, Chapters 9, 10, 11 & 12

Class 10
Nov 4
Standards

Class 10

TEXES Competencies:
Learner-Centered Standards:

-

TBD

Class 11
Nov 11
Standards

Class 11

TEXES Competencies:
Learner-Centered Standards:

Group Project Presentations:

Treatment Plans Due

Class 12
Nov 18
Standards

Class 12

TEXES Competencies:
Learner-Centered Standards:

Group Project Presentations:

Journals Due

Treatment Plans Returned

Class 13
Dec 2

Class 13

TEXES Competencies:
Learner-Centered Standards:

Group Project Presentations:

Journals Returned

Class 14
Dec 9

CELEBRATION!

Calendar of Important Dates

Fall 2013

April 8 - April 18	Early Registration
April 19 - August 23	Open Registration
August 24 - September 3	Late Registration

August 19 -	Financial Aid Disbursements Begin
August 23 -	Fee Payment Deadline for Early and Open Reg. 5 p.m.
August 26 - September 25	Online Graduation Application Available
September 2 -	University Holiday (Labor Day)
September 4 -	Fee Payment Deadline for Late Reg. 6 p.m.
September 26 - October 25	Online Late Graduation Application Available
November 27 -	First day of Student Thanksgiving Holidays
December 7 - December 14	100% Online courses only may schedule finals
December 9 - December 14	Regular Session Finals week
December 14 -	Degree Conferal Date
December 14 -	Official Closing of Fall Semester
December 19 -	Graduation Clearances due by Noon
TBD -	Commencement Ceremony
December 20 -	Grades available over E-Services Online

Regular Session (15-Weeks)

August 26 -	First Class Day
September 11 -	Census Date
November 11 -	Last Day to Drop/Withdraw
December 7 -	Last Class Day
December 16 -	Grades due by Noon

First Eight-Week Session

August 26 -	First Class Day
September 3 -	Census Date
September 30 -	Last Day to Drop/Withdraw
October 19 -	Last Class Day and Final Exam
October 24 -	Grades due by Noon

Second Eight-Week Session

October 21 -	First Class Day
October 28 -	Census Date
November 25 -	Last Day to Drop/Withdraw
December 14 -	Last Class Day and Final Exam
December 16 -	Grades due by Noon

recognize and diffuse potentially threatening situations using non-violent prevention and intervention model,
recognize potential dangers and liabilities in using physical holds,
participate in crisis counseling role plays,
develop appropriate plans for counseling clients in specific crisis situations,
develop self care skills to reduce helper burnout.

Course Requirements

Class Attendance and Participation:

We strongly recommend you physically attend all classes. Crisis is not a situation that permits electronic intervention. Given that, I realize that the timing is not conducive to all schedules. Therefore, all classes *except Classes 4, 7 & 8* permit optional electronic attendance. This means you can do the assigned work and submit your work electronically. If student is absent for class 4, 7 or 8 student will not earn a passing grade and you will have to retake the entire course. You will not get the assigned points if you are not physically in class for Classes 4, 7, & 8. Yes—This means you will lose 15 points for not attending the Death Box workshop even if you do the response box; you will lose 20 points if you are not in class on presentation date and there is a 35 point deduction for not taking the final exam. There will be no makeup dates unless we must reschedule to due weather. Students are responsible for all content posted on web, all handouts, all course content, whether they physically attend class or choose to work electronically. There is a test “bonus” opportunity available for all students who physically attend 100% of the classes.

Readings and Assignments: Readings and assignments will be completed and presented on time. *Late assignments will not be accepted.*

Evaluation

A grade of **A** represents *exceptional* scholarship and intellectual initiative in accomplishing graduate level course goals and objectives.

A grade of **B** represents competent achievement in accomplishing graduate level course goals and objectives.

A grade of **C** represents the minimally acceptable performance in accomplishing graduate level course goals and objectives.

A grade of **F** represents failure to accomplish graduate level course goals and objectives.

Grades of + **or** – indicate refinements of letter grades described above and represent grade point variations.

Grading: Point assignments are included in Schedule below.

94-100	A
90-93	A-
84-89	B
80-83	B-

75-79 C
 70-74 D
 Below 70 F

Course Schedule

If any class is cancelled due to emergency, weather or unforeseen situation, we will re-schedule class.

Date	Topic	Activity	Product
Class 1	1) Introduction to course, expectations 2) Causes and responses to Crisis 3) Campus Shootings	Print off and read all chapter notes , from Blackboard Watch the <i>Run Hide Fight</i> video	See assignment below 5 points
Class 2	Natural Disaster Military Trauma	Powerpoint Notes Watch the <i>Leave No Soldier</i> video	Hurricane Response Kit See assignment below 5 points
Class 3	Suicide	Print off class notes <i>Reason to Live</i> Video Post tests	See assignment below 10 points
Class 4	Responding to Death in the School or Workplace	Powerpoint entitled "When the Grim Reaper Comes to Our School"	See Death Response Box 15 points
Class 5	Stress & Self Care*	Print Notes from Blackboard; complete de-stress activity	See Assignment below 5 points
Class 6	NonViolent Crisis Prevention/Intervention * OR Sex Trafficking Undocumented Immigration	Powerpoint Notes Web assignment	Please see assignment below <i>Exam: written and demonstration</i> 5 points
Class 7 & 8	Class presentations	Upload classnotes before Wednesday	<i>Presentation due (20 points):</i> <i>Group handouts</i> <i>Death Response Box due</i>
Class 8	Trauma Debriefing Final exam	Read Trauma Debriefing notes prior to coming to class: content will be on exam	<i>Written Self-care plan</i> <i>Comprehensive final exam (35 points)</i>

Class 1: Introduction to Course, Workplace Violence

5 points

If you physically come to class and stay the whole time, you will earn the 5 points. You will not have to turn in the answers to any of the questions. Questions will not be available on Bb until after Sept. 1. If you are not in physical attendance, you must submit the responses to the questions on Blackboard before midnight, October 1.

Download and print off assigned readings and syllabus. Read them. We will discuss them in class and highlight important information. Answer the questions. If you are not in class, you must get information from peers.

Watch the assigned video, *Run Hide Fight*. It is on the UHCL police department website. Complete questions from this video.

Class 2: Military issues, Natural Disaster

5 points

- If you physically come to class and stay the whole time, you will earn the 5 points. You will not need to purchase the Leave No Soldier video. You will not have to turn in the answers to video questions or the Hurricane Response kit.
- If you are not in physical attendance, you must submit the responses to the questions on Blackboard before midnight, Feb 15. Present your Hurricane Response kit in class prior to the final class day. You must schedule time with the professor for this presentation.
- All students will download and print off assigned powerpoint notes. Read them. We will discuss them in class and highlight important information. Answer the questions. Then organize a Hurricane Response kit, similar to those demonstrated in class. Be prepared to respond to a hurricane.
- Purchase and watch the assigned video, *Leave No Soldier*. Complete questions from this video.

Class 3: Suicide

10 points

- If you physically come to class and stay the whole time, you will earn the 5 points. You will not have to turn in the answers to any of the questions.
- If you are not in physical attendance, submit the responses to the assigned questions on Blackboard before midnight, November 1. You will have to schedule time to come to the university to watch the *Suicide* video. This will require you to check out a laptop as we will not permit the video to leave our office suite.
- All students will Download and print off suicide powerpoint notes & watch assigned suicide video.

Class 4: Death

15 points

All students are required to be physically in class for the whole day.

Death Response Box: Nearly every counselor must help their clients, agency, peers, campus (or another campus) deal with the death of a student or staff member. This is a highly stressful responsibility and preparations made in advance will ease the process. The intent of this activity is to have an "emergency kit" prepared and ready in the event of a death of a child or staff member. Some of this information is available on

our Blackboard site. Feel free to copy and include anything from that site. Make sure you give credit where credit is due!

- ✓ 1. Select an age group. Write or a 1 paragraph fictional letter to the parents of children at your school notifying them about the death of a student or staff member of the school. If you are on the bilingual counselor training project, this should be written in both English and in Spanish.
- ✓ 2. Organize a presentation appropriate for the age group. You should include appropriate literature, hands-on activities. This means you should figure out what you would do if you were asked to break bad news to a group of 2nd graders, high school kids, church group, hospital unit, prison group, etc.
- ✓ 3. Download or create presentation appropriate for staff members. You should include appropriate literature or activities to help other adults in your building deal with this loss and a plan for holding debriefing sessions for other adults helping you. You should consider making a copy of the outstanding powerpoint made by students that is currently posted on our site.
- ✓ 4. Write a paragraph describing how you will "take care of yourself" during and after this crisis. Print this on "colored" paper so it is easily found. Be Specific.
- ✓ 5. Make a list of addresses/phone numbers of at least 3 funeral homes, florists, pastor/rabbi, and other support numbers you may need in the event of a sudden death.
- ✓ 6. Visit a funeral home and learn what a steps a family needs to follow when a loved one has died. No, this is not optional. Write a 1 page double spaced outline describing the steps a family might take if a loved one is
Killed in an accident. Dies unexpectedly at home. Commits suicide. *Funeral Director*
Discretion of Family
The beginning parts of this will be different but the endings will ultimately be the same. If you understand what to do, you can assist the family in making difficult decisions at a difficult time.
- ✓ 7. Collect at least one piece of literature/article on:
Conducting an autopsy
✓ Organ donation need/procedures
Funerals for veterans
Funerals for Scottish Rite Masons or other special groups
Hospice support
- ✓ 8. Collect at least 10 hands-on materials that can assist you in helping clients tactilely deal with the incident such as Kleenex, cards, paper, markers, scissors/glue/paper, books, candles, cds, etc.
- ✓ 9. Put all items in an appropriately sized box. Paperwork should be placed in a folder in the order listed above.

Class 5: Stress

5 points

- If you physically come to class and stay the whole time, you will earn the 5 points. You will create your stress management plan in class.
- If you are not in physical attendance, submit the responses to the questions on Blackboard before midnight, March 15.

- All students will review stress notes available on Bb

Class 6: Violence Prevention and Management of Aggressive Behavior 5 points

- If you physically come to class and stay the whole time, you will earn the 5 points and have the opportunity to take the exam at the end of the class day.
- If you are not in physical attendance, you will need to make arrangements to come to UHCL when I am available so that you can copy my handwritten notes—you will not be permitted to photocopy them. You will not be able to learn the physical holds and releases. You will also be required to take a short written examination over the notes; the examination must be completed in my office.
- Students who can show proof of a valid, active CPI blue card will be exempted from this assignment.
- Class 6 assignments must be completed before midnight, April 15.

Class 7: Class Presentation (there is a possibility presentations may carry over to Class 8)

You must be physically in attendance. No exceptions.

Group presentation:

This assignment is designed to provide Candidates with an opportunity to become “skilled” in a variety of crisis topics; to present an in-depth discussion of the topic area; to be creative in presenting the chosen issue. This is the only assignment that gets uploaded into UAS. Upload the owerpoint. Include the questions as a powerpoint slide.

Topics: Only one group in each class can present on the topic. Topics will be selected during first weekend. Students who choose to electronically participate will be required to communicate with peers to determine group/topic.

Disaster (Explosion, Tornado, Flood, Tsunami, etc. excluding hurricanes.)	
Death by “Game”	Homicide/Assault
Domestic Violence	Workplace/School Violence
Sexual Assault/Rape	Abandonment/Gross Neglect
Cutting/self-mutilation	War/Terroristic activities
Kidnapping/Hostage	Incest
OR any topic approved in advance	

Methodology: Candidates will choose and/or be assigned a crisis topic and presentation date. In groups of 3-4, candidates will

- Sign up for specific crisis.
- Research psychological issues associated with crisis.
- Research basic traditional (researched and proven) intervention components
- Create a 2-3 page single spaced outline focusing on the highlights of B and C.
 - It is absolutely imperative that you provide a professional reference list for the content of this outline. The reference list must be written in APA style—do not plagiarize by using someone else’s work without giving them credit! At this point in your program, you should be well

acquainted with the concept of academic plagiarism—no excuses for any misunderstanding will be accepted. Plagiarism will result in an F for the class, suspension from the program for 1 semester, and a referral to the Associate Dean of Education. At least 8 references (APA style) are expected. References may be from refereed journals, books, and articles of high quality. No more than 3 references can come from the web. Any material used from the internet must be printed and reviewed by the instructor for prior approval. Do not use “pop psychology” web sources, brochures, or popular magazine sources as professional references for part of your presentation.

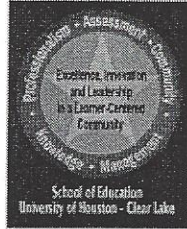
- b. Do not include Wikipedia. If you include Wikipedia on this reference list, you will receive a 90 point deduction on your final grade. *If you cite Wikipedia, your grade in this class will be an F for lack of professional integrity!*
 - c. The names and email addresses of all students must be included on a coversheet for the outline as well as date and UHCL Counselor Education Program. You may give out copies of brochures during your presentation.
- E. Review current movies that might present emotional stress of client who has experienced this type of crisis. Select a movie clip that best illustrates this crisis. Write a 1 page paper describing your rationale for choosing this movie.
 - F. Choose the character in crisis that you want to “counsel” and write a 1 page description of this character. Include some background information and any other information that would give insight into their personality. Then assign them 1 or 2 of Gardner’s intelligences as their strengths.
 - G. Write a 1 page treatment plan to address this crisis. Use the Kolski treatment planner book format and content and other recommended textbooks to help you with this assignment. Identify 3-4 goals and 2-3 objectives for each goal. Your treatment plan should be implemented within 10-12 sessions. Attach this treatment plan to the end of your PowerPoint. On presentation day, you will present the selected 5-8 minute movie clip to the class. Make sure you have a hard copy or this clip is easily retrieved electronically.
 - H. Create a role play situation for the class that illustrates to the class how this crisis might be addressed in a counseling session and write out the first couple of pages of the script. At this time, the counselor and the client would have already set their goals and reviewed the treatment plan and would be involved in the exploration of their pain or discussing the problem. We do NOT want to spend too much time watching them do the activity. Remember, the CLIENT should do most of the talking! This role play should last approximately 10 minutes. You will need to provide the instructor with a copy of this role play.
 - I. After the role play, the class will continue “counseling” your client with additional guided role play for all.
 - J. Send a copy of the outline (D), treatment plan (G) to everyone in the class via Blackboard before midnight, the Saturday before Class 7. Don’t be late!
 - K. Be prepared to present on Friday of the assigned weekend. Bring a hard copy of everything for your instructor on demonstration day. This should be

stapled together with a coversheet. Put it in a folder. Please include names, phone numbers, and email addresses on the coversheet. Attach the permission slip for the BCCON network if you are willing to share it on our website.

Failure to email and submit all of this material by the required times/dates will result in a 20 point final grade penalty. All of the materials in this “packet” should be electronically uploaded to UAS by May 1. **This is the only UAS assignment required for this class.**

- **Class 8** You must be physically in attendance. No exceptions.
 - **Class Presentations, cont.**
 - **Debriefing.**
 - **Final Exam** will include a questions from the all questions, quizzes, readings, exams, information from course lectures, and Bb class notes.
 - **FINAL EXAM IS COMPREHENSIVE. Students do have an option for this exam.** Questions will be short answer, multiple choice, matching, and essay. Expect to spend 2-3 hours completing this exam as it is very difficult. As an additional incentive to motivate students to physically attend this class, those students who have attended all classes (no absences) **and** attend the UHCL Counseling Program Conference on Saturday May 2 will be given the opportunity to have a shorter “take-home” essay exam.

COUN 6731 40 Professional Seminar – Summer 2013 Syllabus 50% Web



Course Information

Instructor: Robert Pace, Ed.D.

Office: Bayou 1325
281-283-3632 (office)
Pacerob@uhcl.edu
Office hours: By Appointment
281-381-6141

Time and Location: SUMMER 2013, Face to Face (50%web)
Pearland Campus Room 107
Tuesday, Wednesday, Thursday 6-10pm

Required Text: ***Ethical, Legal, and Professional Issues in Counseling, Updated, 4/E***
Theodore P. Remley, Jr., *University of New Orleans*
Barbara Herlihy, *University of New Orleans*
ISBN-13: 978013285181-7
ISBN-10: 0132851814
Pearson Custom Education Counseling COUN 6731
The ISBN # of the Custom Book is 0-558-08882-1 The equivalent 13-digit ISBN # for the Custom Book is 978-0-558-08882-8

Excellence, Innovation and Leadership in a Learner-Centered Community.

NCATE Statement

UHCL is one of only 14 universities in Texas accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting NCATE accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, NCATE works to make a difference in the quality of P-12 education.

Dispositions

As an NCATE accredited institution, UHCL will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator. This means that a student may be withdrawn from a UHCL program if the student is judged to not have the required professional dispositions, regardless of the student's academic record. The statement defining what is meant by "professional dispositions" is given at

Every student must read and follow The Policy on Professional Dispositions, which is provided to define the standard of behavior the School of Education expects of its candidates. At the end of the course and at other appropriate times, the instructor(s) will assess your compliance with these standards. These assessments will be invaluable to you, and the program faculty, as you continue to develop professionally.

Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the instructions from <http://soe.uhcl.edu/UAS>. Unlike assignment grades that contribute to a student's course grade, Course Assessment assignment scores are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements. Instructors assign each Course Assessment assignment to one of three UAS categories: Excellent, Acceptable, or Unacceptable. Every student in a course which is either field-based or has a field experience, must log into the UAS and complete the Diversity Survey.

Course Description

Per the UHCL Catalogue: This course is an overview of the current information and decision-making skills related to professional, ethical, and legal issues in counseling.

Course Objectives

This course has been developed to provide prospective and practicing counselors with current information and decision-making skills related to professional, ethical, and legal issues in counseling. It is designed to meet the "professional orientation" content area requirement for Licensed Professional Counselors and National Certified Counselors. A variety of instructional strategies will be utilized in an on-line format. At the culmination of the course, students should be able to:

1. Demonstrate knowledge of ethical codes, legal standards, and professional issues in counseling
2. Implement sound decision-making skills when confronted with professional, ethical and legal dilemmas
3. Demonstrate knowledge of professional organizations, the professional credentialing processes, and continuing education requirements
4. Clarify own value system and world view as these relate to counselor ethics and professional practices
5. Develop a personal/professional stance towards difficult theoretical, procedural, and relationship issues in counseling
6. Understand the implications of and begin to develop appropriate practices for work with clients of various worldviews & cultures.

Standards Matrix

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: • TExES (T) • CACREP Standards (K)
1. Demonstrate knowledge of ethical codes, legal standards, and professional issues in counseling	See activities under subheading "course requirements" 1,2,3, 4, 5,6	1,2, 3, 4, 5,6	K.1.A, K1.B, K.1.G, K.3.A, K.3.C, K.5.A, K.5.B, K.5.C, K.5.E, K.8.D T.1.001, T.1.002, T.1.003
2. Implement sound decision-making skills when confronted with	See activities under subheading "course requirements" 1, 2, 3, 4, 5,6	1, 2, 3, 4, 5,6	K.2.A, K.2.E, K.3.C, K.5.A, K.5.B, K.5.D, K.8.E,

professional., ethical, & legal dilemmas			T.1.002, T.1.003, T.3.008
3. Demonstrate knowledge of professional organizations, the professional credentialing processes & continuing education requirements	See activities under subheading "course requirements" 1, 4,5, 6	1,4, 5, 6	K.2.A, K.2.B, K.5.B, T.2.005, T.2.006,
4. Clarify own value system and world view as they relate to counselor ethics & professional practices	See activities under subheading "course requirements" 1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	K.1.H, K.1.G, K.2.B, K.2.E, K.2.F, K.3.E, K.5.F, K.6.G, K.8.F T.3.008, T.3.009, T.3.010,
5. Develop a personal / professional stance toward difficult theoretical, procedural, and relationship issues in counseling	See activities under subheading "course requirements" 1,2,3, 5, 6	1,2,3, 5, 6	K.1.G, K.2.C, K.2.D, K.3.D, K.5.B, K.6.B, K.6.E, T.2.004. T.2.005, T.2.006
6. Understand the implications of and begin to develop appropriate practices for work with clients of various world views and cultures	See activities under subheading "course requirements" 1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	K.2.C, K.2.D, K.6.A, K.6.E, K.8.D T.2.004. T.2.005, T.2.006, T.3.008

www.counseling.org/cacrep/2001standards700.htm

http://www.texas.nesinc.com/prepmanuals/PDFs/TEXES_fld152_prepmanual.pdf

The Standards refer to the seven standards developed by a team of UHCL professors and professional development school personnel to give more structure and better understanding with respect to the Learner-Centered Standards developed by the State of Texas. The Standards and the Competencies are printed below.

Learner-Centered Standards

As Developed by

UHCL and PDS Personnel

- Standard 1: Professional Responsibility
- Standard 2: Nature of the Learner
- Standard 3: Command of the Subject Matter
- Standard 4: Curriculum and Instruction
- Standard 5: Classroom Management and Organization
- Standard 6: Technology
- Standard 7: Community and Parental Involvement

UHCL School of Education Standards for Advanced Programs

1. An educational leader uses the content and pedagogical knowledge base of the field and promotes the integration of curriculum, resources, and teaching strategies to promote the success of all students and provide learning experiences to support lifelong learning.
2. An educational leader is a professional who assumes leadership roles and actively participates in organizations and professional development activities.
3. An educational leader understands and uses research and assessment tools to improve student learning and school programs.
4. An educational leader facilitates the success of all students by promoting a safe climate in the school and collaborates with families, community members, and colleagues to respond to their diverse interests and needs.
5. An educational leader promotes the success of all students by creating and managing exemplary programs and effectively communicating with students, faculty, families, and the community.

TEA Standards for Counselors

(a) The knowledge and skills identified in this section must be used by school counselor preparation programs in the development of curricula and coursework and will be used by the State Board for Educator Certification as the basis for developing the assessments required to obtain the appropriate school counselor certificates. These standards must also serve as the foundation for the professional growth plan, and continuing professional education activities required by §239.25 of this subchapter (relating to Requirements to Renew the Standard School Counselor Certificate).

(b) **Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- (1) the history of counseling;
- (2) counseling and consultation theories and practices;
- (3) career development theories and practices;
- (4) assessment principles and procedures, including the appropriate use of tests and test results;
- (5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
- (6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;
- (7) learners' developmental characteristics and needs and their relevance to educational and career choices;
- (8) legal and ethical standards, practices, and issues;
- (9) the characteristics and educational needs of special populations;
- (10) theories and techniques in pedagogy and classroom management;
- (11) the integration of the guidance and academic curricula;
- (12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and
- (13) counseling-related research techniques and practices.

(c) **Standard II. Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

- (1) develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program;
- (2) provide a proactive, developmental guidance program based on the needs of students;
- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
- (5) coordinate resources for students within the school and community;
- (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
- (7) participate in the selection, use, and interpretation of assessments and assessment results;
- (8) use varied sources of information about students for assessment purposes;
- (9) use counseling-related research techniques and practices to address student needs; and
- (10) advocate for a developmental guidance and counseling program that is responsive to all students.

(d) **Standard III. Learner-Centered Process:** The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners'

knowledge, skills, motivation, and personal growth. The certified school counselor must:

- (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
- (2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;
- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
- (4) implement effective referral procedures to facilitate the use of special programs and services; and
- (5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

(e) **Standard IV. Learner-Centered Equity and Excellence for All Learners:** The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

- (1) understand learner differences, including those related to cultural background, gender, ethnicity, learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
- (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and
- (3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

(f) **Standard V. Learner-Centered Communications:** The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

- (1) demonstrate effective communication through oral, written, and nonverbal expression;
- (2) use knowledge of group dynamics and productive group interaction;
- (3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
- (4) facilitate learners' access to community resources;
- (5) develop and implement strategies for effective internal and external communications;
- (6) facilitate parent/guardian involvement in their children's education;
- (7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning; and
- (8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

(g) **Standard VI. Learner-Centered Professional Development:** The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

- (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
- (2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
- (3) strives toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
- (4) applies research-based practice to improve the school guidance and counseling program; and
- (5) continues professional development to improve the school guidance and counseling program.

Licensed Professional Counselor Competencies

A planned graduate program of at least 48 graduate semester hours of courses which are counseling in nature, including a practicum or internship of at least 300 clock-hours which primarily involve the direct delivery of counseling services (testing practicum cannot be used toward the practicum requirements). Practicum must include at least 100 clock-hours of direct client counseling contact. Areas of graduate study must include the following:

- (1) Normal human growth and development - the process and stages of human intellectual, physical, social, and emotional development from prenatal origins through old age;
- (2) Abnormal human behavior - the principles of understanding dysfunction in human behavior or social disorganization;

(3) Appraisal or assessment techniques - the principles, concepts, and procedures of systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics, which may include the use of both non-testing approaches and test instruments;

(4) Counseling theories - the major theories of professional counseling;

(5) Counseling methods or techniques - the methods or techniques used to provide counseling treatment intervention including:

(A) counseling individuals; and

(B) the theory and types of groups, including dynamics and the methods of practice with groups;

(6) Research - the methods of research which may include the study of statistics or a thesis project in an area relevant to the practice of professional counseling;

(7) Life style and Career development - the theories of vocational choice, career choice and life style, sources of occupational and educational information, and career decision-making processes;

(8) Social, Cultural, and Family issues - the studies of change, ethnic groups, gender studies, family systems, urban and rural societies, population patterns, cultural patterns, and differing life styles;

(9) Professional orientation - the objectives of professional organizations, codes of ethics, legal aspects of practice, standards of preparation, and the role identity of persons providing direct counseling treatment intervention; and

(10) Practicum (internship) - as referred to in §681.82(c) of this title (relating to Academic Requirements).

A few general hints for this course:

This Class meets 3 days per week for 4 hours. - Tuesday, Wednesday and Thursdays. You will have reading assignments, discussion assignments, group presentation assignments, and writing assignments. These assignments will be done either at home or in class. In addition there are 5 daily quizzes and a final exam that you will be required to take on the blackboard. Your group presentations will be both presented in class and entered into the blackboard. Finally, there are supplementary readings supplied to you within the blackboard. Do select at least one to read in addition to your text reading assignments.

General Instructions for contacting me:

1) You may contact me via e-mail at pacerob@uhcl.edu, or by voice or text on my cell phone. I will give out my number in class.

2) As you know these classes are 4 hours long. So if you miss one class it is like missing a week plus 1 hour of class time. Please attend classes with your assignments completed.

3) Be sure to check this syllabus and the weekly instructions to see if your questions have already been answered.

5) Most of you will also be taking another counseling course this term. Make sure that you allow enough time to work on the assignments for both classes.

It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.

Format of Course:

This course will be divided into daily classes. Each class will have assignments to be completed. The classes are scheduled both within the syllabus and on a course outline page. Be sure to get assignments in by the due date. Late assignments will be penalized a letter grade per day.

Requirements and Evaluation:

1) Your basic knowledge of people, terms and characteristics will be evaluated by a series of assignments, discussions posts, and exams.

General notes on tests in Blackboard courses: The tests will be administered on the computer. How do we know you aren't cheating? The short answer is that we don't always! But there are a few things we do to reduce cheating. One is to call upon your sense of decency. You are in a counseling program to help people. How will you help people if you cheated your way through school? The things we teach have been carefully chosen to help you help others. Secondly, Blackboard quizzes will be timed. This means you better know your stuff when you start because you will not have time to go back and re-read everything during the quiz. So, even if your book is open or your notes are out, you will have had to have taken time to really get to know your book or to have taken notes in order to cheat effectively. Thirdly, the course will require you to take 5 quizzes and a final exam. Just like a traditional test, you will only have one shot on this one. They will also have a time limit. The exams will have multiple choice type questions. Your average on these tests will be part of your final grade.

2) You will also be randomly selected into groups both for discussions 1-10, and you will be required to create and present group power point presentations from the chapters in the Pearson Custom Book.

3) Major assignments will be made. These are listed in the syllabus as the pop-culture assignment, the final exam, and the group assignment. Some will ask you to practice with basic ideas and skills and others will ask you to apply and critique the ideas you are learning about. All Assignments will be due as indicated on the course schedule. Your scores on these assignments will be part of your final grade. While developing and or presenting your group assignments, please be respectful of others opinions. Be kind and tolerant of different perspectives.

Attendance:

Obviously attendance is different in the virtual campus. I will, however, expect you to turn in your assignments in a timely manner and to participate in the discussion in a way that allows you to interact with the other students

Disability Statement:

In accordance with Section 504 of the federal *Rehabilitation Act of 1973* and *the Americans with Disabilities Act of 1990*, the University of Houston – Clear Lake endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal access to all our educational programs and activities. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services (Bayou 1406) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. **Should you need special accommodations, please contact me after class or in my office.**

Course Format:

This course will be primarily face to face with some quizzes, exams and power point presentations on line. Chapter

readings must be done before going to class to prepare students for course content. Students will be responsible for all material in text chapters, on-line readings, participation in discussions on-line, and participation in all activities.

Course Content:

The content of this course will include readings from the text, supplemental readings on-line, and assigned outside readings, as well as on-line discussions.

ACADEMIC HONESTY POLICY

Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. The University can best function and accomplish its mission in an atmosphere of the highest ethical standards. The University expects and encourages all students to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behavior and is jointly administered by faculty and students.

Honesty Code: The Honesty Code is the university community's standard of honesty and is endorsed by all members of the University of Houston – Clear Lake academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Course Grading Scale

280 -300 = A
270 -279 = A-
260 -269 = B+
250 -259 = B
240 -249 = B-

230 -239 = C+
220 -229 = C
210 -219 = C-
200 -209 = D+
190 - 199 = D
179 - 189 = D-
0 - 178 = F

Course Requirements

It is very important that you keep up with the weekly reading assignments. The Assignment Due dates can be found on the next page in the section titled "Course Outline." The purpose of the quizzes in this course are:

a) provides a means of accountability to encourage students be prepared for class; and (b) produces study material for the final exam.

1. Quizzes - 5 at 5 points each (25 points). Each quiz will have 10 multiple questions that will count for .5 points each. All questions are selected from the text. There will be a time limit set for each quiz. Answer each question within the time limit. Do not leave any question unanswered. Any unanswered question will count as a wrong choice. Quizzes will be taken through the Blackboard Quiz Tool and will cover the text readings assigned for that quiz. *No make-up quizzes will be given.*
2. Case studies - 4 at 10 points each (40 points). Each case study will illustrate an ethical issue within a professional setting. Answer each question thoroughly, as three-part essay (1 or 2 page either Times New Roman or Ariel 12 pt font, with 1in margins, introduction, body, and conclusion). Select from either the APA, TCA and/or School Counselor ethical standards sections that support your submissions and reference these in your paper.
3. Pop culture Ethical Assessment- (50 points). During the course of the semester each student is to watch one movie in which a mental health professional is portrayed. After watching the program, write a 2-3 page report that includes the name of the program, the year the program was produced, the type of professional portrayed,

and whether in your opinion the professional acted ethically. As in the case studies reference the specific TCA ethical guideline involved. This paper should have a title page with a "running head" and APA format with citations and references that include the ethical standards resources. The movie title will be included on the reference page, with at least one citation in the text. Use the same font and format (1 or 2 page either Times Roman or Ariel 12 pt font, with 1in margins, introduction, body, and conclusion) as the case study essay.

4. Group participation/Discussion/Responses - 10 at 5 points each (50 points). Group discussion board participation will require a workable knowledge of the related text chapters. In addition to the text assignments, ancillary materials such as PowerPoint presentations, Web links, and journal articles are available in the web shell. Your discussions should thoroughly answer each of the focus questions, reflect your reactions to the material, and include at least one response to an entry from a fellow classmate. Please clearly express your opinions both freely and respectfully. Errors in punctuation and grammar will *not* be graded.
5. Final Examination - (65 points). The final examination will be both objective and subjective. It will include multiple-choice questions derived from selected text chapters and discussion questions from selected discussion assignments.
6. Group Special Topics Assignment (70 points). (The rubric for this project is on the last page of this syllabus) For this assignment:
 1. You will use the Pearson Custom text.
 2. You will be assigned one chapter from the Pearson Custom text for each power point presentaton.
 3. You will need to develop an outline for chapter 1 that is due on Day 7. The outline must contain the title, introduction, main points, and conclusion. You will also need to submit your list of resources in APA format. One group member will upload the outline with resources file on the Group Assignment tool.
 4. Group members will create a PowerPoint presentation of assigned special topics from the Pearson Custom text. The presentation should include at least two journal articles as outside resources. Upload file on Group Assignment tool.

Note: A private discussion board will be created for each group where members can plan their assignment. The assignment is due as scheduled in the course syllabus and will be uploaded using the Blackboard Student Presentations Tool (called Group Assignment on the Course Menu).

Remember, this project is a major part of your final grade, and portions will likely be seen again in the final exam: Do professional-quality work.

7. Upload a class artifact or product to the UAS Assessment Interface

Students must upload the required artifact (Pop Culture Paper) in order to get credit for the class. The instructor will evaluate the uploaded product before the final exam. Instructions for uploading an assessment product can be found at the School of Education web page <http://soe.uhcl.edu/>. Click on the UAS link and login as Student. **Students who do not upload the artifact by the assigned date on the COURSE CONTENT may receive an F for the semester.**

English Language Proficiency

Below is the url for the English Language Proficiency Standards. Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the standards, if there are any questions, please raise them in class.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

COUN 6731.40 Professional Seminar Summer 2013 1st 5 Weeks Course Outline
 CLASS DAYS ARE SCHEDULED AS 4 HOUR SESSIONS

Day	Dates	Chapters Covered	Assignments Due
1	June 11	Chapter 1 – Introduction	Journal Asgmt - Why Cs? Discussion Topic #1 Motivation as opposed to Psych or SW.
2	June 12	Chapter 2 - Professional Identity of Counselors Chapter 3 – Ethical Practice, Multicultural Competence, and Social Justice	✓ Quiz #1 before class on 6/13 Discussion Topic #2
3	June 13	Chapter 4 - Client Rights and Counselor Responsibilities Chapter 5 - Confidentiality and Privileged Communication	✓ Quiz #2 before class on 6/18 Discussion Topic #3
4	June 18	Chapter 6 Records, Subpoenas and Technology Chapter 7 Competence and Malpractice	✓ Quiz #3 ✓ Case Study #1 Discussion Topic #4 6/19
5	June 19	Chapter 8 Boundary Issues Chapter 9 Counseling Children and Vulnerable Adults	✓ Quiz #4 ✓ Case Study #2 Discussion Topic #5 6/20
6	June 20	Chapter 10 Counseling Families and Groups Chapter 11 Evaluation, Testing, and Diagnosis	✓ Quiz #5 ✓ Case Study #3 Discussion Topic #6 6/25
7	June 25	20-25 Slides Chapter 12 Professional Relationships, Private Practice and Health Care Plans Chapter 13 Issues in Counselor Education	✓ Case Study #4 Discussion Topic #7 Group outline of Presentation (1 chapter only)
8	June 26	Chapter 14 Supervision and Consultation Chapter 15 Professional Writing, Conducting Research, and Publishing Chapter 16 Resolving Legal and Ethical Issues	Discussion Topics #8-#9 ✓ Pop Culture Paper Submit on Blackboard
9	June 27	In Class Presentations Group Power Point Special Topics Assignment	Chapters #1-4 Submit on Blackboard
10	July 2	Blackboard Group Power Point Special Topics Assignment	Submit Remaining Chapters Blackboard
11	July 3	Blackboard Group Power Point Special Topics Assignment	Submit Remaining Chapters Blackboard
12	July 5	Blackboard FINAL EXAMINATION BLACKBOARD <u>UAS Product Upload</u>	Final Exam(part 1 and 2) <u>UAS Product Upload</u> Discussion Topic #10 Blackboard Course Evaluation

Discussion Board Topics

Topic	Topic to be discussed
1	Why do you think it is important for you to study ethical and legal principles and the decision-making process? What are the differences among legal standards, ethical standards, and best practice?
2	How do you think the wellness model of mental health espoused by counselors is different from the illness model or medical model of mental health? What are some of the major challenges facing the counseling profession today? What does the term "culturally competent counselor" mean to you? What are your reactions to the statement, "Everyone is a racist?"
3	Can a counselor provide quality-counseling services to clients who hold values that conflict with the counselor's values? Do you believe a counselor should be able to refuse to provide counseling services to people who request them? If so, under what circumstances? Discuss the differences between confidentiality and privileged communication. In your opinion, is it in the best interest of the counselor's client to have privileged communication or not? Why? Are there any exceptions?
4	Is it possible for a counselor to receive a subpoena that is not enforceable or invalid? If so, for what reasons? Discuss the role of importance case notes play in providing quality services to clients. How does a counselor determine whether a client is suicidal? How do you feel about the possibility of having to testify in court? Do you feel you could do this effectively and ethically at this level of your training? Do you know a counselor who has testified in court? What was their experience?
5	What meaning does the concept of power differential have in the ethical standards that discourage personal, social, and business relationships with clients? What do you think about the ethical standard that states that counselors may have sexual relationships with former clients two years after the counseling relationship has ended, provided the former client suffers no harm? Why do you think the legal system in the United States requires children to assert their legal rights through their parents or a guardian? What is your opinion of laws that make it a crime for a counselor to fail to report cases of suspected abuse of a child, elder, or vulnerable adult?
6	What are the primary differences in confidentiality when counseling an individual versus counseling couples, families, or groups? What are most important things counselors need to tell potential group counseling clients to ensure adequate informed consent? Evaluation as an end in itself is a very different process from counseling. Why would a counselor want to be an evaluator? The DSM-IV-R is based on pathology and the medical model of mental illness. Why do counselors need to learn to diagnose clinical disorders?
7	What obligations do counselors have to other mental health professionals who practice in their community? What kind of help does a counselor need in order to set up a private practice? How do you feel about the prospect of eventually going into private practice? What do you think about graduate students in counseling being required to self-disclose personal information in a group course facilitated by a faculty member?
8	How are counseling and counselor supervision similar? How are they different? Describe and discuss the kind of Supervisor you would like to have during Pre-Practicum, Practicum, Internship, and LPC-Internship. What issues do you think ethical standards for counselors who conduct research might address? Why do you think the U.S. Government has required universities and other organizations that conduct research to establish Institutional Research Boards that must approve research proposals to ensure that human subjects are protected from harm?
9	How do you think you would react, if you were a licensed counselor, and received a registered letter from your licensure board, informing you that a former client had accused you of sexual impropriety? Why do you think it is wise to avoid telling anyone if you receive notification of a complaint against you? Under what circumstances do you think you would report another counselor for unethical behavior?
10	Briefly discuss what you have learned in this course that is most important to you, and why.

Rubric for Special Topics Presentations (70 total points possible):

Category	Assigned Points									
Presentation is Clear and Concise	1	2	3	4	5	6	7	8	9	10
Presentation is Engaging	1	2	3	4	5	6	7	8	9	10
Accurately portrayed issues	1	2	3	4	5	6	7	8	9	10
Accurately portrayed interventions	1	2	3	4	5	6	7	8	9	10
Included chapter essentials	1	2	3	4	5	6	7	8	9	10
Creativity of Presentation	1	2	3	4	5	6	7	8	9	10
Included at least 2 journal articles	1	2	3	4	5	6	7	8	9	10

Assigned Points scale:

- 1 = Very Poor
- 2 = Poor
- 3 = Most areas need improvement
- 4 = Some areas need improvement
- 5 = Minimal weak areas
- 6 = Average
- 7 = Above average
- 8 = Well done
- 9 = Outstanding demonstration
- 10 = Exceptional demonstration

Calendar of Important Dates

Summer 2013

May 13 - June 12	Online Graduation Application Available				
May 27 -	Summer I Financial Aid Disbursements Begin				
May 31 -	Fee Payment Deadline for Early and Open Reg. 5 p.m.				
June 6 -	Fee Payment Deadline for Late Reg. 6 p.m.				
June 13 - June 27	Online Late Graduation Application Available				
July 4 -	University Holiday (Independence Day)				
August 10 -	Degree Conferral Date - No Summer Ceremony				
August 10 -	Official Closing of Summer Semester				
August 20 -	Graduation Clearances due by Noon				
August 21 -	Grades available over E-Services Online				
Summer Session I					
April 8 - April 18	Early Registration				
April 19 - May 31	Open Registration				
June 1 - June 5	Late Registration				
Summer Session II					
Regular Session (9-Weeks)					
June 3 - First Class Day		July 8 -	July 10	Summer II Late Reg. (5W2 and 4W2 only)	
June 11 - Census Date		July 11 -		Fee Payment Deadline for Summer II Late Reg. 6 p.m.	
July 15 - Last Day to Drop/Withdraw		July 1 -		Summer II Financial Aid Disbursements Begin	
August 3 - Last Class Day and Final Exam		Second Four-Week Session			
August 8 - Grades due by Noon		July 8 -	First Class Day		
		July 10 -	Census Date		
		July 29 -	Last Day to Drop/Withdraw		
		August 3 -	Last Class Day and Final Exam		
		August 8 -	Grades due by Noon		
First Five-Week Session					
June 3 - First Class Day		Second Five-Week Session			
June 6 - Census Date		July 8 -	First Class Day		
June 24 - Last Day to Drop/Withdraw		July 11 -	Census Date		
July 6 - Last Class Day and Final Exam		July 29 -	Last Day to Drop/Withdraw		
July 11 - Grades due by Noon		August 10 -	Last Class Day and Final Exam		
Eight-Week Session					
June 3 - First Class Day		August 15 -	Grades due by Noon		
June 10 - Census Date		Page 14			
July 8 - Last Day to Drop/Withdraw					
July 27 - Last Class Day and Final Exam					
August 8 - Grades due by Noon					

University of Houston - Clear Lake

COUNSELOR EDUCATION PROGRAM
School of Education

COUN 6531: Counseling Special Populations

INSTRUCTOR:

Robert R. Pace Ed D

LRC LMFT LCDC

Office: B 1375

281-283-3632 (office)

Pacerob@uhcl.edu

Office hours: Mon 10-2pm Wed 8-12pm (By Appointment)

Virtual: Blackboard Email

*Appointments are strongly suggested and additional hours are available if prearranged with instructor.

TIME AND LOCATION: Online

METHOD OF INSTRUCTION: Online

REQUIRED TEXTS:

American Psychiatric Association. (2000). *Diagnostic and Statistical Manual of Mental Disorders* (4th ed. - text revision; DSM-IV-TR). Washington: American Psychiatric Association. ISBN-10: 0890420254 or ISBN-13: 978-0890420256

Morrison, J. (2007). *Diagnosis made easier: Principles and techniques for mental health clinicians*. New York: The Guilford Press. ISBN: 1-59365-331-9 (or 978-1-59365-331-0).

Reichenberg, L. W. (2013). *DSM-5 essentials: The savvy clinician's guide to the changes in criteria*, Hoboken, NJ: Wiley. ISBN-10: 1118846087 | ISBN-13: 978-1118846087.

Optional supplemental text:

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed. - text revision; DSM-5). Washington: American Psychiatric Association. ISBN-10: 0890425558 | ISBN-13: 978-0890425558

NCATE Statement

UHCL is one of only 14 universities in Texas accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting NCATE accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, NCATE works to make a difference in the quality of P-12 education.

Dispositions

As an NCATE accredited institution, UHCL will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator. This means that a student may be withdrawn from a UHCL program if the student is judged to not have the required professional dispositions, regardless of the student's academic record. The statement defining what is meant by "professional dispositions" is given at

http://prti.uhcl.edu/portal/page/portal/EOE/Forms/form_files/DISPOSITIONS.pdf

Every student must read and follow *The Pledge of Professional Dispositions*, which is provided to define the standard of behavior the School of Education expects of its candidates. At the end of the course and at other appropriate times, the instructor(s) will assess your compliance with these standards. These assessments will be invaluable to you, and the program faculty, as you continue to develop professionally.

Each student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the instructions from <http://soe.uhcl.edu/UAS>. Unlike assignment grades that contribute to a student's course grade, Course Assessment assignment scores are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements. Instructors assign each Course Assessment assignment to one of three UAS categories: Exceeds Standards, Acceptable, or Unacceptable.

COURSE OBJECTIVES:

- 1) To prepare the school counselor to work within the educational system for the provision of counseling services to students with special needs.
- 2) To prepare the LPC to work effectively with special populations.
- 3) To review the main approaches to defining psychological abnormality and review the major general models of psychopathology.
- 4) To become familiar with the DSM-IV-TR, the major diagnostic manual of psychopathology published by the American Psychiatric Association, and the number of controversies surrounding the diagnosis of mental disorder.
- 5) To learn the process of making psychological diagnoses by applying the DSM-IV-TR to selected clinical case studies.
- 6) To study the major causal theories of child and adult psychopathological disorders considered in the course, and the research that supports them.

DISABILITY STATEMENT:

In accordance with Section 504 of the federal *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, the University of Houston - Clear Lake endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal access to all our educational programs and activities. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services (Bayou 1406) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. I value diverse learning styles and I am happy to make alternative arrangements if you have any type of disability (including a learning disability), or if there are other ways to make the learning experience more accessible.

Should you need special accommodations, please contact me as soon as possible.

COURSE FORMAT: Online

COURSE CONTENT AND EXPECTATIONS:

The content of this course will include readings from the text to offer a foundation for future counseling coursework and skills development. As a graduate professional development course, candidates are expected to be prepared to fully participate in all course activities. As members of the class and the counseling profession, candidates are expected to demonstrate respect and integrity in all behaviors and activities. This includes personal interactions with the instructor and fellow students.

Further, each student in the School of Education is required to read and abide by the **Statement on Professional Dispositions**. You may read the statement by going to uhcl.edu/portal/page/portal/SOE, clicking on the Site Map tab at the top of the page, scrolling down the list on the right to Policies and Procedures and then clicking on *Statement on Professional Dispositions*. As the statement indicates, "As an NCATE accredited institution, we will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator" so it is imperative that you abide by the dispositions described in the document.

At the end of the course and at other appropriate times your instructor will assess your compliance with these standards. These assessments will be invaluable to you, and the program faculty, as you continue to develop professionally.

ACADEMIC HONESTY POLICY:

Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. The University can best function and accomplish its

mission in an atmosphere of the highest ethical standards. The University expects and encourages all students to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behavior and is jointly administered by faculty and students. Any violations of these standards will be considered a breach of ethical professional behavior and will be grounds for dismissal from the program.

Honesty Code:

The Honesty Code is the university community's standard of honesty and is endorsed by all members of the University of Houston - Clear Lake academic community. It is an essential element of the University's academic credibility. It states: "I will be honest in all my academic activities and will not tolerate dishonesty."

Further, as future counseling professionals, professional integrity and honesty are non-negotiable. Therefore each student is expected to adhere to a strict code of honor that includes no cheating or sharing of work. Any violations of this ethical expectation and policy will be dealt with accordingly. Plagiarism, dishonesty/cheating or other failures to perform within the bounds of ethical standards will result in an automatic failing grade and will place the student under the recommendation that they be suspended from the program. The submission of work under the student's signature/name will be accepted as a contract in agreement with this policy.

1. **Class Participation:** Attendance, participation, and preparedness are essential. As part of your attendance grade, you will also be required to participate in online discussions. You are required to make two posts to the Discussion Board per topic: 1) Post your personal analysis AND 2) Post a response to another student's post. The discussion board is meant to be a site of freethinking and free communication. All students are expected to participate in an appropriate and meaningful manner. Your attendance will be tailored according to your participation. Your participation will count as your attendance. Non-attendance will lower your grade.

Participation guidelines:

- o Support the main ideas of the discussion with details relevant to the readings, other assignments and previous coursework.
- o Check back frequently to read other postings.
- o Contemplate and respond to other responses that support or dispute the points of the lesson.

Discussion Post Grading Rubric (per discussion topic)

Satisfy all of the above 5 points

1. **Unit Quizzes:** Each unit will have a short quiz over the material covered in that unit. These quizzes will be in a multiple choice format.
2. **Glossary Quiz:** As future clinicians, it is vital that students have a working knowledge of the Glossary of Technical Terms (Appendix C) of the DSM-IV-TR (pg. 819 - 828). The basic concepts of each term are described in the first few sentences of each definition. The quiz will be in matching format.
3. **Case study:** Students will research and write a case study of a client. Each student is to watch a film that depicts a mental disruption and choose a character. Using that character, each student will complete an extensive case study, diagnosis and treatment plan. Paper must follow the guidelines provided, APA style must be used and there must be at least 5 academic references, including at least one electronic resource (internet). Students should conduct a computerized literature search on the particular interventions that have been historically used as well as current thoughts regarding their 'client's' diagnosis. References should be from empirical/scholarly works that support and further define their position. Further instructions regarding this assignment will be posted. This assignment should be uploaded into the UAS system as Assignment 1. It must be uploaded before your grade will be submitted!
4. **Final:** The final exam will consist of questions based on lecture materials. Students should be able to demonstrate their ability to apply, analyze, and synthesize information from both class discussions/demonstrations, assigned readings, and outside research. You will need to upload your grade on this exam into the UAS system as Assignment 2. It must be uploaded before your grade will be submitted.

EVALUATION OF COURSE PORTFOLIOS (Grading):

Attendance and participation 75 points

Unit Quizzes	50 points
Glossary Quiz	75 points
Case study	150 points
Final Exam	100 points

Final course grades will be based on the following:

A- 419 - 450 points

A- 405 - 418

B+ 392 - 404

B 374 - 391

B- 360 - 373

C+ 347 - 359

C 329 - 346

C- 315 - 328

D+ 302 - 314

D- 284 - 301

D 270 - 283

F 269 and below

Late Work Policy:

Due to the concentrated nature of this course, you must keep up with your work. Late assignments may not be accepted.

WEB RESOURCES:

- American Counseling Association - www.aacounseling.org
- Texas Counseling Association - www.taca.org
- American School Counseling Association - www.schoolcounselor.org
- American Psychological Association - www.apa.org
- American Psychiatric Association - www.psych.org
- National Board for Certified Counselors, Inc. - www.nbcc.org
- Texas Education Agency School Counseling Guidelines - <http://www.tea.state.tx.us/scguidelines/>
- Texas Board of Licensing of Professional Counselors - <http://www.dhs.gov/txboardofcounselors/>
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) - www.cacrep.org

coun 6531 course content and due dates

Unit	TOPIC	ASSIGNMENT DUE	DUPLICATE
1	Introduction to Course Course Expectations Netiquette The Basics of Diagnosis (Released Jan 11th)	Netiquette Quiz - <i>Done</i> Read in Morrison - pg. 3 - 84 <i>N/A</i> DSM-IV-TR - Intro pg. xxiii - pg. 37 <i>N/A</i> Assignment 1 - <i>1.1, 1.2 - 5</i> Unit 1 Quiz - <i>70</i>	Final submissions due Sunday, Jan 19th - before 11:55 PM.
2	The Building Blocks of Diagnosis Psychological Stress and Physical Disorders (Released Jan 11th)	Morrison - pg. 87 - 123 - <i>N/A</i> DSM-IV-TR -- pg. 181-190 & 811 - 828 - <i>N/A</i> Assignment 2 - <i>2.1, 2.2 - 5</i> Unit 2 Quiz - <i>80</i>	Final submissions due Sunday, Jan 26th - before 11:55 PM.
3	Mood Disorders (Released Jan 11th)	Morrison - pg. 177-163 - <i>N/A</i> DSM-IV-TR pg. 345 - 428 - <i>N/A</i> Assignment 3 - <i>5</i> Unit 3 Quiz - <i>90</i>	Final submissions due Sunday, Feb 2nd - before 11:55 PM.
4	Anxiety and Fear Disorders (Released Jan 11th)	Morrison - pg. 164 - 181 - <i>N/A</i> DSM-IV-TR pg. 429 - 484 - <i>N/A</i> Assignment 4 - <i>5</i> Unit 4 Quiz - <i>80</i> Glossary Quiz - <i>92</i>	Final submissions due Sunday, Feb 9th - before 11:55 PM.
5	Psychosis Dissociative and Symptomatic Disorders (Released Jan 18th)	Morrison - pg. 182 - 212 - <i>N/A</i> DSM-IV-TR pg. 297 - 304 & pg. 485 - 512 - <i>N/A</i> Assignment 5 - <i>5</i> Unit 5 Quiz - <i>80</i>	Final submissions due Sunday, Feb 16th - before 11:55 PM.
6	Cognition - Memory, Thinking, Retardation and Autism (Released Jan 18th)	Morrison - pg. 213-234 - <i>N/A</i> DSM-IV-TR pg. 135-180 - <i>N/A</i> Assignment 6 - <i>5</i> Unit 6 Quiz - <i>100</i>	Final submissions due Sunday, Feb 23rd - before 11:55 PM.
7	Disorders with Children and Adolescents (Released after Jan 25th)	DSM-IV-TR pg. 39 - 134 - <i>N/A</i> Assignment 7 - <i>5</i> Unit 7 Quiz - <i>90</i>	Final submissions due Sunday, March 2nd - before 11:55 PM.
8	Abuse: Substances, Physical, Sexual (Released after Jan 25th)	Morrison - pg. 235 - 247 - <i>N/A</i> DSM-IV-TR pg. 191 - 298 - <i>N/A</i> Assignment 8 - <i>5</i> Unit 8 Quiz - <i>100</i>	Final submissions due Sunday, March 9th - before 11:55 PM.
9	Personality Disorders (Released after Jan 25th)	Morrison - pg. 248 - 260 - <i>N/A</i> DSM-IV-TR pg. 685 - 800 - <i>N/A</i> Assignment 9 - <i>5</i> Unit 9 Quiz - <i>100</i>	Final submissions due Sunday, Week after Dr. Break March 23rd.
10	Factitious and Other Clinical Disorders (Released after Jan 25th)	DSM-IV-TR pg. 515 - 518 & 731 - 742 - <i>N/A</i> Assignment 10 - <i>5</i> Unit 10 Quiz - <i>100</i>	Final submissions due Sunday, March 30th - before 11:55 PM.

8 3 2

11 Sleeping, Eating, Impulse Control DSM-IV-TR pg. 583 - 684
 and Adjustment Disorders Assignment 11 - 5
 Unit 11 Quiz - 100
 (Released after Feb 1st)

Final submissions due Sunday,
 April 6th - before 11:55 PM.

12 Sexual and Gender Disorders DSM-IV-TR pg. 535 - 582
 (Released after Feb 1st) Assignment 12 - 5
 Unit 12 Quiz - 100

Final submissions due Sunday,
 April 13th - before 11:55 PM.

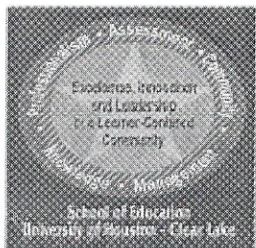
13 Treatment Options Morrison - pg. 267 - 302
 Moving Forward DSM-IV-TR - pg. 897-903
 (Released Feb 1st) Case study project is due April 20th -

Final submissions due
 Sunday,
 April 20th - before 11:55
 PM.

Final Exam - 94
 (Released March 1st - 12:00 AM)

Final & uploads due
 Monday Apr 28th - before
 11:55 PM.

COUN 6535 Systems Counseling
2nd 4 Weeks
Summer 2014



**University
of Houston
Clear Lake**

Excellence, Innovation and Leadership in a Learner-Centered Community

CAEP: UHCL is one of only 14 universities in Texas accredited by the Council for the Accreditation of Educator Preparation. CAEP is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

Instructor: Robert R. Pace Ed D
Suite: 1325 Bayou Bld School of Education
Office Hours: Mon 9:00 - 11:00 online, 11:00 - 2:00 p.m. office, and Weds 8:00 a.m. – 11:00 a.m., office. And by appointment

Phone: (281) 283-3632 (Secretary: Pat Yarzy)
Email: Pacerob@uhcl.edu

Text: Gladdings, S.T. (2011). *Family theory, And Practice*. Pearson Upper Saddle River NJ. ISBN-10 0-13-700219-X; ISBN 13: 978-0-13-700219-1

McGoldrick, M. & Gerson, R (1986) *Genograms in Family Assessment*. W.W. Norton & Co NY. ISBN 10: 0393700232 / ISBN 13: 9780393700237

Overview and Course Description

This is a comprehensive course that focuses on multiple aspects of family therapy. Students learn of ways in which families develop as well as various forms of families (i.e., nuclear, single parent, or blended), characteristics of healthy and dysfunctional families; and cultural considerations in working with families. Additionally, class

attendees examine the history of family therapy and the main theoretical approaches, which include behavioral couples therapy (BCT), emotionally focused therapy (EFT), cognitive-behavioral couple therapy (CBCT) for couples. For families, major theories are Adlerian, psychodynamic, Bowen, experiential, behavioral, cognitive-behavioral, structural, strategic, solution-focused, and narrative approaches. The course emphasizes the major theorist(s) of the approach, premises, techniques, process, outcome, unique aspects of theory, and comparison with other approaches as well as case illustrations.

Student Learning Objectives

Successful completion of all course activities will assist the student in developing these competencies and preparing for the School Counselor TExES examination.

At the end of this semester you should be able to:

- a. Students will provide an overview of individual and family life cycles with clarity. This will include defining the family with fairness, and identifying types of families with accuracy. Include ethnicity and life cycle; acute and chronic illnesses and life cycle; special-needs children, poverty, professionalism and life cycle. (CACREP II G.2.a.d; 3.a,c)
- b. Students will provide an overview of knowledge of healthy and dysfunctional family systems. Describe the qualities of healthy families, with clarity. Include with accuracy expected and unexpected life stressors and with clarity family structure and functionality and coping strategies of families and implications of health in working with families. (CACREP II G 5.a.b.e.)
- c. Students will provide an overview of counseling with culturally diverse families. Include a description of culture with clarity. Describe the dynamics associated with culturally diverse families, significant issues within culturally diverse families. Describe with clarity and relevance approaches for counseling with culturally diverse families that include Gay and Lesbian families, African American families, Hispanic/Latino American families Native American families, Arab Americans and European Americans. Include with accuracy guidelines for selecting treatment approaches in counseling with culturally diverse families and the role of the therapist. (CACREP II G 2.a.b.e.f. 5.e.)
- d. Students will gain a general framework for understanding exceptional abilities and strategies for differentiated interventions. This includes a history of therapeutic approaches to counseling with families, the process of family counseling, couple and marriage counseling, Psychodynamic and Bowen Family therapies, Experiential family therapy, Behavioral and Cognitive-Behavioral Therapies, Structural Family Therapy, strategic family therapies, Solution-Focused and Narrative Family Therapies. (CACREP II G.5.a.b.c.d.e.f.)
- e. Students are provided with fairness an overview of professional issues and research in family therapy. This includes ethics and values, guidelines for making ethical decisions, professional consultation, common ethical concerns, multicultural therapy issues, use of the internet for online therapy, managed care the legal system and professional identity. (CACREP II G.1.a.b.c.d.f.g.h.i.j.2.a.b.c.d.e.f.8.a.b.c.d.e.f.)
- f. Students are provided with clarity and relevance an overview of counseling with substance-related disorders and families, manifestation of substance-related disorders, engaging substance-related disorder families in treatment, approaches for treating substance-related disorder families after engagement, domestic violence child abuse and neglect in families. (CACREP G.3.c.d.e.f.g)
- g. Provide with clarity an overview of research and assessment in family counseling. This includes discussing with relevance the importance of research and research-findings of family

counseling. Report with accuracy two types of family counseling research and include with precision difficulties in family research. Discuss with accuracy elements of research including design, sampling, instrumentation, procedure, theory, statistics, validity and reliability. Describe with clarity the importance of, the dimensions of, and the informal and formal methods of assessing families. (CACREP G.8.a.b.c.e.f.)

Instructional Methodology

Several teaching-learning methods will be utilized in the course. The methods include lecture-discussion, small group task work, and self-directed project development. Use of the text website will greatly enhance the student's understanding of presented course information and will provide for review. This course will also use web-enhanced presentation; some classes will be held via the web rather than face to face.

Evaluation Procedures

Students' course grades will be derived from participation in class activities, written assignments, tests, web/electronic assignments, and a course project.

Attendance/Late Work:

Most of the course information is presented in oral format with supportive discussion. If you are not in class, you will not benefit from this discussion. Attendance is required. If you have more than 2 absences, you will not pass this course. Students who are more than 15 minutes tardy or who leave more than 15 minutes early may be considered absent. All assignments are due on the date indicated. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

Readings: Reading assignments are required for each class meeting. Many assignments are web readings. You will need access to the web.

Upload: You are **required** to upload the following assignments into UAS by the dates listed on the schedule. Failure to upload assignments into UAS by the assigned dates will prevent you from receiving a passing grade for this course.

Research Paper

Final Exam

Items are to be uploaded by **Date indicated on the Schedule.**

Assignments: All written assignments, web assignments, and in-class activities must be completed to receive a grade for the course. Late assignments will not be accepted.

Tests: Two tests will be administered during the semester. The tests will consist of multiple choice questions, essay, short answer, and applied situational questions. Definitions for terms on the test will come directly from the textbook as much as possible. Please consider that even though a question is posed in the study materials, there is a strong possibility that the question and/or alternatives will be reworded for the actual test. Test grades will be averaged with the project grades to determine the final course grade. In order to make an A for the course, students cannot make below 85% on any test. You must contact the professor IN ADVANCE if you cannot be at the test and an alternative test and test date will be provided. Having said the above, the professor still reserves the right to change the test format that may require answering discussion questions. Such may either be open book or not.

Pop Culture Paper – A Family Case Study *6 citation, textbook is 1, Movie (5 pages) Problems, Goals is one reference*

The Story of Us
“A picture is worth a thousand words.” Select a movie that shows a family in crisis, or has a member that is making choices that impact the family. Be sure that the movie illustrates the dynamics of the family system. Write your paper from the position of the counselor that you will become. This family comes to see you for the help. Discuss your assessment and write out a treatment plan. Ensure that you provide the theoretical orientation that you are using and why. If your treatment model is eclectic, list the different models and which portions you will use. Also include any ethical/legal concerns or issues that you might encounter. Provide as an attachment a sample of informed consent that you will use. This should include the limits of confidentiality, guidelines for interpersonal interactions, and expectations for commitment to treatment.

Genogram In class, in groups of two, you will write a genogram about your family. Make it so that you are the identified client. Go back to your paternal and maternal grandparents. Make note of how you feel as you develop the genogram. What memories did you experience? Share these with your peer.

PowerPoint Presentation: This assignment will be completed in assigned groups of 2-3.

In small groups (no more than 3 people/group) students will discuss a selected topic about Family counseling. Topic-selection will be discussed and decided in class. Create a ¹⁵20+ slide PowerPoint presentation for the class related to your topic. Your textbooks can be considered as primary sources and but it must be supported with at least 4 other professional sources. Each slide must be referenced at the bottom of the slide if information is quoted or paraphrased. Make sure you create a title, and put the names of all group members on

(20-30 minutes)

the first (title) slide. All references should be in APA format. At least one reference should be an electronic source.

Your presentation will also have a final references slide, developed in APA format. It is absolutely essential that you begin to learn APA style so double check your work for typos, errors, etc.

Print handouts (6/page) for each member of the class. Submit the PowerPoint presentation to the instructor by way of email or WebCT.

You will not be "teaching" this information; it must stand on its own merits. Therefore, avoid putting too many words on a single slide. Also, it is somewhat irritating for someone to only be able to read one line of the slide at a time so do NOT use the animation feature. You should use clip art to increase interest but avoid weird fonts that are difficult to read from a distance.

References can be put in small but legible font.

Create a 10 question *multiple choice* post-test to give to the class relating to your assignment along with the correct answers.

Grades: The following procedure for assigning grades will be utilized:

A	94-100%	C+	78-79%
A-	90-93%	C	75-77%
B+	88-89%	C-	70-74%
B	84-87%	F	below 70%
B.	80-83%		

CH 15 CH 14
CH 17 CH 16

Evaluation percentages:

Pop Culture Paper & Genogram
Midterm Exam
PowerPoint Project
Final Exam
Class Participation

25% - ~~DONE~~
25% - ~~A~~
25% - ~~DONE~~
25% -

If you do not actively and cooperatively participate in all assigned activities, your grade will be lowered by one full letter grade.

Academic Honesty

The Academic Honesty Policy states that academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. Because honesty and integrity are such important factors, you should be aware that failure to perform within the bounds of ethical standards is sufficient grounds to receive a grade of "F" in this course and be recommended for suspension from the program.

UAS Statement

Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the instructions from <http://soe.uhcl.edu/UAS>. Unlike assignment grades that contribute to a student's course grade, Course Assessment assignment scores are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements. Instructors assign each Course Assessment assignment to one of three UAS categories: Excellent, Acceptable, or Unacceptable. Every student in a course which is either field-based or has a field experience, must log into the UAS and complete the Diversity Survey.

AMERICANS WITH DISABILITIES STATEMENT

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact your University's student disability services center. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with the Office of Health and Disability Services (Student Services and Classroom Building 1.301) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and Disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. **Should you need special accommodations, please contact me after class or in my office.**

Any individual with a disability who requires a special accommodation should inform the professor and contact the Disability Services Office, Student Services/Classroom Building, Room 1.301, or call (281) 283-2626.

English Language Proficiency Standards

Below is the url for the English Language Proficiency Standards. Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the standards, if there are any questions, please raise them in class.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Student Life Policies

The Student Life Policies can be found by going to

<http://www.uhcl.edu/studentservices> and selecting "Student Life Policies".

As a CAEP accredited institution, UHCL will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator. This means that a student may be withdrawn from a UHCL program if the student is judged to not have the required professional dispositions, regardless of the student's academic record. The statement defining what is meant by "professional dispositions" is given at http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form_files/DISPOSITIONS.pdf

Every student must read and follow The Policy on Professional Dispositions, which is provided to define the standard of behavior the School of Education expects of its candidates. At the end of the course and at other appropriate times, the instructor(s) will assess your compliance with these standards. These assessments will be invaluable to you, and the program faculty, as you continue to develop professionally.

PowerPoint Presentation Rubric

Names of group members: _____

Group presentation: Rating: _____

___ Evidence that group reviewed and summarized biological, cognitive, and social emotional issues for assigned age group that emphasizes key information that a parent/family member may need to know about this life stage.

___ Created effective PowerPoint presentation for the class related to the topic.

___ Textbooks were used as primary sources and but it must be supported with at least 4 other professional sources aligned with the concepts presented in the test.

___ Each slide was referenced at the bottom of the slide if information is quoted or paraphrased.

___ Presentation has a title, indicated the life-stage, and t the names of all group members are on the first (title) slide.

___ Presentation has a final references slide, developed in APA format.

___ All references are in APA format.

___ Group printed handouts (6/page) are available for each member of the class.

___ Presentation stood on its own merits. Therefore, group avoided putting too many words on a single slide and used clip art to increase interest; presentation used fonts that were easy to read from a distance.

___ Group created an effective 10 question *multiple choice* post-test to give to the class relating to the assignment along with the correct answers.

SYSTEMS COURSE SCHEDULE

July 8 Week 1	Introductions/Chapter 1
July 9	Chapter 2-3
July 10	Chapter 4-5 > <i>Class Discussion</i> - BB
July 15 Week 2	Chapter 6-7
July 16	Chapter 8-9
July 17	Midterm Exam/Movie Choice & References for Pop culture Paper
July 22 Week 3	Chapter 10-11
July 23	Chapter 12-13
July 24	Chapter 15,17 > <i>Class Discussion</i> - BB
July 29 Week 4	Chapter 14,16 Pop Culture Paper Due
July 30	<i>Presentations</i>
July 31	Final Exam/UAS uploads

Tell me what you learned. 3/4 pgs mid

** Discussion is due on Sundays at midnight.*

Calendar of Important Dates

Summer 2014

- May 12 - June 11 Online Graduation Application Available
- May 26 - Summer I Financial Aid Disbursements Begin
- May 30 - Fee Payment Deadline for Early and Open Reg. 5 p.m.
- June 5 - Fee Payment Deadline for Late Reg. 6 p.m.
- June 12 - June 26 Online Late Graduation Application Available
- July 4 - University Holiday (Independence Day)
- August 9 - Degree Conferal Date - No Summer Ceremony
- August 9 - Official Closing of Summer Semester
- August 19 - Graduation Clearances due by Noon
- August 20 - Grades available over E-Services Online

Summer Session I

- April 7 - April 17 Early Registration
- April 18 - May 30 Open Registration
- May 31 - June 4 Late Registration

Regular Session (9-Weeks)

- June 2 - First Class Day
- June 10 - Census Date
- July 14 - Last Day to Drop/Withdraw
- August 2 - Last Class Day and Final Exam
- August 7 - Grades due by Noon

First Five-Week Session

- June 2 - First Class Day
- June 5 - Census Date
- June 23 - Last Day to Drop/Withdraw
- July 5 - Last Class Day and Final Exam
- July 10 - Grades due by Noon

Eight-Week Session

- June 2 - First Class Day
- June 9 - Census Date
- July 7 - Last Day to Drop/Withdraw
- July 26 - Last Class Day and Final Exam
- August 7 - Grades due by Noon

May Mini Session

- April 7 - April 17 May Mini-Session Early Registration
- April 18 - May 13 May Mini-Session Open Registration
- May 12 - First Class Day
- May 13 - Fee Payment Deadline for May Mini, by noon
- May 13 - Census Date
- May 26 - Last Day to Drop/Withdraw
- May 26 - University Holiday (Memorial Day)
- May 30 - Last Class Day and Final Exam
- June 5 - Grades due by Noon

Summer Session II

- July 7 - July 9 Summer II Late Reg. (5W2 and 4W2 only)
- July 10 - Fee Payment Deadline for Summer II Late Reg. 6 p.m.
- June 30 - Summer II Financial Aid Disbursements Begin

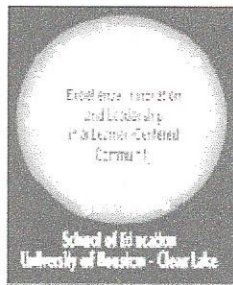
Second Four-Week Session

- July 7 - First Class Day
- July 9 - Census Date
- July 28 - Last Day to Drop/Withdraw
- August 2 - Last Class Day and Final Exam
- August 7 - Grades due by Noon

Second Five-Week Session

- July 7 - First Class Day
- July 10 - Census Date
- July 28 - Last Day to Drop/Withdraw
- August 9 - Last Class Day and Final Exam
- August 14 - Grades due by Noon

UNIVERSITY OF HOUSTON/CLEAR LAKE



University
of Houston
Clear Lake

Excellence, Innovation and Leadership in a Learner-Centered Community

CAEP

UHCL is one of only 14 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

COUN 5739

Practicum In Counseling I

Fall 2014

Instructor: Lee Cox, PH.D., LPC-S

Office: SOE Bayou 1325

Office Hours:

Mondays 11 – 2, Tuesdays 11 – 2, Thursdays 11 – 2,
Anytime with appointment, or before or after class in Alief

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Textbook: Faiver, C, Eisengart, S. & Colonna, R. (2004). *The counselor intern's handbook*. Belmont, CA: Brooks/Cole

Requirements: Counseling practicum packet, client folder, access to DSM V, video recorder, a jump drive, a small spiral notebook, tissues, supplies for counseling children (crayons, paper, markers, clay, games, etc.)

Methodology: Face to face counseling opportunities with bona fide clients supported by intense supervision.

* 5 children / wk

Prerequisites: Prerequisite: Completion of all core courses, admission to Counseling Program and approval of instructor and Associate Dean. Restricted to candidates with degree or certification plans in counseling.

Objectives: Course Objectives

The counseling practicum provides the opportunity for counselors in training to integrate and apply their training in a closely supervised clinical setting with clients who present career and personal problems. Counselors in training are expected to have achieved a level of professional maturity that will enable them to receive and provide feedback openly. During Practicum I, counselors in training will

1. Assess their level of present skills, identify areas in which further skill development is necessary, and monitor their skill development throughout the semester.
2. Receive oral and/or written feedback from both peers and the supervisor.
3. Enhance their skills in direct counseling with clients (i.e. children, adolescents, adults, and families) in consultation with other counselors in training and their supervisor, and in case coordination.
4. Further develop their counseling style and explore their theoretical frame of reference.
5. Maintain a professional and ethical approach in all aspects of the counseling practicum.

Assignments: Course Requirements

Assignments: Due dates for assignments are established in the course calendar (see attached). Assignments turned in on the due date will be evaluated on the basis of 100 points. Any assignment turned in 1 to 6 days passed due date will be evaluated and dropped 1 letter grade. No assignment will be accepted after 6 days passed due date and a Zero will be given for that assignment.

1. Assigned readings in Textbook

2. Candidate Self Rating - Each counselor in training is required to complete a minimum of 2 self-assessments during the course of the semester. The following categories are included in the self assessment: 1) counseling performance skills; 2) cognitive counseling skills; and 3) developmental level. The supervisor will review each self-assessment. These assessments will be kept in your Counseling Program File.

3. Personal Growth Plan - The first part of this plan will be a short (about half of a page) biography of yourself including your family, hobbies and current work status. The second and main part of your plan will be based on the Personal Characteristics Section of your Candidate Self Rating Sheet. You will implement this plan during the semester. Your plan might include personal therapy, attendance at support groups, reading self-help books/workbook, attending personal growth workshops, or other activities. You will submit a written description (3-4 pages) of your personal growth plan for instructor approval by the second class. **PLEASE NOTE - THIS IS PERSONAL GROWTH - NOT PROFESSIONAL GROWTH.**

4. Personal Growth Summary - You will write a 2-3 page summary including documentation that you completed your plan, key learnings and path forward for your continual growth. This Summary will be due the next to the last week of class.

5. Time Logs - Counselors in training are expected to complete 100 hours

of practicum work during the semester and will be documented on 5 different logs.

1. **“Direct Client Contact Log”** – this is direct contact with clients – **needed 40 hours.**
2. **“Consultation Log”** includes: observation of other counselors in training, consultation with other counselors in training, and/or supervisor, and group supervision sessions
3. **“Readings, Workshops, Other Log”** includes time spent in preparation for counseling sessions, reviewing assessments or inventories or readings pertinent to client services, writing client reports, attending workshops (outside of any current work assignment) and other related activities approved by the supervisor including 1 hour/week of personal growth work.
4. **“Observation Log”** includes time spent observing certified or licensed counselors. You are expected to observe other professional counselors working with clients. You are expected to complete at **least 10 hours** of professional observation during this semester.
5. **“Research Log”** includes time spent researching journal articles or other topics relevant to their work with their particular clients.

The logs should be completed weekly and will be periodically reviewed and signed by the supervisor. A copy of this log will be turned in at the end of the semester. You will keep the original log (signed by your supervisor). This log of 100+ hours (40 hours of direct client contact & 80+ hours of Consultation, Readings, Workshops, Observation, Other) will count toward your total 300 hours for course requirements (Practicum I and Practicum II – 100 direct and 200 other).

6. **Journal** - The journal is an ongoing record of reactions, reflections, thoughts, and concerns regarding both client sessions and practicum from a **personal perspective** not just a summary of the counseling session. Include here information that you have learned from your peers. Counselors in training are required to keep the journal throughout the semester with at least one entry per week. The entries may be typed and emailed weekly to the supervisor for review. Concerns and/or questions that the counselor in training would like addressed by the supervisor should be noted as part of this entry.

7. **Direct Counseling - Counselors in training will work with clients as assigned for approximately 3-4 hours per week, every week. All counseling sessions will be held under the supervision of the course instructor. Due to the increased number of hours required for Direct Counseling, counselors in training will have to revisit the Practicum I site on additional days to ensure the required number of hours. All counseling sessions are to be video-taped, transferred to a jump drive and given to the instructor each week. Students should review their video tapes after each session, prepare Process Notes, and include a written plan for the next session. The instructor will collect jump drives or recording devices each week to give feedback to the counselors in training. Students will begin seeing clients during the third week of the semester and terminate the week before end of semester. Instructions for copying large video files can be found at <http://support.apple.com/kb/HT4083>.**

8. **Consultation-** Counselors in training will complete at least one observation of another counselor-in-training's work with a client AND will be part of the weekly peer consultation and supervision. Counselors in training will be expected to share information about the cases that they are seeing and give verbal feedback regarding performance of other students. You will provide a written feedback paper which includes a summary/intro of the session, and constructive feedback (both what you saw that was positive

and suggestions for improvement) and give a copy to both the observed counselor in training and the supervisor. Feedback also will be provided during group supervision sessions.

9. Case Management - Counselors in training will be required to maintain client records in accordance with the Center for Educational Programs and practicum policies. Counselors in training will be responsible for case management that includes discussions with parents of minor children, referrals as needed, completion of consent forms, and documentation of client sessions. Client documentation will include the following:

- university consent form
- informed consent and disclosure statement
- Intake Form
- index of attendance
- process notes
- treatment plan
- Closing summary or termination report.
- **(See Client Packet for all documents/forms)**

All client records are maintained in the client files/folders and will be reviewed WEEKLY by the supervisor. In order to maintain confidentiality, **client records/folders will not be taken out of the counseling center.** All client records will be turned into the Center for Educational Programs upon the conclusion of the semester and held for three years. When documentation is completed at home – NO CLIENT NAME will be on any of the documents until in the counseling center. No documents with identified names shall be kept on any computer.

Timelines and information included for the following documents are listed below:

Left Side of Client Folder:

- University consent form (signed by parent prior to seeing child)
- Informed consent & disclosure statement (signed by parent prior to seeing child)
- Intake Form: Completed by Counselor in training and/or parent

Right Side of Client Folder (in order – newest entry on top)

- Index of attendance (kept on top – documented weekly)
- Treatment Plan: Following the third appointment a treatment plan will be completed on each client seen. This will include the following sections: Identifying Information and Presenting Problem; History of the Presenting Problem, Diagnostic Formulation: Initial Diagnosis; and Initial Treatment Plan. This document will be due the class period AFTER your third appointment. It then will be reviewed by the instructor and will be revised by the student utilizing feedback given by the course instructor. The date for resubmitting the Treatment Plan will be TWO WEEKS from the time the feedback was given to the student; then it will reside in Client Folder.
- Process Notes: Each session, counselors in training will complete Process Notes, including a written plan for the next session. Process notes need to be completed on a weekly basis and should be filled out whether a client is in attendance or not. Process notes need to include information on what happened in the session (be as descriptive as possible); how you felt about the session (what worked; what didn't; your role in the session); what working hypothesis or hunches that you have developed about why the problem persists (revise as necessary); and a plan for the next appointment (given what happened this week and your current hunches). These notes can be typed, written in

- narrative fashion, and in complete sentences.
- Discharge Plan: Upon completion of counseling or termination, each counselor in training will complete a closing summary for ALL clients that will include the identifying information and presenting concern, the treatment process that includes the goals of treatment and client's progress towards these goals; closing diagnosis, and counselor in training's recommendation for continued treatment.

10. Oral Case Presentation (Final)- Each student will present a brief (15 to 30 minutes) oral case presentation of one client during the semester. This presentation will include the information in the client documentation file, mental status, presenting problem, treatment goals, etc. It will also include information about your theoretical orientation with this client, example(s) of a therapeutic intervention you used, what you learned in working with this family and with your fellow students. Finally, you should discuss future goals and prognosis for this child and family including recommendations for continued treatment. A written summary of this presentation will be turned in to the supervisor. It will be returned and then be included in the client's documentation file. This summary is expected to be professionally written using appropriate grammar, sentence usage, format, etc.

Due dates for assignments are established in the course calendar (see attached). Assignments turned in on the due date will be evaluated on the basis of 100 points. No assignment will be accepted after being one week late and a Zero will be given for that assignment.

11. Upload class artifacts or products to the UAS.

Students must upload the required artifacts in order to get credit for the class. Students who do not upload the artifacts by December 10, 2014 will receive an F for the semester. The instructor will evaluate the uploaded products. Instructions for uploading an assessment product can be found at the School of Education web page <http://soe.uhcl.edu>. Click on the PCT link and log in as Students.

The required artifacts are: 1) Professor's Final Rating Sheet – signed by both your supervisor and you, 2) LPC Board Hours Form – signed by your supervisor, 3) Case Presentation Summary. Other artifacts may be assigned during the semester for uploading.

Supervision

The practicum instructor will serve as the supervisor for the counselors in training. Individual and group supervision will be provided throughout the semester. Counselors in Training will be assigned to one of two groups of 3 each. Upon arriving at the school site, Group #1 will meet with the UHCL instructor and receive supervision regarding case load. While Group #1 is in supervision, Group #2 will be seeing clients. After one hour, the groups switch places and Group #2 will meet with the instructor and receive supervision. Each counselor in training is then required to attend group supervision sessions towards the end of each evening for 1.5 hours. Students are expected to share your counseling experiences, receive feedback from their peers and supervisor, and **actively contribute** to the discussion.

Additionally, **part of the supervision of this course includes recording and Transcribing one Session:** Each counselor in training will transcribe one session with a client and turn in to the supervisor. The transcribed session should have an overview paragraph which will include a short summary of the case including presenting problem, initials of client, age of client, session number, and a written commentary on the interview that

summarizes what happened. This is also a summary of your strengths and "areas for further development." What did you like and not like about your interview. This is your opportunity to assess your skills at this point in the program. Do not use any real names in the transcription – you may use codes names such as A, B or C in order to insure confidentiality.

Evaluation of Course Requirements

Candidate Rating: Each counseling candidate will be rated by their instructor at least once/semester using the candidate rating sheet. This rating sheet will be kept in your counseling Program file. Candidates must receive a score of average or better in every category in order to pass the following courses:

*COUN 5739 COUN 6534
COUN 6435 COUN 6731
COUN 6532 COUN 6739

*Specifically, practicum students must receive "Average" or better in all areas on the final Candidate Rating evaluation sheet in order to be eligible for Internship.

Attendance: Attendance is required and affects the final grade. For the purposes of this class, attendance is defined as presence and participation in class discussions and activities.

The grade is affected as follows:

0 - 1 absence - No change in your grade as long as arrangements are made IN ADVANCE to cover or cancel your sessions because of the absence.

2 absences - Student will **not** receive credit for the course

If a counselor-in-training misses a session and fails to either notify the client or make arrangements for the session to be covered by a co-counselor, it may result in failure to receive credit.

Students who are absent from Pre-practicum, Practicum I, Group, or Practicum II must provide written explanation for their absence and given to Supervisor no later than the next class meeting. Supervisor must be notified regarding any absence. For a planned absence, prior approval must be received and appropriate notification to client(s) given.

Tardies/leaving early: Students who arrive more than 15 minutes late for the course or who leave more than 15 minutes early will be considered absent for the entire class period.

Grade:

Computing It: Your performance will be evaluated on both a formative (i.e. weekly) and summative (i.e. end of semester) basis. Feedback from your supervisor may come in varied forms: informal or formal, one on one conversation, group discussion, written notes, or written evaluation. The supervisor's recommendations and suggestions are expected to be followed promptly. The level of performance (final grade) must be a "B" or higher in order to pass Practicum and be able to enter Practicum II. All assignments must be completed at a satisfactory level in order to pass Practicum I.

- Growth Plan 10%
- Growth Plan Summary 10%

- Case Presentation 15%
- Journal 10%
- Group discussion & participation 20%
- Client Records/Case Management 15%
- Session Transcript 5%
- Observation of another counselor-in-training write-up 5%
- Counseling Skill/Performance 10%

Distribution

A 94 - 100	B 84 - 87	D 70 - 74
A- 90 - 93	B- 80 - 83	F < 70
B+ 88 - 89	C 75 - 79	

Level of Performance: A = Exceptional
 B = Solid
 C = Non-satisfactory/Below Average

A grade of "C" or lower indicates a non-satisfactory or below average level of performance. Candidate will need to repeat course before entering Internship. The supervisor and/or advisor will suggest remedial steps and these steps will be expected to be taken immediately. Remedial steps may include one or more of the following: repeating the practicum, taking a course in a related area, or personal counseling.

The Level of Performance (Final Grade) must be a "B-" or higher in order to pass Practicum I and be able to enter Practicum II
. All assignments must be completed at a satisfactory level in order to receive a passing grade of B- or better. If an assignment is completed at less than B- standard, the candidate cannot receive higher than a grade of C for the course and will need to repeat Practicum before advancing to Internship..

If candidates score less than average in any area of the final candidate rating sheet (completed by the instructor), the candidate will not receive higher than a grade of C for the course and will need to repeat Practicum before advancing to Internship.

If you believe you have a disability requiring an accommodation, contact at 281-283-2648 or as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

English Language Proficiency Standards

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the , please raise any questions in class.

Field Experience Statement

1. Required Formal Approval of School District

No candidate may begin any field experience prior to the formal approval of the school district.

2. Required Criminal Background Check

In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person that is volunteering, or completing any kind of field experience. Each person to whom this applies must provide the school district with driver's license information and any other information necessary to conduct the criminal background check.

For assignments that require either class wide, group participation or activities in which candidates are necessarily interacting with minor students, each candidate must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.

For assignments that require candidates to visit schools (eg., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The School of Education accepts no responsibility for candidates who do not follow established school district, charter school, or private school procedures or state legislation.

3. Failure to Complete Field Experiences

If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate must drop the course or will receive an F in the course.

UAS Statement

Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Unit Assessment System (UAS) following the [\(pdf\)](#).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements.

Dispositions

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn

from a UHCL program if judged to lack the required professional dispositions. The Statement on Professional Dispositions contains the definition for professional dispositions. At the end of the course and at other times, instructors assess compliance with the standards. These assessments are invaluable for professional development.

Student Life Policies

The Student Life Policies can be found at:

Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. The University can best function and accomplish its mission in an atmosphere of the highest ethical standards. The University expects and encourages all students to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behavior and is jointly administered by faculty and students.

Honesty Code: The _____ (pdf) in the _____, is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Because honesty and integrity are such important factors, you should be aware that failure to perform within the bounds of these ethical standards is sufficient grounds to receive a grade of "F" in this course and be recommended for suspension from UHCL.

Learner-Centered Standards As Developed By UHCL and PDS Personnel

- Standard 1: Professional Responsibility**
- Standard 2: Nature of the Learner**
- Standard 3: Command of the Subject Matter**
- Standard 7: Community and Parental Involvement**
- Standard 4: Curriculum and Instruction**
- Standard 5: Classroom Management and Organization**
- Standard 6: Technology**

TEXES-Counselor

(a)-The knowledge and skills identified in this section must be used by school counselor preparation programs in the development of curricula and coursework and will be used by the State Board for Educator Certification as the basis for developing the assessments required to obtain the appropriate school counselor certificates. These standards must also serve as the foundation for the professional growth plan, and continuing professional education activities required by §239.25 of this subchapter (relating to Requirements to Renew the Standard School Counselor Certificate).

(b)-Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- 1-the history of counseling;
- 2-counseling and consultation theories and practices;
- 3-career development theories and practices;
- 4-assessment principles and procedures, including the appropriate use of tests and test results;

5-changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;

6-environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;

7-learners' developmental characteristics and needs and their relevance to educational and career choices;

8-legal and ethical standards, practices, and issues;

9-the characteristics and educational needs of special populations;

10-theories and techniques in pedagogy and classroom management;

11-the integration of the guidance and academic curricula;

12-the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and

13-counseling-related research techniques and practices.

(c)-Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

1-develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program;

2-provide a proactive, developmental guidance program based on the needs of students;

3-counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;

4-consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;

5-coordinate resources for students within the school and community;

6-demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;

7-participate in the selection, use, and interpretation of assessments and assessment results;

8-use varied sources of information about students for assessment purposes;

9-use counseling-related research techniques and practices to address student needs; and

10-advocate for a developmental guidance and counseling program that is responsive to all students.

(d)-Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

1-collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;

2-facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;

3-use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;

4-implement effective referral procedures to facilitate the use of special programs and services; and

5-act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

(e)-Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

1-understand learner differences, including those related to cultural background, gender, ethnicity, learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;

2-advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and

3-facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

(f)-Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

1-demonstrate effective communication through oral, written, and nonverbal expression;

2-use knowledge of group dynamics and productive group interaction;

3-support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;

4-facilitate learners' access to community resources;

5-develop and implement strategies for effective internal and external communications;

6-facilitate parent/guardian involvement in their children's education;

7-develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning; and

8-work effectively as a team member to promote positive change for individuals, groups, and the school community.

(g)-Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

1-use reflection, self-assessment, and interactions with colleagues to promote personal professional development;

2-use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;

3-strives toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;

4-applies research-based practice to improve the school guidance and counseling program; and

5-continues professional development to improve the school guidance and counseling program.

COUN 5739 Calendar: Fall 2014

Mondays & Tuesdays

Aug 25, 26 Class 1 – Assigned campuses

Standards TExES Competencies: (a) 2 6 8 4
Learner-Centered Standards: 1

4:30 Introduction to the course. Discussion of the Syllabus including assignments

Assignments for the week:

- Read Chapters ⁴⁻⁷⁻⁹⁻¹⁷⁻²⁰ 2, 4, 5, 7 & Children in Chap 9 of Textbook and be ready to discuss
- ✓ Write Personal Growth Plan (make copy for self)
- ✓ Complete 1st Self Assessment Candidate Rating Sheet (make copy for self)
- ✓ Journal entry
- Log documentation

Sept 2

Class 2 – Assigned campuses

Standards TExES Competencies: 2 8 1
Learner-Centered Standards: 1, 3, & 4

- Discuss chapters of textbook
- ✓ Tour facility, meet staff

Assignments for the week:

- ✓ Journal entries
- Personal growth work
- Log documentation

Sept 8,9

Class 3 – Assigned campuses

Standards TExES Competencies: 8 4 1
Learner-Centered Standards: 1, 3, & 4

Weekly Schedule (First Night with Clients)

- 4:30 – 5:30 Group #1 Supervision, Group #2 Direct Counseling
- 5:30 – 6:30 Group #2 Supervision, Group #1 Direct Counseling
- 6:30 – 8:00 Process/Group Supervision

Sept 15, 16

Class 4 – Assigned campuses

Standards TExES Competencies: 2 8 9
Learner-Centered Standards: 1, 3, & 4

On-going Responsibilities:

- ✓ Log documentation
- ✓ Process notes completed weekly on each session and placed in

- client file
- Index of client attendance placed in client file
- ✓ Journal entries
- Personal growth work
- Follow weekly Schedule

Sept 22,23

Class 5 – Assigned campuses

Standards TExES Competencies: 2 3
 Learner-Centered Standards: 1, 3, & 4
Refer to Weekly Schedule and Responsibilities

Sept 29, 30

Class 6 - Assigned campuses

Standards TExES Competencies: 3 1
 Learner-Centered Standards: 1, 3, & 4

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- **Refer to Weekly Schedule and Requirements (bring journal next week)**

Oct 6, 7

Class 7 Assigned campuses

Standards TExES Competencies: 3 6
 Learner-Centered Standards: 1, 3, & 4

-
- **Refer to Weekly Schedule and Requirements plus work on tape transcription assignment**

Oct 13, 14

Class 8 Assigned campuses

Standards TExES Competencies: 1 6
 Learner-Centered Standards: 1, 3, & 4

- **Return Journals**
-
- **REVIEW CASE PRESENTATION REQUIREMENTS AND ASSIGN DATES**
- **Refer to Weekly Schedule and Requirements**

Oct 20, 21

Class 9 Assigned campuses

Standards TExES Competencies: 1 3
 Learner-Centered Standards: 1, 3, & 4

- **Refer to Weekly Schedule and Requirements**

Oct 27, 28

Class 10 Assigned campuses

Standards TExES Competencies: 1 3
 Learner-Centered Standards: 1, 3, & 4

- **Refer to Weekly Schedule and Requirements**

Nov 3, 4

Class 11 Assigned campuses

Standards TExES Competencies: 1 1 3
Learner-Centered Standards: 1, 3, & 4

- **Refer to Weekly Schedule and Requirements**
- **2 CASE PRESENTATIONS** _____

Nov 10, 11

Class 12 Assigned campuses

TExES Competencies: 1 1 3
Standards Learner-Centered Standards: 1, 3, & 4

- **2 CASE PRESENTATIONS** _____

- **Refer to Weekly Schedule and Requirements**

Work on tape transcript assignment

Nov 16, 17

Class 13 Assigned campuses

TExES Competencies: 1 1 3
Learner-Centered Standards: 1,3, & 4

- **2 CASE PRESENTATIONS** _____

Refer to Weekly Schedule and Requirements plus

Complete Peer observation write-up

- **Complete Personal Growth Summary (make copy for self)**
- **Complete 2nd Self Assessment Candidate Rating Sheet (make copy for self)**

Nov 24, 25

Class 14 Assigned campuses **Termination Session with Clients**

Standards TExES Competencies: 3 4 3
Learner-Centered Standards: 1, 3, & 4

-
-
-
-
- **IDENTIFY 1 PERSON TO GET UH/CL INSTRUCTOR EVAL PACKET**

Dec 1, 2 **Class 15** Assigned campuses
Standards TExES Competencies: 1 3 6
Learner-Centered Standards: 1, 3, & 4

1. Termination/Discharge Plan for each client
2. Log for Supervisor's signature (original and copy)
3. LPC Documentation of Practicum Hours
4. Feedback of Peer's work

Get back:

1. Personal Growth Summary
 2. Copy of Instructor's Candidate Rating Sheet
 3. Copy of 1st and 2nd Self Assessment Candidate Rating Sheet
 4. Signed Original Log
 5. LPC Documentation signed (if applicable)
- Complete Instructor Evaluation (one student identified to return to UHCL)

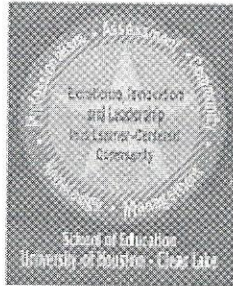
UPLOAD THE REQUIRED ARTIFACTS AND ANY OTHER ASSIGNED ARTIFACTS BY December 15, 2014. The required artifacts are:

- 1) Professor's Final Rating Sheet – signed by both your supervisor and you
- 2) LPC Board Hours Form – signed by your supervisor
- 3) Case Presentation Summary

ADDITIONAL IMPORTANT DATES CAN BE FOUND IN THE ATTACHED UHCL CALENDAR.

comprehensive calendar. (pdf) is a more

COUN 6739 Practicum II In Counseling, Spring 2015



Excellence, Innovation
and Leadership in a
Learner-Centered
Community



NCATE: UHCL is one of only 14 universities in Texas accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting NCATE accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, NCATE works to make a difference in the quality of P-12 education.

Statement on Professional Dispositions

Each candidate in the School of Education is required to read and abide by the Statement on Professional Dispositions. You may read the statement by going to http://prtl.uhcl.edu/portal/page/portal/SOE/Forms/form_files/Dispositions.pdf

As the statement indicates, "As an NCATE accredited institution, we will recommend for certification only those persons who have demonstrated the necessary strong, positive dispositions associated with the professional educator" so it is imperative that you abide by the dispositions described in the document. At the end of the course and at other appropriate times your instructor will assess your compliance with these standards. These assessments will be invaluable to you, and the program faculty, as you continue to develop professionally.

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Textbook:

Encyclopedia of Counseling

Howard Rosenthal

ISBN 1559590416

Methodology:

Designed to provide students with an opportunity to apply their knowledge in a supervised setting.

Prerequisites:

Prerequisites: COUN 5739 and approval of Associate Dean. Restricted to candidates with degree or certification plans in counseling. Supervised internship in an approved counseling environment; written and oral reports required.

Overview and Course Description

The internship serves as a culminating experience in the curriculum. A basic purpose of the internship is to provide the intern an opportunity to integrate cognitive learning and skills in a work setting appropriate to the counseling profession and the intern's career goals and skill areas. It is expected that interns will now be ready to take their knowledge and skills into the field to provide a variety of counseling services in an ethical and professional manner. This course is designed to meet LPC Academic Requirement (rule 681.63) 2, "Applicants must also have a supervised practicum experience that is primarily professional counseling in nature of at least 300 clock-hours which were part of the required graduate program," and 2. 1 "At least 100 hours of direct client counseling contact must be shown."

Objectives and Competencies

The instructional activities for this course are based on the competencies specified by Texas State Board for Educator Certification and the Texas Licensed Professional Counseling Board. Specifically, the teaching/learning activities are aligned with the

competencies tested in the Professional Development section of the TEXES for elementary and secondary teachers as well as the Licensed Professional Counseling

Examination.

Competencies

(Competency 006) Responsive Services

(Competency 007) Individual Planning

(Competency 008) Assessment

(Competency 009) Consultation and Collaboration

(Competency 012) Ethical, legal, and professional standards

Objectives

1. To experience the full range of counseling activities that a regularly employed staff member in which a counseling setting would engage.
2. To integrate classroom and practicum learning into a "real life" context on the job.
3. To make the transition from being primarily an intern to being primarily a service provider.
4. To develop the ability to form professional relationships with colleagues and clients served.
5. To develop an identity as a professional counselor.
6. To contribute to the work and productivity of the placement site at a level commensurate with masters' preparation.
7. To provide appropriate and effective services for clients, including interviewing, assessment, referral, developing rapport, case conceptualization, treatment planning, record keeping, termination, and other aspects of the internship as assigned by the site supervisor.

Assignments:

1. Logs

Direct client contact includes: Individual, group counseling, or family counseling sessions only may count toward this number. If more than one counselor is in attendance during a session, the counselors must designate IN ADVANCE the session counselor leader; a candidate cannot get direct-credit for sessions that are "jointly" lead unless you are designated as lead counselor for that session. Candidates should NOT use the client's actual name on the log sheets: candidates should code the client's name (i.e. assign numbers or client initials) on

all log sheets in order to maintain client confidentiality.

Each client noted on the direct client log must sign appropriate consent for treatment acknowledging that counseling is being conducted by UHCL intern under the supervision of the site supervisor and that the content and processes involved in any counseling session may be reviewed by both the site supervisor and/or the UHCL instructor. Consents will be completed prior to the first counseling session; the site supervisor will keep all consent forms. ✓

✓ All direct client contact hours must be documented with dates, start/stop times, and client ID. If the intern obtained fewer than 20 hours of direct client contact during practicum, the intern must make up those additional hours *during the internship semester*. **Interns must have a minimum of 160 total hours of direct client contact between Practicum I and Practicum II.** These hours will be documented on the *direct contact log*. ✓ ✓

✓ A total of 300 hours ✓

✓ A maximum of **30 indirect client** contact hours can be applied (not required) toward research, case preparation, and associated readings. You must identify specific books or other readings. These hours must be documented on the *research hours log*. ✓

✓ At least **4 indirect hours** will involve conducting parent/adult workshops or planning, implementing and presenting a program at an approved internship site or for a conference presentation. An agenda, date, attendance, and time log for the 4 hours of workshops will be attached to the *coordination log*.

✓ At least **16 indirect hours** will involve meeting 1:1 with the site supervisor for evaluative and consultative purposes. These hours will be documented on the *supervision log*.

✓ At least **30 indirect hours** will involve OBSERVING licensed or certified professional counselors in the process of performing their duties as a professional counselor. You will make a brief notation of what you observed (session, staffing, etc.) You cannot get observation credit for any session in which you claim direct client contact hours. These hours will be documented on the *observation log*.

✓ At least **30 indirect client contact hours** will be applied toward creating appropriate treatment plans, networking, consulting with certified/licensed counselors, coordinating associated paperwork, etc. These hours will be documented on the *coordination log*.

All hours must be completed and turned in (signed by both you and your supervisor) to the instructor by the last day of the university semester (May 4, 2014). Failure to complete the required hours within the semester will result in an IP or F for the course, to be determined at the discretion of the professor. An F will be assigned if,

upon conclusion of the semester, the candidate has demonstrated below average abilities on any column of the instructor's reported candidate rating sheet and has not completed all required direct and indirect hours. If all columns on the candidate rating sheet are marked with as "Average", the instructor may choose to assign an IP for candidates who have not completed all required hours. If an IP is assigned the intern must re-register for the course for the following semester. A grade of I (Incomplete) is not an option for this course.

2. Internship Plan/Internship Summary:

Interns will prepare a typed plan of action consisting of

- 1) professional goals to be accomplished through the internship,
- 2) a job description including activities,
- 3) a plan for self-evaluation through the course of the internship, and
- 4) a plan for professional development, networking, and continued learning. The plan should be no more than 2 typed, double-spaced pages. **(Due at the second class meeting.)**

Interns, upon completion of the internship experience, will submit a **summary of the internship** experience addressing each component of the internship plan. The summary should be no more than 2 typed, double spaced pages. **(Due at the final class meeting.)**

3. Self Assessment:

Interns will complete 2 self-assessments during the semester. One will be completed during the first class and the other completed and turned in during the last class meeting. A second copy of the self-assessments will be placed in the intern's portfolio.

4. Critical Review of Journal Articles: Interns will select 3 journal articles

related to Counseling/Internships and will summarize and give critical comments regarding the article. The articles will be properly referenced according to (APA style) and submitted on the dates indicated in the Class Schedule.

Suggested Preparation: Review of ethical codes and APA style including the use of citation and references.

Cover Page

Personal reaction, application
4/CHS

5. Evaluations:

Interns will be evaluated by a university supervisor at least twice during the semester. The supervisor will visit the intern on site, meet with the site supervisor

and review the progress of the intern with both the intern and the site supervisor and observe the intern working with clients. Candidates are responsible for coordinating the participants for these visits as well as provide instructor with physical address of site. The site supervisor and the university instructor will evaluate the intern in writing at midterm and again at the end of the semester using the candidate rating sheet.

6. Professional Participation:

Professional counselors participate in professional organizations. Interns must join a professional counseling organization and attend a professional organization conference at the state or national level. Evidence of membership or participation must be included in the portfolio. Please consider that most organizations have "intern rates" for both their conferences and for membership. Significant discounts are usually available. Organizations for consideration include:

American Counseling Association

Texas Counseling Association

American Psychological Association

American School Counseling Association

Texas School Counseling Association

Texas Mental Health Counselor's Association

7. Final Examination:

All interns will take the NCE practice test on the scheduled UHCL-SOE testing date. Your internship instructor will give you instructions for taking the test. Candidates who score below 70% will fail the exam. Candidates who fail the exam will be permitted to retake the exam one time during the semester. The retake must be scheduled before the last day of the semester. Interns must score at the 70% level or higher on the NCE practice exam in order to receive a passing grade for Practicum II.

8. Case Presentation:

Interns will prepare a 3-5 page Written Summary of their case presentation.

While maintaining confidentiality, interns will present a brief (15-20 minute) oral case presentation of one client with whom they worked during the semester. Candidates who breach confidentiality in this presentation may receive a failing grade for the course and will be referred to the program disposition committee for breach of confidentiality. This presentation will include the following:

Demographics: age, grade, etc

Background information

Family/social history and dynamics
Presenting problems
Treatment goals
Counseling relationship establishment issues
Counseling techniques used
Client's response
Goals accomplished
Future goals
Termination plans
Recommendations for next counselor
Summary
Prognosis
What you learned from working with this client and any additional comments

9. Upload required class artifacts or products to the UAS Assessment Interface

Interns must upload the required artifacts in order to get credit for the class. The instructor will evaluate the uploaded product before grades are assigned. Instructions for uploading the assessment products can be found at the School of Education web page <http://soe.uhcl.edu/UAS>. Login as Student. Interns who do not upload the artifacts by May 4, 2014, will receive an F for the semester. The required artifacts for this course are

Written Summary of Case Presentation

LPC Board Form

Instructor's Final Candidate Rating Sheet

Attendance:

Attendance at all scheduled class meetings is mandatory. The intern's grade will be lowered if the intern is absent from these class meetings. The intern's grade will be lowered one full letter grade for each absence. If an intern is absent for the presentation or essay exam, an additional penalty will be imposed. Tardiness of more than 15 minutes will be considered as an absence.

All interns will provide consistent service to their internship site from the first day of class through the last night of class. Even though the intern may complete their hours early, the intern will continue to see clients throughout the entire university semester. Failure to do so will be considered client abandonment and unethical failure to commit to the professional counselor's responsibilities. The intern will receive both a failing grade for the class and be dismissed from the program for breach of ethical conduct.

Grade: A or A- Exceptional; B or B- Acceptable; C+ or less Unacceptable.

Computing It:

Evaluation Procedures: Internship course grades will be derived from participation in class activities, written/oral assignments, demonstrated internship skills, the written review of Journal Articles and the field supervisors' evaluation at the end of the course. Failure to earn at least a "B-" will result in the intern being required to repeat internship until he/she demonstrates appropriate skills for the completion of a master's level internship. If the intern is demonstrating below average performance, the instructor will meet with the intern and his/her site supervisor to devise a plan for remediation. Late assignments will not be accepted. All papers will be graded only one time: please turn in a professionally written product as failure to do so will result in a failing grade for the assignment. Interns will not receive a passing grade unless ALL assignments are completed and turned in on time with the Internship Portfolio. Interns are expected to conduct themselves in a professional and ethical manner. Unethical practice or unprofessional behavior may result in a lower grade, removal from the course, repetition of the course, or removal from the counseling program. Interns are expected to follow the ACA Code of Ethics and Standards of Practice (ACA 2005) and will be held accountable to these standards. The following procedure for assigning grades will be utilized: A or A- is Exceptional performance, B or B- is Acceptable performance, C+ or less is Unacceptable performance: intern will be required to re-take internship. A remedial plan of study will be established.

UNIVERSITY POLICIES

Americans with Disabilities Statement

In accordance with Section 504 of the *Federal Rehabilitation Act of 1973* and the *Americans Disabilities Act of 1990*, the University of Houston-Clear Lake endeavors to make reasonable adjustments in its policies, practices, services and facilities to ensure equal access to all our educational programs and activities. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the departments responsible for the program or service will work with the Office of Health and Disability Services (Bayou 1406) and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application for such assistance through the Office of Health and disability Services. Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. **If you need special accommodations, please contact me after class, or by phone.**

Disability Services: Students requiring special accommodations should inform the instructor and contact the Disability Services office, Student Services Building, Room 1.301, or call (281) 283-2626. For more information, see the Disability Services website: <http://www.uhcl.edu/disability>

Academic Honesty Policy

Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation which the student builds personal integrity and establishes a standard of personal behavior. The University can best function and accomplish its mission in an atmosphere of the highest ethical standards. The University expects and encourages all students to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behavior and is jointly administered by faculty and students. The Academic Honesty Policy at UHCL is located on pages 74-76 of the 2004-2005 catalog or at:

http://prtl.uhcl.edu/portal/page?_pageid=284,335689&_dad=portal&_schema=PORTALP

Students who are in violation of this policy will receive an 'F' for this course.

Honesty Code: The Honesty Code is the university community's standard of honesty and is endorsed by all members of the University of Houston-Clear Lake academic community. It is an essential element of the University's academic credibility. It states: "I will be honest in all my academic activities and will not tolerate dishonesty."

Field Service Statement

In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person that is volunteering, or completing any kind of field experience. Each person to whom this applies must provide the school district with driver's license information and any other information necessary to conduct the criminal background check.

For assignments that require either class wide, group participation or activities in which candidates are necessarily interacting with minor students, each candidate must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.

For assignments that require candidates to visit schools (e.g., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The School of Education accepts no responsibility for candidates who do not follow established school district, charter school, or private school procedures or state legislation.

No candidate may begin any field experience prior to the formal approval of the school district.

If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate will either be withdrawn from the course or receive an "F" in the course.

Student Life Policies

The Student Life Policies can be found by going to <http://www.uhcl.edu/student-services> and selecting "Student Life Policies".

STANDARDS

The Standards refer to the seven standards developed by a team of UHCL professors and professional development school personnel to give more structure and better understanding with respect to the Learner-Centered Standards developed by the State of Texas. The Standards and the Competencies are printed below.

Learner-Centered Standards

As Developed by

UHCL and PDS Personnel

Standard 1:	Professional Responsibility
Standard 2:	Nature of the Learner
Standard 3:	Command of the Subject Matter
Standard 4:	Curriculum and Instruction
Standard 5:	Classroom Management and Organization
Standard 6:	Technology
Standard 7:	Community and Parental Involvement

UHCL School of Education Standards for Advanced Programs

1. An educational leader uses the content and pedagogical knowledge base of the field and promotes the integration of curriculum, resources, and teaching strategies to promote the success of all students and provide learning experiences to support lifelong learning.
2. An educational leader is a professional who assumes leadership roles and actively participates in organizations and professional development activities.
3. An educational leader understands and uses research and assessment tools to improve student learning and school programs.
4. An educational leader facilitates the success of all students by promoting a safe climate in the school and collaborates with families, community members, and colleagues to respond to their diverse interests and needs.
5. An educational leader promotes the success of all students by creating and managing exemplary programs and effectively communicating with students, faculty, families, and the community.

TEA Standards for Counselors

(a) The knowledge and skills identified in this section must be used by school counselor preparation programs in the development of curricula and coursework and will be used by the State Board for Educator Certification as the basis for developing the assessments required to obtain the appropriate school counselor certificates. These standards must also serve as the foundation for the professional growth plan, and continuing professional education activities required by §239.25 of this subchapter (relating to Requirements to Renew the Standard School Counselor Certificate).

(b) **Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- (1) the history of counseling;
- (2) counseling and consultation theories and practices;
- (3) career development theories and practices;
- (4) assessment principles and procedures, including the appropriate use of tests and test results;
- (5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
- (6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;
- (7) learners' developmental characteristics and needs and their relevance to educational and career choices;
- (8) legal and ethical standards, practices, and issues;
- (9) the characteristics and educational needs of special populations;
- (10) theories and techniques in pedagogy and classroom management;
- (11) the integration of the guidance and academic curricula;
- (12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and
- (13) counseling-related research techniques and practices.

(c) **Standard II. Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

- (1) develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program;
- (2) provide a proactive, developmental guidance program based on the needs of students;
- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
- (5) coordinate resources for students within the school and community;
- (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
- (7) participate in the selection, use, and interpretation of assessments and assessment results;
- (8) use varied sources of information about students for assessment purposes;
- (9) use counseling-related research techniques and practices to address student needs; and
- (10) advocate for a developmental guidance and counseling program that is responsive to all students.

(d) **Standard III. Learner-Centered Process:** The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

- (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
- (2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;
- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
- (4) implement effective referral procedures to facilitate the use of special programs and services; and
- (5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

(e) **Standard IV. Learner-Centered Equity and Excellence for All Learners:** The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

- (1) understand learner differences, including those related to cultural background, gender, ethnicity, learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
- (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and
- (3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

(f) **Standard V. Learner-Centered Communications:** The certified school counselor, an advocate for all

students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

- (1) demonstrate effective communication through oral, written, and nonverbal expression;
- (2) use knowledge of group dynamics and productive group interaction;
- (3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
- (4) facilitate learners' access to community resources;
- (5) develop and implement strategies for effective internal and external communications;
- (6) facilitate parent/guardian involvement in their children's education;
- (7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning; and
- (8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

(g) **Standard VI. Learner-Centered Professional Development:** The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

- (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
- (2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
- (3) strives toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
- (4) applies research-based practice to improve the school guidance and counseling program; and
- (5) continues professional development to improve the school guidance and counseling program.

Licensed Professional Counselor Competencies

A planned graduate program of at least 48 graduate semester hours of courses which are counseling in nature, including a practicum or internship of at least 300 clock-hours which primarily involve the direct delivery of counseling services (testing practicum cannot be used toward the practicum requirements). Practicum must include at least 100 clock-hours of direct client counseling contact. Areas of graduate study must include the following:

(1) Normal human growth and development - the process and stages of human intellectual, physical, social, and emotional development from prenatal origins through old age;

(2) Abnormal human behavior - the principles of understanding dysfunction in human behavior or social disorganization;

(3) Appraisal or assessment techniques - the principles, concepts, and procedures of systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics, which may include the use of both non-testing approaches and test instruments;

(4) Counseling theories - the major theories of professional counseling;

(5) Counseling methods or techniques - the methods or techniques used to provide counseling treatment intervention including:

(A) counseling individuals; and

(B) the theory and types of groups, including dynamics and the methods of

practice with groups;

(6) Research - the methods of research which may include the study of statistics or a thesis project in an area relevant to the practice of professional counseling;

(7) Life style and Career development - the theories of vocational choice, career choice and life style, sources of occupational and educational information, and career decision-making processes;

(8) Social, Cultural, and Family issues - the studies of change, ethnic groups, gender studies, family systems, urban and rural societies, population patterns, cultural patterns, and differing life styles;

(9) Professional orientation - the objectives of professional organizations, codes of ethics, legal aspects of practice, standards of preparation, and the role identity of persons providing direct counseling treatment intervention; and

(10) Practicum (internship) - as referred to in §681.82(c) of this title (relating to Academic Requirements).

Portfolio

Your portfolio should be presented in a 3-ring binder format. Bring it to the last class meeting. Your name, address, phone number, and semester should be clearly indicated on a cover sheet inserted in the front of the binder. The following material should be placed inside this binder:

1. Internship initial plan
2. Internship summary*
3. Both self assessments*
4. Degree plan and transcript indicating intern is currently enrolled in internship *
5. Supervisor's credentials*
6. Direct client contact logs (practicum)
7. Direct client contact logs (internship)
8. All other practicum logs
9. All other internship logs
10. Supervisor's evaluation*
11. Signed practicum hours (LPC board form)*
12. Signed internship hours (LPC board form)*
13. TEXES, ExCET or Practice TEXES examination results*
14. Professional membership documentation

It is *imperative* that interns keep these portfolios until completion of their LPC certification. Interns are also strongly encouraged to place a copy of the syllabus from each counseling course in this portfolio. In the event that the intern might choose to continue with their education on a doctoral level, this information will be useful. Interns will turn in their portfolio at the last class meeting.

Starred items: Interns will make a copy of all * items, **staple items together with completed coversheet**, and leave with the professor on the last night of class. These items will be kept in the intern's file in the counseling office for 5 years.

Tentative Course Schedule

COUN 6739.03 Pearland R 4-6:50

COUN 6730.04 Pearland R 7-9:50

- | | |
|----------------|--|
| Class 1 | Introduction to class (expectations)
Confidentiality |
| <i>Jan 22</i> | Complete first self-evaluation
Apply for informal copy of transcript
Discuss visitation procedure
Discussion of case presentation and journal article reviews
Background Check Forms |
| Class 2 | Supervision
Review of Journal Article
Internship plans due |
| <i>Feb 5</i> | Discussion of internship plans
Organization of portfolio
Schedule first visitation date |
| Class 3 | Supervision/Review of Journal Article |
| <i>Feb 19</i> | |
| Class 4 | Supervision/Review of Journal Article |
| <i>Mar 5</i> | |
| Class 5 | Supervision/NCE Practice Examination (Exact exam date TBA). |
| <i>Mar 26</i> | |
| Class 6 | Supervision/Case Presentations |
| <i>Apr 9</i> | |
| Class 7 | Supervision/Case Presentations |
| <i>Apr 23</i> | |
| Class 8 | Supervision/Summary of internship (put in portfolio)
Second self-evaluation due
All logs due
Course evaluation
Portfolios due
All copies due |
| <i>May 7</i> | |

COUN 6739.05 Pearland M 7-9:50

Tentative Course Schedule

Class 1 <i>Jan 26</i>	Introduction to class (expectations) Confidentiality Complete first self-evaluation Apply for informal copy of transcript Discuss visitation procedure Discussion of case presentation and journal article reviews Background Check Forms
Class 2 <i>Feb 2</i>	Supervision Review of Journal Article Internship plans due Discussion of internship plans Organization of portfolio Schedule first visitation date
Class 3 <i>Feb 16</i>	Supervision/Review of Journal Article
Class 4 <i>Mar 2</i>	Supervision/Review of Journal Article
Class 5 <i>Mar 9</i>	Supervision/NCE Practice Examination (Exact exam date TBA).
Class 6 <i>Apr 6</i>	Supervision/Case Presentations
Class 7 <i>Apr 20</i>	Supervision/Case Presentations
Class 8 <i>May 11</i>	Supervision/Summary of internship (put in portfolio) Second self-evaluation due All logs due Course evaluation Portfolios due All copies due