



Counseling  
Program

---

**CMHC 515 Intro to Family Counseling Syllabus**  
**3 credits**  
**Term:**

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

**Course Description**

This course is an overview of the theoretical concepts and intervention strategies unique to family, systems, and relational therapies. The course includes the study of family dynamics, family development, relationships, and the resolution of family concerns. Ethical and legal considerations are included. A Christian perspective on marriage and family interventions is incorporated into the coursework.

**Prerequisites:** COUN 550, COUN 551

**Required Textbooks**

Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). *Family therapy: An overview* (9<sup>th</sup> edition). Cengage.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). ISBN: 978-1433832178

**Methodology**

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

Student Learning Objectives	CACREP Standards	Learning Activity
Students will explore theories of individual and family development across the lifespan.	3.C.1	<ul style="list-style-type: none"> <li>• Family Development Video Presentation</li> <li>• Adlerian Genogram &amp; Paper</li> <li>• Reading</li> <li>• Quiz</li> <li>• Midterm</li> <li>• Final</li> </ul>
Students will learn about structures for affective relationships, bonds, couples, marriages, and families.	3.C.6	<ul style="list-style-type: none"> <li>• Adlerian Genogram &amp; Paper</li> <li>• Discussion: Family Scenarios</li> <li>• Discussion: LGBTQ+</li> <li>• Article Critique Paper</li> <li>• Reading</li> <li>• Quiz</li> <li>• Midterm</li> <li>• Final</li> </ul>
Students will consider the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan.	3.C.12	<ul style="list-style-type: none"> <li>• Adlerian Genogram &amp; Paper</li> <li>• Case Conceptualization, Treatment Plan, and Role Play Video</li> <li>• Reading</li> <li>• Quiz</li> <li>• Midterm</li> <li>• Final</li> </ul>
Students will practice case conceptualization skills using a variety of models and approaches.	3.E.3	<ul style="list-style-type: none"> <li>• Case Conceptualization, Treatment Plan, and Role Play Video</li> </ul>
Demonstrate an understanding of an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	5.C.4	<ul style="list-style-type: none"> <li>• Case Conceptualization, Treatment Plan, and Role Play Video</li> <li>• Reading</li> <li>• Quiz</li> <li>• Midterm</li> <li>• Final</li> </ul>

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program’s comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

### Class Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	Reading: Syllabus, Goldenberg et al., Chapters 1 & 5	Getting to Know You Discussion Reading Quiz	20 10
2	Reading: Goldenberg et al., Chapters 3, 6, & 15	Discussion: LGBTQ+ Youth Family Development Video Presentation Reading Quiz	100 75 10
3	Reading: Goldenberg et al., Chapters 2 & 4	Reading Quiz Case Conceptualization Group Meeting #1	10 5
4	Reading: Goldenberg et al., Chapters 7 & 8	Reading Quiz Midterm Case Conceptualization Group Meeting #2	10 60 5
5	Reading: Goldenberg et al., Chapters 9, 10, & 11 McGoldrick Chapter 11 (PDF in BB)	Adlerian Genogram and Paper Reading Quiz	100 10
6	Reading: Goldenberg et al., Chapters 12 & 16	Discussion: Family Scenarios Article Critique Paper Reading Quiz	100 75 10
7	Reading: Goldenberg et al., Chapters 13 & 14	Case Conceptualization, Treatment Plan, and Role Play Video Reading Quiz	100 10
8	Reading: Goldenberg et al., Chapter 17	Reading Quiz Final	10 60
		<b>Total Points Available in Course</b>	<b>780</b>

**Note: Bolded Assignment denotes being part of Assessment Plan**

### Assignments

**Getting to Know You Discussion**

Let's get to know each other.

In your initial post, introduce yourself to your peers by providing a description of your family of origin (the family in which you grew up). Feel free to include brief information about your parents, siblings, grandparents, cultural/religious background, and anything that would be relevant and you feel comfortable sharing about your family of origin. If you are part of a nuclear family (a family which you established with another adult partner), feel free to include information about that too. Also include a bit about your professional aspirations and what you hope to learn in this course.

Please create a thread with your response to the discussion prompt by Wednesday night at midnight. Once you've created your thread in response to the discussion prompt, respond on the threads of at least two of your classmates by Saturday at midnight. Try to respond to at least one person who interacted with your initial post, ideally to everyone who has posted on your thread by the time the assignment is due to be completed (Sunday at midnight).

**Discussion: LGBTQ+ youth (CACREP 3.C.6)**

Read the following scenario and follow the directions below.

Consider the following scenario, and discuss all ethical issues you see in this case. Please be sure to include your own thoughts, feelings, and values as they relate to the case, and how you think you can approach this case in an ethical manner.

You are meeting with a family for the first time this week. The mother called you last week to make the appointment. She informed you she is concerned her family is at the breaking point. She was reluctant to tell you more without her entire family in the room with her. This is your first session with the family.

When you meet with the family, you find out that the father is a highly religious individual. His religious beliefs are a source of support and direction in his life. His religious teachings and beliefs state that same sex relationships are wrong and individuals who engage in same sex relationships or identify as anything other than heterosexual will live with the eternal consequences of this behavior. He believes that he is ultimately responsible for the salvation of his family. The only reason he agreed to family therapy is because he is hoping the therapist will be able to perform "reparative therapy" – or conversion therapy for LGBTQ+ youth. The mother shares father's religious beliefs, however she has taken a more moderate position and feels unsure about whether same-sex relationships are wrong. She has suspected for a couple of years now that their 16-year-old son might be gay. She never talked about this with her husband, but he did find out about it this week, and reacted as expected. She is concerned about this negative reaction on their son.

The 16-year-old son (only child) reports that he has felt "different" for as long as he can remember. As a result of this, he has felt a sense of isolation and loneliness in his family and friend groups for a long time. He has especially felt disconnected from dad and believes he is a constant disappointment to him. He believes his father is very homophobic and has long feared him finding out his secret. For the past two years, he has struggled with feelings of depression and had thoughts suicide. He even had a plan. One bright spot in his life this year has been his relationship with Cody. Cody wrote him a very private email about their relationship and one of

their sexual encounters. Dad found it, so the son knows dad has been looking through the emails. Dad is now forcing him to come to therapy.

Go to the literature and codes of ethics to see how you would handle this situation. Submit a 500-word post with references summarizing what you learned. Respond to four classmates' posts with 250-word responses - each.

### **Family Development Video Presentation (CACREP 3.C.1)**

Create and record a video of a PowerPoint presentation (10 slides) geared towards clients and practitioners that will compare and contrast theories of individual and family development across the lifespan. Create this presentation with your audience in mind. Please keep your slides brief and use bullet points. All information should be on the slides (not in the notes). This is NOT a paper on slides, so don't use full paragraphs. Be sure to cite your sources accurately, and provide a Reference slide.

Individual development you will want to look at theories like: Erikson's Psychosocial Stages, Piaget's Cognitive, and so on. For family development theories you will want to explore: Bowen Family Systems Theory, Bronfenbrenner's Ecological Systems Theory, Family Life Cycle and so on. You need to look at two individual development theories and two-family development theories.

Record yourself presenting this using Teams. It should show both you and the presentation, and your audio should be clear. Your presentation should be 8-10 minutes. Upload the presentation in your YouTube channel and submit the link and your PowerPoint presentation to the assignment.

Your slides should respond to the following questions:

1. Discuss key features, strengths, and criticisms of the theory.
2. Discuss the differences between theories of individual and family development.
3. Discuss the overlap and integration of the theories?
4. Discuss the important elements for counselors to consider when selecting a family development theory to use with a family.
5. Discuss the application of the theories you've selected when working with a family.
6. Consider how a Christian worldview would impact which family development theory to use.
7. Add a Reference slide - you should have at least 4 scholarly articles and the websites where you got your information from.

Please submit both the video link (in the *Write Submission* area) with your presentation and attach a pdf of your PowerPoint presentation slides.

### **Case Conceptualization Group Meeting #1**

You will meet with your group for a minimum of one hour to "create" the family you will use for the case conceptualization assignment due in module 7.

You need to define the following:

- Family demographics: socioeconomic, race, genders, religion, etc...
- Size of family
- Names

- Are parents divorced or married? Ages? Issues?
- How many children? Ages? Issues?
- What brought the family in for counseling?
- Are there any DSM diagnosis?

Remember, you will have to create a role play video of a counseling session for this family, so keep in mind how many people are in your group as you develop your family.

Once you've created your family, one person in your group will need to submit a one-page summary answering the questions above. Everyone in the group must participate in this assignment.

### **Case Conceptualization Group Meeting #2**

You will meet with your group for at least an hour to discuss the peer reviewed articles that will be used as references for this assignment.

Your group needs a minimum of 10 peer reviewed articles to utilize to guide this assignment.

Once you have meet, you need to formulate an APA formatted Reference page composed of these references for submission. Only one person from the group needs to submit this reference page, but all group members must participate.

### **Adlerian Genogram & Paper (CACREP 3.C.1., 6., 12)**

Create a three-generation genogram of your family-of-origin then write an Adlerian autobiographical narrative of what you have learned about yourself and your family from the assignment. It will be very helpful to “interview” family members about this information. This paper should be 8-pages long, not including the genogram, and should focus on how family systems concepts apply to your family. The goal of this exercise is to apply a systems approach to understanding the historical context and relationship patterns of one’s family and to identify coincidences, and concurrent events. It is assumed that past relationship patterns affect current personal and family functioning. Thus, generational issues and patterns of conflict, distancing, boundary setting, and triangulation can be explored using the genogram.

To get the information you will need, you will probably need to interview people in your family and perhaps to ask questions that are personal and that you never would have dreamed of asking before. Even if this is difficult to do, push yourself farther than you would normally. Call people up, go home for a visit. Send letters or emails asking for information. Teach yourself to just listen and consider information without reacting as you normally might.

The paper should be written in APA style, but no references are required. All material in the paper will be kept strictly confidential. The genogram will include your generation and your children (if any) along with the two generations before you (your parents and your grandparents). You may wish to call, write or interview other family members to obtain the information necessary to complete this assignment; contacting family members will definitely improve the quality of the final product.

If you are married or in a significant relationship, your significant other and his/her immediate family (parents, siblings, children) should also be included. Follow the coding and use of symbols detailed in the genopro article posted in Blackboard and follow these guidelines:

- Use the symbols in genopro to create your own legend to indicate the type of relationship attachment (very close, moderately close, slightly close or distant, conflictual or poor, estranged or cut-off, etc.). This step is very important because it will reveal triangles in your birth family, parents' family, and with your children. Not all families have significant triangles, but most have at least one. Pick out the ones that stand out.
- The first name should be under each person's name and their current age should be inside the circle or square
- Under the name, put the person's occupation
- Under the occupation, choose an adjective that represents the quality that person brings to your life. For your parents, partner, siblings, and your children, choose three adjectives.
- Use the proper symbol for adoptions, marriages, and deaths
- List children in the order that they were born
- Include the legend with your final paper

In your paper, use the genogram and Adlerian interview to tell a story that is representative of each of the relationships in your family of origin, as well as significant relationships between you and members of your extended family. Use the following headings for your paper and consider the questions below when reflecting on your family:

#### Communication and Boundaries

Are there styles of relating in your family? If so, how have they influenced your own needs for closeness versus distance or autonomy versus interdependence? Explore the genogram thinking about how closeness was handled in your family. Are there rigid or permeable boundaries in your family? What were you taught about how to relate to others and communicate with others in your family?

#### Emotional Triangles

What are the major triangles in your family of origin and/or extended family? How did these triangles effect your family relationships when you were a child? Have the triangles remained in place or have they improved over the years?

#### Parents

If you give your father the adjective "critical," ask yourself in what way was he critical of you and how did you feel? If you say your mother was "loving," in what way did you feel loved by her? What tones of voice did each parent use? How did they phrase their criticism or offer their love? What meaning did these experiences have when you were little? What meaning do they have now?

#### Siblings

We often find an initial place in the world in relation to our siblings. Which of your siblings were most different from you? Which of your siblings was most like you? In what ways? Have these relationships stayed the same or changed over the years? What meaning do you associate with the adjectives you assigned to yourself and to your siblings? What roles and relationships did you have with your siblings?

#### Family Stories

What are the key "stories" in your family? (e.g., about the family hero, the family "problem-child," the "self-made man or woman," etc.). What themes run through these stories? What

meanings are attached to these stories that still seem to permeate your life? What can you learn about your cultural affiliations from these stories?

Expression of Emotions

What were typical patterns of responding to conflict? Anxiety? Triangulation? Under-functioning or over-functioning? Distancing or pursuit? How was anger handled? Between your parents and their parents? Between you and your parents? Between you and your siblings? Between you and friends? How was sadness and hurt expressed? What were family patterns of coping with events and feelings?

Separation, Loss, and Abandonment

What does the genogram tell you about the role of loss in your family? What types of losses occurred? How were these losses handled? What happened to family members as a result of these losses? What happened to needs for safety and security? How were these losses shared and processed?

Family Strengths, Success, Failure, and Mistakes

Are there patterns of strength in your family? How was success and failure handled in your family? What happened when people (you) made mistakes?

Mental Health Issues

Are there mental health issues that family members suffer with? What have been the impact of these on the family?

Religion, Spirituality, Race, Ethnicity and Gender

One very important issue to examine is the role of multicultural issues such as ethnicity, race, gender, and socioeconomic status in your family of origin. What was the role of religion? Race or ethnicity? Gender roles and stereotypes? What messages were taught about proper male and female behavior?

Themes

What themes arise in terms of occupations, physical or mental illness, personal strengths, choice of lifestyle, etc. in your family? Can you identify patterns in your family like unfinished business, healthy or problematic triangles, or areas of conflict and anxiety?

Personal Impact

What did this exercise mean to you--what personal or emotional impact did it have on you? What do you now understand better about your family or working with families as a family therapist? How do family systems concepts or patterns apply to your family?

Present Day Impact

What issues might arise in your current significant relationship given your family background? Do you match up "good enough" with your significant other? How does your family history and family relationship patterns affect how you relate to others today and how you might approach clients? How might these get in the way of client care? What intergenerational patterns, dynamics, and/or themes have influenced you or others in your contemporary family (nuclear family).

**Discussion: Family Scenarios (CACREP 3.C.6)**

**Sarah** is a 16-year-old female who comes to your office because of severe anxiety. The anxiety is impacting her school work and she often spends a long-time doing homework and has a hard time turning in assignments on time in class because she is so worried about getting it "just right". Sarah is part of an intact family of origin. Father is White, mother is White and Korean. Father is employed full time in a corporate job, mother works part time and volunteers. Sarah

also has a younger brother with autism, who often has behavioral issues that are now managed with medication and support.

**Jay** is a 12-year-old boy in middle school - 7th grade. He is brought to counseling because his school work is declining, despite the fact that he is very bright. Upon further inquiry, it seems like Jay has symptoms of ADHD, however parents are not comfortable with medication at this time. Parents are both professional figure skaters, former Olympians, and have recently moved to the area to serve as coaches for aspiring Olympic figure skaters. Jay is an only child.

**The Thomas family** brings their daughter, Amelia, 9, in for therapy due to her “anger problem.” This anger problem was initially only visible in the family, however now it is also showing in the school setting, impacting her learning. Amelia became aggressive with a peer recently, resulting in an in-school suspension.

In session with her parents, as the parents discuss Amelia’s poor behavior, Amelia is by turns withdrawn and sullen, then suddenly talkative, sarcastic, and silly. Alone with the therapist in the second session, she is quiet and sad, but more direct and focused. The therapist begins family sessions again, this time asking that Amelia’s younger brother (5) attend as well and concentrating on communication patterns between the members of the family. Although the parents insist Amelia is the reason for their visit, with their young son in session Amelia is sweet and attends to him while the parent seem to have little to say to one another and barely make eye contact.

Choose one of the family therapy models learned in the course and discuss how you would proceed in working with these families. Include goals, areas of concern, and what additional information you might need for this case. Hit the literature to discover evidence-based interventions.

Submit a 600-word post covering all of the above. Then respond to 3 classmates’ posts with 300-word response each.

### **Article Critique Paper (CACREP 3.C.6)**

Please visit the DeWitt Library (left hand menu in MyNWC) and choose a scholarly article on structures for affective relationships, bonds, couples, marriages, and families research written within the last 10 years, and critique it. It should include a Summary of the article - the research question, methodology (quantitative or qualitative), participants (how many, who participated?), the results, and also limitations/critique of the findings. Then include a reflection on how this information can be applied to family counseling. The length of paper should be 3 pages. Start with a brief introduction, then summary, then reflection. Use APA level 1 headings for your paper, so that it is clear where you addressed the requirements.

Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You are required to cite and reference the article you are discussing, and also readings from the course. Make sure to review the grading rubric for guidance before you start writing your paper.

**Case Conceptualization, Treatment Plan, and Role Play Video (CACREP 5.C.4, 3.E.3)**

For this assignment you will be placed in a group by your instructor. Your group may have to fill in some gaps about the family you are conceptualizing. Together you will decide the type of family, the number of members, if the parents are married or divorced. What sorts of problems the family is experiencing that brought them to counseling, and so on.

Your group will complete the case conceptualization utilizing the attached case conceptualization worksheet. Once completed you will use the information in section V. to create a Treatment Plan containing three smart goals that take culture and diversity into consideration.

Once completed, your team will create a **30-minute recording (5 minutes of explanation and 20 minutes of counseling session)** presenting the case conceptualization and treatment plan explaining why had how you chose interventions for the family. Next your group will role play a counseling session with this family. You will choose who will be the counselor and family members. You will research family therapy models to use and create the scenario for the session making sure to follow the treatment plan you created.

You will submit the case conceptualization worksheet, treatment plan, one-page summary of the family therapy model you used and why, and your recording. You need to include an APA formatted reference page with no less than ten peer reviewed journal articles the group used to complete this project. You will be grouped in Blackboard so it is necessary for only one member to submit these materials.

[Case Conceptualization Instructions with Family to Conceptualize](#)

[Case Conceptualization PowerPoint](#)

[Case Conceptualization Worksheet](#)

[Family Treatment Plan Instructions](#)

[Family Treatment Plan Template](#)

**Assessment Methods**

*Mandatory Synchronous Class Meeting Discussion: LGBTQ+ youth Rubric*

*Ethical Standards Video Presentation Rubric*

*Adlerian Genogram & Paper Rubric*

*Mandatory Synchronous Class Meeting Discussion: Family Scenarios Rubric*

*Article Critique Paper Rubric*

*Case Conceptualization, Treatment Plan, and Role Play Video Rubric*

*Mandatory Synchronous Class Meeting Discussion: Family Scenarios Rubric*

*Reading Quizzes*

*Midterm*

*Final*

### Technology Requirements (CACREP 1.M.4)

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale Percentages:

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

### Academic Integrity

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the

highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

### **Diversity Statement (CACREP 1.M.8)**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

### **Accessibility and Accommodations (CACREP 1.M.9)**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>.

## Course Resources

### Media Resources:

American Association for Marriage and Family Therapy. (2015). *Code of ethics*.

[https://www.aamft.org/Legal\\_Ethics/Code\\_of\\_Ethics.aspx](https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx)

American Counseling Association. (2014) *ACA code of ethics*.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

As described in the course. Also, feel free to explore any videos on marriage and family counseling from the library data base "Alexander Street" - <https://video-alexanderstreet.com.ezproxy.nwciowa.edu/channel/counseling-therapy>

### Journal Articles:

Hargrave, T. D. (2010). Restoration therapy: A couple therapy case study. *Journal of Psychology and Christianity*, 29(3), 272-277.

### Books:

Balswick, J. O., & Balswick, J. K. (2014). *The family: A Christian perspective on the contemporary home* (4th ed.). Baker Academic.

Evans, J., & Evans, K. (2007). *Marriage on the rock: God's design for your dream marriage*. Regal Books.

Kostenberger, A. J., & Jones, D. W. (2010). *God, marriage, and family: Rebuilding the biblical foundation* (2<sup>nd</sup> ed). Crossway Books.

Napier, A., & Whitaker, C. (1978). *The family crucible: The intense experience of family therapy*. Harper Perennial.

Papp, P. (1994). *The process of change*. Guilford Press.

Parrott, L., & Parrott, L. (2015). *Saving your marriage before it starts: Seven questions to ask before – and after – you marry*. Zondervan.

Satir, V. (1988). *The new peoplemaking*. Science and Behavior Books.

Satir, V. (1983). *Conjoint family therapy*. Science and Behavior Books.

Yarhouse, M. A., & Sells, J. N. (2017). *Family therapy: A comprehensive Christian appraisal* (2<sup>nd</sup> ed). InterVarsity Press.



Counseling  
Program

---

**CMHC 520 Diagnosis and Psychopathology Syllabus**  
**3 credits**  
**Term:**

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

**Course Description**

This course provides students with an overview of psychopathology through the lens of the Diagnostic and Statistical Manual (5<sup>th</sup> ed. Text Revision) of the American Psychiatric Association. Fundamental clinical mental health counseling processes such as the diagnosis, differential diagnosis, and treatment planning processes are also explored. The course utilizes case studies, discussions, presentations, and reflection papers to assist students in developing an understanding of the importance of the clinical interview and the mental status exam on the diagnostic process, and to help students examine and reflect on disorder etiologies and the impact of culture, biology, neuroscience, and spirituality on the diagnostic process. A Christian perspective on understanding and treating mental health disorders is integrated into the course.

**Prerequisites:** COUN 550, COUN 551

**Required Textbooks**

Hammond, C. (2022). *Diagnostic essentials of psychopathology: A case-based approach* (1<sup>st</sup> ed.). Sage. ISBN: 978-1506338101

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed Text Revision). ISBN 978-0-89042-576-3

First, M. B. (Ed.). (2014). *DSM-5 handbook of differential diagnosis*. American Psychiatric Publishing. ISBN: 978-1585624621

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). ISBN: 978-1433832178

American Counseling Association. (2014) *ACA code of ethics*

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

**Methodology**

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

Student Learning Objectives (SLO)	CACREP Standards	Learning Activity
<p>Understand the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors.</p>	<p>3.B.3</p>	<ul style="list-style-type: none"> <li>• Discussion: Case of Edwige</li> <li>• Mandatory Synchronous Class Meeting Discussion: Autism</li> <li>• Discussion: Case Study - Jaimie</li> <li>• Adverse Childhood Relationships and OCD Poster Presentation</li> <li>• Mandatory Synchronous Class Meeting Discussion: Gender Dysphoria</li> <li>• <b>Diversity in Mental Illness Group Presentation</b></li> <li>• Multicultural Impacts on Diagnosis &amp; Psychopathology Paper</li> <li>• Discussion: Case of Single Mom</li> </ul>
<p>Analyze the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness.</p>	<p>3.B.6</p>	<ul style="list-style-type: none"> <li>• Biopsychosocial Paper</li> <li>• Discussion: Case of Edwige</li> <li>• Discussion: Case Study- Jaimie</li> <li>• Case Conceptualization: Dylan</li> <li>• <b>Diversity in Mental Illness Group Presentation</b></li> <li>• Discussion: Fact Sheet</li> <li>• Discussion: Case of Single Mom</li> <li>• Mandatory Synchronous Class Meeting Discussion: Gender Dysphoria</li> <li>• Multicultural Impacts on Diagnosis &amp; Psychopathology Paper</li> </ul>
<p>Reflect on the role of religion and spirituality and how a Christian/Biblical world view can be integrated in client's' and counselors' psychological functioning.</p>	<p>3.B.11</p>	<ul style="list-style-type: none"> <li>• Biopsychosocial Paper</li> <li>• Mandatory Synchronous Class Meeting Discussion: Gender Dysphoria</li> <li>• <b>Diversity in Mental Illness Group Presentation</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Multicultural Impacts on Diagnosis &amp; Psychopathology Paper</li> <li>• Spiritual Integration Paper</li> </ul>
Apply case conceptualization skills using a variety of models and approaches.	3.E.3	<ul style="list-style-type: none"> <li>• Biopsychosocial Paper</li> <li>• Discussion: Case of Edwige</li> <li>• Schizophrenia Paper</li> <li>• Case Conceptualization: Olivia</li> <li>• Discussion: Case Study - Jaimie</li> <li>• Adverse Childhood Relationships and OCD Poster Presentation</li> <li>• Case Conceptualization: Dylan</li> <li>• Discussion: Case of Single Mom</li> </ul>
Understand theories and neurobiological etiology of addictions.	3.C.5	<ul style="list-style-type: none"> <li>• Discussion: Substance-Related and Addictive Disorders</li> </ul>
Demonstrate an understanding of etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders.	5.C.1	<ul style="list-style-type: none"> <li>• Prisoner Mental Health Paper</li> <li>• Discussion: Case of Edwige</li> <li>• Mandatory Synchronous Class Meeting Discussion: Autism</li> <li>• Synchronous Discussion – Sleep Hygiene</li> <li>• Eating Disorder Presentation</li> <li>• Case Conceptualization: Steven</li> <li>• Autism Compare/Contrast Paper</li> <li>• Schizophrenia Paper</li> <li>• Case Conceptualization: Oliva</li> <li>• Discussion: Case Study - Jaimie</li> <li>• Adverse Childhood Relationships and OCD Poster Presentation</li> <li>• Case Conceptualization: Dylan</li> <li>• Discussion: Fact Sheet</li> </ul>

		<ul style="list-style-type: none"> <li>• Discussion: Substance-Related and Addictive Disorders</li> <li>• Mandatory Synchronous Class Meeting Discussion: Gender Dysphoria</li> </ul>
Explore mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare.	5.C.2	<ul style="list-style-type: none"> <li>• Case Conceptualization: Oliva</li> <li>• Case Conceptualization: Dylan</li> <li>• Case Conceptualization: Steven</li> </ul>
Learn how to conduct intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	5.C.4	<ul style="list-style-type: none"> <li>• Prisoner Mental Health Paper</li> <li>• Biopsychosocial Paper</li> <li>• Discussion: Case of Edwige</li> <li>• Complex PTSD Brochure</li> <li>• Discussion – DID</li> <li>• Case Conceptualization: Steven</li> </ul>

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program’s comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

KPI	3.B.3, 6, 11	<b>Diversity in Mental Illness Group Presentation</b>
-----	--------------	---

### Course Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	Reading: Hammond Ch. 1; DSM 5 TR p. 5-29. Module Notes	Discussion: Getting to Know You Presentation Milestone #1: Instructor Sets Up Groups Prisoner Mental Health Paper	20 0 30
2	Reading: Hammond Ch. 2 and 3; First, Ch. 1-3; Module Notes	Biopsychosocial Paper	30
3	Reading: Hammond Ch. 4; Review First Ch. 2, 3 Mental Status Exam ppt Physical Disorders art. APA Online Assessment. Module Notes	Presentation Milestone #2: Presentation Topics Discussion: Case of Edwige	20 100
4	Reading: Hammond Ch. 5; DSM-5 TR p. 35-99 Module Notes Supplemental readings	<i>Mandatory Synchronous Class Meeting Discussion: Autism</i>	100
5	Reading: Hammond Ch. 6; DSM-5 TR 101-138 Module Notes	Schizophrenia Paper	30
6	Reading: Hammond Ch. 7; DSM-5 TR, p. 139-175 Module Notes	Case Conceptualization: Oliva	50
7	Reading: Hammond Ch. 8; DSM-5 TR p. 215-261 Module Notes	Discussion: Case Study-Jaime Presentation Milestone #3: Outline and Responsibilities	20 20
8	Reading: Hammond Ch. 9 and 10; DSM-5 TR p. 263-294; 407-476 Module Notes	Discussion: Sleep Hygiene Adverse Childhood Relationships and OCD Poster Presentation	20 30
9	Reading: Hammond Ch. 11; DSM-5 TR 295-328 Module Notes	Complex PTSD Brochure	30
10	Reading: Hammond Ch. 12 – 13; DSM-5 TR 329-348 and 349-370 Module Notes	Discussion: DID Case Conceptualization: Dylan	20 50

11	Reading: Hammond Ch. 14; DSM-5 TR p. 371-405 Supplemental readings	Eating Disorder Presentation	30
12	Reading: Hammond Ch. 15 and 19; DSM-5 TR 477-520 and 779-801 Article Documentary Module Notes	<i>Mandatory Synchronous Class Meeting Discussion: Gender Dysphoria</i>	50
13	Reading: Hammond Ch. 16; DSM-5 TR p. 521-541 Article Module Notes	<b>Diversity in Mental Illness Group Presentation</b> Discussion: Fact Sheet	100 20
14	Reading: Hammond Ch. 17; DSM-5 TR p. 543-665 Module Notes	Discussion: Substance-Related and Addictive Disorders Multicultural Impacts on Diagnosis & Psychopathology Paper	20 30
15	Reading: Hammond Ch. 18; DSM-5 TR p. 733-778 and 881-901 Module Notes	Discussion: Case of Single Mom Case Conceptualization: Steven	20 50
16	Reading: Hammond Ch. 20; Module Notes	Spiritual Integration Paper	30
		<b>Total Points Available in Course</b>	<b>920</b>

**Note: Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### Mandatory Synchronous Class Meetings

You will be required to attend mandatory synchronous class meetings. These will be at Xpm (CST) on XXXX of the week. Attendance and active participation are essential to your success in this class. Non-participation in synchronous aspects of the course will negatively impact your grade. There is no distinction between excused and unexcused absences. If you miss a portion of a class, it is your responsibility to make up any work you may have missed. Advance notice must be given prior to the class meeting. Missing a mandatory class meeting will hinder your progress in the class and will result in the reduction of your grade. You should be on time and prepared to engage in discussion and activities.

### *Policy on Synchronous Class Meeting Environments*

Much of what occurs in a counseling class is highly confidential. When you're attending class, you need to make sure the following conditions are met:

- **Your camera must be on at all times during class**
- Be in a quiet area
- Make sure no family or friends can hear the class
- Make sure you're in a confidential area, not a public place
- Know what to do if any materials trigger you
- It is highly recommended for you to use a headset
- You are responsible for knowing the profession's code of ethics

### Getting to know you

Most classes in Northwestern's School Counseling and Clinical Mental Health Counseling programs will begin with a *Getting to Know You* threaded discussion - these discussions are geared toward helping students and professors get to know each other better. In that spirit, please introduce yourself to your classmates and answer the following questions:

- Tell us a bit about yourself, including professional and personal life.
- How would you define "mental illness"?
- What do you think is the "root" of "mental illness"?
- Also, how should people who are mentally ill be treated?
- Include your reaction to this week's readings - what are you excited about learning in regards to diagnosis? What makes you nervous?

Please post a 300-word response to the discussion prompt questions by the third day of class at midnight. Once you've created your thread in response to the discussion prompt, respond on the threads of at least two of your classmates by Saturday at midnight. Try to respond to everyone who has posted on your thread by the time the assignment is due to be completed (Sunday at midnight).

### Prisoner Mental Health Paper (CACREP 5.C.1, 4)

Many prisoners suffer from mental health issues. Write a brief paper summarizing and reflecting on the information in the articles (3 pages) linked below. The first article discusses mental health in US prisons, and the second one is about how prisoners are treated in the Netherlands.

Beyond the summary and reflection include:

- The necessity of conducting a mental status exam and psychological assessment for treatment planning and caseload management.
- Demonstrate an understanding of etiology, nomenclature, diagnosis, treatment for mental disorders.

Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You do not need to include an abstract with this paper. You are required to cite and reference at least two of the readings this week, in addition to the two articles provided here. You can also cite and reference peer reviewed journal articles, but for this paper, these are optional. These peer-reviewed journal articles can include the articles you've read in this course, but you do not have to use those articles. You can cite books, the Bible, and other resources. Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

**Brennan Center for Justice:** [How to Lower the High Level of Jail Suicides](#)  
**BBC.com:** [The unique way the Dutch treat mentally ill prisoners](#)

### **Milestone: Instructor Groups Set Up**

1. In preparation for the presentation in Week 13, students will be put in instructor assigned groups. Then students will choose a topic to work on for their presentation. This needs to be done first, because students need to start meeting and discussing their topic, and there are 3 assignments connected to this group - Milestone assignment 2 in Module 3, Milestone assignment 3 in Module 7, and the presentation in Module 13. Students will be notified after they are assigned.
2. Students will also be assigned to groups for the Case Conceptualization assignment 1, in Module 6. These groups are different than the groups assigned above, to help students have a variety of partners. Only one student will need to submit for the group. You will be notified when assigned.
3. Students will be assigned to dyads/pairs for the Case Conceptualization assignment 2 in Module 10. The dyads/pairs will be different than the groups above, to ensure students work with a variety of peers, and no one is stuck in difficult partnerships.

### **Biopsychosocial Paper (CACREP 5.C.4, 3.E.3, 3.B.6, 11)**

Most counseling students wonder at some point or another in their training whether they have a certain mental health condition described in the DSM 5 TR. They also wonder if family members or acquaintances may have certain disorders. The reality is that most of us meet some diagnostic criteria. Think about a disorder or a tendency toward a disorder that you may have.

For this paper, pretend one of your family member's you've "diagnosed" with a disorder is a client you have to conceptualize treatment for by conducting a biopsyc. (Remember this is fictional...no names or identifying information.)

When writing your paper include:

- genetic predispositions, or other biological factors
- historical factors

- socio-cultural influences
- environmental factors
- generational factors
- spiritual factors
- Include how one copes with these issues

Write a 3-page paper on this topic, and include level 1 headings to organize your paper and show where you addressed the requirements. Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You do not need to include an abstract with this paper. You are required to cite and reference at least two of the readings this week two peer reviewed journal articles. You can cite books, the Bible, and other resources. Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

### **Discussion – Case of Edwige (CACREP 5.C.1, 4, 3.E.3, 3.B.3, 6)**

For this discussion, review the Case of Edwige below. You are practicing mental health assessment as you explore how to diagnose. You will conceptualize the following scenario. You are not expected to develop a DSM-5 diagnosis at this time, but please consider the following questions, and see if there is a specific diagnosis that you are leaning towards.

- a) What is going on with this client?
- b) What could be the cultural influences?
- c) What are her symptoms?
- d) When did these begin?
- e) What might be some explanations for her symptoms?
- f) Discuss the difficulty of process of identifying the “problem.”

Edwige immigrated from Haiti to this country about 10 years ago. She adjusted well, and at the time of your encounter with her, she is married and has two children, ages 6 and 8. Edwige works part-time as a housekeeper to help support her family. Unfortunately, Edwige has a dark secret that she has not shared with anybody until now, because she doesn't want to “wash dirty laundry in public.” She is terrified of thunderstorms. For years she has struggled with her fears, keeping her problem to herself.

It all started when Edwige was a child. She lived near the coast in Cap Haitian (“Le Cao”). One day her father and uncle had gone out fishing when a huge storm came up off the coast. When they didn't come back, Edwige was terrified that they had died. They ultimately returned two days later, but her fears remained. They got a little better when she was a teenager but over the years her fear gradually started up again. During a storm, Edwige is afraid that the worst will happen and this scares her. Her anxiety increases even when the sky becomes overcast or bad weather is predicted. During a storm, Edwige tries to ignore her fears but nothing seems to work so she just stays home and buries her face under the covers, staying far away from the windows so she doesn't have to hear the rain. Edwige knows it's silly to be afraid like that but she just can't stop herself. Her employers seem to understand and graciously give her the day off. If her husband is away from home, he calls her on his cell phone just to check-in until the storm has

passed. Edwige denies any panic attacks or other unusual incapacitating fears. Her history is unremarkable; no health problems or substance abuse...except for her fear of storms.

- *Post a 600-word response to this case. Then respond to a minimum of four classmates with a 250-word response.*
- *Your instructor will post a response Thursday morning giving you a chance for further responses to classmates.*

### **Milestone: Presentation Topics**

In preparation for the presentation due in Week 13, each student was assigned by instructor to a group of 3-4 students. Each student needs to type the names of all team members in the assignment text box. Work together to decide on a project topic, which you will submit next session. Below are some suggestions for topics. If you would like to explore other topics, please contact the instructor for approval.

Imagine you are invited to present on a particular topic of clinical interest related to mental health to a group of community health care providers of Christian faith. You and your group members are asked to prepare and present a 15-minute PowerPoint video on the given topic. Possible topics include the following:

- Cultural differences in the expression of mental illness.
- A sub-category of a diagnostic category (for instance, Oppositional Defiance Disorder, part of the Disruptive, Impulse, and Control Disorders)
- The effects of substance of your choice on the human brain.
- Stigma of mental illness and need for mental health advocacy in the U.S.
- Stigma and advocacy for mental health in the Church
- Neuroscience approaches to mental health treatment
- Risk factors and prevention of suicide
- The role of faith in treating mental health
- How do Christians with severe mental illness understand the role of spirituality or their faith in God in their healing and recovery?
- Insanity defense and a counselor's role in legal matters.

### **Mandatory Synchronous Class Meeting Autism Discussion (CACREP 5.C.1, 3.E.3, 3.B.3)**

To prepare for the class discussion, visit the site Son-Rise Program for children with autism here: [Son-Rise Program](#). Be prepared to discuss or role play this approach during class. You will also need to be able to compare and contrast this approach with the Applied Behavioral Analysis Approach [Applied Behavior Analysis \(ABA\) | Autism Speaks](#), which has been promoted for years as the "go to" treatment for autism. Include your thoughts about which of the two approaches are more consistent with a counselor's identity and professional orientation, research, results, and general understanding of autism. Also discuss two things that have surprised you or that you find interesting in this comparison. This video also provides a brief, fun comparison: [Joining in Autism Treatment: ABA vs Son-Rise Program](#)

You are required to reference at least two of the readings this week. You are required to cite and reference at least two of the readings this week. You can also cite and reference peer reviewed journal articles, but for this post, these are optional. These peer-reviewed journal articles can

include the articles you've read in this course, but you do not have to use those articles. You can cite books, the Bible, and other resources.

- ***Create a 600-word post prior to class time as your instructor will use the posts to guide class discussion.***

### ***Policy on Environment to Professional Practice Synchronous Courses***

Much of what occurs in a counseling class is highly confidential. When you're attending class, you need to make sure the following conditions are met:

- **Your camera must be on at all times during class**
- Be in a quiet area
- Make sure no family or friends can hear the class
- Make sure you're in a confidential area, not a public place
- Know what to do if any materials trigger you
- It is highly recommended for you to use a headset
- You are responsible for knowing the profession's code of ethics

### **Schizophrenia Paper (CACREP 5.C.1, 3.E.3)**

Watch the video: [Realistic Schizophrenia Simulation](#), as well as the Documentary: [Living with Schizophrenia](#), and write a 4-page paper addressing the following:

- Explain the symptoms and impact of schizophrenia
- Discuss role of the professional counselor in supporting clients and their families
- Discuss two approaches to working with a client with schizophrenia
- Consider biblical concepts such as love, non-judgment, and humility can help you evaluate the tendency to have biases or prejudices with this population
- Discuss what the research indicates about unintentional oppression/discrimination in mental health diagnosis with multicultural populations
- Discuss your responsibility as a counselor to advocate for this population

Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You do not need to include an abstract with this paper. You are required to cite and reference at least two of the readings this week and two peer reviewed journal articles. You can cite books, the Bible, and other resources. Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

### **Case Conceptualization: Oliva (CACREP 5.C.1, 2, 3.E.3)**

For this assignment, you will be assigned to a group of 3-4 students by your instructor.

Once you have reviewed the Case Study: Olivia (below), complete a diagnosis. You are required to work together with your group to which you were assigned by the instructor. Please use your textbooks and readings, particularly the First (2014) textbook to help with differential diagnosis.

Use the Case Conceptualization form in BB and ensure that you carefully follow the rubric and include the following:

- Past and Present Symptoms

- Period of Disturbance
- Diagnosis
- Diagnoses to Rule Out
- Summary of Case - clearly describe the criteria you used to identify the symptoms and the diagnosis
- Two treatment approaches you can use with this client
- Prevention
- Discuss mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare that might be utilized

Please double space your responses, as it is difficult to read single space papers (there is no APA requirement). Please use the feedback provided by the instructor for the next case study assignments.

***Client: Olivia***

Olivia Jacobs, a 22-year-old graduate student in architecture, was referred for an urgent psychiatric consultation after she told her roommate that she was suicidal. Ms. Jacobs had a history of mood symptoms that had been under good control with lithium and sertraline, but her depressive symptoms had returned soon after she had arrived in a new city for school, 3 months earlier. She had become preoccupied with ways in which she might kill herself without inconveniencing others. Her dominant suicidal thoughts involved shooting herself in the head while leaning out the window, so as not to cause a mess in the dorm. Although she did not have access to a gun, she spent time searching the Web for places where she might purchase one. Ms. Jacobs's psychiatric history began at age 15, when she began to regularly drink alcohol and smoke marijuana, usually when out at dance clubs with friends. Both of these substances calmed her, and she denied that either had become problematic. She had used neither alcohol nor marijuana since starting graduate school.

Around age 17, she began experiencing brief, intense depressive episodes, marked by tearfulness, low energy, and poor concentration. She would sleep more than 12 hours a day and neglect responsibilities at school and at home. These depressive episodes would generally shift after a few weeks into periods of increased energy, pressured speech, and unusual creativity. She would stay up most of the night working on projects and building architectural models. These revved up episodes lasted about 5 days and were punctuated by feelings that her friends had turned against her and that they were not really friends at all. Worried especially about the paranoia, her family had brought her to a psychiatrist, who diagnosed her as having bipolar II disorder and prescribed lithium and sertraline.

Although Ms. Jacobs's moods did not completely stabilize on this regimen, she did well enough at a local university to be accepted into a prestigious graduate program far from home. At that point the depression returned, and she became intensely suicidal for the first time. Upon evaluation the patient was visibly depressed and tearful, and had psychomotor slowing. She said it was very difficult to get out of bed and she was not attending class most days. She reported hopelessness, poor concentration, and guilt about spending family money for school when she was not able to perform. She stated that she thought about suicide most of the time and that she had found nothing to distract her. She denied recent drinking or smoking marijuana, stating she

did not feel like “partying.” She acknowledged profound feelings of emptiness, and indicated that she had occasionally cut her arms superficially to “see what it would feel like.” She stated that she knew that cutting herself in this way would not kill her. She reported depersonalization and occasional panic attacks. She denied having mood instability, derealization, problems with impulsivity, concerns about her identity, and fears of abandonment.

**Discussion: Case Study - Jaime (CACREP 5.C.1, 3.E.3, 3.B.3, 6)**

Jaime is a 36-year-old, Hispanic single father of two children. He is recently divorced from his wife of 12 years. He is college educated and has had a successful, well-paying career as a civil engineer. He says he is feeling stressed and exhausted all the time, sleeping poorly, having frequent headaches and persistent worries about his work situation, even though he has worked for the same thriving company for over six years. He finds himself worrying constantly about losing his job and being unable to provide for his children.

He reports that the symptoms have become significantly worse over the past 6 months, since the divorce. He describes being unable to relax, constantly thinking about mistakes he might have made at work, colleagues he might have upset and what might happen in the future. He also has noticed himself getting more wound up than usual outside of work as well. He has been so exhausted lately that he had to take a day off from work, which worries him more and has prompted him to seek help from his General Practitioner. His doctor referred him to you (the counselor).

Respond to the following questions:

- Based on this information shared about Jaime, what is your preliminary diagnosis? Include the criteria you used to formulate a differential diagnosis.
- What are some cultural and psychosocial factors that might impact Jaime and his diagnosis?
- He was referred to you by his physician. What initial steps would you take to help Jaime?

Create a 500-word post citing references used to create your answer. Respond to four classmates with 200-word responses – each.

**Presentation Milestone #3: Outline and Responsibilities**

In one double-spaced page, submit your group responsibilities and an outline of your presentation for the Session 13 Group Presentation. Only one person per group needs to submit this information – it will automatically submit for every member of the group. Your submission should include a bulleted list of what each person in the group is contributing to the overall group project including what sections of the outlined presentation will be presented by each group member. It should also include a draft outline of your overall group presentation for feedback from your instructor.

**Discussion: Sleep Hygiene (CACREP 5.C.1)**

Sleep hygiene is imminently important for our client’s mental well-being. Sleep is interrupted by worry, screen time, poor time management and hormonal issues. These conditions seem to leave many people sleep deprived.

For this assignment you will need to conduct an Internet search identifying healthy sleep hygiene. You need to find ten habits that improve sleep hygiene which you can share with future counseling clients. Back up the habits you choose with research from 1 peer reviewed journal. Then post a 500-word post summarizing what you've learned. Include references. You will then respond to 4 classmates with 250-word posts – each.

### **Adverse Childhood Relationships and OCD Poster Presentation (CACREP 3.B.3, 5.C.1)**

Read the article in the link below and create a conference poster presentation (how to links below) exploring the connection between adverse childhood relationships and OCD in relation to cultural identities. Include how this information can be used in treating clients with OCD.

[How to Create a Poster Presentation](#)

[Creating Poster Presentations](#)

[Adverse Social Relationships and OCD](#)

You will submit a 5-10-minute recording of you presenting the poster. You will submit the poster and an APA style title page with a reference page. You are required to cite and reference at least two of the readings this week and two peer reviewed journal articles. You can cite books, the Bible, and other resources.

You are encouraged to submit the poster presentation to the professional counseling organization to which you belong. It is important to present research at conferences, this is a great opportunity for you to grow your professional identity.

### **Complex PTSD Brochure (CACREP 5.C.4)**

Complex PTSD is not included in the DSM 5TR, although there has been debate on including it. However, it is a diagnosis in the ICD 10 (International Classification of Disease). Please look up the symptoms of PTSD in the DSM 5 TR and compare and contrast with the symptoms of C-PTSD. This video link: [12 Signs you might be suffering from C-PTSD](#) and articles below will help you with information about C-PTSD. It is quite possible that in future revisions of the DSM 5, this new diagnosis will be introduced.

Create a 1-page brochure you could share with a future client to compare the two diagnoses, and include your thoughts about what the impact of introducing C-PTSD in the DSM 5 might be.

### **Here are some more resources to consult:**

Verywell Mind: [What is Complex PTSD \(C-PTSD\)?](#)

[Clinical implications of the proposed ICD-11 PTSD diagnostic criteria](#)

Include an APA style title page and references page. You are required to cite and reference two of the readings this week and reference two peer reviewed journal articles. You can cite books, the Bible, and other resources.

### **Discussion: DID (CACREP 5.C.4, 3.B.11)**

Watch the following video of two persons diagnosed with DID. Then go to the literature and find two peer reviewed journal articles on DID. Once you've done your research, write a 500-word post covering the following:

- How does DID impact the person?
- What assessments would you use to help diagnose?
- How can you use this information to help future clients?
- How can 1 Thessalonians 5:23 help you work with clients with DID?
- Site your references in your post.
- Write a 500-word post covering the above prompts.
- Respond to at least 4 classmates with a 250-word response – each.

### [DID Video](#)

#### **Case Conceptualization: Dylan (CACREP 5.C.1, 2, 3.E.3, 3.B.6)**

For this assignment, you will be paired up by your instructor with a classmate.

Once you have reviewed the Case Study: Dylan (below), complete a diagnosis. You are required to work together with your partner to which you were assigned by the instructor. Please use your textbooks and readings, particularly the First (2014) textbook to help with differential diagnosis. Use the Case Conceptualization form in BB and ensure that you carefully follow the rubric and include the following:

- Past and Present Symptoms
- Period of Disturbance
- Diagnosis
- Diagnoses to Rule Out
- Summary of Case - clearly describe the criteria you used to identify the symptoms and the diagnosis
- Two treatment approaches you can use with this client
- Prevention
- Discuss mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare that might be utilized
- Consider the effects of socio-cultural influences and cultural values on mental health and wellness

Please double space your responses, as it is difficult to read single space papers (there is no APA requirement). Please use the feedback provided by the instructor for the next case study assignments.

### [Case Conceptualization Form](#)

#### *Client: Dylan*

Dylan, a 15-year-old African American who is a high school student, was referred to a psychiatrist to deal with the stress from being involved in a serious automobile accident 2 weeks earlier. On the day of the accident, Dylan was riding in the front passenger seat when, as the car was pulling out of a driveway, it was struck by an oncoming SUV that was speeding through a yellow light. The car he was in was hit squarely on the driver's side, which caused the car to roll

over once and come to rest right side up. The collision of metal on metal made an extremely loud noise.

The driver of the car, a high school classmate, was knocked unconscious for a short period and was bleeding from a gash in his forehead. Upon seeing his injured friend, Dylan became afraid his friend might be dead. His friend in the back seat of the car was frantically trying to unlatch her seatbelt. Dylan's door was jammed, and Dylan feared that their car might catch fire while he was stuck in it. After a few minutes, the driver, Dylan, and the other passenger were able to exit through the passenger doors and move away from the car. They realized that the driver of the SUV was unharmed and had already called the police. An ambulance was on its way.

All three were transported to a local emergency room, where they were attended to and released to their parents' care after a few hours. Dylan had not had a good night's sleep since the accident. He often awoke in the middle of the night with his heart racing, visualizing oncoming headlights. He was having trouble concentrating and was unable to effectively complete his homework. His parents, who had begun to drive him to and from school, noticed that he was anxious every time they pulled out of the driveway or crossed an intersection. Although he had recently received his driving permit, he refused to practice driving with his father. He was also unusually short tempered with his parents, his younger sister, and his friends. He had recently gone to see a movie but had walked out of the theater before the movie started; he complained that the sound system was too loud. His concerned parents tried to talk to him about his stress, but he would irritably cut them off. After doing poorly on an important exam, however, he accepted the encouragement of a favorite teacher to go to a psychiatrist.

When seen, Dylan described additional difficulties. He hated that he was "jumpy" around loud noises, and he could not shake the image of his injured and unresponsive friend. He had waves of anger toward the driver of the SUV. He reported feeling embarrassed and disappointed in himself for being reluctant to practice driving. He stated that about 5 years earlier, he had witnessed the near-drowning of one of his younger sisters. Also, he mentioned that this past month was the first anniversary of his grandfather's death.

### **Eating Disorder Presentation (CACREP 5.C.1)**

#### [Eating Disorder Video](#)

Choose a colleague in class to discuss this topic with then watch the video below. Discuss how you could use the information in your future work with clients. Discuss a scripture that could be helpful when working with someone with an eating disorder.

Once the discussion has concluded, with your partner create a 13 slide Power Point then 13-minute video covering the following:

- Intro slide with names of partners
- Introduction on Eating Disorders (1slide)
- Three peer reviewed articles on how to work with eating disorders (3 slides)
- Four interventions (4 slides)
- Two treatment facilities (2 slides)

- Conclusion (1 slide)
- Reference slide (1 slide)
- Upload the Power point and video to the assignment portal.

### **Mandatory Synchronous Class Meeting Discussion: Gender Dysphoria (CACREP 3.B.6, 11, 5.C.1)**

Prior to class you need to read this week's readings and view the documentary on gender dysphoria. Next, go to the literature and find two peer reviewed articles on gender dysphoria that were published in the last two years. Write a 600-word post with summarizing what you've learned. Answer the following:

- Define gender dysphoria
- Discuss how it impacts the client
- Discuss how it impacts the family
- Discuss cultural considerations
- Discuss how you, as a counselor, can best support your client
- Discuss what counselors need to understand
- Discuss how you will reconcile the diagnosis with your own personal views about gender
- Discuss a scripture to support your answer

Submit your post prior to class. Be prepared to role play counselor and client situations while going deeper in discussion.

### ***Policy on Synchronous Class Meeting Environments***

Much of what occurs in a counseling class is highly confidential. When you're attending class, you need to make sure the following conditions are met:

- **Your camera must be on at all times during class**
- Be in a quiet area
- Make sure no family or friends can hear the class
- Make sure you're in a confidential area, not a public place
- Know what to do if any materials trigger you
- It is highly recommended for you to use a headset
- You are responsible for knowing the profession's code of ethics

### **Diversity in Mental Illness Group Presentation (CACREP 3.B.3, 6, 3.B.11)**

Each student was assigned by instructor to a group of 3-4 students.

Imagine you are invited to present on a particular topic of clinical interest related to mental health to a diverse group of community health care providers. You and your group members are asked to prepare and present a 15-minute PowerPoint video on the given topic. Include the following:

- Cultural differences in the expression of mental illness
- The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors.

- The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others struggling with mental illness
- Stigma of mental illness and need for mental health advocacy in the U.S
- Neuroscience approaches to mental health treatment
- The role of faith in treating mental health

In your presentation, include the following:

1. Literature review (cite and reference at least five recent peer-reviewed journal articles using APA).
2. Applicability to diverse community providers and how they may use this information to make an impact.
3. Integration of Scripture/Christian faith as relevant to the chosen topic.
4. References/Resources list that your audience can access to further their knowledge.

You can record your presentation using Teams or Kaltura. For grading purposes, one person in your group will submit the presentation slides and a link to the video.

### **Discussion – Fact Sheet (CACREP 3.B.6, 5.C.1)**

Choose a disorder from the Disruptive, Impulse, and Control Disorders then create a clinician's fact sheet for diagnosing that disorder. Think of this fact sheet as a study tool and include the following:

- criteria
- diagnostic features
- cultural implications
- differential diagnoses

Post your fact sheet then compare and contrast your fact sheet with your peers. For this discussion, you will need to post first before you can see your peers' posts.

### **Discussion: Substance-Related and Addictive Disorders (CACREP 3.C.5; 5.C.1)**

Select two of the substance related and addictive disorders then discuss how the symptoms could mimic other disorders that are not substance induced. Include one other disorder that can co-occur with substance abuse. Explain how the comorbidity impacts treatment of substance related and addictive disorders. Create a 500-word post and include two peer reviewed journal articles to support your writing. All reference must be cited in the post.

### **Multicultural Impacts on Diagnosis and Psychopathology Paper (CACREP 3.B.3., 6, 11)**

For this assignment you will write a three-page reflection paper on how multicultural factors impact diagnosis, psychopathology, and treatment. Most diagnoses in the DSM 5 have a section on culture-related diagnosis issues that you can use for your topic.

- Analyze the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness
- Reflect on the role of religion and spirituality in clients' and counselors' psychological functioning

- Discuss the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors.

Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You do not need to include an abstract with this paper. You are required to cite and reference at least two peer reviewed articles to support your findings. You can also reference course readings. You can cite books, the Bible, and other resources. Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

### **Discussion: Case of Single Mom (CACREP 3.B.3, 6, 3.E.3)**

Read the case study below and then answer the following questions.

Linn is a 27-year-old Asian mother of three young children below age 10 who was referred to you by Child Protection Services. The children reported that Linn abused them physically and emotionally. Linn denies all allegations and blames her children for the involvement of Child Protection Services stating that they are lying about her. Linn has a history of trust issues with people. She struggled making friendships while in school as she had constant doubts about the trustworthiness of others and felt that she was being lied to or deceived. She looks for opportunities to retaliate for other's behavior when she thinks they intend to harm her. Her children are currently in foster care, and Linn has tendencies to scream at them during her visit with them, even during supervised counseling sessions. Linn denied any significant history of childhood trauma but admitted that she struggled with "bad temper" and "emotional ups and downs" frequently during her adolescent and young adulthood years.

1. Identify Linn's symptoms.
2. Formulate a differential diagnosis and rationale for each diagnosis.
3. Which further evaluations would you consider necessary for this client, in order to support the diagnosis? If you can't provide the evaluation, where might you refer the client?
4. What would you suggest as treatment for this client?
5. What are some acculturative experiences on help-seeking and coping behaviors?
6. What are some cultural influences on mental and physical health and wellness.

Create a 500-word post with references summarizing the information. Include two peer reviewed journal articles to support your writing. You will need to respond to four classmates posts with a 250-word response – each.

### **Case Conceptualization: Steven (CACREP 5.C.1, 2, 4)**

Once you have reviewed the Case Study: Steven (below), complete a diagnosis. You will work on this case individually. You may consult with a classmate, but the submissions are individual and scanned through the SafeAssign plagiarism software. Please use your textbooks and readings, particularly the First (2014) textbook to help with differential diagnosis.

Use the Case Conceptualization form in BB and ensure that you carefully follow the rubric and include the following:

- Assessments used at intake to diagnose
- Past and Present Symptoms
- Period of Disturbance
- Diagnosis
- Diagnoses to Rule Out
- Summary of Case - clearly describe the criteria you used to identify the symptoms and the diagnosis
- Two treatment approaches you can use with this client
- Prevention
- Discuss mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare that might be utilized

Please double space your responses, as it is difficult to read single space papers (there is no APA requirement). Please use the feedback provided by the instructor from your previous case study assignments.

*Client: Steven*

Steven is a biracial male who is 52-years-old, never-married, and works as a janitor. He presented for treatment of depression. He had been struggling with depressive symptoms for years and had tried fluoxetine, citalopram, and supportive psychotherapy, with minor improvement. He worked full-time but engaged in very few activities outside of work. When asked how he felt, Steven said that his mood was low, he was unable to enjoy things, and he had insomnia, feelings of hopelessness, low energy, and difficulty concentrating and making decisions. He denied current suicidality but added that several months earlier, he had stared at subway tracks and considered jumping. He reported drinking alcohol occasionally but denied using illicit drugs.

When asked about anxiety, Steven said he was worried about contracting diseases such as COVID 19. Aware of an unusually strong disinfectant smell, the interviewer asked Steven if he had any particular cleaning behaviors related to the COVID 19 concern. Steven paused and clarified that he avoided touching practically anything outside of his home. When further encouraged, Steven said that if he even came close to things he considered potentially contaminated, he had to wash his incessantly with household bleach. On average, he washed his hands up to 30 times a day, spending hours on this routine. Physical contact was particularly difficult. Shopping for groceries and taking public transportation were a big problem, and he had almost given up trying to socialize or engage in romantic relationships.

When asked if he had other worries, Steven said that he had intrusive images of hitting someone, fears that he would say things that might be offensive or inaccurate, and concerns about disturbing his neighbors. To counteract the anxiety produced by these images and thoughts, he constantly replayed prior conversations in his mind, kept diaries to record what he said, and often apologized for fear he might have sounded offensive.

When he showered, he made sure that the water in the tub only reached a certain level for fear that if he were not attentive, he would flood his neighbors. He used gloves at work and performed well. He had no medical problems. He spent most of his free time at home. Although he enjoyed the company of others, the fear of having to touch something if he was invited to a meal or to another person's home was too much for him to handle. The examination revealed a casually dressed man who smelled strongly of bleach. He was worried and constricted but cooperative, coherent, and goal directed. He denied hallucinations and other strongly held ideas. He denied a current intention to hurt himself or others. He was cognitively intact. He recognized that his fears and urges were "kinda crazy," but he felt they were out of his control.

### **Spiritual Integration Paper (CACREP 3.B.11)**

Reflect on your experience over the last 16 weeks.

- What has changed in your understanding of psychopathology?
- What stayed the same?

Counselors who are Christians are called to partner with God in the process of restoring God's image in their clients, regardless of the clients' worldview.

- How will you use your new learning and new strengths developed in you during this course to support client growth and change?

Write a 2-page reflection paper and use a relevant Bible verse to support your reflections. Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You do not need to include an abstract with this paper. You are required to cite and reference at least two of the readings this week. You can also cite and reference peer reviewed journal articles, but for this paper, these are optional. These peer-reviewed journal articles can include the articles you've read in this course, but you do not have to use those articles. You can cite books, the Bible, and other resources. Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

### **Assessment Methods**

*Getting to Know You Rubric*

*Prisoner Mental Health Paper Rubric*

*Biopsychosocial Paper Rubric*

*Mandatory Class Meeting: Discussion of Edwige Rubric*

*Mandatory Class Meeting: Discussion of Autism Rubric*

*Schizophrenia Paper Rubric*

*Case Conceptualization: Oliva Rubric*

*Discussion: Case Study-Jaime Rubric*

*Mandatory Class Meeting: Discussion– Sleep Hygiene Rubric*

*Adverse Childhood Relationships and OCD Poster Presentation Rubric*

*Complex PTSD Brochure Rubric*

*Discussion: DID Rubric*

*Case Conceptualization: Dylan Rubric*

*Eating Disorder Presentation Rubric*

*Mandatory Class Meeting: Discussion Gender Dysphoria Rubric*

*Diversity in Mental Illness Group Presentation Rubric*

*Discussion: Fact Sheet Rubric*

*Discussion: Substance-Related and Addictive Disorders Rubric*

*Multicultural Impacts on Diagnosis & Psychopathology Paper Rubric*

*Mandatory Class Meeting: Discussion Case of Single Mom Rubric*

*Case Conceptualization: Steven Rubric*

*Spiritual Integration Paper Rubric*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale Percentages:

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

### Academic Integrity

Northwestern College is a Christian academic community committed to integrity and honesty in

all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

### **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

### **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>



Counseling  
Program

---

**CMHC/COUN 570 Foundations of Addictions Counseling Syllabus**  
**3 credits**  
**Term:**

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

**Course Description**

This course introduces students to the field of treating substance use disorders. As such, it provides an overview of the major theories, issues, and modalities for treating addictive disorders and the major drugs of abuse. Students will explore the impact of addiction on clients' lives, and consider a holistic approach to recovery which includes biological, psychological, sociological, and spiritual dimensions. Students will explore spiritual treatment approaches including the 12-step approach originating with Alcoholics Anonymous, and mindfulness meditation, and reflect on how spiritual approaches could support students' understanding of and treatment of addictive disorders in practice.

**Prerequisites:** CMHC 520 OR SCO 520

**Required Textbooks**

Van Wormer, K., & Davis, D. R. (2018). *Addiction treatment: A strengths perspective* (4<sup>th</sup> ed.). Cengage Learning. ISBN: 978-1-305-94330-8

Schenker, M. (2009). *A clinician's guide to 12-step recovery*. W.W. Norton & Co. ISBN: 978-0393711356

Kabat-Zinn, J. (2010). *Wherever you go there you are: Mindfulness meditation in everyday life*. Hachette Books. ISBN: 978-1-4013-0778-3

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed Text Revision). ISBN: 978-0890425763

**Methodology**

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

Student Learning Objectives (SLO)	CACREP Standards	Learning Activity
Understand ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas.	<b>3.A.10</b>	<ul style="list-style-type: none"> <li>• Reading quiz</li> <li>• <b>Addiction Podcast Series Episode #3 Group Project</b></li> </ul>
Discuss self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.	3.A.11	<ul style="list-style-type: none"> <li>• Addiction Podcast Series Episode # 4 Group Project</li> </ul>
Analyze the role of religion and spirituality and how a Christian/Biblical world view can be integrated in client's' and counselors' psychological functioning.	3.B.11	<ul style="list-style-type: none"> <li>• Addiction Podcast Series Group Project</li> <li>• Discussion: Spirituality in Addiction</li> </ul>
Delve into theories and neurobiological etiology of addictions.	3.C.5	<ul style="list-style-type: none"> <li>• Addiction Podcast Series Group Project</li> <li>• Mindfulness Journal #1</li> <li>• Mindfulness Journal #2</li> <li>• Mindfulness Journal #3</li> <li>• Discussion: 4-C's</li> </ul>
Evaluate the systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.	3.C.11	<ul style="list-style-type: none"> <li>• Reading quiz</li> <li>• Addiction Podcast Series Group Project</li> <li>• Mindfulness Journal #2</li> <li>• LGBTQIA Discussion</li> </ul>
Explore effects of crises, disasters, stress, grief, and trauma across the lifespan.	3.C.13	<ul style="list-style-type: none"> <li>• Reading quiz</li> <li>• Addiction Podcast Series Group Project</li> <li>• Mindfulness Journal #1</li> </ul>
Consider types of groups, settings, and other considerations that affect conducting groups.	3.F.7	<ul style="list-style-type: none"> <li>• Reading quiz</li> <li>• Addiction Podcast Series Group Project</li> </ul>
Explore procedures to identify substance use, addictions, and co-occurring conditions.	3.G.12	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Addiction Podcast Series Group Project</li> </ul>
Explore strategies for interfacing with the legal system regarding court-referred clients.	5.C.6	<ul style="list-style-type: none"> <li>• Reading quiz</li> <li>• Addiction Podcast Series Group Project</li> </ul>

Research strategies for interfacing with integrated behavioral health care professionals.	5.C.7	<ul style="list-style-type: none"> <li>• <b>Addiction Podcast Series Group Project</b></li> </ul>
---	-------	---

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program’s comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

KPI	3.A.10	<b>Addiction Podcast Series Episode #3 Group Project</b>
-----	--------	--

### Course Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	Reading: Van Wormer & Davis Ch. 1, 2	Reading quiz Getting to Know You Discussion: Addiction Podcast Series Group Project Milestone: Topic and Group Selection Addiction Podcast Group Project Milestone: Topic and Group Selection	10 20 0 10
2	Reading: Van Wormer & Davis Ch. 3, 4 Kabat-Zinn pp. xiii - 46	Reading quiz Mindfulness Journal # 1 Addiction Podcast Series Group Project Milestone: Outline	10 30 20
3	Reading: Van Wormer & Davis Ch. 5, 6 Kabat-Zinn pp. 47 - 99	Reading quiz Discussion: 4-C's Mindfulness Journal # 2 Addiction Podcast Series Group Project Milestone: Expert Consent	10 20 30 20
4	Reading: Van Wormer & Davis Ch. 7, 8 Kabat-Zinn pp. 103 - 134	Reading quiz Mindfulness Journal # 3 Addiction Podcast Series Group Project: Episode #1 Submission	10 30 25
5	Reading: Van Wormer & Davis Ch. 9 Schenker Ch. 1 Kabat-Zinn pp. 135 - 169	Reading quiz Discussion: Spirituality in Addiction Addiction Podcast Group Project: Episode #2 Submission Addiction Podcast Series: Podcast #1 Class Discussion	10 20 25 10
6	Reading: Schenker Ch. 2, 3 Kabat-Zinn pp. 171 - 225	Reading quiz <b>Addiction Podcast Group Project: Episode #3 Submission</b> Addiction Podcast Series: Podcast #2 Class Discussion Discussion: LGBTQIA	10 25 10 10
7	Reading: Van Wormer & Davis Ch. 10, 11, 12, 13 Schenker Ch. 6 Kabat-Zinn pp. 226 - 275	Two Reading quizzes Addiction Podcast Group Project: Episode #4 Submission Addiction Podcast Group Project: Peer Review Class Discussion: Addiction Podcast Series: Podcast #3	10 25 10 10 10
<b>Total Points Available in Course</b>			<b>430</b>

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### Reading Quizzes

#### Getting to Know You

Most classes in Northwestern's School Counseling and Clinical Mental Health Counseling programs will begin with a Getting to Know You threaded discussion - these discussions are geared toward helping students and professors get to know each other better. In that spirit, please introduce yourself to your classmates and answer the following questions:

- Addiction is a concept that often is associated with much stigma. When you think of "Addiction" what comes up for you?
- What did you learn about addiction growing up? How has your definition/thoughts around this subject changed as you have grown older?
- What expectations do you have for this class?
- When you end the course, what do you hope to take away?

Please create a thread with your response to the discussion prompt by Wednesday night at midnight. Once you've created your thread in response to the discussion prompt, respond on the threads of at least two of your classmates by Saturday at midnight. Try to respond to everyone who has posted on your thread by the time the assignment is due to be completed (Sunday at midnight).

#### **Discussion: Addiction Podcast Series Group Project Milestone: Topic and Group Selection**

At the end of this module, you will be asked to submit your topic and partner selection for the *Addiction Podcast Series Group Project*. To assist in this selection process, this discussion board has been created for you to post your ideas and brainstorm together with the hope of finding others who shares similar interests. This discussion board will NOT be graded, as it is only to serve as a means to facilitate connection and expression of ideas.

#### **Addiction Podcast Group Project Milestone: Topic and Group Selection**

Now that you have discussed your topic and group selection, you will complete the first milestone in the Addiction Podcast Series Group Project Milestone! For this milestone, you and your selected group members will submit a document with the names of all of your group members and a paragraph summary of your topic. Your group may submit the same document; however, each of you must submit a document with this information.

#### **Addiction Podcast Series Group Project Milestone: Outline**

For this week's Addiction Podcast Series Group Project Milestone, you will submit an outline of your group podcast series outline as illustrated above. You will articulate when each component of the assignment will be addressed and how your mini-podcast series will be organized. Please submit this in Microsoft Word document form.

NOTE: Only one group member has to submit the assignment. Students will be expected to adjust their work for each milestone portion based on instructor feedback, before adding it to their final project.

**Addiction Podcast Series Group Project Milestone: Expert Consent**

For this week's Addiction Podcast Series Group Project Milestone, your group will submit the 5 questions that you plan to ask their expert. Your group will also submit the informed consent as provided here, as signed by the expert.

NOTE: Only one group member has to submit the assignment. Students will be expected to adjust their work for each milestone portion based on instructor feedback, before adding it to their final project. \*Consent form located in the module assignment in BB.\*

**Addiction Podcast Series Group Project (CACREP 3.C.5, 5.C.7, 3.C.13, 11, 3.F.7, 3.B.11, 3.A.10, 11, 3.G.12, 5.C.6)**

Students will select partners (groups of three/four) and participate in this project throughout the duration of the course. Students are encouraged to look ahead at the chapters that speak to their chosen addiction topic.

**Assignment Instructions**

For this assignment, students will choose a specific area of addiction whether it be behavioral, or substance related. Students will then create a mini podcast series, consisting of four, 30-minute podcasts, exploring the various aspects of their addiction topic, including treatment, unique challenges, and recovery. Students will integrate interviews with experts, personal stories, and research findings. The following should be covered within the assignment:

Selection of Addiction Topic i.e., work addiction, alcohol addiction, drug addiction, sex addiction, porn addiction, etc.

4 Podcast episodes that will cover the following:

- Brief History & Summary of the Selected topic
- Identification of Population Parameters related to the topic. i.e., demographics of folks likely to be impacted.
- Consider theories and neurobiological etiology of addictions.
- Research strategies for interfacing with integrated behavioral health care professionals.
- Explore effects of crises, disasters, stress, grief, and trauma across the lifespan.
- Evaluate the systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.
- Evidenced Based Treatment Modalities
- Unique challenges with treatment
- Identify procedures to identify substance use, addictions, and co-occurring conditions
- Spiritual and Religious Integration
- Cultural and Diversity Considerations
- Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas
- Discuss self-care, self-awareness, and self-evaluation strategies for ethical and effective practice

- Explore strategies for interfacing with the legal system regarding court-referred clients.
- Resources for counselors and clients related to the topic
- Personal reflections/reactions of each group member

After selecting a topic, groups will be afforded the opportunity to be very creative with how they approach their podcast series. Students are invited to think about their favorite podcast series and integrate the material into a conversational format vs. a formal presentation.

Students will create 4, 30-minute audio recorded presentations in which they will post in a discussion forum throughout course, in selected modules, in which they will be required to listen to other groups' podcasts and respond to peers.

Students should integrate at least one expert (i.e. a pastor, a counselor, professor, a psychologist, etc.) as a guest who specializes in the topic to speak to speak about their experiences.

Students will develop a list of 5 questions and ensure the individual signs an informed consent, as provided.

Students will integrate personal stories, experiences related to the topic (as they feel comfortable) to facilitate a conversational approach to the topic they have selected.

Students have the opportunity to cover the material in the way that they see fit, though everything should be covered – podcasts should have a topic, major theme, each week.

***Example: Topic is Alcoholism (NOTE: topic can change, but all the bullets must stay the same and be covered in the podcast episodes)***

#### **Podcast Episode #1: How do you know if you are an alcoholic?**

- Brief History & Summary of the Selected topic
- Identification of Population Parameters related to the topic. i.e., demographics of folks likely to be impacted.
- Consider theories and neurobiological etiology of addictions.
- Research strategies for interfacing with integrated behavioral health care professionals.
- Research procedures to identify substance use, addictions, and co-occurring conditions.
- Stories of those who didn't know they were addicted (this can be true or gathered through secondary sources i.e., another publication, a movie, etc.)

#### **Podcast Episode #2: Effects of trauma on addiction?**

- Explore effects of crises, disasters, stress, grief, and trauma across the lifespan.
- Evaluate the systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.
- Evidenced Based Treatment Modalities

#### **Podcast Episode #3: Treatment Challenges (Note: Part of Departmental Assessment Plan)**

- Interview with an expert.
- Personal reflections of the expert
- Unique challenges with treatment

- Spiritual and Religious Integration
- Cultural and Diversity Considerations
- Discuss ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas

#### **Podcast Episode #4: Challenges of Living Sober**

- Challenges with sobriety
- Personal reflections of each group member as what they have learned about the topic.
- Discuss self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.
- Explore strategies for interfacing with the legal system regarding court-referred clients.
- Resources for counselors and clients related to the topic

#### *References*

Students will submit a document of at least 5 scholarly references used for each podcast episode, with 4 of them being peer reviewed journal articles. The other may include textbooks, scholarly websites, and other scholarly resources (No Wikipedia/Pop-culture sources).

Students will then be required to watch at least one other peer groups' audio recording and comment with thoughtful responses.

Each group member should engage in the podcast each week i.e., every group member should be a part of each podcast episode.

While students will work on this project throughout each week of the course, below you will find a schedule of due dates, specific to this assignment:

#### **Assignment Due Dates**

##### **Module 1**

- Review Assignment Directions
- Engage in the *Addiction Podcast Group Podcast: Topic and Group Selection* Discussion to communicate with your classmates and work together in selecting a partner(s) and your topic.
- Submit the *Addiction Podcast Group Podcast: Topic and Partner Selection*
- For this milestone, your group members will submit a document with a paragraph summary of your topic. Everyone may submit the same document, however, each of you must submit a document with this information.

##### **Module 2**

- For your Addiction Podcast Group Podcast Project Milestone: Outline, you will submit an outline of your group podcast series outline as illustrated above. You will articulate when each component of the assignment will be addressed and how your mini-podcast series will be organized.
- NOTE: Only one group member must submit the assignment.

##### **Module 3:**

- For your Addiction Podcast Group Podcast Project Milestone: Expert Consent, your group will submit the 5 questions that you plan to ask their expert.

- Your group will also submit the informed consent as provided here, as signed by the expert.
- NOTE: Only one group member must submit the assignment.

#### **Module 4**

- First Podcast Episode Due
- Post Audio Recording of Podcast to the Podcast Discussion Forum
- Submit Reference Document to Blackboard w/ the Audio Recording

#### **Module 5**

- Second Podcast Episode Due
- Post Audio Recording of Podcast to the Podcast Discussion Forum
- Submit Reference Document to Blackboard w/ the Audio Recording
- Each person will respond twice to at least one other group's Module 4 recording.

#### **Module 6**

- Third Podcast Episode Due
- Post Audio Recording of Podcast to the Podcast Discussion Forum
- Submit Reference Document to Blackboard w/ the Audio Recording
- Each person will respond twice to at least one other group's Module 5 recording.

#### **Module 7**

- Fourth Podcast Episode Due
- Post Audio Recording of Podcast to the Podcast Discussion Forum
- Submit Reference Document to Dropbox w/ the Audio Recording
- Each person will respond twice to at least one other group's Module 6 recording.
- Complete Peer Evaluations

#### **Addiction Podcast Series: Podcast Class Discussions (3 of them)**

Each group should post their audio recording of their first podcast episode. Ensure that the link/upload is accessible to everyone.

- NOTE: Only one person in the group needs to submit the initial post.
- NOTE: Please submit a Zoom link of your audio recording. It should be at least 30 minutes and only the audio component should be submitted.

Each individual should respond twice to at least one other group's podcast episode.

#### **Mindfulness Journal #1 (CACREP 3.C.5, 13)**

For this assignment, you will give up one thing you love this week. For instance, your morning coffee or your afternoon Diet Coke. Then reflect on how you experience this "deprivation."

**Personal Reactions:** How has this made you feel, and what thoughts or insights did it trigger for you? Explore your own attitudes and beliefs about addiction, and consider how mindfulness might play a role in understanding and addressing addiction. Write about any personal experiences or observations that relate to the topic, and think about how you can apply the mindfulness principles and concepts that we have read about in the Kabat-Zinn text to your current studies and future work in the field of addiction counseling or research.

**Mind-Body Connection:** Explore the concept of the mind-body connection in the context of addiction and co-occurring disorders. Reflect on how mindfulness practices can serve as a bridge between biological processes and emotional/psychological well-being. Think about how this bridge could help you when longing for what you've given up this week.

**Craving and Withdrawal:** Consider the role of craving and withdrawal symptoms in addiction. How might mindfulness-based interventions assist individuals in managing these physiological responses? Reflect on mindfulness techniques that could be particularly effective in addressing cravings for you this week.

**Trauma and Co-Occurring Disorders:** Explore the relationship between trauma, co-occurring disorders, and addiction. Reflect on mindfulness-based interventions that can be effective in addressing trauma-related biological responses and their impact on addictive behaviors.

This assignment should be 2-pages in length, written in APA Style - Double-spaced, 12-point font, with one-inch margins. Please be sure to also incorporate at least 3 peer-reviewed articles/resources in addition to the Kabat-Zinn text.

### **Discussion Board 4-C's (CACREP 3.C.5)**

One of the important points we will learn in this module involves being able to differentiate behavior (drinking a glass of wine) and when such a behavior becomes addictive (drinking wine every day, multiple times). A helpful component to assess and differentiate is the Four C's Model of Behavioral Addictions. As an overview, the Four C's include assessing the following:

- Is the behavior inducing a **craving**?
- Is the behavior **compulsive**?
- Are there negative **consequences** because of the behavior?
- Is there any loss of **control** in relation to the behaviors?

As counselors, it is essential that we learn the skills necessary to identify problematic behaviors across the lifespan and across various behaviors.

As you read through the content in this module, please answer the following questions in this discussion.

- What are your perceptions about process/behavioral addictions?
- Were there any of the behavioral addictions that were new or surprising to you?
- What skills do you believe are necessary when working with behavioral addictions?
- What are some potential challenges you might face when working with behavioral addictions?

Please create a thread with your responses to the questions above by Wednesday night at midnight. Once you've created your thread in response to the discussion prompt, respond on the threads of at least two of your classmates by Saturday at midnight. Try to respond to everyone who has posted on your thread by the time the assignment is due to be completed (Sunday at midnight).

### **Mindfulness Journal #2 (CACREP 3.C.5, 11)**

Reflect on the concept of behavior addiction and evaluate the systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness. Consider how mindfulness practices can be integrated into counseling interventions to support individuals struggling with addictive behaviors. Explore the following questions in your journal:

**Awareness:** How do you define behavior addiction, and how might it manifest at different stages of life? Reflect on the awareness needed to identify and address addictive behaviors across the lifespan.

**Cultural Sensitivity:** How can cultural factors influence the development and treatment of behavior addictions? Reflect on the importance of cultural sensitivity in addressing addictive behaviors across diverse populations.

**Integration into Counseling Practice:** Imagine yourself as a counselor working with a client struggling with a behavior addiction at different stages of life (e.g., adolescence, adulthood, elderly). How would you integrate mindfulness into your counseling approach to support positive change?

**Personal Mindfulness Practice:** Reflect on your own mindfulness practice. How might maintaining a personal mindfulness practice enhance your effectiveness as a counselor working with individuals dealing with behavior addictions?

This assignment should be 2-pages in length, written in APA Style - Double-spaced, 12-point font, with one-inch margins. Please be sure to also incorporate at least 3 peer-reviewed articles/resources in addition to the Kabat-Zinn text.

### **Mindfulness Journal #3 (CACREP 3.C.5)**

Reflect on the crucial components of screening, assessment, and evidence-based treatment within the field of counseling. Consider how mindfulness practices can be integrated into each stage of the counseling process. Explore the following questions in your journal:

1. **Screening:** How do effective screening processes contribute to the initial stages of counseling? Reflect on the importance of identifying potential issues and the role mindfulness can play in enhancing the accuracy of screening tools.
2. **Assessment Tools:** Choose one specific assessment tool commonly used in counseling (e.g., Beck Depression Inventory, PTSD Checklist) and explore how it is designed to gather information. Reflect on potential mindfulness-based adaptations to improve the validity and reliability of such assessments.
3. **Mindful Observation:** Discuss the significance of mindful observation in the counseling context. How might mindfulness enhance a counselor's ability to observe and understand non-verbal cues, leading to a more comprehensive assessment of a client's needs?
4. **Personal Integration:** Explore how you, as a counseling student, can integrate mindfulness into your own practice. How might incorporating mindfulness enhance your ability to conduct assessments and provide evidence-based treatment in the future?

This assignment should be 2-pages in length, written in APA Style - Double-spaced, 12-point font, with one-inch margins. Please be sure to also incorporate at least 3 peer-reviewed articles/resources in addition to the Kabat-Zinn text.

### **Discussion: Spirituality in Addiction (CACREP 3.B.11)**

Consider the role of spiritual and religious practices in treating addiction and address the following questions:

- How can the intersection of spirituality, religion, and addiction impact a person's religious identity on an individual's journey to recover?
- How might religious beliefs influence motivation, coping mechanisms, and the overall recover process?

- Reflect on your own spiritual journey.
- How might your experiences influence your perceptions and how will you ensure you do not impose your beliefs when working with a client who believes differently than you?

Please create a thread with your response to the discussion prompt by Wednesday night at midnight. Once you've created your thread in response to the discussion prompt, respond on the threads of at least two of your classmates by Saturday at midnight. Try to respond to everyone who has posted on your thread by the time the assignment is due to be completed (Sunday at midnight).

### **Discussion: LGBTQIA (CACREP 3.C.11)**

Christian Counselors occasionally disagree on how best to approach working with the LGBTQ+ community. After reviewing the video entitled, “Substance Use Disorder and the LGBTQ+ Community,” reflect on your own thoughts about how you might work ethically with this population. What might be some challenges for you, if any? How would you address, or manage, these challenges when working in your desired counseling setting? Additionally, as we talk about public policy, what are ways you could advocate for this group while being congruent with your faith and beliefs?

Please create a thread with your responses to the questions above by Wednesday night at midnight. Once you've created your thread in response to the discussion prompt, respond on the threads of at least two of your classmates by Saturday at midnight. Try to respond to everyone who has posted on your thread by the time the assignment is due to be completed (Sunday at midnight).

### **Assessment Methods**

*Reading Quizzes*

*Getting to Know You Rubric*

*Addiction Podcast Series Group Project Rubrics*

*Addiction Podcast Series: Podcast Class Discussion Rubrics*

*Mindfulness Journal #1 Rubric*

*Discussion: 4-C's Rubric*

*Mindfulness Journal #2 Rubric*

*Mindfulness Journal #3 Rubric*

*Discussion: Spirituality in Addiction Rubric*

*Discussion: LGBTQIA Rubric*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

#### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

**Grading Scale Percentages:**

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

**Discussion and Participation**

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

**Deadlines**

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

**Assignment Submission**

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

**Academic Integrity**

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the

highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

### **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

### **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>

## Course Resources

### Journal Articles:

Too much pleasure can lead to addiction:

[https://www.npr.org/2022/03/31/1090009509/addiction-how-to-break-the-cycle-and-find-balance?utm\\_source=facebook.com&utm\\_campaign=npr&utm\\_medium=social&utm\\_term=npr\\_news&fbclid=IwAR1ykPzFiA1C9Y7TkPzgI3LWevNUMfcf565GpQDKxNbhBWr9PQIsZA2xaRc](https://www.npr.org/2022/03/31/1090009509/addiction-how-to-break-the-cycle-and-find-balance?utm_source=facebook.com&utm_campaign=npr&utm_medium=social&utm_term=npr_news&fbclid=IwAR1ykPzFiA1C9Y7TkPzgI3LWevNUMfcf565GpQDKxNbhBWr9PQIsZA2xaRc)

The Neurobiology of Substance Use, Misuse and Addiction:

<https://www.ncbi.nlm.nih.gov/books/NBK424849/#:~:text=All%20addictive%20substances%20produce%20feelings,dopamine%20and%20opioid%20signaling%20system.>

Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health.

<https://www.ncbi.nlm.nih.gov/books/NBK424849/#:~:text=All%20addictive%20substances%20produce%20feelings,dopamine%20and%20opioid%20signaling%20system.>

Commonly Used Drugs

<https://nida.nih.gov/research-topics/commonly-used-drugs-charts>

Commonly Abused Drugs and Accute Effects/Health Risks

<https://nida.nih.gov/sites/default/files/cadchart.pdf>

ASAM Criteria

<https://www.asam.org/asam-criteria/about-the-asam-criteri>

Screening and Assessment Tools Chart

<https://nida.nih.gov/nidamed-medical-health-professionals/screening-tools-resources/chart-screening-tools>

The Stigma of Addiction: <https://www.hopkinsmedicine.org/stigma-of-addiction/>

Media Resources:

American Counseling Association. (2014) *ACA code of ethics*.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American School Counselor Association. (2019). *ASCA School Counselor Professional*

*Standards & Competencies*. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>

Drugs of Abuse: A DEA Resource Guide 2017 Edition:

[https://www.dea.gov/sites/default/files/drug\\_of\\_abuse.pdf](https://www.dea.gov/sites/default/files/drug_of_abuse.pdf)

SAMHSA TIP 42 Treatment of Co-Occurring Disorders Parts 1 & 2

<https://www.youtube.com/watch?v=mpNpaWxH7vM>

The Neuroscience of Addiction: <https://www.youtube.com/watch?v=aOSD9rTVuWc>

Assessment Review for the Addiction Counselor Exam: <https://www.youtube.com/watch?v=j-a5cXspu18>

### Videos:

What is addiction? <https://youtu.be/Vrb99pSgW7I?si=2mjZhKoxm3r23jMr\>

Everything you think you know about addiction is wrong.

<https://youtu.be/diZe29kLMqM?si=DLNh30nIpkU4ovVG>

How childhood trauma leads to addiction: <https://www.youtube.com/watch?v=BVg2bfqblGI>

Addiction Neuroscience 101: <https://www.youtube.com/watch?v=bwZcPwIRRcc>

The Substance Use and Mental Health Connection:

<https://www.youtube.com/watch?v=CFOGZpSw83M>

Why our brains want to be addicted: <https://www.youtube.com/watch?v=ukFjH9odsXw>

How an addicted brain works: <https://www.youtube.com/watch?v=RZ5LH634W8s>

From Genes to Addiction: How Risk Unfolds Across the Lifespan:

<https://youtu.be/TAFqr2zUWkM?si=NnJ93i6VrxHVUNbf>

Lessons from the Child of an Addict: <https://youtu.be/TXNrremsWYY?si=1-v6Mdaf-IylkCv6>

Dr. Gabor Maté Part 1 of 3 Trauma & recovery across the lifespan: insight into addictions:

<https://youtu.be/SGgwMe6y4hU?si=xRrhqpbS34FZ0x71>

Screening for Substance Abuse: <https://www.youtube.com/watch?v=Iqts93okWco>

Assessment of Mental Health & Addiction Issues: <https://www.youtube.com/watch?v=j-a5cXspu18>

Understanding how evidence-based treatment can help overcome addiction:

<https://youtu.be/rpp6PoOjREo?si=HeoZwMwyyLDQwbDH>

4 C's of Addiction: <https://www.youtube.com/watch?v=Ad6mdoXF2Sc&t=27s>

Vince DiPasquale - Spirituality and Recovery: <https://www.youtube.com/watch?v=Q0Ge2Lr7czs>

The Bitter Reality of Video Game Addiction:

<https://www.youtube.com/watch?v=oVK4PAwT9fc>

What is sex addiction?: <https://www.youtube.com/watch?v=9Mvpuzw0UGo>

Chris Herren Speaking on His Addiction Recover Story...

[https://www.youtube.com/watch?v=E\\_18V7klRY8](https://www.youtube.com/watch?v=E_18V7klRY8)

Does Alcoholics Anonymous Work?: [https://www.youtube.com/watch?v=IgmjTIwh\\_LA&t=4s](https://www.youtube.com/watch?v=IgmjTIwh_LA&t=4s)

Your First AA Meeting and What to Expect: <https://www.youtube.com/watch?v=wdlSY0f--E>

Rat Park Documentary: Behind The Scenes: [https://www.youtube.com/watch?v=n4\\_6KIduK1E](https://www.youtube.com/watch?v=n4_6KIduK1E)

Addiction Impacts the Entire Family: Pearls for Providers:

<https://www.youtube.com/watch?v=intxPp34qR0>

A Candid Conversation about Race, Recover, and Personal Transformation:

<https://www.youtube.com/watch?v=Ax4064lmtBk>

What is the Drug War?: <https://www.youtube.com/watch?v=HSozqaVcOU8>

Sex and Gender Differences of Importance to Addiction Science:

<https://www.youtube.com/watch?v=bvvunHbTWvc>

Substance Use Disorder and the LGBTQ+ Community:

<https://www.youtube.com/watch?v=9W3ftE5wxnc>

Books:

Fletcher, A. M. (2002). *Sober for good: New solutions for drinking problems—advice from those who have succeeded*. Houghton Mifflin Company. ISBN: 978-0618219070

Knapp, C. (1999). *Drinking: A love story*. The Dial Press. ISBN: 978-0385315548

The Addiction Treatment Planner, 6<sup>th</sup> Ed. Wiley. <https://www.wiley.com/en-us/The+Addiction+Treatment+Planner%2C+6th+Edition-p-9781119707851>



Counseling  
Program

---

**CMHC 575 Psychopharmacology & Neuroscience Syllabus**  
**3 credits**  
**Term:**

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

**Course Description**

This course introduces students to the field of psychiatry and examines the topic of psychopharmacology, or the treatment of mental health conditions through prescribing of medications and psychoactive substances, and the topic of neuroscience, or our current understanding of brain science and the impact of the brain on human cognitions, emotion, and behavior. Students will work to be able to collaborate with multidisciplinary treatment teams that include psychiatrists and other medical doctors, and understand how psychopharmacological and neuroscientific issues impact the work counselors do in clinical mental health counseling settings. The course is arranged around students working in groups with classmates to consider a series of case studies through the lens of psychopharmacology and neuroscience.

**Prerequisites:** CMHC 520

**Required Textbooks**

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed Text Revision). ISBN: 978-0890425763

Preston, J. D., O'Neal, J. H., Talaga, M. C., & Moore, B. A. (2021). *Handbook of clinical psychopharmacology for therapists* (9<sup>th</sup> ed.). New Harbinger Publications. ISBN: 978-1684035151

Siegel, D. (2020). *The developing mind: How relationships and the brain interact to shape who we are* (3<sup>rd</sup> ed). ISBN: 978-1462542758

**Methodology**

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

Student Learning Objectives	CACREP Standards	Learning Activity
Explain etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders.	5.C.1	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Reading quiz</li> <li>• Midterm</li> <li>• Final</li> <li>• Research Paper Pt. I</li> <li>• Case Study # 1 Albert &amp; Paper</li> <li>• Case Study # 2 Miquel &amp; Paper</li> <li>• Research Paper Pt. II</li> <li>• Case Study # 3 Theresa &amp; Paper</li> </ul>
Discuss legislation, government policy, and regulatory processes relevant to clinical mental health counseling.	5.C.3	<ul style="list-style-type: none"> <li>• Case Study # 2 Miquel &amp; Paper</li> <li>• Discussion: A Day in the Life</li> <li>• Case Study # 3 Theresa &amp; Paper</li> </ul>
Explore intake interview, mental status, evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	5.C.4	<ul style="list-style-type: none"> <li>• Research Paper Pt. I</li> <li>• Case Study # 1 Albert &amp; Paper</li> <li>• Case Study # 2 Miquel &amp; Paper</li> <li>• Discussion: A Day in the Life</li> <li>• Case Study # 3 Theresa &amp; Paper</li> </ul>
Consider strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions.	5.C.8	<ul style="list-style-type: none"> <li>• Research Paper Pt. I</li> <li>• Case Study # 2 Miquel &amp; Paper</li> <li>• Discussion: A Day in the Life</li> <li>• Case Study # 3 Theresa &amp; Paper</li> </ul>
Examine third-party reimbursement and other practice and management issues in clinical mental health counseling.	5.C.9	<ul style="list-style-type: none"> <li>• Case Study # 2 Miquel &amp; Paper</li> </ul>
Discuss the role of religion and spirituality in clients' and counselors' psychological functioning.	3.B.11	<ul style="list-style-type: none"> <li>• Research Paper Pt. I</li> <li>• Discussion: A Day in the Life</li> <li>• Case Study # 3 Theresa &amp; Paper</li> </ul>

Appraise the biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.	3.C.10	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Reading quiz</li> <li>• Midterm</li> <li>• Final</li> <li>• Research Paper Pt. I</li> <li>• Case Study # 1 Albert &amp; Paper</li> <li>• Discussion: Neurotransmission and Other Topics</li> <li>• Case Study # 2 Miquel &amp; Paper</li> <li>• Research Paper Pt. II</li> <li>• <b>Case Study # 3 Theresa &amp; Paper</b></li> </ul>
Recognize the systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.	3.C.11	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Reading quiz</li> <li>• Midterm</li> <li>• Final</li> <li>• Research Paper Pt. I</li> <li>• Case Study # 1 Albert &amp; Paper</li> <li>• Discussion: Neurotransmission and Other Topics</li> <li>• Case Study # 2 Miquel &amp; Paper</li> <li>• Case Study # 3 Theresa &amp; Paper</li> </ul>
Develop an understanding of the classification, effects, and indications of commonly prescribed psychopharmacological medications.	3.E.18	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Reading quiz</li> <li>• Midterm</li> <li>• Final</li> <li>• Research Paper Pt. I</li> <li>• Case Study # 1 Albert &amp; Paper</li> <li>• Discussion: Neurotransmission and Other Topics</li> <li>• Case Study # 2 Miquel &amp; Paper</li> <li>• Research Paper Pt. II</li> <li>• Case Study # 3 Theresa &amp; Paper</li> </ul>
Examine the importance of research in advancing the counseling profession, including the use of research to inform counseling practice.	3.H.1	<ul style="list-style-type: none"> <li>• Discussion: Neurotransmission and Other Topics</li> <li>• Research Paper Pt. II</li> <li>• Case Study # 3 Theresa &amp; Paper</li> </ul>
Explore identification and evaluation of the evidence base for counseling theories, interventions, and practices.	3.H.2	<ul style="list-style-type: none"> <li>• Discussion: Neurotransmission and Other Topics</li> <li>• Research Paper Pt. II</li> <li>• Case Study # 3 Theresa &amp; Paper</li> </ul>

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program’s comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

KPI	3.C.10	<b>Case Study # 3 Theresa &amp; Paper</b>
-----	--------	---

### Class Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	Reading: Preston et al. Ch. 1, 2 Siegel Intro, Ch. 1 Viewing: Dan Siegel video	Getting to Know You Reading quiz Case Study Groups Research Paper Pt. 1	20 10 5 60
2	Reading: Preston et al. Ch. 3, 4 Siegel Ch. 2, 3	Reading quiz Case Study # 1 Albert & Paper	10 60
3	Reading: Preston et al. Ch. 5, 6 Siegel Ch. 4 Listening: Michel Hendricks podcast	Discussion: Neurotransmission and Other Topics Midterm Exam	20 60
4	Reading: Preston et al. Ch. 7, 17 Siegel Ch. 5, 6 Viewing: Wilder & Hendricks video Siegel video	Reading quiz Case Study # 2 Miquel & Paper	10 60
5	Reading: Preston et al. Ch. 8, 18 Siegel Ch. 7, 8 Popiolek et al. 2022 article	Reading quiz Discussion: A Day in the Life	10 20
6	Reading: Preston et al. Ch. 9, 19 Siegel Ch. 9 Szuhany & Simon (2020) article	Reading quiz <b>Case Study # 3 Theresa &amp; Paper</b>	10 60
7	Reading: Preston et al. Ch. 11, 20 Siegel Ch. 10 Gouse & Brown (2022) article	Reading quiz Research Paper Pt. 2	10 60
8	Reading: Study for Final	Final Exam	70
		<b>Total Points Available in Course</b>	<b>555</b>

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### Reading Quizzes

#### Midterm

#### Final

### Getting to Know You Discussion

Most classes in Northwestern's School Counseling and Clinical Mental Health Counseling programs will begin with a *Getting to Know You* threaded discussion - these discussions are geared toward helping students and professors get to know each other better. In that spirit, please introduce yourself to your classmates and answer the following questions:

- What is the *mind*? This is one of the questions the field of Interpersonal Neurobiology (IPNB) attempts to answer. I'm not asking you here to read ahead to get Siegel's answer. But if a friend or family member asked you for a definition, how would you describe what the human mind is?
- How do you feel about psychopharmacological medications? I'm just looking for your current feelings and thoughts based on where you're currently at in your life and in your program.
- Say a little bit about how you see the topics of psychopharmacology and neuroscience playing a role in your future counseling practice.

Please post a 250 - 300 word response to the discussion prompt questions by Wednesday night at midnight. Once you've created your thread in response to the discussion prompt, respond on the threads of at least two of your classmates by Saturday at midnight. Try to respond to everyone who has posted on your thread by the time the assignment is due to be completed (Sunday at midnight).

### Case Study Groups

Over the course of this block you will engage in three assignments (Module 2, Module 4, and Module 6) where you will gather in a group to discuss information provided to you in a case study. After discussing with your group, you will write a paper based on your group discussion and addressing specific assignment prompts. So, note (as a heads-up) that each of these case study assignments will require a group meeting (via Teams is fine) and a paper which everyone will write and submit individually. Even though you're writing your papers individually, your papers are allowed to be similar to your group members' because each student's paper will be based on their group's discussion.

Your case study groups may consist of 3 - 5 students. Your professor may designate the number and size of the groups (e.g., one group of five, two groups of four, etc.). For this Module 1 assignment, each student should individually submit the names of all of their group members in the assignment submission text box.

### Research Paper – Part I (CACREP 5.C.1., 4., 3.B.11, 3.C.10., 11., 3.E.18)

The topic of this paper will be a disorder from the DSM-5-TR of your choosing (e.g. F.43.10 Post-Traumatic Stress Disorder, F50.01 Anorexia Nervosa, Restricting Type, F20.9 Schizophrenia, etc.). During this course you will write two separate research papers covering different elements of your chosen disorder. Part I (Module 1) must address the prompts included below and should be four pages (body) minimum in length. Part II of the paper is in Module 5.

Name and diagnostic code (from the DSM-5-TR) of your chosen disorder.

- Discuss the diagnostic criteria for the disorder (from the DSM-5-TR). Discuss the life impact and impairments the disorder could create in the lifespan of a client's development, functioning, behavior, resilience, and overall wellness.
- Talk through the process of differential diagnosis (from the DSM-5-TR) you would go through with a client if you were considering this disorder as the client's diagnosis.
- Discuss the biological, neurological, and physiological factors that affect the client's lifespan development, functioning, behavior, resilience, and overall wellness.
- Discuss the systemic, cultural, and environmental factors that affect the client's lifespan development, functioning, behavior, resilience, and overall wellness.
- Discuss the intake interview and mental status evaluation used for treatment planning and caseload management.
- Discuss the classification, effects, and indications of commonly prescribed psychopharmacological medications for the diagnosis.
- Consider strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions.

What does the Bible say about the disorder you have chosen? In asking you to write this section, it is acknowledged that the Bible is not a psychopathology textbook, nor does it express a full range of understanding of all of the mental health disorders we work with. But given these limitations, how might scripture help you see and understand a person diagnosed with disorder you chose for this paper?

Cite/reference at least five (5) outside sources to support your discussion of these points (at least three (3) of your sources must be journal articles from peer-reviewed journals). One of your sources will obviously be the DSM-5-TR and another will be the Bible.

Note that this is Part I of the research you'll be doing on this disorder, so resist the temptation to address etiology (unless that is included in the diagnostic criteria), neurobiology, and treatment (psychopharmacological or psychotherapeutic) considerations as these will be addressed in the Part II of the paper.

Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You do not need to include an abstract with this paper. You are required to cite and reference at least five (5) outside sources in your paper (at least three (3) of your sources must be journal articles from peer-reviewed journals). Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

### **Case Study # 1 Albert and Paper (CACREP 5.C.1., 4., 3.C.10., 11., 3.E.18.)**

During this course you will complete a series of three case study assignments (Modules 2, 4, and 6). Each case study assignment will require you to meet with your case study group (recommendation: about an hour) which you joined or were assigned to in Module 1. Each student will then individually write and submit a paper based on their group discussion. Your professor recognizes and expects there to be some similarities between your group's papers given

that they will all be based on the same group discussion. They should not, however, be identical, as they should be written and submitted individually.

In your group, consider and discuss the case study information provided (attached to this assignment). Then write your minimum four-page (body) paper in response to the bulleted prompts on the attached case study information sheet.

Note that in order to sufficiently respond to some of the prompts, you may want/need to read ahead in your course materials.

Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You do not need to include an abstract with this paper. You are required to cite and reference at least four (4) outside sources in your paper (at least two (2) of your sources must be journal articles from peer-reviewed journals). Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

### ***Client***

Your client, Albert, is male and 30 years of age. He presented for treatment complaining of anxiety. He describes anxiety symptoms over the last eight months which have gradually increased since their onset. His symptoms include persistent worrying that he states he has trouble controlling, a tendency to question his own decisions and decision-making process, inability to let go of worry, difficulty concentrating, difficulty falling asleep, fatigue, nervousness, and irritability. He is employed as a store manager. He and his wife have a three-year-old daughter. He denies drug and/or alcohol use.

Albert was in an automobile accident about 8 months ago, in which he sustained a whiplash injury and he hit his head on the steering wheel. His GP physician has given him a clean bill of health, physically, at this point. However, he states that he has had trouble making decisions lately, and his wife feels his judgment may be at least mildly impaired. Albert has recently seen a psychiatrist who has prescribed him escitalopram 10 mg. While he has only been taking the medication for a couple of weeks, Albert feels this has taken some of the edge off his anxiety. But the psychiatrist also strongly recommended to Albert that he consider counseling in addition to the medication.

Albert does not take any other medications except Extra Strength Tylenol for occasional headaches.

Determine an initial diagnosis for Albert.

- Walk through a differential diagnostic process, including rule outs.
- What additional assessments, tests, and paperwork would you want to complete or have completed with Albert, and why?
- What are the neuroscientific implications to this case?
- How would you discuss Albert's medication with Albert, including potential side effects?
- What systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness should you consider for this client?

- Document 2 – 3 potential treatment plan goals for Albert, and 2 – 3 objectives for each treatment plan goal. Discuss therapeutic approaches or techniques you would utilize with Albert and why.

**Discussion: Neurotransmission and Other Topics (CACREP 3.C.10., 11., 3.E.18, 3.H.1., 2.)**

The early chapters and content in this course have provided a foundation for developing an understanding of neurobiology, neurotransmission, psychopharmacology, the mind, human memory, and attachment. These are some of the major building blocks of what it means to be human. And while you've read about these topics, you need to do a lot of the work in putting these pieces together into an integrated understanding of how neuroscience and psychopharmacological topics can inform your work as a clinical mental health counselor. You will go to the literature (peer reviewed journal articles) as well as the texts to formulate your responses. For this discussion, comment on the following prompts:

- Based on what you've learned so far, and looking ahead as needed, consider one commonly prescribed psychopharmacological medication.
- Discuss how you would describe to a client what that medication does from a neurotransmission and overall treatment standpoint. Make this statement as understandable as possible for your client's benefit.
- Appraise the biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.
- Recognize the systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.
- Discuss the importance of research in advancing the counseling profession, including the use of research to inform counseling practice when discussing medication with your client.
- Discuss how you identified and evaluated the evidence base for this counseling intervention.

Preston and associates are writing from the standpoint of the medical model, but in recognition that not all mental health professionals reading their book are in complete alignment with the medical model. Siegel is a psychiatrist, trained in the medical model, but writing from a conciliant perspective where he's drawing on diverse disciplines to characterize what the human mind is and how we can work in treatment with the human mind toward optimizing wellness and health. Highlight a couple of things you've learned in these first few modules. Discuss why they stand out to you, and consider how you feel they could impact your future practice.

**You will create a 500-word post with 4 references then respond to at least 4 classmates' responses with 250-word posts – each.**

**Case Study # 2 Miquel and Paper (CACREP 5.C.1., 3., 4., 8., 9., 3.C.10., 11., 3.E.18.)**

During this course you will complete a series of three case study assignments (Modules 2, 4, and 6). Each case study assignment will require you to meet with your case study group (recommendation: about an hour) which you joined or were assigned to in Module 1. Each student will then individually write and submit a paper based on their group discussion. Your professor recognizes and expects there to be some similarities between your group's papers given

that they will all be based on the same group discussion. They should not, however, be identical, as they should be written and submitted individually.

In your group, consider and discuss the case study information provided (attached to this assignment). Then write your minimum four-page (body) paper in response to the bulleted prompts on the attached case study information sheet.

Note that in order to sufficiently respond to some of the prompts, you may want/need to read ahead in your course materials.

Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You do not need to include an abstract with this paper. You are required to cite and reference at least four (4) outside sources in your paper (at least two (2) of your sources must be journal articles from peer-reviewed journals). Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

### ***Client***

Your client, Miguel, is a 46-year-old, heterosexual, Latino male, presenting with a history of mild-to-moderate depression for the past six months. He recently moved to your town from Los Angeles and therefore is establishing treatment with a new counselor. Additionally, because you have a psychiatrist affiliated with your clinic, and because counseling alone has not yet resolved his struggles with depression, he plans to meet with your clinic's psychiatrist.

In Los Angeles he had been undergoing cognitive-behavioral therapy, and while he states that he had made some gains, he continues to experience depressive symptoms, as documented by a mood map he had been keeping and which he provides to you. In addition, he is overweight and complains of insomnia. He reports no suicide ideation and has never been hospitalized. He states that he is functioning fairly well in his new job but was unable to maintain a steady relationship in Los Angeles, and he desires to develop a long-term relationship in his new town.

Miguel's main complaints are depressed mood and insomnia. He does not endorse anxiety or panic attacks. He denies tobacco and marijuana use. He states he averages 4 – 5 alcoholic beverages per week, mostly concentrated on the weekends.

The psychiatrist affiliated with your clinic starts Miguel on a trial of sertraline 50 mg/day and trazodone 25 mg at night. Additionally, Miguel will begin counseling with you weekly.

- Walk through a differential diagnostic process, including rule outs.
- What additional assessments, tests, and paperwork would you want to complete or have completed with Miguel, and why?
- What are the neuroscientific implications to this case?
- How would you discuss Miguel's medication with him, including potential side effects?
- What systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness should you consider for this client?

- Document 2 – 3 potential treatment plan goals for Miquel, and 2 – 3 objectives for each treatment plan goal. Discuss therapeutic approaches or techniques you would utilize with Miquel and why.

After two weeks of taking the medications as prescribed and meeting with you for weekly counseling, Miguel reports that his sleep has improved and the medications are well tolerated. He states that the treatment thus far has not impacted his mood. After another four weeks of the psychotherapeutic and psychopharmacological treatment, Miguel states that he is still depressed. You also describe him as depressed in mood and affect. At this time, the psychiatrist connected to your clinic increases Miguel's sertraline dosage to 100 mg/day.

After another four weeks of counseling and taking the medications as prescribed, Miguel reports that he is feeling better, and that he has begun dating a woman that he met at work. However, he is experiencing sexual side effects (erectile dysfunction) from the medications. Several options are discussed with the psychiatrist, including transitioning from sertraline to a trial of bupropion or adding a trial of sildenafil. Miguel decides he would like to switch to bupropion because he does not like the idea of having to take an additional medication.

At this point, you have been meeting with Miguel for 10 weeks. Assuming you have been meeting with Miguel weekly and that he attends regularly, you have likely made some progress on your initial treatment plan goals, although he's still struggling with his depressive symptoms.

- How might you re-formulate your treatment plan at this point, given that he's still struggling with his depressive symptoms?

Miguel is titrated off the sertraline (over the course of several weeks) and started on the bupropion (Wellbutrin XR) 150 mg every morning.

When Miguel follows up with the psychiatrist in two weeks he is happy with the new medication, reporting full resolution of the sexual side effects, but continues to report some residual depressed mood. The dose of bupropion is increased to 300 mg every morning. In another four weeks, Miguel's depression is in remission and his sleep quality is significantly improved. The medications remain well-tolerated. Miguel also notes that he has lost about 5 pounds, which he attributes to decreased appetite. He continues to work with his counselor. Miguel's insurance company requests a brief written summary of his successful treatment.

- Provide a brief treatment summary encompassing 17 counseling sessions, the information provided here, and filling in additional information with your creativity as needed. Be sure to advocate for him to get approved for more sessions of counseling. Also consider the implications of the regulatory processes relevant to clinical mental health counseling

### **Discussion: A Day in the Life (CACREP 3.B.11, 5.C. 3., 4., 8.)**

You will explore Vincent Van Gogh's mental health via [this article](#). Now, imagine he is your client. Share how you can apply some of what you've learned in this course to his situation and treatment.

- What are some practical ways an Interpersonal Neurobiology perspective, or what you've learned about neuroscience or psychopharmacology could impact the way you approach diagnosis, treatment planning, or treatment as a clinical mental health counselor?

- Consider legislation, government policy, and regulatory processes relevant to clinical mental health counseling and medication for this client.
- Consider strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions.
- Discuss how religion and spirituality could impact this client.
- **You will create a 500-word post with 4 references then respond to at least 4 classmates' responses with 250-word posts – each.**

### **Research Paper – Part II (CACREP 5.C.1., 3.C.10, 3.E.18., 3.H.1., 2.)**

The topic of this paper will be the same disorder from the DSM-5-TR on which you focused Part I of your paper in Module 1. Part II (Module 5) must address the prompts included below and should be four pages (body) minimum in length.

Name and diagnostic code (from the DSM-5-TR) of your chosen disorder.

- Discuss neurobiological characteristics of the disorder. How do researchers believe different parts of the brain play into the manifestation(s) of the disorder and/or are impacted by the disorder?
- Discuss psychopharmacological treatments for the disorder. What do psychiatrists believe about how the drugs work within the brain and why?
- If there are different classes of drugs available to treat the disorder, discuss the different classes and why one class might be chosen over another class. Discuss side effects of the drugs.
- Talk through evidence-based psychotherapeutic treatments for the disorder. How does research position how counseling should be combined with recommended psychopharmacological treatments for the disorder?
- Discuss your evaluation, based on the research you conducted, of the best treatment(s) for the disorder. Justify/defend your stance with citation of research.

Cite/reference at least five (5) outside sources to support your discussion of these points (at least three (3) of your sources must be journal articles from peer-reviewed journals). One of your sources will obviously be the DSM-5-TR and one may be the Preston and associates textbook. Note that this is Part II of the research you'll be doing on this disorder, so do your best to not repeat too much information from what you covered in Part I apart from the name of the disorder and the diagnostic code from the DSM-5-TR.

Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You do not need to include an abstract with this paper. You are required to cite and reference at least five (5) outside sources in your paper (at least three (3) of your sources must be journal articles from peer-reviewed journals). Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

### **Case Study # 3 Theresa and Paper (CACREP 5.C.1., 3., 4., 8., 3.B.11, 3.C.11, 3.E.18, 3.H.1., 2.)**

During this course you will complete a series of three case study assignments (Modules 2, 4, and 6). Each case study assignment will require you to meet with your case study group (recommendation: about an hour) which you joined or were assigned to in Module 1. Each student will then individually write and submit a paper based on their group discussion. Your

professor recognizes and expects there to be some similarities between your group's papers given that they will all be based on the same group discussion. They should not, however, be identical, as they should be written and submitted individually.

In your group, consider and discuss the case study information provided (attached to this assignment). Then write your minimum four-page (body) paper in response to the bulleted prompts on the attached case study information sheet.

Note that in order to sufficiently respond to some of the prompts, you may want/need to read ahead in your course materials.

Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You do not need to include an abstract with this paper. You are required to cite and reference at least four (4) outside sources in your paper (at least two (2) of your sources must be journal articles from peer-reviewed journals). Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

### *Client*

Your client, Theresa, is a 23-year-old, heterosexual, 125-pound, female of Chinese descent. She presents with a history of increasing mood instability, with periods of depression (including anhedonia, feelings of worthlessness, suicidality, and inability to concentrate) lasting three to four months, followed by periods of increasing disorganization, lack of need for sleep, and risky behaviors (e.g., gambling, shoplifting). Additionally, she complains of persistent, chronic anxiety and worry which she states she cannot control. The anxiety and worry are present except during her periods of elevated mood. She has trouble concentrating, is irritable, and has trouble sleeping during the periods of non-elevated mood. After her third shoplifting arrest, Theresa agreed to a plea deal that requires her to seek counseling.

Theresa reports that she drinks alcohol regularly, usually 3 – 5 standard drinks per night which takes the edge off her anxiety and depression and helps her sleep. Her drinking has been consistent for the last two years. When her mood is elevated she states that she drinks less, but sometimes does cocaine. She reports to you that she has been sexually assaulted twice over the last two years and is very hesitant to be alone with men, including your clinic's psychiatrist. The sexual assaults were never reported.

Theresa reports that she was adopted by White, American parents from a Chinese orphanage when she was two years old. She had lived in the orphanage most of her first two years. She has been raised American, but with some discomfort related to looking different from her parents and siblings. She discusses not being Chinese enough to fit in with the Asians in her community, and not being White enough to fit in with the Caucasians in her community. Over the last two years she has worked at Starbucks, Dick's Sporting Goods, Target, and PetSmart. She reports completing about one year of a Bachelor's degree at the regional college in her area.

The male psychiatrist affiliated with your clinic is extremely over-burdened but recognizes Theresa's discomfort in meeting with him and that she is not providing him a very complete

history. He has requested a consult with you regarding Theresa's case before he gives her prescriptions.

- Determine an initial diagnosis and treatment plan (including 2 -3 treatment plan goals, and 2 – 3 objectives for each treatment plan goal) for Theresa, based on the information you've been provided.
- What additional assessments would you like to conduct with Theresa, or what specific information would you like to obtain from Theresa to help you confirm your diagnosis, and why?

Based on the information the psychiatrist has been provided (which may be less than the information *you* 've been provided), he is tentatively considering prescribing Theresa lithium 1800 mg. as a mood stabilizer, and alprazolam PRN for anxiety. Discuss.

- Discuss how you would talk through with Theresa the medications she may be prescribed, including potential side effects.
- Discuss the therapeutic approach you plan to take with Theresa with discussion of why you would take that particular therapeutic approach.
- How might you conceptualize Theresa's case from an etiological standpoint? Discuss your theory.
- Appraise the biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.
- Discuss legislation, government policy, and regulatory processes relevant to clinical mental health counseling.
- Consider strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions.
- Recognize the systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.
- Discuss the importance of research in helping you be the best possible counselor for this client.

## **Assessment Methods**

*Reading Quizzes*

*Midterm*

*Final*

*Research Paper – Part I Rubric*

*Case Study # 1 Albert and Paper Rubric*

*Discussion: Neurotransmission and Other Topics Rubric*

*Case Study # 2 Miquel and Paper Rubric*

*Discussion: A Day in the Life Rubric*

*Research Paper – Part II Rubric*

*Case Study # 3 Theresa and Paper Rubric*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale Percentages:

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

### Academic Integrity

Northwestern College is a Christian academic community committed to integrity and honesty in

all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

### **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

### **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>

## Course Resources

### Journal Articles:

- Gouse, B. M., & Brown, H. E. (2022). Improving outcomes in schizophrenia—A case for initiation of long-acting antipsychotics in early-phase illness. *JAMA Network Open*, 5(7). <https://doi.org/10.1001/jamanetworkopen.2022.24172>
- Popiolek, K., Bejerot, S., Landren, M., & Nordenskjold, A. (2022). Association of clinical and demographic characteristics with response to electroconvulsive therapy in mania. *JAMA Network Open*, 2022; 5(6). <https://doi.org/10.1001/jamanetworkopen.2022.18330>
- Szuhany, K. L., & Simon, N. M. (2022). Anxiety disorders: A review. *JAMA*, 328(24), 2431-2445. <https://doi.org/10.1001/jama.2022.22744>
- Hoge, E. A., Bui, E., Mete, M., Dutton, M. A., Baker, A. W., & Simon, N. M. (2022). Mindfulness-based stress reduction vs escitalopram for the treatment of adults with anxiety disorders: A randomized clinical trial. *JAMA Psychiatry*. <https://doi.org/10.1001/jamapsychiatry.2022.3679>
- Levy, K. N., Ellison, W. D., Scott, L. N., & Bernecker, S. L. (2011). Attachment style. *Journal of Clinical Psychology: In Session*, 67(2), 193-203. <https://doi.org/10.1002/jclp.20756>
- Marazziti, D., Mucci, F., Avella, M. T., Palagini, L., Simoncini, M., & Dell'Osso, L. (2021). The increasing challenge of the possible impact of ethnicity on psychopharmacology. *CNS Spectrums*, 26(3), 222-231. <https://doi.org/10.1017/S1092852920000073>
- Moncrieff, J., Cooper, R. E., Stockmann, T., Amendola, S., Hengartner, M. P., & Horowitz, M. A. (2022). The serotonin theory of depression: A systematic umbrella review of the evidence. *Molecular Psychiatry*, 2022. <https://doi.org/10.1038/s41380-022-01551-0>
- Penney, D., Suave, G., Mendelson, D., Thibaudeau, E., Moritz, S., & Lepage, M. (2022). Immediate and sustained outcomes and moderators associated with metacognitive training for psychosis: A systematic review and meta-analysis. *JAMA Psychiatry*. <https://doi.org/10.1001/jamapsychiatry.2022.0277>
- Strohle, A., Gensichen, J., & Domschke, K. (2018). The diagnosis and treatment of anxiety disorders. *Deutsches Arzteblatt International*, 155, 611-620. <https://doi.org/10.3238/arztebl.2018.0611>
- Sroufe, A., & Siegel, D. (2011, March/April). The verdict is in: The case for attachment theory. *Psychotherapy Networker*. <https://www.psychotherapynetworker.org/>

### Books:

- Ilardi, S. S. (2009). *The depression cure: The 6-step program to beat depression without drugs*. De Capo Press.
- Wilder, J., & Hendricks, M. (2020). *The other half of church: Christian community, brain science, and overcoming spiritual stagnation*. Moody Publishers.

### Media Resources:

- Brain & Behavior Research Foundation. (2018, November 6). *The brain circuitry of bipolar disorder: A view from brain scanning research* [Video]. YouTube. <https://www.youtube.com/watch?v=mUumPkIr17E>
- MTI Psychiatry. (2020, May 6). *Neurobiology of anxiety, worrying, and fear* [Video]. YouTube. [https://www.youtube.com/watch?v=bO07MKG8h\\_U](https://www.youtube.com/watch?v=bO07MKG8h_U)
- New York University. (2013, January 4). *Brain and behavior – The Neurobiology of emotion and stress* [Video]. YouTube. <https://www.youtube.com/watch?v=Bjray9ehcBU&t=207s>

- Thomas Field. (2019, April 12). *Neuroscience of mental disorders* [Video]. YouTube. <https://www.youtube.com/watch?v=magfjYbRQDA>
- UCSF Dept. of Psychiatry and Behavioral Sciences. (2021, January 19). *Discovering neurobiology for psychosis* [Video]. YouTube. <https://www.youtube.com/watch?v=wp-ictgOJE8>
- Allen White. (2022, March 28). *Michel Hendricks on half-brained Christianity and the role of neuroscience in making disciples* [Video]. YouTube. <https://www.youtube.com/watch?v=nMxnBocbqs4&t=960s>
- American Counseling Association. (2014) *ACA code of ethics*. <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- American School Counselor Association. (2019). *ASCA School Counselor Professional Standards & Competencies*. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>
- Empathy and Compassion in Society. (2015, March 6). *Dan Siegel - Interpersonal Neurobiology: Why compassion is necessary for humanity* [Video]. YouTube. <https://www.youtube.com/watch?v=QWE0VAzpxxg&t=126s>
- Garrison Institute. (2011, March 9). *Dan Siegel: The neurobiological basis of behavior, the mind, the brain and human relationships* [Video]. YouTube. <https://www.youtube.com/watch?v=B7kBgaZLHaA&t=215s>
- Presence and Practice. (2020, July 31). *The other half of church (Shout out to Bob Howey)* [Video]. YouTube. <https://www.youtube.com/watch?v=ouneeJfU6y4>



Counseling  
Program

---

**CMHC 610 Practicum Syllabus**  
**3 credits**  
**Term:**

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

**Course Description**

The counseling Practicum experience provides students with an initial experience in providing counseling services in the clinical mental health counseling setting. The Practicum experience requires a minimum of 100 clock hours of documented contact including indirect and direct service, and supervision both onsite (provided by a designated site supervisor) and in class (provided by your assigned faculty member). The Practicum course is a seminar-style class which supports students participating in their Practicum experience and which supports students in developing their basic counseling skills and in learning a variety of assessment and intervention techniques.

Students are required to earn a minimum grade of a B in this course in order to move forward in the program. This course requires online students to attend weekly synchronous class meetings. The day/times of the meetings will be determined by the course instructor.

**Prerequisites:** COUN 505, 515, 520, 525, 550, 551, 555, 605

**Required Textbooks**

Yalom, I. D. (2017). *The gift of therapy: An open letter to a new generation of therapists and their patients*. Harper Perennial. ISBN: 978-0-06-171961-5

Erford, B. T., Hays, D. G., & Crockett, S. (2020). *Mastering the national counselor examination and the counselor preparation comprehensive examination* (3rd ed.). Pearson. ISBN: 978-0135192450.

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Washington, DC: Author.

American Counseling Association. (2005). *Code of ethics and standards of practice*. Alexandria, VA: Author. <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

*CMHC Program Professional Practice Student Handbook*

**Methodology**

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

<b>Student Learning Objectives (SLO)</b>	<b>CACREP Standards</b>	<b>Learning Activity</b>
<p>Log 100 total hours of work completed over a full academic term (14-16 weeks). A minimum of 40 hours of direct service work with actual clients contributing to the development of counseling skills: individual, marital and family counseling, intakes, crisis intervention, assessment, and technology. Co-lead a counseling or psychoeducational group a minimum of three clock hours per semester of professional practice course work. Includes a minimum of one (1) hour per week of regularly scheduled individual/triadic supervision by approved site supervisor. Includes formative and summative evaluation of the student intern's performance during professional practice coursework by the site supervisor and the faculty supervisor. Student interns, as per CACREP Standards, are prohibited from carrying over hours from practicum to internship.</p>	<p>4.D, E, F, Q, R, S, W; A.2.f <b>2.F.1., 2., 3., 4.</b></p>	<ul style="list-style-type: none"> <li>• Group Supervision</li> <li>• Client Session Recordings</li> <li>• Midterm Paperwork</li> <li>• End of Semester Paperwork</li> <li>• <b>Consultation</b></li> <li>• End of Semester Meeting</li> <li>• Weekly Timesheets</li> <li>• Site eVisit</li> </ul>
<p>Practice critical thinking and reasoning strategies for clinical judgment in the counseling process.</p>	<p>3.E.2</p>	<ul style="list-style-type: none"> <li>• Group Supervision</li> <li>• Journal Entries</li> </ul>
<p>Demonstrate ability to create case conceptualization skills using a variety of models and approaches.</p>	<p>3.E.3</p>	<ul style="list-style-type: none"> <li>• Case Conceptualization Presentation</li> </ul>
<p>Practice consultation models and strategies.</p>	<p><b>3.E.4</b></p>	<ul style="list-style-type: none"> <li>• Group Supervision</li> <li>• Client Session Recordings</li> <li>• Case Conceptualization Presentation</li> </ul>
<p>Apply ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities.</p>	<p>3.E.6</p>	<ul style="list-style-type: none"> <li>• Client Session Recordings</li> </ul>
<p>Utilize counseling strategies and techniques used to facilitate the client change process.</p>	<p>3.E.10</p>	<ul style="list-style-type: none"> <li>• Group Supervision</li> <li>• Client Session Recordings</li> </ul>
<p>Understand strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences.</p>	<p><b>3.E.11</b></p>	<ul style="list-style-type: none"> <li>• Client Session Recordings</li> <li>• Case Conceptualization Presentation</li> </ul>
<p>Practice evidence-based counseling strategies and techniques for prevention and intervention.</p>	<p>3.E.15</p>	<ul style="list-style-type: none"> <li>• Client Session Recordings</li> </ul>
<p>Learn record-keeping and documentation skills.</p>	<p><b>3.E.16</b></p>	<ul style="list-style-type: none"> <li>• Field Placement</li> <li>• Group Supervision</li> </ul>

Begin to understand how to evaluate etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders.	5.C.4	<b>•Case Conceptualization Presentation</b>
---	-------	---

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program’s comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

KPI	5.C.4	<b>Case Conceptualization</b>
-----	-------	-------------------------------

**Course Calendar**

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Class & Reading	Assignments	Points
1	Reading: Erford Book (form study groups)	Case Conceptualization Presentation Date Assigned Weekly Timesheet Submit Liability Insurance Click Tevera link Group Supervision <b>Instructional Focus (CACREP 3.E.4):</b> Through weekly synchronous group supervision, lecture, and case discussion, students practice consultation models and strategies by presenting client cases, receiving faculty and peer feedback, and engaging in collaborative clinical problem-solving. Students apply consultation strategies through client session recordings and case conceptualization work. <b>Instructional Focus (CACREP 3.E.16):</b> Through field placement experiences, weekly timesheets, and supervision, students learn and practice professional record-keeping and documentation skills. Instruction includes maintaining accurate clinical records, documenting client contact hours, and adhering to ethical and legal documentation standards.	0 10 20 0
2	Study Group Report	Weekly Timesheet Group Supervision <b>Instructional Focus (CACREP 3.E.4):</b> Through weekly synchronous group supervision, lecture, and case discussion, students practice consultation models and strategies by presenting client cases, receiving faculty and peer feedback, and engaging in collaborative clinical problem-solving. Students apply consultation strategies through client session recordings and case conceptualization work. <b>Instructional Focus (CACREP 3.E.16):</b> Through field placement experiences, weekly	10

		timesheets, and supervision, students learn and practice professional record-keeping and documentation skills. Instruction includes maintaining accurate clinical records, documenting client contact hours, and adhering to ethical and legal documentation standards.	
3	Case Conceptualization Details	<p>Journal Entry # 1                      Weekly Timesheet                      Group Supervision</p> <p><b>Instructional Focus (CACREP 3.E.4):</b>                      Through weekly synchronous group supervision, lecture, and case discussion, students practice consultation models and strategies by presenting client cases, receiving faculty and peer feedback, and engaging in collaborative clinical problem-solving. Students apply consultation strategies through client session recordings and case conceptualization work.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b>                      Through field placement experiences, weekly timesheets, and supervision, students learn and practice professional record-keeping and documentation skills. Instruction includes maintaining accurate clinical records, documenting client contact hours, and adhering to ethical and legal documentation standards.</p>	<p>20                      10</p>
4	CPCE	<p>Weekly Timesheet                      Group Supervision                      Verification of Professional Organization Membership</p> <p><b>Instructional Focus (CACREP 3.E.4):</b>                      Through weekly synchronous group supervision, lecture, and case discussion, students practice consultation models and strategies by presenting client cases, receiving faculty and peer feedback, and engaging in collaborative clinical problem-solving. Students apply consultation strategies through client session recordings and case conceptualization work.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b>                      Through field placement experiences, weekly timesheets, and supervision, students learn and practice professional record-keeping and documentation skills. Instruction includes maintaining accurate clinical records,</p>	<p>10                      100</p>

		documenting client contact hours, and adhering to ethical and legal documentation standards.	
5	Reading: Yalom Ch. 1 – 13	Journal Entry # 2 Weekly Timesheet Group Supervision <b>Instructional Focus (CACREP 3.E.4):</b> Through weekly synchronous group supervision, lecture, and case discussion, students practice consultation models and strategies by presenting client cases, receiving faculty and peer feedback, and engaging in collaborative clinical problem-solving. Students apply consultation strategies through client session recordings and case conceptualization work. <b>Instructional Focus (CACREP 3.E.16):</b> Through field placement experiences, weekly timesheets, and supervision, students learn and practice professional record-keeping and documentation skills. Instruction includes maintaining accurate clinical records, documenting client contact hours, and adhering to ethical and legal documentation standards.	20 10
6	Review Client Sessions	Weekly Timesheet Site eVisit Client Session Recording #1 with SRR Form and SWOT Group Supervision <b>Instructional Focus (CACREP 3.E.4):</b> Through weekly synchronous group supervision, lecture, and case discussion, students practice consultation models and strategies by presenting client cases, receiving faculty and peer feedback, and engaging in collaborative clinical problem-solving. Students apply consultation strategies through client session recordings and case conceptualization work. <b>Instructional Focus (CACREP 3.E.11):</b> Through client session recordings, lecture, and supervision discussion, students apply strategies for adapting counseling approaches to client culture, context, abilities, and preferences. Emphasis is placed on culturally sustaining and developmentally appropriate interventions. <b>Instructional Focus (CACREP 3.E.16):</b> Through field placement experiences, weekly	10 100 100

		timesheets, and supervision, students learn and practice professional record-keeping and documentation skills. Instruction includes maintaining accurate clinical records, documenting client contact hours, and adhering to ethical and legal documentation standards. <b>Instructional Focus (CACREP 3.E.16):</b> Students apply documentation skills through client session recordings, supervision review, and required practicum documentation, including clinical records and evaluation materials.	
7	Review Client Sessions	Midterm Check-in: CCS-R's (site sup., faculty sup., and self eval.) Midterm Hours Report Weekly Timesheet Group Supervision <b>Instructional Focus (CACREP 3.E.4):</b> Through weekly synchronous group supervision, lecture, and case discussion, students practice consultation models and strategies by presenting client cases, receiving faculty and peer feedback, and engaging in collaborative clinical problem-solving. Students apply consultation strategies through client session recordings and case conceptualization work. <b>Instructional Focus (CACREP 3.E.16):</b> Through field placement experiences, weekly timesheets, and supervision, students learn and practice professional record-keeping and documentation skills. Instruction includes maintaining accurate clinical records, documenting client contact hours, and adhering to ethical and legal documentation standards. <b>Instructional Focus (CACREP 3.E.16):</b> Students apply documentation skills through client session recordings, supervision review, and required practicum documentation, including clinical records and evaluation materials.	60 10 10
8	Review Client Sessions	Journal Entry # 3 <b>Consultation between Faculty Supervisor and Site Supervisor (CACREP 4.G.3; H.3; J; S.3., 2.F.1., 2., 3., 4.)</b> Weekly Timesheet	20 100 10

		<p>Group Supervision</p> <p><b>Instructional Focus (CACREP 3.E.4):</b> Through weekly synchronous group supervision, lecture, and case discussion, students practice consultation models and strategies by presenting client cases, receiving faculty and peer feedback, and engaging in collaborative clinical problem-solving. Students apply consultation strategies through client session recordings and case conceptualization work.</p> <p><b>Instructional Focus (CACREP 3.E.4):</b> Students participate in formal consultation between the faculty supervisor and site supervisor, observing and engaging in professional consultation processes. Instruction emphasizes collaboration, case review, and application of consultation models within clinical practice.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b> Through field placement experiences, weekly timesheets, and supervision, students learn and practice professional record-keeping and documentation skills. Instruction includes maintaining accurate clinical records, documenting client contact hours, and adhering to ethical and legal documentation standards.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b> Students apply documentation skills through client session recordings, supervision review, and required practicum documentation, including clinical records and evaluation materials.</p>	
9	Review Client Sessions	<p>Client Counseling Session Recording #2 with Transcription with SRR Form</p> <p>Weekly Timesheet</p> <p>Group Supervision</p> <p><b>Instructional Focus (CACREP 3.E.4):</b> Through weekly synchronous group supervision, lecture, and case discussion, students practice consultation models and strategies by presenting client cases, receiving faculty and peer feedback, and engaging in collaborative clinical problem-solving. Students apply consultation strategies through client session recordings and case conceptualization work.</p>	<p>100</p> <p>10</p>

		<p><b>Instructional Focus (CACREP 3.E.11):</b> Through client session recordings, lecture, and supervision discussion, students apply strategies for adapting counseling approaches to client culture, context, abilities, and preferences. Emphasis is placed on culturally sustaining and developmentally appropriate interventions.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b> Through field placement experiences, weekly timesheets, and supervision, students learn and practice professional record-keeping and documentation skills. Instruction includes maintaining accurate clinical records, documenting client contact hours, and adhering to ethical and legal documentation standards.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b> Students apply documentation skills through client session recordings, supervision review, and required practicum documentation, including clinical records and evaluation materials.</p>	
<p>10</p>	<p>Review Client Sessions Reading: Yalom Ch. 14 - 23</p>	<p>Journal Entry # 4 Weekly Timesheet Group Supervision</p> <p><b>Instructional Focus (CACREP 3.E.4):</b> Through weekly synchronous group supervision, lecture, and case discussion, students practice consultation models and strategies by presenting client cases, receiving faculty and peer feedback, and engaging in collaborative clinical problem-solving. Students apply consultation strategies through client session recordings and case conceptualization work.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b> Through field placement experiences, weekly timesheets, and supervision, students learn and practice professional record-keeping and documentation skills. Instruction includes maintaining accurate clinical records, documenting client contact hours, and adhering to ethical and legal documentation standards.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b> Students apply documentation skills through client session recordings, supervision review, and required practicum documentation,</p>	<p>20 10</p>

		including clinical records and evaluation materials.	
11	Review Client Sessions Reading: Yalom Ch. 24 – 32	Weekly Timesheet Group Supervision <b>Instructional Focus (CACREP 3.E.4):</b> Through weekly synchronous group supervision, lecture, and case discussion, students practice consultation models and strategies by presenting client cases, receiving faculty and peer feedback, and engaging in collaborative clinical problem-solving. Students apply consultation strategies through client session recordings and case conceptualization work. <b>Instructional Focus (CACREP 3.E.16):</b> Through field placement experiences, weekly timesheets, and supervision, students learn and practice professional record-keeping and documentation skills. Instruction includes maintaining accurate clinical records, documenting client contact hours, and adhering to ethical and legal documentation standards. <b>Instructional Focus (CACREP 3.E.16):</b> Students apply documentation skills through client session recordings, supervision review, and required practicum documentation, including clinical records and evaluation materials.	10
12	Review Client Sessions	Journal Entry # 5 Client Session Recording #3 with SRR Form and SWOT Weekly Timesheet Group Supervision <b>Instructional Focus (CACREP 3.E.4):</b> Through weekly synchronous group supervision, lecture, and case discussion, students practice consultation models and strategies by presenting client cases, receiving faculty and peer feedback, and engaging in collaborative clinical problem-solving. Students apply consultation strategies through client session recordings and case conceptualization work. <b>Instructional Focus (CACREP 3.E.11):</b> Through client session recordings, lecture, and supervision discussion, students apply strategies for adapting counseling approaches to client	20 100 10

		<p>culture, context, abilities, and preferences. Emphasis is placed on culturally sustaining and developmentally appropriate interventions.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b> Through field placement experiences, weekly timesheets, and supervision, students learn and practice professional record-keeping and documentation skills. Instruction includes maintaining accurate clinical records, documenting client contact hours, and adhering to ethical and legal documentation standards.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b> Students apply documentation skills through client session recordings, supervision review, and required practicum documentation, including clinical records and evaluation materials.</p>	
13	Review Client Sessions	<p>Weekly Timesheet Group Supervision</p> <p><b>Instructional Focus (CACREP 3.E.4):</b> Through weekly synchronous group supervision, lecture, and case discussion, students practice consultation models and strategies by presenting client cases, receiving faculty and peer feedback, and engaging in collaborative clinical problem-solving. Students apply consultation strategies through client session recordings and case conceptualization work.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b> Through field placement experiences, weekly timesheets, and supervision, students learn and practice professional record-keeping and documentation skills. Instruction includes maintaining accurate clinical records, documenting client contact hours, and adhering to ethical and legal documentation standards.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b> Students apply documentation skills through client session recordings, supervision review, and required practicum documentation, including clinical records and evaluation materials.</p>	10
14	Review Client Sessions Reading: Yalom Ch. 33 – 40	<p><b>Case Conceptualization Presentation</b> Group Supervision Weekly Timesheet</p>	<p><b>100</b></p> <p>10</p>

		<p><b>Instructional Focus (CACREP 3.E.4):</b> Through weekly synchronous group supervision, lecture, and case discussion, students practice consultation models and strategies by presenting client cases, receiving faculty and peer feedback, and engaging in collaborative clinical problem-solving. Students apply consultation strategies through client session recordings and case conceptualization work.</p> <p><b>Instructional Focus (CACREP 3.E.4):</b> Students demonstrate consultation skills through the Case Conceptualization Presentation, integrating feedback from supervision and applying consultation strategies to clinical decision-making.</p> <p><b>Instructional Focus (CACREP 3.E.11):</b> Students demonstrate understanding of culturally responsive counseling strategies in the Case Conceptualization Presentation, integrating multicultural considerations into assessment, intervention, and treatment planning.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b> Through field placement experiences, weekly timesheets, and supervision, students learn and practice professional record-keeping and documentation skills. Instruction includes maintaining accurate clinical records, documenting client contact hours, and adhering to ethical and legal documentation standards.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b> Students apply documentation skills through client session recordings, supervision review, and required practicum documentation, including clinical records and evaluation materials.</p>	
15	Review Client Sessions	<p>Reflection Paper: Yalom &amp; Spiritual Integration Group Supervision Weekly Timesheet</p> <p><b>Instructional Focus (CACREP 3.E.4):</b> Through weekly synchronous group supervision, lecture, and case discussion, students practice consultation models and strategies by presenting client cases, receiving faculty and peer feedback, and engaging in collaborative clinical problem-solving. Students</p>	50  10

		<p>apply consultation strategies through client session recordings and case conceptualization work.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b> Through field placement experiences, weekly timesheets, and supervision, students learn and practice professional record-keeping and documentation skills. Instruction includes maintaining accurate clinical records, documenting client contact hours, and adhering to ethical and legal documentation standards.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b> Students apply documentation skills through client session recordings, supervision review, and required practicum documentation, including clinical records and evaluation materials.</p>	
<p>16</p>	<p>Review Client Sessions</p>	<p>End of Semester Paperwork CCS-R's (site sup., &amp; self-eval.) Student eval of site &amp; site supervisor Approved hours summary End of Semester Meeting with Faculty Supervisor Group Supervision Weekly Timesheet</p> <p><b>Instructional Focus (CACREP 3.E.4):</b> Through weekly synchronous group supervision, lecture, and case discussion, students practice consultation models and strategies by presenting client cases, receiving faculty and peer feedback, and engaging in collaborative clinical problem-solving. Students apply consultation strategies through client session recordings and case conceptualization work.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b> Through field placement experiences, weekly timesheets, and supervision, students learn and practice professional record-keeping and documentation skills. Instruction includes maintaining accurate clinical records, documenting client contact hours, and adhering to ethical and legal documentation standards.</p> <p><b>Instructional Focus (CACREP 3.E.16):</b> Students apply documentation skills through client session recordings, supervision review, and required practicum documentation,</p>	<p>60 20 20 50       10</p>

		including clinical records and evaluation materials.	
		<b>Total Points Available in Course</b>	<b>1250</b>

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### **Clinical Coordinator Site eVisits (CACREP 4.D, E, F, Q, R, S, U, V, W)**

- The site eVisit to be scheduled by the Clinical Coordinator will include the student, the Site Supervisor, and the Clinical Coordinator
- Will take place via Zoom
- Will be scheduled in the middle of the term
- Student, Site Supervisor, and Clinical Coordinator should attend the call
- Once the visit is completed, write a one-page summary of the visit and submit in Module 6 in BB.

### **Maintain Personal Internship File via Tevera**

- Copy of the ACA Ethical Codes
- Current liability Insurance
- Professional Counseling Log of hours (weekly and final report)
- And other materials requested by instructor

### **Submit Weekly Timesheets (CACREP 4.D, E, F, Q, R, S, U, V, W)**

- Submit timesheets weekly via Tevera
- Via BB portal let your faculty supervisor know you've submitted so you can receive your grade

### **Mandatory Weekly Synchronous Group Supervision (CACREP 4.D, E, F, Q, R, S, U, V, W, 3.E.2, 4, 10, 16)**

You will be required to attend mandatory synchronous group supervision meetings. These will be **at 6pm (CST) on Mondays**. Attendance and active participation are essential to your success in this class. Non-participation in synchronous aspects of the course will negatively impact your grade. There is no distinction between excused and unexcused absences. If you miss a portion of a class, it is your responsibility to make up any work you may have missed. Advance notice must be given prior to the class meeting. Missing a mandatory class meeting will hinder your progress in the class and will result in the reduction of your grade. You should be on time and prepared to engage in discussion and activities.

### **Policy on Synchronous Class Meeting Environments**

Much of what occurs in a counseling class is highly confidential. When you're attending class, you need to make sure the following conditions are met:

- Your camera must be on at all times during class
- Be in a quiet area
- Make sure no family or friends can hear the class
- Make sure you're in a confidential area, not a public place
- Know what to do if any materials trigger you
- It is highly recommended for you to use a headset
- You are responsible for knowing the profession's code of ethics

### **Consultation between Faculty Supervisor and Site Supervisor (CACREP 4.G.3; H.3; J; S.3., 2.F.1., 2., 3., 4.)**

Assessment is a key part of the on-going learning experience for the student intern and the supervisors. If difficulties arise at any time, the faculty supervisor should be contacted as soon as possible so that the issues can be resolved. In addition to these as-needed contacts, NWC has several points of Formal Consultation with the faculty supervisor:

- Formal Consultation
  - Practicum: Conducted between 15 to 25 clock hours of the student intern's experience.
  - Internship: Conducted between 100-150 and 400-450 clock hours of the student intern's experience.
  - Conference call to "meet" with site supervisor and student intern.
  - Faculty Supervisor completes the Consultation Form during the meeting.
  - Form completed via Tevera, sent to all parties for signature, and housed in student intern's dashboard.

### **Submit Verification of Counseling Association Membership (3.A.6)**

Pursuant to Northwestern's Counseling Program Student Handbook (ACA/State Branch Membership section), and to encourage students in their development of professional counselor identities, please submit verification that you have joined a national or state-level professional association that is relevant to the counseling profession (School Counseling or Clinical Mental Health Counseling). Verification could take the form of a receipt or some other documentation showing you have become a member and the name of the association. Please note that you are expected to maintain your membership status while enrolled in the School Counseling or Clinical Mental Health Counseling programs.

### **Weekly Group Study Preparing for CPCE**

#### **Case Conceptualization Presentation Date Assignment**

The first week of class your instructor will assign time for you to present the Case Conceptualization and Presentation.

#### **Case Conceptualization and Presentation (CACREP 3.E.4, 3.E.3, 11, 5.C.4)**

**Directions:** You will present one client case conceptualization presentation during the course. You are to create a PowerPoint presentation with a slide for each of the following headings. Submit the PowerPoint via the assignment portal for your grade.

#### Counseling Setting

Provide a summary of the clients, agency, and services provided. If applicable, describe the agency or site supervisor's theoretical orientation.

#### Theoretical Case Conceptualization Orientation

Describe your general counseling theoretical orientation. Justify how your theoretical approach explains wellness, positive growth, and change, development issues, challenges, and problems in general. (NOTE: If you are oriented to more than one theory, you **must integrate** the theories, and you **must** explain how you **organize** and **synthesize** various elements.) Please cite the original theorist to justify the theoretical approach (e.g., Rogers for person-centered, Jean Baker-

Miller for relational cultural theory, Ellis for REBT, Bowlby/Ainsworth for attachment, etc.). Include primary resources, cited details.

### Background Information

Include demographic information, such as grade in school, employment status, family unit information, and other history (e.g., military history, current or past legal problems) that seems relevant to the presenting problem. In this section, you want to discuss past efforts at addressing the issue (e.g., counseling, group work, spiritual, self-help groups, etc.) and results of those efforts.

### Presenting Problem

Why did the client come to you (from the client's perspective or other referring stakeholder)? How long has the problem(s) persisted? Note the intensity and frequency of symptoms. What have you and the client agreed to work on?

### Narrative Summary

Please address all of the following issues:

1. Describe your observations and impressions of the client. (Where appropriate, complete a Mini Mental Health Status Exam of your client).
2. What is your view of the problem?
3. What are the common themes you noticed based on your theory (e.g., types of self-talk, behaviors, emotional states/qualities)?
4. What are the client's barriers to growth and coping skills?
5. What are the strengths/assets (protective factors/signs of resilience)?
6. What is the etiology of the client's present psychological capacity or incapacity?
7. What is she/he trying to accomplish by various behaviors?

### Medical History

Provide a medical summary including:

1. List significant illnesses and disabilities.
2. How do the illnesses or disabilities affect the client's current mental health issues?
3. Consider the use of alcohol/drug abuse, the use of medications, use of herbs/vitamins/other nutraceuticals, the use of caffeine and cigarettes, etc.
4. List medical and psychotropic medications.
5. Please explain any complications or possible side effects from medications.
6. Is the client compliant with prescribed medication and medical treatment plan?

### Behavioral Observations

Expand on the information from the narrative summary section of this form (Where appropriate, complete a Mini Mental Health Status Exam of your client which is found in course resources). Observations include the client's health, intellectual, and cognitive functioning, affect, mood, or any "odd" or "peculiar" behaviors.

Please include all risk assessment including:

1. homicidal behaviors
2. suicidal behaviors
3. child behaviors
4. elderly abuse
5. advocacy needs, and
6. risk to counselor

### Family Structure

Discuss the current members of the client's family and support system. Identify all significant relationships both family of origin and family of choice. Assess for major losses, substance abuse or mental health history, and family trauma. Identify patterns in the client's functioning, which may be connected to experiences within his/her family and relationships. In adult clients, discuss intimate relationship and sexual history, including sexual behaviors and experiences.

Please include the following: Describe the resources that are already available to the client. Describe additional resources that would benefit and support fostering wellness in the client/couple/family/system. What referrals (e.g., children or adult protective services, medical doctor referral, etc.) will be made for the client/couple/family. Please share the rationale for the referral.

### Multicultural Considerations

1. Describe the complete cultural background of your client (ethnicity, SES, familial traditions geographic influences, etc.)
2. Describe at least one multicultural consideration you have made while working with this client
3. Explain how and why you have determined the cultural considerations
4. Describe at least one multicultural counseling skill you have/will use to address this consideration

### Co-Occurring Disorder (If applicable)

1. How does your client's mental health challenge relate to any addictive or compulsive issues?
2. What is your client's current state and history of addictive or compulsive issues?
3. Has the client been successful in reducing/eliminating these problems and symptoms of addictive issues in the past?
4. What is the current treatment model (medical, bio-psycho-social, and/or integrated)?
5. Where does your client fall on Prochaska and DiClemente's Stages of Change Model (Pre-contemplation, Contemplation, Preparation, Action, Maintenance, Termination)
6. What are the qualifications in your state to provide treatment for addiction problems?

### DSM-5 Diagnosis

Mental disorders, medical disorders, and other conditions that may be the focus of clinical attention (ICD-9 V codes and ICD-10 Z codes, etc.). Please provide a description of the mental health assessment measures (e.g., Level 1 Cross-Cutting Symptom Measure, Beck Depression Inventory, SASSI, WHODAS) and other diagnostic assessments or past treatment history used to

support your diagnosis. Describe your complete process for developing the differential/dimensional diagnoses.

### *Theoretical Case Conceptualization Application*

Describe how your theoretical orientation applies to this case. Provide a rationale for the theory, model, and approach chosen, related to the client's problem, clinical presentation and/or diagnoses and presenting issues. Include literature that demonstrates how the theory, model, and approach chosen matches the client's needs, diagnoses, and treatment issues. Please complete this section in a manner that is similar to a research paper and the student should cite appropriate references. Specifically, the student should include 3-5 references in this section. This section should be a minimum of two paragraphs.

### *Treatment Planning*

The nature of the treatment plan/evidence-based interventions should coincide with the needs of the client and the theoretical orientation utilized. Using your theoretical framework, describe what have you tried (e.g., interventions, approaches, and techniques) and how has the client/family/couple responded? How will you measure treatment outcomes? Please include discharge goals and identify two referrals for the client? Are you working with outside agencies? The student should have a minimum of two (2) references here to support this section.

**Note:** Please attach treatment plan. Apply SMART (specific, measurable, attainable, realistic, and timely) when developing treatment plan.

### *Implication for Group Counseling*

Describe the implications for how you would incorporate group counseling into the treatment of the client/system. Describe the specific group counseling techniques and intervention that you would use with this client/system. Share how your recommendations relate to your theoretical approach described above.

### *Ethical and Legal Considerations*

Students will apply and cite the *ACA Code of Ethics* in this section. Describe any ethical or legal issues that pertain to the case and their impact. Examples of ethical issues that could be considered are: transference/countertransference, court-referred clients, informed consent, boundary violations, poor self-care, limits of confidentiality, and any mandated reporting required (e.g. Child or Adult Protective Services). Are there any counselor limitations due to state code and legislation? Are professional counselors legally able to diagnose in your state? Explain at least one challenge you might encounter related to third-party billing and payments for counseling services.

Please describe how you addressed and resolved or would address and resolve with these ethical and legal issues. You must cite the ACA code that applies to this case.

### *Plans for the Next Session*

What do you plan to follow up with in subsequent sessions? What issues and concerns do you think worthwhile to explore? What process goals will you try to accomplish?

Sample Progress Note

Provide a sample progress of at least one session of the identified client. You may use (DAP, SOAP, or agency-identified case note)

Social Change Implications

Discuss how your work with this client has informed your understanding of a larger social challenge/barrier. Offer recommendations for what you could do to effect positive social change at your site related to the social challenge/barrier you identified. Explain the steps you would take to implementing a social change project at your field experience site to address the social challenge/barrier you have identified.

Self-Analysis

Describe the significant themes and patterns you observed in your own behavior, noting what you did that you considered especially effective and areas that were challenging for you. Describe your own internal experiencing during the session, with special focus on times or places where you felt confused, tense, angry, or at a loss. Analyze areas for growth for you to consult about and competently best treat this client. Design a plan to implement additional training and/or knowledge you need to expand your skills in working with this client. Describe the significant themes and patterns you observed in your own behavior, noting what you did that you considered especially effective and areas that were challenging for you. What is involved with your current self-care plan? How do you plan to manage your ongoing self-care?

Consultation

Specifically, what kind of help would you like, either from your field experience supervisor or from fellow students, about this client, this session, and your helping efforts? Provide at least two (2) questions or concerns.

**Journal Entries (5) (CACREP 3.E.2)**

Students will post 5 one paragraph journal entries. The content should reflect the students' own thinking, reactions, concerns, questions, and so forth, about the various aspects of the experience. Students should reflect on issues that came up and how they reacted to them. Special attention should be given to how they are progressing with their personal and professional goals.

**Client Session Recording with Session Recording Review (SRR) Form (CACREP 4.D, E, F, Q, R, S, U, V, W, 3.E.4, 6, 10, 11, 15)**

**You will record 3 client counseling sessions. Two of them you will complete SWOT's on. And one of them you will complete a transcription on.**

**NOTE: FOR HIPAA PURPOSES CLIENT INFORMATION MUST BE DEIDENTIFIED ON ANYTHING SUBMITTED VIA BLACKBOARD**

Your site supervisor will evaluate all three of your recorded counseling sessions using the Session Recording Review (SSR) Form (in Tevera). One of the sessions can be from a first session. The other two should be with the same client, but further in your relationship. To be clear, the three sessions need to be with the same client if at all possible.

**SWOT (2)**

You will complete a one-page SWOT reflection paper based upon the session.

Use the following SWOT headings and answer these questions:

**Strengths** – What do you perceive as your strengths as they pertain to this course and skill set?

**Weaknesses** – What do you perceive as areas for growth or needed improvement coming into this course?

**Opportunities** – What do you perceive as opportunities in this course to help you become the professional that you desire?

**Threats** – What do you perceive as threats towards your learning and professional development?

You will submit the completed Consent to Record Form, Session Recording Review Form, and the SWOT paper via Tevera. You will also need to submit a line or two in the BB portal to allow your instructor to access the rubric so your work can be graded.

All paperwork must be submitted before the course instructor will grade your recording.

The actual recording will be submitted via Tevera. You are to identify the ten minutes you want the instructor to watch and give feedback on. When submitting, be sure to let the instructor know the feedback you'd like to receive, such as, "...did I cut the client off...or how could I have gone deeper?"

### **Counseling Session Transcription (1)**

Analysis and use of skills

- After obtaining appropriate permissions and signatures, tape a counseling session.
- Transcribe a 30-minute portion of the session.
- Print counselor statements in bold.
- Write a brief two paragraph description of the client and a summary of the client problem and include a diagnosis with relevant symptoms. Describe what you were trying to accomplish in the session. Finally, include the number of sessions you had with the client.

A transcript may be rejected in the event it does not adequately demonstrate skills or does not respond to questions below.

Analyze each counselor response

- Identification of skill, technique or method you employed.
- A response that you would like to have implemented or an alternative response.
- Your thoughts or intentions at particular moments of the session.
- Evaluation will include your ability to demonstrate counseling skills and analyze your work. Be sure to note any culturally appropriate interventions and strategies.

You will provide an overall numerical rating of your performance based on the Transcription Student Rating Scale below.

Transcription Format

**CO: Tell me what's going on. ENC**

CL: Well, I've just been admitted to grad school and I am worried about everything.

**CO: I was in grad school for a while and it was really hard. OOPS! disclosure**

**Student reflection: I should have said this: “You sound really overwhelmed” PS/RF**

CL: I’m working full-time, I’m dealing with a cranky spouse and 3 kids who are driving me crazy, and I think I’m in over my head.

**CO: Tell me what that’s like for you, being “in over your head”... FOC**

Skills and Abbreviations for Transcription

Skill Name	Abbreviation	Skill Name	Abbreviation
Encourager	ENC	Immediacy	IMM
Reflection of Feeling	RF	Eliciting Meaning	EM
Reflection of Content	RC	Reflection of Meaning	RM
Focusing	FOC	Caring Confrontations	CC
Closed Question	CQ	Self-Disclosure	SD
Open Question	OQ	Directive	DIR
Affirmation	AFF	Advice Giving	AG
Open Summary	OS	Influencing Skill	IS
Closing Summary	CS	Paraphrasing	PA
Client Observations	CO	<i>“Client Quote”</i>	In italics, bolded, and with parentheses

Transcription Student Rating Scale (select one)

*1 - Unacceptable Skill Level:* One indicates the use of inappropriate or lack of skillful interventions. Examples include: inability to listen, self-disclosure, praise, advice giving, premature problem solving, judgmental/disrespectful interactions, close-ended/binary questions, seeking reassurance from the client, etc. Relationship with client inappropriate (e.g., lack of boundaries, offensive, rejecting, judgmental, lack of empathy/understanding, social rather than therapeutic, inability to understand the client’s world view, impose own world view, etc.).

*2 - Poor Skill Level:* Two indicates an over reliance on one or two skills (e.g., overuse of encouragers, solicits information repeatedly without using the information provided by the client, unable to focus the session, etc.). The counselor provides a low level or minimal response to the client. The counselor does not use a variety of interventions and is not able to utilize client information. There is a lack of connection in the client/counselor relationship. The trainee needs improvement in listening and communicating understanding to the client.

*3 - Average Skill Level:* Three indicates an ability to demonstrate the basic communication skills (e.g., listening sequence, clarification, paraphrasing, summarization, reflection of content, etc.). The counselor is able to utilize client information. Beginning to connect with client and foster a therapeutic relationship and understanding.

*4 - Good Skill Level:* Four indicates an ability to demonstrate advanced counseling skills (e.g., advanced empathy, confrontation, immediacy, reflection of feeling, reflection of meaning, interpretation, metaphor, reframe, etc.). The counselor is able to use and add to client information/story. Appropriate risk taking on the part of the counselor is evident. Client/Counselor relationship includes safety and risk taking, comfort and discomfort, etc.

Counselor is able to help the client understand her/his own story better than before they began talking.

*5 - Excellent Skill Level:* Five indicates an ability to consistently demonstrate all the skills, both basic and advanced, depending upon the client and the counselor/client interaction. Counselor is also able to demonstrate creativity, insight, identify patterns or themes in client.

**Midterm Check-In (CACREP 4.D, E, F, Q, R, S, U, V, W)**

- CCS-R (Total of 3 - site supervisor and self-eval)
- Midterm Hours Report

**End of Semester Paperwork (CACREP 4.D, E, F, Q, R, S, U, V, W)**

- CCS-R (Total of 3 - site supervisor and self eval)
- Student evaluation of site and site supervisor
- Approved hours summary

\*Northwestern College Department of Counseling uses the Counseling Competencies Scale-Revised (CCS-R) via **Tevera** for assessing student counseling skills development, competency and professional dispositions. Additionally, the CCS-R provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), and offering students practical areas for improvement to support their development as effective and ethical professional counselors.

A link to the CCS-R will be emailed to you via **Tevera** each semester. You are required to complete a self-evaluation of your own dispositions by completing this assessment. Simultaneously, your site supervisor and instructor will be completing one on you as well. Your instructor will share any concerns that show up consistently on these assessments. If you do not hear about concerns, assume there are none

**End of Semester Meeting with Faculty Supervisor (CACREP 4.D, E, F, Q, R, S, U, V, W)**

- Schedule meeting with Faculty Supervisor.
- During the meeting all of the semester evals and paperwork will be reviewed and site supervisor will be consulted.
- Once meeting is completed, the student will submit a paragraph via BB portal in Module 16 reflecting the contents of the meeting.

**Reflection Paper: The Gift of Therapy Spiritual Integration**

Yalom's book *The Gift of Therapy* has been assigned as required reading. This text uses real cases to demonstrate how patients and therapists navigate the process of therapy. The book is meant for beginning therapists to explore some of the most important aspects of the therapeutic process. Based on this book and your experience in the field this semester, you will submit a final summary paper of your practicum experience discussing your spiritual integration, the readings from this book, and the influence of information learned in the field this semester. You can include goals met in the course, identifying the tasks completed at the professional practice site, supervision experiences, critical incidents, other final thoughts related to the practicum experience, what you learned about yourself, and evaluation of self-care. You will write a two-

page APA formatted reflection paper. The title page does not count towards length. No references are necessary.

**Assessment Methods**

*Class Meetings Participation*

*Weekly Timesheets*

*Upload Liability Insurance*

*Click Tevera link*

*Group Supervision*

*Journal Entries Rubric*

*Verification of Professional Organization Membership*

*Site eVisit*

*Client Session Recording #1 Rubric*

*Midterm Check-in*

*Consultation between Faculty Supervisor and Site Supervisor*

*Client Counseling Session #2 Transcription Rubric*

*Client Session Recording #3 Rubric*

*End of Semester Paperwork*

*Case Conceptualization Presentation Rubric*

*Reflection Paper: The Gift of Therapy Spiritual Integration Rubric*

*End of Semester Meeting with Faculty Supervisor*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

**Grading Scale Percentages:**

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

**Deadlines**

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

**Assignment Submission**

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

**Academic Integrity**

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

**Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

**Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>.

## Course Resources

### Media Resources:

American Counseling Association. (2014) *ACA code of ethics*.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

### Books:

Baird, B.N. (2014). *The internship, practicum, and field placement handbook: A guide for the helping professions* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Halbur, D. A., & Halbur, K. V. (2014). *Developing your theoretical orientation in counseling and psychotherapy* (3<sup>rd</sup> ed.). Boston, MA: Allyn & Bacon.

Truscott, D. (2014). *Becoming an effective psychotherapist: Adopting a theory of psychotherapy that's right for you and your client*. Washington, DC: American Psychological Association.

Hill, C. E. (2014). *Helping skills: Facilitating exploration, insight, and action* (4<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Young, M. E. (2012). *Learning the art of helping: Building blocks and techniques* (5<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall.



## Counseling Program

---

### CMHC 615 Internship I Syllabus

3 credits

Term:

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

#### Course Description

The Counseling Internship experience provides students with experience in providing counseling services in the clinical mental health counseling setting. The Internship experience requires a minimum of 600 clock hours spread over at least two semesters of documented contact including indirect and direct service, and supervision both onsite (provided by a designated site supervisor) and in class (provided by an assigned faculty member). The Internship course is a seminar-style class which supports students participating in their Internship experience and which supports students in developing their counseling skills and in learning a variety of counseling and intervention techniques.

Students are required to earn a minimum grade of a B in this course in order to move forward in the program. This course requires online students to attend weekly synchronous class meetings. The day/times of the meetings will be determined by the course instructor.

In this course, students will increase competency in their clinical skills, case conceptualization abilities, and ability to apply what they have learned in the program to the work they do with clients. Students' caseloads and responsibilities will increase and they will continue to fine tune their theoretical orientations, increase awareness of their counseling styles, and develop their counseling identities. Students will also continue to develop their written and verbal communication and presentation skills, and peer feedback skills.

**Prerequisites:** COUN 505, 515, 520, 525, 550, 551, 555, 605; CMHC 610

#### Required Textbooks

Erford, B. T., Hays, D. G., & Crockett, S. (2020). *Mastering the national counselor examination and the counselor preparation comprehensive examination* (3rd ed.). Pearson. ISBN: 978-0135192450.

This text will be used throughout the program.

Yalom, I. D. (2017). *The gift of therapy: An open letter to a new generation of therapists and their patients*. Harper Perennial. ISBN: 978-0-06-171961-5. You should already have this book from Practicum.

Teyber, E., & Teyber, F. H. (2017). *Interpersonal process in therapy: An integrative model* (7<sup>th</sup> ed.). Cengage Learning. ISBN: 978-1-305-27153-1

*CMHC Program Professional Practice Student Handbook*

#### Methodology

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

Student Learning Objectives (SLO)	CACREP Standards	Learning Activity
After successful completion of the practicum, involves 600 total hours of work completed over a minimum of two full academic terms (14-16 weeks each). A minimum of 240 hours of direct service work with actual clients contributing to the development of counseling skills: individual, marital and family counseling, intakes, crisis intervention, assessment, and technology. Co-lead a counseling or psychoeducational group a minimum of three clock hours per semester of professional practice course work. Includes a minimum of one (1) hour per week of regularly scheduled individual/triadic supervision by approved site supervisor. Includes formative and summative evaluation of the student intern's performance during professional practice coursework by the site supervisor and the faculty supervisor.	4.D, E, F, Q, R, S, U, V, W 2.F.1., 2., 3., 4.	<ul style="list-style-type: none"> <li>• Group Supervision</li> <li>• Client Session Recordings</li> <li>• <b>Midterm Paperwork</b></li> <li>• End of Semester Paperwork</li> <li>• <b>Consultation</b></li> <li>• End of Semester Meeting</li> <li>• Weekly Timesheets</li> <li>• Site eVisit</li> </ul>
Students will demonstrate the essential interviewing, attending, and listening skills in the counseling process.	3.E.9	<ul style="list-style-type: none"> <li>• <b>Midterm Paperwork – CCS-R</b></li> <li>• Client Session Recordings</li> <li>• Case Conceptualization Presentation</li> </ul>
Demonstrate characteristics and functions of effective group leaders.	3.F.4	<ul style="list-style-type: none"> <li>• <b>Case Conceptualization Presentation</b></li> </ul>
Illustrate the ability to evaluate etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders.	5.C.4	<ul style="list-style-type: none"> <li>• <b>Case Conceptualization Presentation</b></li> </ul>
Understand third-party reimbursement and other practice and management issues in clinical mental health counseling.	5.C.9	<ul style="list-style-type: none"> <li>• Case Conceptualization Presentation</li> </ul>

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program’s comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

KPI	3.E.9	Midterm Paperwork – CCS-R
KPI	3.F.4; 5.C.4	Case Conceptualization Presentation

### Course Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Class & Reading	Assignments	Points
1	Reading: Yalom, Ch. 41 – 44 Continue in CPCE Study Groups	Case Conceptualization Presentation Date Assigned Weekly Timesheet Submit Liability Insurance Click Tevera Link Group Supervision	0 10 20 0
2	Reading: Yalom, Ch. 45 – 51 Erford and study groups	Weekly Timesheet Group Supervision	10
3	Reading: Yalom, Ch. 52 – 55	Journal Entry # 1 Weekly Timesheet Group Supervision	25 10
4	Give Yourself Time – Structuring your Session Reading: Yalom, Ch. 56 – 60 Review Client Sessions	Client Session Recording #1 with SRR Form and SWOT Weekly Timesheet Group Supervision	100 10
5	Interpersonal Process Approach Review Client Sessions Reading: Teyber & Teyber Ch. 1 Yalom, Ch. 61 – 64 Review Client Sessions	Weekly Timesheet Group Supervision	10
6	Therapeutic Alliance Review Client Sessions Reading: Teyber & Teyber Ch. 2 Yalom, Ch. 65 – 68 Review Client Sessions	Weekly Timesheet Site eVisit (if applicable) Group Supervision	10 100

7	<p>Client Resistance Reading: Teyber &amp; Teyber Ch. 3 Yalom, Ch. 69 – 73 Review Client Sessions</p>	<p><b>Midterm Paperwork:</b></p> <ul style="list-style-type: none"> <li>• <b>CCS-R's (site sup., faculty sup., and self eval.)</b></li> <li>• Midterm Hours Report</li> </ul> <p>Weekly Timesheet Group Supervision</p>	<p>70  10</p>
8	<p>An Internal Focus for Change Reading: Teyber &amp; Teyber Ch. 4 Yalom, Ch. 74 – 76 Review Client Sessions</p>	<p>Client Session Recording #2 with SRR Form and SWOT Journal Entry # 2 Weekly Timesheet Group Supervision</p>	<p>100 25 10</p>
9	<p>Helping clients with feelings Review Client Sessions Reading: Teyber &amp; Teyber Ch. 5</p>	<p><b>Consultation between Faculty Supervisor and Site Supervisor</b> (CACREP 4.G.3; H.3; J; S.3., 2.F.1., 2., 3., 4.) Weekly Timesheet Group Supervision</p>	<p>100  10</p>
10	<p>Familial and Development Factors Review Client Sessions Reading: Teyber &amp; Teyber Ch. 6 Reading: Yalom, Ch. 77 – 85</p>	<p>Journal Entry # 3 Weekly Timesheet Group Supervision</p>	<p>25 10</p>
11	<p>Inflexible Interpersonal Coping Strategies Reading: Teyber &amp; Teyber Ch. 7 Review Client Sessions</p>	<p>Reflection Paper: Spiritual Integration Weekly Timesheet Group Supervision</p>	<p>80  10</p>
12	<p>Relational Themes Reading: Teyber &amp; Teyber Ch. 8 Review Client Sessions</p>	<p>Journal Entry # 4 Weekly Timesheet Group Supervision</p>	<p>25 10</p>
13	<p>Working with Process Dimension Reading: Teyber &amp; Teyber Ch. 9 Review Client Sessions</p>	<p>Client Session Recording #3 with SRR Form and SWOT Weekly Timesheet Group Supervision</p>	<p>100 10</p>

14	Working-Through Termination Review Client Sessions Reading: Teyber & Teyber Ch. 10	Weekly Timesheet Group Supervision	10
15	Self-Care Review Client Sessions	<b>Case Conceptualization Presentation</b> Weekly Timesheet Group Supervision	100 30 10
16	Reading:	End of Semester Paperwork <ul style="list-style-type: none"> <li>• CCS-R's (site sup., self-eval., &amp; faculty sup.)</li> <li>• Student eval of site &amp; site supervisor</li> <li>• Approved hours summary</li> </ul> End of Semester Meeting with Faculty Supervisor Group Supervision	100 50
<b>Total Points Available in Course</b>			<b>1200</b>

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### **Clinical Coordinator Site eVisits (CACREP 4.D, E, F, Q, R, S, U, V, W)**

- If you have not changed sites since practicum, a site visit is not required.
- The site eVisit to be scheduled by the Clinical Coordinator will include the student, the Site Supervisor, and the Clinical Coordinator
- Will take place via Zoom
- Will be scheduled by the middle of the term
- Student, Site Supervisor, and Clinical Coordinator should attend the call
- Once the visit is completed, write a one-page summary and submit in Module 6

### **Maintain Personal Internship File via Tevera**

- Copy of the ACA Ethical Codes
- Current liability Insurance
- Professional Counseling Log of hours (weekly and final report)
- And other materials requested by instructor

### **Submit Weekly Timesheets (CACREP 4.D, E, F, Q, R, S, U, V, W)**

- Submit timesheets weekly via Tevera
- Via BB portal let your faculty supervisor know you've submitted so you can receive your grade

### **Mandatory Weekly Synchronous Group Supervision (CACREP 4.D, E, F, Q, R, S, U, V, W)**

You will be required to attend mandatory synchronous group supervision meetings. These will be **at 6pm (CST) on Tuesdays**. Attendance and active participation are essential to your success in this class. Non-participation in synchronous aspects of the course will negatively impact your grade. There is no distinction between excused and unexcused absences. If you miss a portion of a class, it is your responsibility to make up any work you may have missed. Advance notice must be given prior to the class meeting. Missing a mandatory class meeting will hinder your progress in the class and will result in the reduction of your grade. You should be on time and prepared to engage in discussion and activities.

### **Policy on Synchronous Class Meeting Environments**

Much of what occurs in a counseling class is highly confidential. When you're attending class, you need to make sure the following conditions are met:

- Your camera must be on at all times during class
- Be in a quiet area
- Make sure no family or friends can hear the class
- Make sure you're in a confidential area, not a public place
- Know what to do if any materials trigger you
- It is highly recommended for you to use a headset
- You are responsible for knowing the profession's code of ethics

### **Consultation between Faculty Supervisor and Site Supervisor (CACREP 4.G.3; H.3; J; S.3. 2.F.1., 2., 3., 4.)**

Assessment is a key part of the on-going learning experience for the student intern and the supervisors. If difficulties arise at any time, the faculty supervisor should be contacted as soon as

possible so that the issues can be resolved. In addition to these as-needed contacts, NWC has several points of Formal Consultation with the faculty supervisor:

- Formal Consultation
  - Practicum: Conducted between 15 to 25 clock hours of the student intern's experience.
  - Internship: Conducted between 100-150 and 400-450 clock hours of the student intern's experience.
  - Conference call to "meet" with site supervisor and student intern.
  - Faculty Supervisor completes the Consultation Form during the meeting.
  - Form completed via Tevera, sent to all parties for signature, and housed in student intern's dashboard.

## **Weekly Group Study Preparing for CPCE**

### **Case Conceptualization Presentation Date Assignment**

The first week of class your instructor will assign time for you to present the Case Conceptualization and Presentation.

### **Case Conceptualization and Presentation (CACREP 5.E.9, 5.C.4, 9, 3.F.4)**

**Directions:** You will present one client case conceptualization presentation during the course. You are to create a PowerPoint presentation with a slide for each of the following headings. Submit the PowerPoint via the assignment portal for your grade.

#### *I. Presenting Complaints*

- Anxiety
- Depression
- Relationship issues with husband

#### *II. History of Presenting Issues*

- Lifelong struggle with low self-esteem and negative self-image
- Symptoms worsened after the birth of the first child two years ago
- Experienced postpartum depression and anxiety
- Felt overwhelmed as a new mother
- Husband takes on few childcare responsibilities, causing conflict

#### *III. Psychosocial History*

- Married for five years, one child, age two
- Husband works long hours
- Limited social support

#### *IV. Conceptualization*

- Negative automatic thoughts contribute to anxiety and depression
- Difficulty asserting needs and communicating effectively with her husband stems from low self-esteem
- Unequal division of labor at home breeds resentment and relationship issues

V. Third Party Payor

- Assume this client has Blue Cross Blue Shield insurance
- How do you get the sessions authorized?
- What paperwork does the company expect of you?
- What type of treatment would they approve?
- Ethically, what is required of you to bill the insurance company?

VI. Treatment Plan

- Cognitive techniques to challenge negative thoughts
- Role plays and assertiveness training to improve communication skills with husband
- Negotiation strategies for dividing household responsibilities more equitably
- Consider medication if symptoms do not improve sufficiently with therapy
- Include the type of group you would run for this client and how you'd be an effective group leader.

**Journal Entries (4)**

Students will complete journal entries (1 paragraph). The content should reflect the students' own thinking, reactions, concerns, questions, and so forth, about the various aspects of the experience. Students should reflect on issues that came up and how they reacted to them. Special attention should be given to how they are progressing with their personal and professional goals.

**Client Session Recording with Session Recording Review (SRR) Form and SWOT (3) (CACREP 4.D, E, F, Q, R, S, U, V, W)**

You will record 3 client counseling sessions and complete SWOT's on all of them.

Your site supervisor will evaluate all three of your recorded counseling sessions using the Session Recording Review Form (in Tevera). One of the sessions can be from a first session. The other two should be with the same client, but further in your relationship. To be clear, the three sessions need to be with the same client if at all possible.

You will complete a one-page SWOT reflection paper based upon the session.

Use the following SWOT headings and answer these questions:

**Strengths** – What do you perceive as your strengths as they pertain to this course and skill set?

**Weaknesses** – What do you perceive as areas for growth or needed improvement coming into this course?

**Opportunities** – What do you perceive as opportunities in this course to help you become the professional that you desire?

**Threats** – What do you perceive as threats towards your learning and professional development?

You will submit the completed Session Review Form, the SWOT reflection, and the permission to record via the course portal in BB for the appropriate module. All paperwork must be submitted before the course instructor will grade your recording.

You will submit the completed Consent to Record Form, Session Recording Review Form, and the SWOT paper via Tevera. You will also need to submit a line or two in the BB portal to allow your instructor to access the rubric so your work can be graded.

All paperwork must be submitted before the course instructor will grade your recording. The actual recording will be submitted via Tevera. You are to identify the ten minutes you want the instructor to watch and give feedback on. When submitting, be sure to let the instructor know the feedback you'd like to receive, such as, "...did I cut the client off...or how could I have gone deeper?"

### **Midterm Paperwork (CACREP 4.D, E, F, Q, R, S, U, V, W)**

- CCS-R (Total of 3 - site supervisor and self eval)
- Midterm Hours Report

### **Reflection Paper: The Gift of Therapy and Spiritual Integration #2**

Yalom's book *The Gift of Therapy* has been assigned as required reading. This text uses real cases to demonstrate how patients and therapists navigate the process of therapy. The book is meant for beginning therapists to explore some of the most important aspects of the therapeutic process. Students are to read the assigned text and reflect on the content.

Based on your reading and experiences you will submit a 2-page paper discussing your spiritual integration and the influence of information learned by practicing in the field. You can include goals met thus far in the course, tasks completed at the professional practice site, supervision experiences, critical incidents, other thoughts related to the clinical experience, what you learned about yourself, and evaluation of your self-care. Overall, how does your spirituality impact these things?

This paper will be written in APA style. The title page does not count towards length. No references are necessary.

### **End of Semester Paperwork (CACREP 4.D, E, F, Q, R, S, U, V, W)**

- CCS-R (Total of 3 - site supervisor and self eval)
- Student evaluation of site and site supervisor
- Approved hours summary

\*Northwestern College Department of Counseling uses the Counseling Competencies Scale-Revised (CCS-R) via **Tevera** for assessing student counseling skills development, competency and professional dispositions. Additionally, the CCS-R provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), and offering students practical areas for improvement to support their development as effective and ethical professional counselors.

A link to the CCS-R will be emailed to you via **Tevera** each semester. You are required to complete a self-evaluation of your own dispositions by completing this assessment. Simultaneously, your site supervisor and instructor will be completing one on you as well. Your instructor will share any concerns that show up consistently on these assessments. If you do not hear about concerns, assume there are none.

### **End of Semester Meeting with Faculty Supervisor (CACREP 4.D, E, F, Q, R, S, U, V, W)**

- Faculty Supervisor will schedule meeting.

- During the meeting all of the semester evals and paperwork will be reviewed and site supervisor will be consulted.
- Once meeting is completed, the student will submit a paragraph via BB portal in Module 16 reflecting the contents of the meeting.

### **Assessment Methods**

*Class Meetings Participation*

*Weekly Timesheets*

*Upload Liability Insurance*

*Click Tevera link*

*Group Supervision*

*Journal Entries*

*Site eVisit*

*Client Session Recording #1 Rubric*

*Midterm Check-in*

*Consultation between Faculty Supervisor and Site Supervisor*

*Client Counseling Session #2 Rubric*

*Client Session Recording #3 Rubric*

*End of Semester Paperwork*

*Case Conceptualization Presentation Rubric*

*Reflection Paper: The Gift of Therapy Spiritual Integration #2 Rubric*

*End of Semester Meeting with Faculty Supervisor*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

#### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale Percentages:

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

### Academic Integrity

Northwestern College is a Christian academic community committed to integrity and honesty in

all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

### **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

### **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>.

## Course Resources

### Media Resources:

American Counseling Association. (2014) *ACA code of ethics*.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>



Counseling  
Program

---

## CMHC 620 Internship II Course Syllabus

3 credits

Term:

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

### Course Description

The Counseling Internship experience provides students with experience in providing counseling services in the clinical mental health counseling setting. The Internship experience requires a minimum of 600 clock hours spread over at least two semesters of documented contact including indirect and direct service, and supervision both onsite (provided by a designated site supervisor) and in class (provided by an assigned faculty member). The Internship course is a seminar-style class which supports students participating in their Internship experience and which supports students in developing their counseling skills and in learning a variety of counseling and intervention techniques.

Students are required to earn a minimum grade of a B in this course in order to move forward in the program. This course requires online students to attend weekly synchronous class meetings. The day/times of the meetings will be determined by the course instructor.

In this course, students will continue to hone their clinical skills, case conceptualization abilities, and ability to apply what they have learned in the program to the work they do with clients. Students will continue develop their theoretical orientations, increase awareness of their counseling styles, and develop their counseling identities. Students will also continue to develop their written and verbal communication and presentation skills, and peer feedback skills.

**Prerequisites:** CMHC 610, CMHC 615

### Required Textbooks

Erford, B. T., Hays, D. G., & Crockett, S. (2020). *Mastering the national counselor examination and the counselor preparation comprehensive examination* (3rd ed.). Pearson. ISBN: 978-0135192450. This text will be used throughout the program.

Truscott, D. (2014). *Becoming an effective psychotherapist: Adopting a theory of psychotherapy that's right for you and your client*. Washington, DC: American Psychological Association.

*CMHC Program Professional Practice Student Handbook*

### Methodology

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

<b>Student Learning Objectives (SLO)</b>	<b>CACREP Standards</b>	<b>Learning Activity</b>
After successful completion of the practicum, involves 600 total hours of work completed over a minimum of two full academic terms (14-16 weeks each). A minimum of 240 hours of direct service work with actual clients contributing to the development of counseling skills: individual, marital and family counseling, intakes, crisis intervention, assessment, and technology. Co-lead a counseling or psychoeducational group a minimum of three clock hours per semester of professional practice course work. Includes a minimum of one (1) hour per week of regularly scheduled individual/triadic supervision by approved site supervisor. Includes formative and summative evaluation of the student intern's performance during professional practice coursework by the site supervisor and the faculty supervisor.	4.D, E, F, Q, R, S, U, V, W	<ul style="list-style-type: none"> <li>• Group Supervision</li> <li>• Client Session Recordings</li> <li>• Midterm Paperwork</li> <li>• <b>End of Semester Paperwork</b></li> <li>• Consultation</li> <li>• End of Semester Meeting</li> <li>• Weekly Timesheets</li> <li>• Site eVisit</li> </ul>
Practice ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas.	3.A.10	<ul style="list-style-type: none"> <li>• <b>Case Conceptualization Presentation</b></li> <li>• <b>End of Semester Paperwork: CCS-R</b></li> </ul>
Illustrate the ability to evaluate etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders.	5.C.4	<ul style="list-style-type: none"> <li>• <b>Case Conceptualization Presentation</b></li> </ul>
Show the ability to proficiently practice the required professional dispositions to become effective counselors.	2.C	<ul style="list-style-type: none"> <li>• <b>End of Semester Paperwork: CCS-R</b></li> </ul>
Practice the ability to employ interviewing, attending, and listening skills in the counseling process.	3.E.9	<ul style="list-style-type: none"> <li>• <b>End of Semester Paperwork: CCS-R</b></li> </ul>

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program's comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

KPI	3.A.10; 5.C.4	Case Conceptualization Presentation
KPI	3.A.10; 2.C; 3.E.9	End of Semester Paperwork: CCS-R

### Course Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	Reading: Assigned Articles Manning, A Word Before	Group Supervision Syllabus Review Person of the Therapist Weekly Timesheet Upload Liability Insurance Click Tevera link	10 10 0
2	Reading: Aponte and Kissel, Identifying Signature Themes Aponte interview video: <a href="#">The Soul of Therapy: The Therapist's Use of Self in the Therapeutic Relationship</a> Manning, Ch. 1	Group Supervision Discussion and Sharing of Signature Themes Weekly Timesheet Initial Signature Theme Paper	10 100
3	Reading: Truscott, Ch. 1 Watch: <a href="#">The Person if the Therapist Training Model Part 1</a> Manning, Ch. 2	Group Supervision Identifying with a Theory Journal Entry #1 Client Session Recording #1 with SSR Form and SWOT Weekly Timesheet	20 100 10
4	Reading: Truscott, Ch. 2 Watch: <a href="#">Person of the Therapist Training Model Part 2</a> Manning, Ch. 3 Review Client Sessions	Group Supervision Psychodynamic Theory Journal Entry #2 Weekly Timesheet	20 10
5	Reading: Truscott, Ch. 3 Manning, Ch. 4 Review Client Sessions	Group Supervision Behavioral Theory Journal Entry #3 Weekly Timesheet	20 10
6	Reading: Truscott, Ch. 4 Manning, Ch. 5 Review Client Sessions	Group Supervision Existential Theory Journal Entry #4	20

		Weekly Timesheet	10
7	Reading: Truscott, Ch. 5 Manning, Ch. 6 Review Client Sessions	Group Supervision Person-Centered Theory Journal Entry #5 Weekly Timesheet	20 10
8	Reading: Truscott, Ch. 6 Manning, Ch. 7 Review Client Sessions	Group Supervision Gestalt Theory Journal Entry # 6 Weekly Timesheet Midterm Check-in: CCS-R (completed by site supv.)	20 10 20
9	Reading: Truscott, Ch. 7 Manning, Ch. 8 Review Client Sessions	Group Supervision Consultation between Faculty Supervisor and Site Supervisor (CACREP 4.G.3; H.3; J; S.3.) Cognitive Theory Journal Entry #7 Weekly Timesheet Client Session Recording #2 with SSR Form and SWOT	100 20 10 100
10	Reading: Truscott, Ch. 8 Manning, Ch. 9 Review Client Sessions	Group Supervision Systemic Theory Journal Entry #8 Weekly Timesheet	20 10
11	Reading: Truscott, Ch. 9 Manning, Ch. 10 Review Client Sessions	Group Supervision Feminist Theory Journal Entry #9 Weekly Timesheet	20 10
12	Reading: Truscott, Ch. 10 Manning, Ch. 11 Review Client Sessions	Group Supervision Constructivist Theory Journal Entry #10 Weekly Timesheet	20 10
13	Reading: Truscott, Ch. 11 Manning, A Word After Review Client Sessions	Group Supervision Adapting Theory to the Client Journal Entry #11 Weekly Timesheet	20 10
14	Reading:	Group Supervision	

	Manning, The Scandal of Grace Review Client Sessions	Weekly Timesheet Client Session Recording #3 with SSR Form and SWOT <b>Case Conceptualization Presentation</b>	10 100 100
15	Reading: Catch up Review Client Sessions	Paper: Spiritual Integration Weekly Timesheet	75 10
16	Reading: Catch up	<b>End of Semester Paperwork</b> <b>CCS-R (completed by site supv., faculty sup., and self)</b> Student eval of site and site supervisor Approved hours summary End of Semester meeting <b>End of Semester Meeting with Faculty Supervisor</b>	60 20 20 50 50
		<b>Total Points Available in Course</b>	1245

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### **Clinical Coordinator Site eVisits (CACREP 4.D, E, F, Q, R, S, U, V, W)**

- The site eVisit to be scheduled by the Clinical Coordinator will include the student, the Site Supervisor, and the Clinical Coordinator
- Will take place via Zoom
- Will be scheduled in the middle of the term
- Student, Site Supervisor, and Clinical Coordinator should attend the call
- Once the visit is completed, write a one-page summary of the visit and submit in Module 6 in BB.

### **Maintain Personal Internship File via Tevera**

- Copy of the ACA Ethical Codes
- Current liability Insurance
- Professional Counseling Log of hours (weekly and final report)
- And other materials requested by instructor

### **Submit Weekly Timesheets (CACREP 4.D, E, F, Q, R, S, U, V, W)**

- Submit timesheets weekly via Tevera
- Via BB portal let your faculty supervisor know you've submitted so you can receive your grade

### **Mandatory Weekly Synchronous Group Supervision (CACREP 4.D, E, F, Q, R, S, U, V, W)**

You will be required to attend mandatory synchronous group supervision meetings. These will be at 6pm (CST) on Thursdays. Attendance and active participation are essential to your success in this class. Non-participation in synchronous aspects of the course will negatively impact your grade. There is no distinction between excused and unexcused absences. If you miss a portion of a class, it is your responsibility to make up any work you may have missed. Advance notice must be given prior to the class meeting. Missing a mandatory class meeting will hinder your progress in the class and will result in the reduction of your grade. You should be on time and prepared to engage in discussion and activities.

### **Policy on Synchronous Class Meeting Environments**

Much of what occurs in a counseling class is highly confidential. When you're attending class, you need to make sure the following conditions are met:

- Your camera must be on at all times during class
- Be in a quiet area
- Make sure no family or friends can hear the class
- Make sure you're in a confidential area, not a public place
- Know what to do if any materials trigger you
- It is highly recommended for you to use a headset
- You are responsible for knowing the profession's code of ethics

### **Consultation between Faculty Supervisor and Site Supervisor (CACREP 4.G.3; H.3; J; S.3.)**

Assessment is a key part of the on-going learning experience for the student intern and the supervisors. If difficulties arise at any time, the faculty supervisor should be contacted as soon as

possible so that the issues can be resolved. In addition to these as-needed contacts, NWC has several points of Formal Consultation with the faculty supervisor:

- Formal Consultation
  - Practicum: Conducted between 15 to 25 clock hours of the student intern's experience.
  - Internship: Conducted between 100-150 and 400-450 clock hours of the student intern's experience.
  - Conference call to "meet" with site supervisor and student intern.
  - Faculty Supervisor completes the Consultation Form during the meeting.
  - Form completed via Tevera, sent to all parties for signature, and housed in student intern's dashboard.

### **Weekly Group Study Preparing for CPCE**

#### **Case Conceptualization Presentation Date Assignment**

The first week of class your instructor will assign time for you to present the Case Conceptualization and Presentation.

#### **The Person-of-the-Therapist Training (POTT)**

The Person-of-the-Therapist Training (POTT) training model will be used in this course. This approach will enable students to make fuller use of all they are, personally, in the practice of counseling. Students will have a chance to develop insight into their own personal life experiences (emotional, socio-cultural & spiritual), with particular emphasis on their personal life struggles (signature themes). Through lecture, class presentations, reflective papers, journals, and role-play experiences, students will learn to use these insights proactively to better relate to their clients and more effectively use themselves in addressing their clients' issues.

#### **Weekly Journal Reflections**

Students will write a journal entry for each chapter in the Truscott text. Students will follow the format in the back of each Truscott chapter ("Your Reflective Journal") and will also include a reflection on your signature theme. Please note that the journals for Truscott chapters often require you to engage in some kind of activity and reflect on that activity while writing the journal entry. Journals will be uploaded to the Blackboard course link and will be due by the beginning of class on group supervision meeting days.

#### **Initial Signature Theme Paper and Discussion**

The paper has to be 3-5 pages in length, double-spaced, with a 12-point font and written in APA format. Please include APA Level I headings that correspond to each of the four sections below:

**My Signature Theme.** Describe what you believe to be the personal issue that has been most dominant in your life. This is the hang-up of yours that has and continues to vex you, affecting many or all areas of your life. Take into consideration the emotional, spiritual and social components of your life.

**My Family History.** Provide a history of your family, as you believe it relates to your signature theme. These are your hypotheses about the parts your family members and their relationships may have contributed to the origin and perpetuation of your signature theme.

My Struggle with My Signature Theme. Speak to how you deal with your signature theme. Here describe where you handle it poorly, and where you deal with it most effectively. Add who in your life is most helpful to you in wrestling with it, and how you make good use of this person's help.

My Clinical Work. Offer your thoughts to how you believe your signature theme has affected or may affect your relationship with clients and your work with their issues – negatively and positively.

As a class, students will discuss their signature themes, what they discovered, and how it applies to clinical work.

### **Client Session Recording with Session Recording Review (SSR) Form and SWOT (3) (CACREP 4.D, E, F, Q, R, S, U, V, W 5.C.4)**

You will record 3 client counseling sessions and complete SWOT's on all of them.

Your site supervisor will evaluate all three of your recorded counseling sessions using the Session Recording Review Form (in Tevera). One of the sessions can be from a first session. The other two should be with the same client, but further in your relationship. To be clear, the three sessions need to be with the same client if at all possible.

You will complete a one-page SWOT reflection paper based upon the session.

Use the following SWOT headings and answer these questions:

**Strengths** – What do you perceive as your strengths as they pertain to this course and skill set?

**Weaknesses** – What do you perceive as areas for growth or needed improvement coming into this course?

**Opportunities** – What do you perceive as opportunities in this course to help you become the professional that you desire?

**Threats** – What do you perceive as threats towards your learning and professional development?

You will submit the completed Session Review Form, the SWOT reflection, and the permission to record via the course portal in BB for the appropriate module. All paperwork must be submitted before the course instructor will grade your recording.

You will submit the completed Consent to Record Form, Session Recording Review Form, and the SWOT paper via Tevera. You will also need to submit a line or two in the BB portal to allow your instructor to access the rubric so your work can be graded.

All paperwork must be submitted before the course instructor will grade your recording.

The actual recording will be submitted via Tevera. You are to identify the ten minutes you want the instructor to watch and give feedback on. When submitting, be sure to let the instructor know the feedback you'd like to receive, such as, "...did I cut the client off...or how could I have gone deeper?"

### **Midterm Check-In (CACREP 4.D, E, F, Q, R, S, U, V, W)**

- CCS-R (Total of 3 - site supervisor and self-eval)
- Midterm Hours Report

**Case Conceptualization Presentation (3.A.10, 5.C.4)**

You will present one case from your site during group supervision. You will take on the perspective of your identified single guiding theory of counseling to conceptualize your client. The verbal presentation should be no longer than 30 minutes.

When preparing this presentation, focus on a client with whom you have had the most counseling sessions or with whom you've had the deepest therapeutic work. Include a reference page particularly when citing your guiding theory of counseling. You will need to use at least one original resource for your theory. This should NOT be a chapter from a theories textbook. For example, if you're person-centered, you might use *On Becoming a Person* by Carl Rogers.

Conceptualize your client based on your guiding theory of counseling. Use your Truscott text, theory chapters, and at least one original source to inform your theoretical view of your client. Include ALL of the following elements, consulting the Truscott text for guidance, and making sure to use explicitly each topic as an outline in your presentation:

- **Rationale for My Theory.** Discuss the client's basic human nature. What did he or she come in to the world with in terms of inborn drives, motives, tendencies, or other psychological or behavioral characteristics, according to your theory? How did your client develop his or her maladjustment?
- **Goals of My Theory that Apply to this Client.** According to your guiding theory of counseling, what are the major goals of counseling, and how do these goals apply specifically to your client's treatment plan?
- **Change Processes in My Theory that Apply to this Client.** What therapeutic conditions were necessary but not sufficient for change to occur for your client? What therapeutic conditions were both necessary and sufficient?
- **Change Tasks in My Theory that Apply to this Client and the Site.** What theory specific techniques did you use with your client? Address strategies for working with the legal system regarding court-referred clients and other site-specific circumstances. What strategies were used to interface with integrated behavioral health professionals at your site? What strategies were used to advocate for client?
- **Therapeutic Relationship and My Theory that Apply to this Client.** How does your theory view the therapeutic relationship, and how did you integrate the kind and quality of therapeutic relationship and dynamics into your work with your client?
- **Ethical and Legal Considerations.** In working with your client, what ethical decisions did you have to make? How did you handle this? What legal considerations came up? How did you handle this? What codes and standards did you use to guide you?
- **Discuss etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders.** What is the client's diagnosis? What was the course of treatment? Did you use referrals? How would you address prevention of mental, behavioral, and neurodevelopmental disorders?

**End of Semester Paperwork (CACREP 4.D, E, F, Q, R, S, U, V, W, 3.E.9, 3.A.10, 2.C)**

- CCS-R (Total of 3 - site supervisor and self eval)
- Student evaluation of site and site supervisor
- Approved hours summary

\*Northwestern College Department of Counseling uses the Counseling Competencies Scale-Revised (CCS-R) via **Tevera** for assessing student counseling skills development, competency and professional dispositions. Additionally, the CCS-R provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), and offering students practical areas for improvement to support their development as effective and ethical professional counselors.

A link to the CCS-R will be emailed to you via **Tevera** each semester. You are required to complete a self-evaluation of your own dispositions by completing this assessment. Simultaneously, your site supervisor and instructor will be completing one on you as well. Your instructor will share any concerns that show up consistently on these assessments. If you do not hear about concerns, assume there are none

### **End of Semester Meeting with Faculty Supervisor (CACREP 4.D, E, F, Q, R, S, U, V, W)**

- Faculty Supervisor will schedule meeting
- During the meeting all of the semester evals and paperwork will be reviewed
- Once meeting is completed, the student will submit a paragraph via BB portal in Module 14 reflecting the contents of the meeting.

### **Assessment Methods**

*Class Meetings Participation*

*Weekly Timesheets*

*Upload Liability Insurance*

*Click Tevera link*

*Group Supervision*

*Journal Entries*

*Verification of Professional Organization Membership*

*Site eVisit*

*Client Session Recording #1 Rubric*

*Midterm Check-in*

*Consultation between Faculty Supervisor and Site Supervisor*

*Client Counseling Session #2 Transcription Rubric*

*Client Session Recording #3 Rubric*

*End of Semester Paperwork*

*Case Conceptualization Presentation Rubric*

*Reflection Paper: The Gift of Therapy Spiritual Integration Rubric*

*End of Semester Meeting with Faculty Supervisor*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

#### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale Percentages:

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline and then submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

### Academic Integrity

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. Behavior that violates academic integrity can

take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

### **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

### **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>.

## Course Resources

### Journal Articles:

Aponte and Kissel, Identifying Signature Themes

### Media Resources:

American Counseling Association. (2014) *ACA code of ethics*.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American School Counselor Association. (2019). *ASCA School Counselor Professional Standards & Competencies*. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>

[The Soul of Therapy: The Therapist's Use of Self in the Therapeutic Relationship](#)

[The Person if the Therapist Training Model Part 1](#)

[Person of the Therapist Training Model Part 2](#)



## Counseling Program

---

### COUN 505 - Professional Orientation Syllabus

3 credits

Term:

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

#### Course Description

This course introduces students to the field of counseling in diverse settings. The course provides a broad overview and survey of the counseling profession, including its historical and theoretical foundations, the major professional associations of the counseling profession, and roles and responsibilities of counselors in a variety of settings and within and among the other mental health professions. Students will begin development of a professional identity and will reflect on their calling to the profession of counseling and their vision for using their master's degree in the future. Students will begin the process of spiritual formation for counseling. This course, along with COUN 505, serves as the basic introductory courses in the Counseling Program. A grade of "B" or higher must be earned in COUN 505 and COUN 550 to be eligible to maintain status in the program.

**Prerequisites:** None

#### Required Textbooks

Neukrug, E. (2017). *A Brief Orientation to Counseling: Professional Identity, History, and Standards* (2<sup>nd</sup> ed.). Cengage. ISBN: 978-1305669055

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). ISBN: 978-1433832178

#### Methodology

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

Student Learning Objectives (SLO)	CACREP Standards	Learning Activity
Students will learn about the history and philosophy of the counseling profession and its specialized practice areas.	3.A.1	<ul style="list-style-type: none"> <li>• Chapters 4 &amp; 5</li> <li>• Final</li> <li>• Mandatory Synchronous Class Meeting Discussion: Characteristics of the Effective Counselor and The History of the Counseling Profession</li> </ul>
Students will study the multiple professional roles and functions of counselors across specialized practice areas.	3.A.2	<ul style="list-style-type: none"> <li>• Chapters 1, 3, &amp; 6</li> <li>• Interview Project</li> <li>• Final</li> <li>• Mandatory Synchronous Class Meeting Discussion: Characteristics of the Effective Counselor and The History of the Counseling Profession</li> </ul>
Students will reflect on the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success.	3.A.4	<ul style="list-style-type: none"> <li>• Chapters 9 &amp; 10</li> <li>• Interview Project</li> <li>• Final</li> <li>• Discussion: Ethics, Multicultural Counseling, and Social Justice</li> </ul>
Students will learn the role and process of the professional counselor advocating on behalf of the profession.	3.A.5	<ul style="list-style-type: none"> <li>• Chapters 9 &amp; 10</li> <li>• Interview Project</li> <li>• Review CCS-R in Tevera Paper</li> <li>• Final</li> <li>• Discussion: Ethics, Multicultural Counseling, and Social Justice</li> </ul>
Students will be able to identify professional counseling organizations, including membership benefits, activities, services to members, and current issues.	3.A.6	<ul style="list-style-type: none"> <li>• Chapter 2</li> <li>• <b>Verification of Professional Organization Membership</b></li> <li>• Final</li> <li>• Discussion: A Christ Centered Community and Professional Organizations</li> </ul>
Students will understand professional counseling credentialing across service delivery modalities,	3.A.7	<ul style="list-style-type: none"> <li>• Chapters 7 &amp; 8</li> </ul>

<p>including certification, licensure, and accreditation practices and standards for all specialized practice areas.</p>		<ul style="list-style-type: none"> <li>• Research Paper: Technology in Counseling, the Labor Market, Credentialing, and Legislation</li> <li>• Final</li> <li>• Mandatory Synchronous Class Meeting Discussion: Accreditation in Counseling and Related Fields and Credentialing in Counseling and Related Fields</li> </ul>
<p>Students will be introduced to legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas.</p>	<p>3.A.8 5.C.3</p>	<ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Research Paper: Technology in Counseling, the Labor Market, Credentialing, and Legislation</li> <li>• Final</li> <li>• Discussion: Ethics, Multicultural Counseling, and Social Justice</li> </ul>
<p>Students will understand current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession.</p>	<p>3.A.9</p>	<ul style="list-style-type: none"> <li>• Chapters 6 &amp;7</li> <li>• Research Paper: Technology in Counseling, the Labor Market, Credentialing, and Legislation</li> <li>• Final</li> </ul>

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program’s comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

<p>KPI</p>	<p>3.A.6</p>	<p>Verification of Professional Organization Membership</p>
------------	--------------	---

## Class Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	Reading: Neukrug Ch. 1	Discussion: Getting to Know You	10
2	Reading: Neukrug Ch. 2	<i>Mandatory Synchronous Class Meeting</i> <i>Discussion: A Christ Centered Community and Professional Organizations</i>	100
3	Reading: Neukrug Ch. 3	Review CCS-R in Tevera Paper	50
4	Reading: Neukrug Ch. 4 & 5	Discussion: Characteristics of the Effective Counselor and The History of the Counseling Profession	100
5	Reading: Neukrug Ch. 6 & 7	<b><i>Verification of Professional Organization Membership</i></b>	100
6	Reading: Neukrug Ch. 8	Research Paper: Technology in Counseling, the Labor Market, Credentialing, and Legislation <i>Mandatory Synchronous Class Meeting</i> <i>Discussion: Accreditation in Counseling and Related Fields and Credentialing in Counseling and Related Fields</i>	100 100
7	Reading: Neukrug Ch. 9	Prep for Final and Interview Project Discussion: Ethics, Multicultural Counseling, and Social Justice	100
8	Reading: Neukrug Ch. 10	Interview Project Final	100 200
		<b>Total Points Available in Course</b>	960

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### **Mandatory Synchronous Class Meetings**

You will be required to attend mandatory synchronous class meetings. These will be at Xpm (CST) on XXXX of the week. Attendance and active participation are essential to your success in this class. Non-participation in synchronous aspects of the course will negatively impact your grade. There is no distinction between excused and unexcused absences. If you miss a portion of a class, it is your responsibility to make up any work you may have missed. Advance notice must be given prior to the class meeting. Missing a mandatory class meeting will hinder your progress in the class and will result in the reduction of your grade. You should be on time and prepared to engage in discussion and activities.

### ***Policy on Synchronous Class Meeting Environments***

Much of what occurs in a counseling class is highly confidential. When you're attending class, you need to make sure the following conditions are met:

- **Your camera must be on at all times during class**
- Be in a quiet area
- Make sure no family or friends can hear the class
- Make sure you're in a confidential area, not a public place
- Know what to do if any materials trigger you
- It is highly recommended for you to use a headset
- You are responsible for knowing the profession's code of ethics

### **Getting to Know You Discussion**

Most classes in Northwestern's Clinical Mental Health Counseling program will begin with a Getting to Know You threaded discussion - these discussions are geared toward helping students and professors get to know each other better. In that spirit, please introduce yourself to your classmates and answer the following questions:

- What led you to pursuing a graduate degree at this time?
- What excites you and makes you nervous about pursuing a graduate degree at this time?
- How do you see yourself using your degree in the future?
- What counseling roles might you particularly enjoy, what settings and populations of clients do you feel particularly called to, and why?

Please create a thread with your response to the discussion prompt by Wednesday night at midnight. Once you've created your thread in response to the discussion prompt, respond on the threads of at least two of your classmates by Saturday at midnight. Try to respond to everyone who has posted on your thread by the time the assignment is due to be completed (Sunday at midnight).

### ***Mandatory Synchronous Class Meeting Discussion: A Christ Centered Community and Professional Organizations (CACREP 3.A.6)***

Prior to the class meeting, you need to visit [Foundations – Christian Counseling: What is Christ-centered Counseling?](#) plus 2 more to explore what a Christ Centered Counseling Community means. You need to be able to discuss these sites and how you've defined this community. During class you will be put in groups to go deeper in this discussion.

Next, you will explore the [American Association of Christian Counselors website](#), [American Counseling Association website](#) and the [American Mental Health Counselors Association website](#).

Look for this:

- Conferences
- Insurance
- Member Benefits
- Support for graduate students
- Publications
- Code of Ethics
- Advocacy

Finally, you will review the book chapter on Mental Health Professions as well as two peer reviewed articles on the topic. It is important you know the difference between counseling, social work, marriage and family therapists, psychologists, nurses, and psychiatrists.

Prior to the class meeting, you will submit a 500-word post that is a summary of what you learned about the Christ Centered Counseling Community, licensing, professional organizations, and mental health professionals. Again, be prepared to discuss what you've learned during class.

### **Review CCS-R in Tevera Paper (CACREP 3.A.5)**

Click on the Tevera link in this module. Go to the CCS-R and download. Review the CCS-R. Once reviewed, turn to the literature by finding 4 peer reviewed articles about the CCS-R. You will then write a five-page summary of the following:

- Dispositions and skills covered in the CCS-R
- Why the CCS-R is a valid and reliable tool?
- How it is designed to help counselors grow?
- What dispositions and skills might be most challenging for you to perform?
- What dispositions and skills will be the easiest?
- Why do you think these things are important for counselors to accomplish?
- What does the research say?

This paper will be APA formatted using headings as appropriate.

### **Discussion: Characteristics of the Effective Counselor and the History of the Counseling Profession (CACREP 3.A.1, 2)**

Read Chapters 3, 4, & 5 to gain an understanding of topics to be discussed. You will watch a few videos and go to the literature to find two peer reviewed journal articles to further your learning.

You will research the following to be prepared for the discussion in a meaningful way:

Counselor Characteristics (1 article)

History of Counseling (1 article)

Video: [What is required to be an effective counselor?](#) (9:14 minutes)

Video: [Eight signs of a good counselor](#) (13.37 minutes)

Once you have done your research and watched the videos prepare a 500-word post to summarize on what you've learned that includes references. You will need to provide a 150-word post response to at least three classmates.

### **Submit Verification of Counseling Association Membership (CACREP 3.A.6)**

Pursuant to Northwestern's Counseling Program Student Handbook (ACA/State Branch Membership section), and to encourage students in their development of professional counselor identities, please submit verification that you have joined a national or state-level professional association that is relevant to the counseling profession (School Counseling or Clinical Mental Health Counseling). Verification could take the form of a receipt or some other documentation showing you have become a member and the name of the association. Please note that you are expected to maintain your membership status while enrolled in the School Counseling or Clinical Mental Health Counseling programs.

### ***Mandatory Synchronous Class Meeting Discussion: Accreditation in Counseling and Related Fields and Credentialing in Counseling and Related Fields (3.A.7)***

Prior to class you will need to explore the [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\) website](#). You will be looking for:

- Benefits of Accreditation
- Value of Accreditation
- Vision, Mission, and CORE Values
- How does it help students?
- How does a program get accredited?
- What do the 2024 standards entail?

Next, you will explore your state board's website to learn laws and rules around being licensed (credentialed). Look for this:

- How to sign up for the National Counselor Exam (NCE)
- Application for licensure
- How to apply for licensure
- Rules to become licensed
- Supervision policy while an inter/associate (temporary license)
- How to find a supervisor
- CEU requirements
- Policies to stay licensed

Once you have done your research, you will complete a 500-word post to summarize what you've learned and submit prior to class. Your instructor will base the class discussion on student submissions. You will also be placed in groups to go deeper in your understanding of credentialing.

### **Research Paper: Technology in Counseling, the Labor Market, Credentialing, and Legislation (CACREP 3.A.7; 3.A.8; 3.A.9)**

Specifically, the paper should include:

- professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas
- legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas
- training needed to use technology
- your state's board rules about technology in counseling
- American Counseling Association's Code of Ethics ruling on technology
- current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession
- where to find counseling jobs
- current trends in technology, labor market, credentialing, and legislation
- future trends in technology, labor market, credentialing, and legislation
- Best practices in technology use in counseling and supervision

#### Title Page

Text (12- 15 pages) APA formatted.

Organize the paper using headings and subheadings (see APA pp.62-63; See pp. 40 – 59 for a sample paper).

References 10 sources: Books (including the textbook), websites, magazines, newspapers, pamphlets/brochures, etc. can be included

#### **Discussion: Ethics, Multicultural Counseling, and Social Justice (CACREP A.5, 8, 5.C.3)**

You will need to do a bit of research to prepare for the discussion. The topics this week are very important to the counseling field.

First visit the [American Counseling Association website and download the Code of Ethics](#). Once you've completed this, read over each section thoroughly.

What do the codes say about:

- social media
- distance counseling
- confidentiality
- extending boundaries
- multiculturalism and diversity
- technology
- record keeping
- diagnosis
- end-of-life care
- selection of interventions
- preventing the imposition of counselor personal values

Next look the [Advocacy information on the ACA website](#).

- Discuss Medicare coverage for counseling
- [Watch the Medicare 101 video](#) (1:02:42 minutes)
- What is the Counseling Compact?

- Explore the Advocacy News

Finally, explore the information on the [ACA website about Cultural Identities, Multiculturalism, and Diversity](#). Be prepared to discuss:

#### BIPOC

- Cultural Responsiveness
- LGBTQ+
- Military and Veterans
- Religion and Spirituality
- Sexuality
- Social Justice

Once you have done your research, you will submit a 500-word post summarizing what you have learned. You will need to create a 150-word response to at least three classmates.

### **Interview Project (CACREP 3.A.2; 3.A.5)**

The purpose of this project is to aid in the understanding of the role of counselors, contemplate ethical dilemmas, and explore multicultural applications in counseling. This project will be presented in the form of a paper utilizing the stylistic guidelines of the Publication Manual of the American Psychological Association (7th ed.). Specifically, the paper should include:

- Title Page
  - Text (10-12 pages)
  - References (5 peer-reviewed journal articles, also see APA p. 174 concerning personal communications)
  - Include an introduction and conclusion to the paper. Organize the paper using level 1 and level 2 headings (see APA pp. 62-63).
1. Set up an interview with a counselor or other appropriate licensed mental health professional that has been practicing for at least three years. The interview can be conducted in person, by phone or email, depending on the preference of the counselor interviewed.
  2. Conduct a semi-structured interview that addresses the following points:
    - What academic degrees and counseling credentials do you hold?
    - What are the some of the specific roles and functions associated with your specialized practice areas and others you might have held?
    - What are some of the ways your advocate for the profession?
    - What do you consider to be the most critical issues counselors face today?
    - What are the common ethical issues or dilemmas you experience?
    - What suggestions would you make to a counselor-in-training who is interested in pursuing a position in this field?
    - What are some multicultural applications you have used in counseling?

Note: The above focus questions are to be used as guidelines. Feel free to include any other questions that you have as part of your interview.

3. Write a Reaction Paper to the interview.
  - a. What does the research say about the information you inquired about? This is where you go to the literature to formulate your response.
    - i. Credentialing

- ii. Roles and functions
  - iii. Advocacy
  - iv. Current issues for counselors
  - v. Ethical dilemmas
  - vi. Diversity and multicultural issues
- b. Provide your thoughts on the information that was shared with you during the interview. Address the following:
- What was most surprising to you?
  - What did you like best about the counselor's job?
  - What did you like least about the counselor's job?
  - How do you think you will be able to handle facing the critical issues identified by your interviewee?
  - What did you learn about multicultural applications in counseling?
  - What did you learn about counselors' roles in a variety of settings?
  - How do you plan to advocate for the profession?

**Assessment Methods**

*Discussion: A Christ Centered Community and Professional Organizations Rubric*

*Review CCS-R in Tevera Paper Rubric*

*Mandatory Synchronous Class Meeting Discussion: Characteristics of the Effective Counselor and The History of the Counseling Profession Rubric*

*Submit Verification of Counseling Association Membership*

*Mandatory Synchronous Class Meeting Discussion: Accreditation in Counseling and Related Fields and Credentialing in Counseling and Related Fields Rubric*

*Research Paper: Technology in Counseling, the Labor Market, Credentialing, and Legislation Interview Project Rubric*

*Discussion: Ethics, Multicultural Counseling, and Social Justice Rubric*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies**

Writing Style Requirements:

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

#### Grading Scale Percentages:

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

#### Mandatory Class Meetings

Students are required to attend the mandatory class meetings when scheduled.

- Camera must be on
- Student must be in confidential, quiet area
- Student must participate in the discussion

#### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

#### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

#### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning

management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

### **Academic Integrity**

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

### **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

### **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>.

## Course Resources

**Journal Articles:**

- Cashwell, C. S., Bentley, D. P., & Bigbee, A. (2007). Spirituality and counselor wellness. *Journal of Humanistic Counseling, Education and Development, 46*, 66-81.
- Falender, C. A., & Shafranske, E. P. (2014). Clinical supervision: The state of the art. *Journal of Clinical Psychology: In Session, 70*(11), 1030-1041. <https://doi.org/10.1002/jclp.22124>
- Myers, J. E., Sweeney, T. J., & Witmer, J. M. (2000). The wheel of wellness counseling for wellness: A holistic model for treatment planning. *Journal of Counseling & Development, 78*, 251-266.
- Scott, S. L. (2019). Proclaiming hope: The critical role for faith-based schools in counselor education. *Journal of Psychology and Christianity, 38*(2), 112-119.
- Yamada, A.-M., Lukoff, D., Lim, C. S. F., & Mancuso, L. L. (2020). Integrating spirituality and mental health: Perspectives of adults receiving public mental health services in California. *Psychology of Religion and Spirituality, 12*(3), 276-287. <https://doi.org/10.1037/rel0000260>

**Books:**

- Corey, G. (2010). *Creating your professional path: Lessons from my journey*. American Counseling Association.
- Remley, T. P. Jr., & Herlihy, B. (2020). *Ethical, legal, and professional issues in counseling* (6<sup>th</sup> ed.). Pearson.

**Journal Articles:**

- Akcaozan-Kayabol, N. B., Ozdemir, N. K., Guneri, O. Y., & Korkut-Owen, F. (2021). Integrating video-modeling into counseling skills and techniques course and its impact on counseling self-efficacy. *Current Psychology*. Advance online publication. <https://doi.org/10.1007/s12144-021-02434-8>
- Eissenstat, S., & Bohecker, L. (2018). United we stand: Narrative study to aid the counseling profession in developing a coherent identity. *The Qualitative Report, 23*(6), 1314-1333.
- Field, T. A. (2017). Clinical mental health counseling: A 40-year retrospective. *Journal of Mental Health Counseling, 39*(1), 1-11. <https://doi.org/10.17744/mehc.39.1.01>
- Goodrich, K. M., Kingsley, K. V., & Sands, H. C. (2020). Digitally responsive school counseling across the ASCA National Model. *International Journal for the Advancement of Counselling, 42*, 147-158. <https://doi.org/10.1007/s10447-020-09396-9>
- Iacono, G. (2018). An affirmative mindfulness approach for lesbian, gay, bisexual, transgender, and queer youth mental health. *Clinical Social Work Journal, 47*, 156-166. <https://doi.org/10.1007/x10615-018-0656-7>
- Kress, V. E., Hoffman, R. M., & Eriksen, K. (2010). Ethical dimensions of diagnosing: Considerations for clinical mental health counselors. *Counseling and Values, 55*, 101-112.
- Levy, I. P. (2019). Hip-hop and spoken word therapy in urban school counseling. *Professional School Counseling, 22*, 1-11. <https://doi.org/10.1177/2156759X19834436>
- Marsh, R. J., & Mathur, S. R. (2020). Mental health in schools: An overview of multitiered systems of support. *Intervention in School and Clinic, 56*(2), 67-73. <https://doi.org/10.1177/1053451220914896>
- Roach, L. F., & Young, M. E. (2007). Do counselor education programs promote wellness in their students? *Counselor Education and Supervision, 47*(1), 29-45.
- Stutey, D. M., Cureton, J. L., Severn, K., & Fink, M. (2021). Suicide protective factors: Utilizing SHORES in school counseling. *The Professional Counselor, 11*(1), 16-30.

<https://doi.org/10.15241/dms.11.1.16>

- Van Velsor, P. (2004). Revisiting basic counseling skills with children. *Journal of Counseling & Development, 82*(3), 313-318.
- Witmer, J. M., & Sweeney, T. J. (1992). A holistic model for wellness and prevention over the life span. *Journal of Counseling and Development, 71*(2), 140-148.
- Wolf, C. P., Thompson, I. A., Thompson, E. S., & Smith-Adcock, S. (2014). Refresh your mind, rejuvenate your body, renew your spirit: A pilot wellness program for counselor education. *The Journal of Individual Psychology, 70*(1), 57-75.

### Media Resources:

- American Counseling Association. (2014) *ACA code of ethics*.  
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- Counselor Accents. (2020, January 29). *What a principal wants in a school counselor*. [Video]. YouTube. <https://www.youtube.com/watch?v=CBEybBjhH7Y>
- Crucial Learning. (2018, March 12). *Ten ways to have better conversations: Celeste Headlee*. [Video]. YouTube. [https://www.youtube.com/watch?v=-iOr-Z\\_qNAo](https://www.youtube.com/watch?v=-iOr-Z_qNAo)
- Doc Snipes. (2020, December 19). *Mindfulness and self care for burnout prevention*. [Video]. YouTube. <https://www.youtube.com/watch?v=SF2YrfodjIA>
- Grande, T. (2019, April 30). *Which type of psychotherapist is the best? Counselors, social workers, psychologists, or MFTs*. [Video]. YouTube. [https://www.youtube.com/watch?v=Pl\\_RJeXS6t0](https://www.youtube.com/watch?v=Pl_RJeXS6t0)
- Lee, T. (2020, May 21). *School psychologist, school counselor, and school social worker: What's the difference?* [Video]. YouTube. <https://www.youtube.com/watch?v=vRpCtJhw7kk>
- Mental Health America. (2017, January 26). *From asylums to recovery*. [Video]. YouTube. [https://www.youtube.com/watch?v=fFN-v\\_aT-y8](https://www.youtube.com/watch?v=fFN-v_aT-y8)
- Mentally Fit Pro. (2020, September 25). *Self care for therapists with Dr. Brian Luke Seaward PhD*. [Video]. YouTube. <https://www.youtube.com/watch?v=smnSY54U2dU>
- Motivo. (2021, April 23). *Future of counseling profession*. [Video]. YouTube. <https://www.youtube.com/watch?v=JoqdAG9DOxI>
- TED. (2016, March 8). *Celeste Headlee: 10 ways to have a better conversation: TED*. [Video]. YouTube. <https://www.youtube.com/watch?v=R1vskiVDw14>
- The Psych Show. (2019, August 7). *What I wish I knew before I became a psychotherapist*. [Video]. YouTube. <https://www.youtube.com/watch?v=neeh0Acc3j0>



Counseling  
Program

---

**COUN 510 Assessment & Diagnostic Processes Syllabus**  
**3 credits**  
**Term:**

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

**Course Description**

This course provides students with a foundation of knowledge on assessment and appraisal processes, and information on important statistical and measurement concepts that are critical for utilizing and understanding assessment results. Students will become familiar with commonly used assessments in different settings and with different populations including career counseling, personality assessment, school counseling, educational testing, and psychological assessment. Students will learn how the field of assessment has developed historically, and will understand the major ethical implications of using assessment with clients and with using and communicating assessment results. Students will have the experiential opportunity to take at least one assessment and reflect on the process of taking the assessment and receiving the assessment results.

**Prerequisites:** None

**Required Textbooks**

Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5<sup>th</sup> ed.).  
Cengage. ISBN: 978-1-305-27148-7

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). ISBN: 978-1433832178

**Methodology**

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

<b>Student Learning Objectives (SLO)</b>	<b>CACREP Standards</b>	<b>Learning Activity</b>
Understand the historical perspectives concerning the nature and meaning of assessment and testing in counseling.	3.G.1	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Reading quiz</li> <li>• Midterm</li> <li>• <b>Case Study Report</b></li> <li>• Final Exam</li> </ul>
Interpret basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.	3.G.2	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Reading quiz</li> <li>• <b>Assessments Presentation Project</b></li> <li>• Midterm</li> <li>• Final Exam</li> </ul>
Compare and contrast basic statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	3.G.3	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Reading quiz</li> <li>• Midterm</li> <li>• <b>Case Study Report</b></li> <li>• Final Exam</li> </ul>
Discuss reliability and validity in the use of assessments.	3.G.4	<ul style="list-style-type: none"> <li>• Discussion – Reliability &amp; Validity</li> <li>• <b>Assessments Presentation Project</b></li> <li>• Reading</li> <li>• Reading quiz</li> <li>• Midterm</li> <li>• Final Exam</li> </ul>
Understand and apply culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications.	3.G.5	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Reading quiz</li> <li>• Midterm</li> <li>• Final</li> <li>• <b>Case Study Report</b></li> </ul>
Demonstrate ethical and legal considerations for selecting, administering, and interpreting assessments.	3.G.6	<ul style="list-style-type: none"> <li>• <b>Assessments Presentation Project</b></li> <li>• Reading</li> <li>• Reading quiz</li> <li>• Midterm</li> <li>• Final Exam</li> </ul>
Demonstrate the use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes.	3.G.7	<ul style="list-style-type: none"> <li>• <b>Case Study Report</b></li> <li>• Reading</li> <li>• Final</li> </ul>

Utilize assessments relevant to academic/educational, career, personal, and social development.	3.G.8	<ul style="list-style-type: none"> <li>• <b>Case Study Report</b></li> <li>• Mandatory Synchronous Class Meeting Discussion: Career and Personality Assessment</li> </ul>
Be familiar with use of environmental assessments and systematic behavioral observations.	3.G.9	<ul style="list-style-type: none"> <li>• <b>Assessments Presentation Project</b></li> <li>• Mandatory Synchronous Class Meeting Discussion: Assessment Presentation Project</li> </ul>
Know how to use structured interviewing, symptom checklists, and personality and psychological testing.	3.G.10	<ul style="list-style-type: none"> <li>• <b>Assessments Presentation Project</b></li> </ul>
Discuss diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems.	3.G.11	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Midterm</li> <li>• <b>Case Study Report</b></li> </ul>
Explore procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders.	3.G.16	<ul style="list-style-type: none"> <li>• Reading</li> <li>• <b>Case Study Report</b></li> </ul>
Understand procedures for using assessment results for referral and consultation.	3.G.17	<ul style="list-style-type: none"> <li>• <b>Case Study Report</b></li> <li>• Reading</li> <li>• Reading quiz</li> <li>• Midterm</li> <li>• Final Exam</li> </ul>
Comprehend how to conduct intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	5.C.4	<ul style="list-style-type: none"> <li>• <b>Case Study Report</b></li> <li>• Reading</li> <li>• Reading quiz</li> <li>• Final</li> </ul>

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program’s comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

KPI	3.G.1, 3, 5, 7, 8, 11, 16, 17; 5.C.4	<b>Case Study Report</b>
KPI	3.G.2, 4, 6, 9, 10	<b>Assessment Presentation Project</b>

### Course Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	Reading: Whiston Ch. 1, 2 Watch: Videos Provided	Reading quiz Assessment Presentation Project Discussion: Getting Started – Topic and Partner Selection Assessments Presentation: Topic and Partner Selection <b>Instructional Focus (CACREP 3.G.2):</b> Through lecture, assigned readings (Whiston Chapters 1–6), and reading quizzes, students develop foundational knowledge of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group versus individual assessment approaches. <b>Instructional Focus (CACREP 3.G.3):</b> Through lecture, assigned readings (Whiston Chapters 1–8), and reading quizzes, students learn and compare statistical concepts including scales of measurement, measures of central tendency, variability, distributions, and correlations. <b>Instructional Focus (CACREP 3.G.5):</b> Through lecture, readings, and discussion, students examine culturally sustaining and developmentally appropriate considerations in selecting, administering, and interpreting assessments, including accommodations and environmental modifications. <b>Instructional Focus (CACREP 3.G.6):</b> Through lecture, assigned readings, and discussion, students examine ethical and legal considerations in assessment, including appropriate test selection, administration, interpretation, and reporting.	10  5
2	Reading: Whiston Ch. 3, 4 Watch: Videos Provided	Reading quiz Discussion – Reliability & Validity Case Study Report Milestone: Questions <b>Instructional Focus (CACREP 3.G.2):</b> Through lecture, assigned readings (Whiston	10 20 10

		<p>Chapters 1–6), and reading quizzes, students develop foundational knowledge of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group versus individual assessment approaches.</p> <p><b>Instructional Focus (CACREP 3.G.3):</b> Through lecture, assigned readings (Whiston Chapters 1–8), and reading quizzes, students learn and compare statistical concepts including scales of measurement, measures of central tendency, variability, distributions, and correlations.</p> <p><b>Instructional Focus (CACREP 3.G.5):</b> Through lecture, readings, and discussion, students examine culturally sustaining and developmentally appropriate considerations in selecting, administering, and interpreting assessments, including accommodations and environmental modifications.</p> <p><b>Instructional Focus (CACREP 3.G.6):</b> Through lecture, assigned readings, and discussion, students examine ethical and legal considerations in assessment, including appropriate test selection, administration, interpretation, and reporting.</p>	
<p>3</p>	<p>Reading: Whiston Ch. 5, 6 Watch: Videos Provided</p>	<p>Reading quiz Assessments Presentation Project Milestone: Outline &amp; Responsibilities</p> <p><b>Instructional Focus (CACREP 3.G.2):</b> Through lecture, assigned readings (Whiston Chapters 1–6), and reading quizzes, students develop foundational knowledge of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group versus individual assessment approaches.</p> <p><b>Instructional Focus (CACREP 3.G.3):</b> Through lecture, assigned readings (Whiston Chapters 1–8), and reading quizzes, students learn and compare statistical concepts including scales of measurement, measures of central tendency, variability, distributions, and correlations.</p> <p><b>Instructional Focus (CACREP 3.G.5):</b> Through lecture, readings, and discussion, students examine culturally sustaining and</p>	<p>10 10</p>

		<p>developmentally appropriate considerations in selecting, administering, and interpreting assessments, including accommodations and environmental modifications.</p> <p><b>Instructional Focus (CACREP 3.G.6):</b> Through lecture, assigned readings, and discussion, students examine ethical and legal considerations in assessment, including appropriate test selection, administration, interpretation, and reporting.</p>	
4	<p>Reading: Whiston Ch. 7, 8 Watch: Videos Provided</p>	<p>Reading quiz Midterm Exam Case Study Milestone Assignment: Report Outline</p> <p><b>Instructional Focus (CACREP 3.G.2):</b> Students demonstrate understanding of assessment concepts through the Midterm and Final Exam, evaluating their ability to interpret and apply testing frameworks in counseling practice.</p> <p><b>Instructional Focus (CACREP 3.G.3):</b> Through lecture, assigned readings (Whiston Chapters 1–8), and reading quizzes, students learn and compare statistical concepts including scales of measurement, measures of central tendency, variability, distributions, and correlations.</p> <p><b>Instructional Focus (CACREP 3.G.3):</b> Students demonstrate competency in statistical concepts through the Midterm and Final Exam.</p> <p><b>Instructional Focus (CACREP 3.G.5):</b> Through lecture, readings, and discussion, students examine culturally sustaining and developmentally appropriate considerations in selecting, administering, and interpreting assessments, including accommodations and environmental modifications.</p> <p><b>Instructional Focus (CACREP 3.G.5):</b> Students demonstrate understanding of culturally responsive assessment practices through course exams.</p> <p><b>Instructional Focus (CACREP 3.G.6):</b> Students demonstrate understanding of ethical and legal standards through course exams.</p>	<p>10 50 30</p>
5	<p>Reading: Whiston Ch. 9, 10</p>	<p>Reading quiz <b>Assessments Presentation Project</b> Peer Evaluation</p>	<p>10 60 10</p>

	Watch: Videos Provided	Discussion – Assessments Presentation Project <b>Instructional Focus (CACREP 3.G.2):</b> Students apply assessment concepts through the Assessments Presentation Project, comparing and contrasting standardized and non-standardized instruments, norm-referenced and criterion-referenced scoring, and group versus individual assessments. Instruction includes lecture, discussion, and applied analysis of selected instruments. <b>Instructional Focus (CACREP 3.G.6):</b> Students demonstrate ethical and legal considerations in assessment through the Assessments Presentation Project, analyzing ethical responsibilities, qualifications of assessors, and appropriate use of instruments.	10
6	Reading: Whiston Ch. 11, 12 Watch: Videos Provided	Reading quiz Discussion: Career and Personality Assessment <b>Instructional Focus (CACREP 3.G.16):</b> Through lecture, readings (Whiston Chapters 13–14), and applied case analysis, students explore procedures for identifying client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders.	10 50
7	Reading: Whiston Ch. 13, 14 Watch: Videos Provided	Reading quiz <b>Case Study Report</b> <b>Instructional Focus (CACREP 3.G.3):</b> Students apply statistical concepts in the Case Study Report, interpreting assessment data and integrating statistical understanding into clinical decision-making. <b>Instructional Focus (CACREP 3.G.5):</b> Students apply culturally sustaining and developmental considerations in the Case Study Report, evaluating appropriate assessment selection and interpretation for diverse client populations. <b>Instructional Focus (CACREP 3.G.16):</b> Through lecture, readings (Whiston Chapters 13–14), and applied case analysis, students explore procedures for identifying client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders. <b>Instructional Focus (CACREP 3.G.16):</b> Students apply assessment procedures in the	10 80

		Case Study Report, identifying risk and protective factors and evaluating client functioning within a clinical context.	
8	Reading: Whiston Ch. 15, 16 Watch: Videos Provided	Reading quiz Discussion – Assessing our Relationship with God Final Exam <b>Instructional Focus (CACREP 3.G.2):</b> Students demonstrate understanding of assessment concepts through the Midterm and Final Exam, evaluating their ability to interpret and apply testing frameworks in counseling practice. <b>Instructional Focus (CACREP 3.G.3):</b> Students demonstrate competency in statistical concepts through the Midterm and Final Exam. <b>Instructional Focus (CACREP 3.G.5):</b> Students demonstrate understanding of culturally responsive assessment practices through course exams. <b>Instructional Focus (CACREP 3.G.6):</b> Students demonstrate understanding of ethical and legal standards through course exams.	10 20 50
		<b>Total Points Available in Course</b>	

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### Reading Quizzes

#### Midterm

#### Final

### Assessment Presentation Project Discussion: Getting Started – Topic and Partner Selection

At the end of this module, you will be asked to submit your topic and partner selection for the Assessments Presentation. To assist in this selection process, this discussion board has been created for you to post your ideas and brainstorm together with the hope of finding someone who shares similar interests. This discussion board will NOT be graded, as it is only to serve as a means to facilitate connection and expression of ideas.

### Assessments Presentation: Topic and Partner Selection

Now that you have discussed your topic and partner selection, you will complete the first milestone in the Assessments Presentation Project!

For this milestone, you should select a partner and submit a document with a paragraph summary of your topic. You and your partner may submit the same document; however, each of you must submit a document with this information.

### Discussion: Reliability & Validity (CACREP 3.G.4)

Reliability and Validity are the most critical factors when selecting a test. If you were going to debate which was more important, which would you choose? What led you to make this decision? Name at least three points with two supporting sources to support your argument.

\*Note: Only one of your sources may be your textbook or provided course material; you must find a unique, scholarly (i.e. peer reviewed journal article) as a second source.

Please create a thread with your response to the discussion prompt by Wednesday night at midnight. Once you've created your thread in response to the discussion prompt, respond on the threads of at least two of your classmates by Saturday at midnight. Try to respond to everyone who has posted on your thread by the time the assignment is due to be completed (Sunday at midnight).

### Case Study Report Milestone: Questions

For this Case Study Report Milestone, you are to post three questions you have about the assignment after you have read the assignment instructions and provided client file.

\*Note: If you do not have three questions, you can post something you are looking forward to about the assignment or share concerns you might have about the assignment.

Please create a thread with your response to the discussion prompt by Wednesday night at midnight. Once you've created your thread in response to the discussion prompt, respond on the threads of at least two of your classmates by Saturday at midnight. Try to respond to everyone who has posted on your thread by the time the assignment is due to be completed (Sunday at midnight).

### **Case Study Milestone Assignment: Report Outline**

To monitor your progress on the Case Study Milestone Report, please turn in the outline for your report. As the Case Study Report Template was provided to you in Module 2, please include the information from the Client Clinical Record with your template. Please complete this in bullet point format. Below you will see a fictional example, so you see the format I am looking for:

#### **Presenting Problem or Reason for Referral**

Name: Sally	DOB: 6/11/71	Treatment Status: Active
Address: 224 Lost Her Way Ln. Town, CO	Religion: Catholic	Previously Treated: No
Phone: 954-969-5555	Sex: Female	Primary Care Physician: Dr. K
Email: sillysally@gmail.com	Ethnicity: Caucasian	Employer: Unemployed
Interviewer: Tom Smith		Interview Date: 8/1/2019

#### **Presenting Problem or Reason for Referral**

- Sally is a 44-year old, Cis-gendered Caucasian female
- Recently seen for treatment at Cornerstone Counseling Center (CCC) here in Ally, Alabama
- Sally came to CCC for treatment on 11/11/2014 following life events surrounding her job-loss, marriage complications, and potential suicide attempt.

For the Case Study Milestone Report, you will essentially have all of the information for each section of the report in bullet point format. While the full assignment is not due until Module 7, this assignment will help you categorize the information and help me see if you are on the right track. Students will be expected to adjust their work for each milestone portion based on instructor feedback, before adding it to their final project.

### **Assessments Presentation Project (CACREP 3.G.2, 4, 6, 9, 10; 3.H.7)**

Students will select partners (groups of two or three) and participate in this project throughout the duration of the course. Students are encouraged to look ahead at the chapters that speak to their chosen diagnosis and assessment selection and to utilize resources at the library.

#### **Assignment Instructions**

- For this assignment, students will choose three assessments related to a chosen diagnosis.
  1. One must include a structured interview
  2. One must include a symptom checklist
  3. One must pertain to personality and psychological testing
  4. One must use environmental assessments
  5. One must use systematic behavioral observations
- The report must address the following:
  - 5 Different Assessments
    - Review of Each
      - Brief History
      - Summary of Assessment – identifying question type
      - Review of Validity/Reliability
      - Identification of Population Parameters to Use (i.e. child/adult, age range, etc)
      - Ethical and legal considerations for selecting, administering, and interpreting assessments

- Qualifications Required of Assessor
- Time to Complete
- Review of Scoring (Norm Referenced/Criterion Referenced)
- Summary of Interpretation Guidelines
- Standardized vs non-standardized testing
- Group vs individual assessments
- After reviewing each assessment, groups will then create a Tri Venn Diagram comparing and contrasting the three. This should be completed in graphic form and should provide a clear picture of how each assessment relates and differs from the other.
- Students will create a PowerPoint Presentation with at least 15 slides, not including the reference slide(s). Students will also create a video (15 minutes long), presenting a brief summary of each of their assessments and the resulting Venn Diagram
- Students will create a handout for their peers.
  - The handout should be a 1, no more than 2, page document/brochure. It serves as the “take-away” from your presentation, highlighting major points. It should be visually engaging and informative. Also, do not forget to cite within the handout as well.
- The Video Presentation and the Handout will be placed in the Assessment Presentation Project Discussion Forum.
  - Students will also post copies of the assessments they are reviewing. Ideally, students will be able to download the assessments and handout, creating their own “toolbox” for assessment to use when they begin clinical work.
- References
  - Students must have at least 8 scholarly references, with 5 of them being peer reviewed journal articles. The other 3 may include textbooks, scholarly websites, and other scholarly resources (No Wikipedia/Pop-culture sources).
- Students will then be required to watch at least two other peer groups’ videos and comment with thoughtful responses.

While students will work on this project throughout each week of the course, below you will find a schedule of due dates, specific to this assignment:

### **Assignment Due Dates**

- **Module 1**
  - Review Assignment Directions
  - Engage in the *Assessments Presentation: Topic and Partner Selection* Discussion to communicate with your classmates and work together in selecting a partner(s) and presentation topic (In this case, the diagnosis you will obtain assessments for – i.e. depression, anxiety, PTSD, etc.).
  - Submit the *Assessments Presentation Project Milestone: Topic and Partner Selection*
    - For this milestone, you should select a partner and submit a document with a paragraph summary of your topic. You and your partner may submit the same document, however, each of you must submit a document with this information.

- **Module 3**
  - For your Assessments Presentation Project Milestone, you will submit an outline and name the responsibilities of each person. Please submit this in word document form.
    - NOTE: Only one group member must submit the assignment.
- **Module 5**
  - Complete **Class Presentation | Assessments Presentation Project: Video Presentation & Handout**
    - Please submit a link to your video. The most efficient way to do this is to record your video using Zoom. Everyone should be visible in the video and have a role in the presentation. After recording your video, you may then upload it to YouTube. Then, you can submit the link so that myself and your classmates can view your video.
    - For this assignment, please turn in:
      - A link for your video
      - Your PowerPoint (submitted as a .pdf file)
      - Your Handout (submitted as a .pdf file)
      - Your Assessments \*If available\*
      - \*NOTE: You will also submit this to the **Class Presentation | Assessments Presentation Project Discussion Forum** so that your classmates can review your presentation and handout. Also, only ONE group member needs to submit.
    - Participate in the Dyad/Triad Assessments Presentation Project Discussion Forum
    - Complete Peer Evaluations

### **Discussion: Career and Personality Assessment (CACREP 3.G.8)**

For this discussion you will need to find two career assessments and two personality assessments that are both valid and reliable. You need to know why you would use each of these tests and how they could help your future clients. You will create a 500-word post with reference summarizing these assessments to include:

- Why you would use it
- How it would help a client
- Pros
- Cons

Once you've posted, respond to three classmates' posts with a 250-word response - each

### **Case Study Report (CACREP 3.G.1, 3, 5, 7, 8, 11, 16, 17; 5.C.4)**

Students will work on this assignment individually throughout the duration of the course. Students are encouraged to look ahead at the chapters that speak to the assessments they are reporting over.

### **Assignment Instructions**

The Case Study Report will consist of writing a clinical reported based on the fictional materials provided for Stan <deidentified>.

The purpose of this assignment is to acquaint you with not only understanding completed assessments but also with understanding on the history on the nature and meaning of assessment in counseling and on how to report the information in a succinct manner. In this report, you will analyze the fictional client and evaluate the assessment information that has been provided.

As a clinician, it is prudent and customary for other clinicians to request information regarding a client's prior treatment history. This assignment is outlined in a manner that mimics another therapist's request for an informative report about your client. While in some specialties and/or clinical settings writing a report such as this might not be a common occurrence, it is important to learn how to write up and present this information.

Here, you will have an opportunity to practice providing a concise, comprehensive report written in a professional, informative format to a requesting provider. You will assess the psychosocial history, assessment findings, and treatment history of the client as well as culturally sustaining and developmental considerations for selecting and administering instruments for diagnostic and intervention planning. You will consider procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders. You will practice diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems.

While students will work on this project throughout each week of the course, below you will find a schedule of due dates, specific to this assignment:

### **Assignment Due Dates**

- **Module 2**
  - Review Assignment Directions
  - Read Through Case Study Information
  - Milestone Assignment: Submit 3 questions to the assignment discussion board, *Case Study Report Questions/Concerns*
    - For this milestone, after reading the assignment directions and case study information you will post three questions about the assignment. You will be required to respond to at least two peers.
- **Module 4**
  - For your Case Study Report Milestone, you will submit an outline of your report. You will put all of the information in bullet point format so that your professor can determine if you are adequately classifying the information. While this will be a written report, the outline will serve you in ensuring that you are on the right track in how you are processing/categorizing the information.
  - You will discuss and demonstrate the use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes.
  - You will discuss procedures for using assessment results for referral and consultation.
- **Module 7**
  - This week you will complete your Case Study Report and turn it in.
  - You must turn in your report as a pdf file, with all information in the outline addressed thoroughly and comprehensively.

**Discussion: Assessing Our Relationship with God**

Appraisal and Assessment are part of the counseling world – they serve as a means of measurement, giving us information about ourselves; strengths, limitations, and insights. How amazing would it be if we could take such a test that would give us insights into our relationship with God? One that could tell us where we're at, where we need to improve, what are our limitations? Where are the areas we struggle to hold faith? I'd like you to consider the following scriptures and questions.

Consider these scriptures:

Mark 4:24: "And He was saying to them, "Take care what you listen to. By your standard of measure, it will be measured to you; and more will be given you besides."

2 Corinthians 10:13: "But we will not boast beyond our measure, but within the measure of the sphere which God apportioned to us as a measure, to reach even as far as you."

Measurement is clearly important to God. Please reflect on your pursuit of God and how you assess your spirituality.

Please create a thread with your response to the discussion prompt by Wednesday night at midnight. Once you've created your thread in response to the discussion prompt, respond on the threads of at least two of your classmates by Saturday at midnight. Try to respond to everyone who has posted on your thread by the time the assignment is due to be completed (Sunday at midnight).

**Assessment Methods**

*Reading Quizzes*

*Midterm*

*Final*

*Discussion: Reliability & Validity Rubric*

*Assessments Presentation Project Rubric*

*Discussion: Career and Personality Assessment Rubric*

*Case Study Report Rubric*

*Discussion Board: Assessing Our Relationship with God Rubric*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale Percentages:

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

### Academic Integrity

Northwestern College is a Christian academic community committed to integrity and honesty in

all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

### **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

### **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>.

## Course Resources

### Media Resources:

- Alexander Street. (2015). Assessment & Testing: Psychometric Tests – What do they really tell us? YouTube.com. <https://www.youtube.com/watch?v=9xAp7AWhiGw>
- American Counseling Association. (2014) *ACA code of ethics*.  
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- American School Counselor Association. (2019). *ASCA School Counselor Professional Standards & Competencies*. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>
- CrashCourse. (2014, Jul 14). Measuring Personality: Crash course psychology #22. YouTube.com. <https://www.youtube.com/watch?v=sUrV6oZ3zsk>
- CrashCourse. (2014, Jul 21). Controversy of Intelligence: Crash Course Psychology #23. YouTube.com. <https://www.youtube.com/watch?v=9xTz3Qjclol>
- Field, T. (2016, Sep 14). Personality Assessment. YouTube.com.  
<https://www.youtube.com/watch?v=0-7W7yNFBak>
- Grande, T. (2014, Nov 14). Counseling Ethics – Evaluation, assessment, and interpretation. YouTube.com. <https://www.youtube.com/watch?v=0KNZ2je5OjE>
- Grande, T. (2014, Nov 21). Intelligence Assessment in Counseling. YouTube.com.  
<https://www.youtube.com/watch?v=W1BJylkPLYI>
- Grande, T. (2016, Feb 24). Intake and assessment role-play Part 1 – Referral and presenting problems. YouTube.com. <https://www.youtube.com/watch?v=OPCYGqzf7Us>
- Mellenthin, C. (2015). Family Genogram. YouTube.com.  
<https://www.youtube.com/watch?v=AIEd9XryYsM>
- Mometrix Academy. (2017, Oct. 11). Counseling: Multicultural clients. YouTube.com.  
<https://www.youtube.com/watch?v=3n54C6rNito>
- Multicultural Family Institute. (2020, May 22). Genogram Video 2020 (17 min). YouTube.com.  
<https://www.youtube.com/watch?v=PT0HnwZGTYU>
- NewHope Church. (2017, May 22). Don't put people in boxes. YouTube.com.  
<https://www.youtube.com/watch?v=zRwt25M5nGw>
- Physiotutors. (2017). Reliability & Validity Explained. YouTube.com.  
<https://www.youtube.com/watch?v=KuT2n1w0Ixc>
- PsychExamReview. (2017, Jun 17). History of Intelligence Testing (Intro Psych Tutorial #117). YouTube.com. <https://www.youtube.com/watch?v=zXRvbkUfhIY>
- PsychExamReview. (2017, June 15). Assessing assessments – types of validity (Intro Psych Tutorial #115) YouTube.com. <https://www.youtube.com/watch?v=TBYSvOcgL3w>
- PsychExamReview. (2017, June 16). Reliability of assessments (Intro Psych Tutorial #116). YouTube.com. <https://www.youtube.com/watch?v=7SYenTExeTE>
- PsychExamReview. (2018, Aug 8). DSM-5 Disorder & Diagnoses (Intro Psych Tutorial #227). YouTube.com. <https://www.youtube.com/watch?v=TF54latlNxo>
- Psychology for Life. (2020, Sept. 4). History of psychological testing and assessment. YouTube.com. [https://www.youtube.com/watch?v=F0mGF\\_gJ\\_6o](https://www.youtube.com/watch?v=F0mGF_gJ_6o)
- Psychology: Applied Perspective. (2020, Dec. 8). NEO PI R (240 items) Complete personality assessment/application in research and counselling. YouTube.com.  
<https://www.youtube.com/watch?v=1HlhiSdiPxQ>
- DSM-5-TR Online Assessment Measures:  
<https://www.psychiatry.org/psychiatrists/practice/dsm/dsm-5/online-assessment-measures>

- [Multicultural Counseling Competencies - Multicultural Counseling Competencies 2.pdf](#)
- [The Iceberg Concept of Culture - The Iceberg Concept of Culture.pdf](#)
- [Using informal methods to assess client change Article Search.pdf](#)
- [Statistical Refresher.pdf](#)
- [Normal Distribution.pdf](#)
- [Test Information Sources.docx](#)

How are you Smart?

<http://www.literacynet.org/mi/assessment/>

Pearson Assessments US: YouTube Channel

<https://www.youtube.com/c/PearsonAssessmentsUS>

**Journal Articles:**

Buckley, M. (2016). Back to basics: Using the DSM-5 to benefit clients. *The Professional Counselor*. Retrieved June 20, 2017 from: <http://tpcjournal.nbcc.org/back-to-basics-using-the-dsm-5-to-benefit-clients/>

Nisbett, R. E., Blair, J. A., Bliar, C., Dickens, W., Flynn, J., Halpern, D. F., & Tukheirmer, E. (2012). Intelligence: New findings and theoretical developments. *American Psychologist*, 67(2),130 –159. <https://doi.org/10.1037/a0026699>

**Supplemental Videos**

Pearson Assessments US. (2018, Aug 8). MMPI-2-RF: Basic Overview. YouTube.com.

<https://www.youtube.com/watch?v=XCartDkFDNM>

Pearson Assessments US. (2018, Oct 19). Everything you need to know about observational assessment. YouTube.com. <https://www.youtube.com/watch?v=tfXF87eTKBk>

**Iowa Professional School Counselor Content Requirements:**

<b>Iowa Professional School Counselor Content Requirements</b>	<b>Course Activities Aligned with Requirement(s)</b>
<p>IAC 282-13.28(26)(6) Assessment and evaluation:</p> <ol style="list-style-type: none"> <li>1. Demonstrate individual and group approaches to assessment and evaluation.</li> <li>2. Demonstrate an understanding of the proper administration and uses of standardized tests.</li> <li>3. Apply knowledge of test administration, scoring, and measurement concerns.</li> </ol>	<p>Presentation, case study paper, midterm exam, final exam</p> <p>Midterm exam, final exam, reading quizzes</p> <p>Presentation, case study paper</p>



Counseling  
Program

---

## COUN 515 Ethics Syllabus

3 credits

Term:

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

### Course Description

This course is an exploration of the ethical principles of counselors and related codes of ethics. The course covers models of ethical decision-making and how to apply to counseling practice. Students will learn about the importance of self-care and application. The course explores the importance of multicultural and diverse considerations and implications for social justice. Students will learn ethical obligations to advocate for clients. The course covers ethical standards of professional organizations and credentialing bodies.

**Prerequisites:** None

### Required Textbooks

Corey, G., Corey, M. S., Corey, C., & Callanan, P. (2024). *Issues and ethics in the helping professions* (11th ed.). Belmont, CA: Brooks/Cole.

American Counseling Association. (2014). *ACA code of ethics*.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). ISBN: 978-1433832178

American School Counselor Association. (2019). *ASCA School Counselor Professional Standards & Competencies*. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>

### Methodology

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

Student Learning Objectives (SLO)	CACREP Standards	Learning Activity
Students will explore ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas.	3.A.10	<ul style="list-style-type: none"> <li>• Chapter 1</li> <li>• <b>Values &amp; Ethics When Dealing with Difficult Situations Research Paper</b></li> <li>• Role Play 1 Counseling Adolescents: Teen Pregnancy Reaction Paper</li> <li>• Discussion: Ethics, Counselor as a Person and Professional and Values in the Helping Relationship</li> </ul>
Students will reflect on self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.	3.A.11	<ul style="list-style-type: none"> <li>• Chapter 2</li> <li>• Ethical Counselor Brochure</li> <li>• Discussion: Ethics, Counselor as a Person and Professional and Values in the Helping Relationship</li> <li>• Discussion: Biblical Verse and Ethics</li> </ul>
Students will begin to comprehend the purpose of and roles within counseling supervision in the profession.	3.A.12	<ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Ethical Counselor Brochure</li> <li>• Discussion: Supervision, Issues in Practice, Couples and Family Therapy, Group Work, and Social Justice</li> </ul>
Students will study ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities.	3.E.6	<ul style="list-style-type: none"> <li>• Chapter 6, 10, 11, 13</li> <li>• Study Guide with Video Presentation</li> <li>• Discussion: Biblical Verse and Ethics</li> <li>• Role Play 1 Counseling Adolescents: Teen Pregnancy Reaction Paper</li> <li>• Discussion: Ethics, Counselor as a Person and Professional and Values in the Helping Relationship</li> <li>• Mandatory Synchronous Class Meeting Discussion: Multicultural, Diversity, Client Rights, and Boundaries</li> </ul>

<p>Students will understand legislation, government policy, and regulatory processes relevant to clinical mental health counseling.</p>	<p>5.C.3</p>	<ul style="list-style-type: none"> <li>• Chapter 3, 5</li> <li>• Study Guide with Video Presentation</li> <li>• Mandatory Synchronous Class Meeting Discussion: Multicultural, Diversity, Client Rights, and Boundaries</li> </ul>
---	--------------	--

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program’s comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

<p>KPI</p>	<p>3.A.10</p>	<p><b>Values &amp; Ethics When Dealing with Difficult Situations Research Paper</b></p>
------------	---------------	---

### Class Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	Reading: Chapters 1 & 2	Role Play 1 Counseling Adolescents: Teen Pregnancy Reaction Paper	100
2	Reading: Chapter 3	<i>Discussion: Ethics, Counselor as a Person and Professional and Values in the Helping Relationship</i>	100
3	Reading: Chapter 4	Study Guide with Video Presentation	100
4	Reading: Chapters 5 & 6	Discussion: Biblical Verse and Ethics	50
5	Reading: Chapters 7 & 8	<i>Mandatory Synchronous Class Meeting Discussion: Multicultural, Diversity, Client Rights, and Boundaries</i>	100
6	Reading: Chapters 9 & 10	<b>Values &amp; Ethics When Dealing with Difficult Situations Research Paper</b>	100
7	Reading: Chapters 11 & 12	Ethical Counselor Brochure	100
8	Reading: Chapter 13	Final <i>Discussion: Supervision, Issues in Practice, Couples and Family Therapy, Group Work, and Social Justice</i>	100 100
<b>Total Points Available in Course</b>			850

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### **Mandatory Synchronous Class Meetings**

You will be required to attend mandatory synchronous class meetings. These will be at Xpm (CST) on XXXX of the week. Attendance and active participation are essential to your success in this class. Non-participation in synchronous aspects of the course will negatively impact your grade. There is no distinction between excused and unexcused absences. If you miss a portion of a class, it is your responsibility to make up any work you may have missed. Advance notice must be given prior to the class meeting. Missing a mandatory class meeting will hinder your progress in the class and will result in the reduction of your grade. You should be on time and prepared to engage in discussion and activities.

### ***Policy on Environment to Professional Practice Synchronous Courses***

Much of what occurs in a counseling class is highly confidential. When you're attending class, you need to make sure the following conditions are met:

- **Your camera must be on at all times during class**
- Be in a quiet area
- Make sure no family or friends can hear the class
- Make sure you're in a confidential area, not a public place
- Know what to do if any materials trigger you
- It is highly recommended for you to use a headset
- You are responsible for knowing the profession's code of ethics

### **Role Play 1 Counseling Adolescents: Teen Pregnancy Reaction Paper (CACREP 3.A.10, 3.E.6)**

Watch the Role Play 1 Counseling Adolescents: Teen Pregnancy video. Then write a two-page Reaction Paper addressing the following:

- What are the ethical considerations?
- What do the Corey's discuss with the group?
- What type of informed consent should happen?
- Would you involve the parents? Why or why not?
- What do the Code of Ethics say?

Write the paper in APA formatting. Use your text book and the ACA Code of Ethics as your references.

### **Discussion: Ethics, Counselor as a Person and Professional and Values in the Helping Relationship (CACREP 3.A.10, 11, 3.E.6)**

You need to research ethical decision-making models and choose one that you plan to use in your future practice. Download this model and be prepared to discuss the model and why you chose it in your post. You also need to complete the *Self-Assessment: An Inventory of Your Attitudes and Beliefs About Ethical and Professional Issues* in Chapter 1 (page 26). After completing, circle the five items you had the strongest reactions to or the hardest time answering. You will need to include this information in your post as well.

Next you will need to consider the person of the counselor both personally and professionally. Think about the concerns you may have about becoming a counselor:

- What problems do you expect to face?
- What are your greatest fears?
- What type of client might you have difficulty working with?
- What are your talents, skills, and gifts that will be an asset?

Looking at values in helping relationships, explore the role of spiritual and religious values in counseling. What does the text say? Next answer the questions beginning on page 106 about Personal Beliefs and Values of Counselors. Finally, review the [ASERVIC \(2009\) Competencies for Addressing Spiritual and Religious Issues in Counseling](#).

- What are your areas of strength?
- What are areas you need to develop?
- How can this program help you?

Once you've done your research, create a 600-word post summarizing the information. You will also need to respond to a minimum of 3 classmates with a 200-word response - each.

### **Study Guide with Video Presentation (CACREP 3.E.6; 5.C.3)**

You are a counseling professor preparing your students for a big test. You will create a study guide that includes the following information:

- Research:
  - legislation,
  - government policy, and
  - regulatory processes relevant to clinical mental health counseling.
- Investigate ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities (face to face, distance)

The study guide must contain a minimum of 8 peer reviewed references. Once created, you will create a PowerPoint presentation that includes a reference slide. Then you will record yourself presenting the PowerPoint as if you were preparing your class for the test.

You should record the presentation then upload the recording to a private YouTube account then share that link. Additionally, the PowerPoint should be easy to follow and students are encouraged to prepare for their presentation prior to recording, so that they can **clearly and succinctly** summarize the content of the presentation (similar to the summarizing foundational counseling skill). Students should not read from a script or directly from notes. Referencing notes to stay on track is perfectly fine.

Presentations should be:

1. 15-minutes in length
2. Students should have their video camera on and present themselves in a professional manner during the presentation.
3. After recording, students will submit their recording link and PowerPoint to Blackboard.

**Discussion: Biblical Verse and Ethics (CACREP 3.A.11; 3.E.6)**

Choose a verse from the Bible that you feel speaks to ethics and tie the verse to the field of counseling and relationships with your clients. The post must be a minimum of three paragraphs and 100 words. For credit, you must respond to a minimum of three class mate's discussions.

***Mandatory Synchronous Class Meeting Discussion: Multicultural, Diversity, Client Rights, and Boundaries (CACREP 3.E.6, 5.C.3)***

Prior to the class meeting you will research two cultures or ethnic groups different from your own. What attitudes and beliefs about these cultures did you hold while growing up? Go to the literature to learn about these two groups. Then assess what ways your attitudes may have changed.

Next you will research your state board to review common reasons for malpractice suits against counselors. You will reference one peer reviewed article for this. Be prepared to discuss which of the behaviors were most surprising to you.

Take to the internet to research the laws of your state pertaining to confidentiality and privileged communication. What kinds of mental health providers in your state can offer their clients privileged communication? What are the exceptions to this privilege? Under what circumstances are you legally required to breach confidentiality? Regarding confidentiality in counseling minors, what state laws should you know?

Finally, you will explore appropriate boundaries with clients. Dive deep into the ACA Code of Ethics (CMHC) or the ASCA Code of Ethics (School Counselor) to see what the profession says about bartering, sexual relationships with clients, social relationships, and potential harm of multiple relationships with clients.

You will complete a 600-word post summarizing the information you've discovered to include references. Your instructor will use this information to guide the discussion in class. Be prepared to be put in small groups for deeper learning and understanding.

***Policy on Environment to Professional Practice Synchronous Courses***

Much of what occurs in a counseling class is highly confidential. When you're attending class, you need to make sure the following conditions are met:

- **Your camera must be on at all times during class**
- Be in a quiet area
- Make sure no family or friends can hear the class
- Make sure you're in a confidential area, not a public place
- Know what to do if any materials trigger you
- It is highly recommended for you to use a headset
- You are responsible for knowing the profession's code of ethics

**Values & Ethics When Dealing with Difficult Situations Research Paper (CACREP 3.A.10) FOR CMHC STUDENTS**

Codes of ethics, and laws in every state, mandate that counselors provide clients with a statement of the limits of confidentiality. Statements should include these limits: harm (physical, sexual,

emotional abuse and neglect) to children and the elderly, suicidal threats, threats of harm to others, and recordkeeping.

Instructions: Assume that you are a practicing counselor, and you diligently go over the limits with every client. On three separate occasions you are faced with situations where confidentiality must be broken. You must consider the codes of ethics of the profession, your state's rules and regulations governing your licensure/certification, and the modality of the counseling.

The cases:

Jennifer, a 16-year-old girl, has been sexually abused by her mother's boyfriend, admits this to you in a counseling session. She is afraid that her mother will be angry with her. The boyfriend also threatened to harm her and her other siblings if she told. Currently, she is in danger of being expelled from school and attends an online program. She hints that "life is not worth living." She continues to hint that life seems pointless, saying there's no purpose in anything and that nobody even cares if she lives or dies.

- Modality: Distance Counseling

Bill, a 42 year old man, threatens to kill his wife, from whom he is divorced. They divorced about 6 months ago and she now has a boyfriend. She just told him the boyfriend is moving in with her and their three children. He says he can't stand the thought of another man raising his children. He has a history of domestic violence with police having been to the family home prior to the divorce.

- Modality: Face to Face Counseling

***Paper:***

Use the following modified Ethical Decision-making Model to write what you would do. Please cite the relevant ethical codes and laws. Write a code and legal source for the behavior being sanctioned. Please note there are ample ethical citations and laws regarding ALL of these situations. Review the ACA/ASCA Code and Licensure/Certification Codes. Cite the parts of each that are germane to the situation. Search for applicable laws and regulations. What does your state say in each case? You need to discover where these laws lie. What does the professional literature have to say? Find four applicable peer reviewed journal articles for each case and cite as necessary within the body of your case decision.

***Modified Decision-Making Model***

- Discuss the issue of consultation. Do you need to consult? With whom? Why?
- Identify your course of action. State what you intend to do and how you will do it.
- Develop necessary paperwork. Create the forms would you need with each case. Do not include forms you will use with every client, such as Informed Consent. Create only forms that apply to these cases, such as a "No Harm" agreement for suicidal clients.

Details:

The paper will be written in proper APA formatting (title page, body, and references) and 10 pages. Include following Level 1 and 2 Headings:

***Values & Ethics When Dealing with Difficult Situation Research Paper Layout***

- Introduction
- The Case of Jennifer
- ACA/ASCA and Licensure/Certification Code
- Laws and Regulations

- Consultation
- Course of Action
- Forms Necessary
- Conclusion
- The Case of Bill
- ACA/ASCA and Licensure/Certification Code
- Laws and Regulations
- Consultation
- Course of Action
- Forms Necessary
- Conclusion
- References

### **Values & Ethics When Dealing with Difficult Situations Research Paper For School Counselor Students**

Codes of ethics, and laws in every state, mandate that counselors provide clients with a statement of the limits of confidentiality. Statements should include these limits: harm (physical, sexual, emotional abuse and neglect) to children and the elderly, suicidal threats, threats of harm to others, and recordkeeping.

Instructions: Assume that you are a practicing counselor, and you diligently go over the limits with every client. On three separate occasions you are faced with situations where confidentiality must be broken. You must consider the codes of ethics of the profession, your state's rules and regulations governing your licensure/certification, and the modality of the counseling.

The cases:

Jennifer, a 16-year-old girl, has been sexually abused by her mother's boyfriend, admits this to you in a counseling session. She is afraid that her mother will be angry with her. The boyfriend also threatened to harm her and her other siblings if she told. Currently, she is in danger of being expelled from school and attends an online program. She hints that "life is not worth living." She continues to hint that life seems pointless, saying there's no purpose in anything and that nobody even cares if she lives or dies.

- Modality: Distance Counseling

Bill, a 42-year-old, threatens to kill his wife, from whom he is divorced. They divorced about 6 months ago and she now has a boyfriend. She just told him the boyfriend is moving in with her and their three children. He says he can't stand the thought of another man raising his children. He has a history of domestic violence with police having been to the family home prior to the divorce. All three of the children attend your school and the mother is in your office asking for you to counsel the children.

- Modality: Face to Face Counseling

*Paper:*

Use the following modified Ethical Decision-making Model to write what you would do. Please cite the relevant ethical codes and laws. Write a code and legal source for the behavior being sanctioned. Please note there are ample ethical citations and laws regarding ALL of these

situations. Review the ACA/ASCA Code and Licensure/Certification Codes. Cite the parts of each that are germane to the situation. Search for applicable laws and regulations. What does your state say in each case? You need to discover where these laws lie. What does the professional literature have to say? Find four applicable peer reviewed journal articles for each case and cite as necessary within the body of your case decision.

*Modified Decision-Making Model*

- Discuss the issue of consultation. Do you need to consult? With whom? Why?
- Identify your course of action. State what you intend to do and how you will do it.
- Develop necessary paperwork. Create the forms you would need with each case. Do not include forms you will use with every client, such as Informed Consent. Create only forms that apply to these cases, such as a “No Harm” agreement for suicidal clients.

Details:

The paper will be written in proper APA formatting (title page, body, and references) and 10 pages. Include following Level 1 and 2 Headings:

***Values & Ethics When Dealing with Difficult Situation Research Paper Layout***

Introduction

The Case of Jennifer

ACA/ASCA and Licensure/Certification Code

Laws and Regulations

Consultation

Course of Action

Forms Necessary

Conclusion

The Case of Bill's Children

ACA/ASCA and Licensure/Certification Code

Laws and Regulations

Consultation

Course of Action

Forms Necessary

Conclusion

References

**Ethical Counselor Brochure (3.A.11, 3.A.12)**

This is your chance to get creative as you wrap up all you’ve learned in the course. You will create a brochure for a brand-new counseling professional that covers the points below:

- self-care,
- self-awareness, and
- self-evaluation strategies for ethical and effective practice
- purpose and roles within counseling supervision

How can you make this brochure compelling and actionable? Include the following:

- Definition of then 5 tips on self-care

- Definition of then 5 tips for self-awareness
- Definition of then 5 tips for self-evaluation
- Definition of then 5 elements you think you will look for in counseling supervision

**Discussion: Supervision, Issues in Practice, Couples and Family Therapy, Group Work, and Social Justice (CACREP 3.A.12)**

There is a lot to consider with these topics. You will only be able to hit the high points. You will need to consult the literature referring to a minimum of two peer reviewed articles. Consider the following:

What is the appropriate way to make a referral for a client?

What does the literature say about ethical supervision?

What are ethical considerations when practicing systems theory and group work?

Consider the relationship between the social justice advocacy perspective and ethical practice.

What relationship do you see between social justice advocacy competencies and multicultural competencies?

Which of the advocacy competencies would you most want to incorporate in your practice in the community?

Create a 600-word post summarizing this information including references. You will also need to respond to three classmates with a 200-word response – each.

**Assessment Methods**

*Role Play 1 Counseling Adolescents: Teen Pregnancy Reaction Paper Rubric*

*Discussion: Ethics, Counselor as a Person and Professional and Values in the Helping Relationship Rubric*

*Study Guide with Video Presentation Rubric*

*Discussion: Biblical Verse and Ethics Rubric*

*Mandatory Synchronous Class Meeting Discussion: Multicultural, Diversity, Client Rights, and Boundaries Rubric*

*Values & Ethics When Dealing with Difficult Situation Research Paper Rubric*

*Ethical Counselor Brochure Rubric*

*Final*

*Discussion: Supervision, Issues in Practice, Couples and Family Therapy, Group Work, and Social Justice Rubric*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

#### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale Percentages:

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

### Academic Integrity

Northwestern College is a Christian academic community committed to integrity and honesty in

all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

### **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

### **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>.

**Iowa Professional School Counselor Content Requirements:**

<p align="center"><b>Iowa Professional School Counselor Content Requirements</b></p>	<p align="center"><b>Course Activities Aligned with Requirement(s)</b></p>
<p>IAC 282-13.28(26)(7) Professional Orientation:</p> <p>3. Apply knowledge of professional and ethical standards to the practice of school counseling.</p> <p>IAC 282-13.28(6) Assessment and evaluation:</p> <p>6. Apply knowledge of legal and ethical issues related to assessment and student records.</p>	<p>Values and Ethics paper, Reflection Paper, Case Study Papers/Presentation, Final paper, Midterm Exam, Final Exam</p> <p>Values and Ethics paper, Reflection Paper, Case Study Papers/Presentation, Final paper, Midterm Exam, Final Exam</p>



Counseling  
Program

---

## COUN 520 Social & Cultural Experiences Syllabus

3 credits

Term:

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

### Course Description

In this course, students will examine the psychological and sociological factors that form self-concept and cultural identity, and consider how these constructs impact effective counseling with diverse populations. Students will begin a professional journey of developing multicultural competence through developing self-awareness, sensitivity to elements of diversity, knowledge of cultural values, and a commitment to the counseling profession's core value of honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts. Students will learn how to apply awareness and culturally competent skills and knowledge in interventions and advocacy practices with diverse populations. Course concepts will be considered through a biblical world view which provides a foundation for understanding how God views all people groups.

**Prerequisites:** None

### Required Textbooks

Sue, D. & Sue, D. (2022). *Counseling the culturally diverse: Theory and practice*. (9<sup>th</sup> ed). Hoboken, NJ: John Wiley & Sons.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). ISBN: 978-1433832178

### Methodology

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

<b>Student Learning Objectives (SLO)</b>	<b>CACREP Standards</b>	<b>Learning Activity</b>
Begin to understand theories and models of multicultural counseling, social justice, and advocacy.	3.B.1	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Final</li> <li>• Discussion: Cultural Humility Self-Assessment</li> </ul>
Appraise the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews.	3.B.2	<ul style="list-style-type: none"> <li>• Reading</li> <li>• <b>Culture Immersion Experience Paper</b></li> <li>• Personal Cultural Narrative</li> </ul>
Discuss the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors.	3.B.3	<ul style="list-style-type: none"> <li>• <b>Culture Immersion Experience Paper</b></li> <li>• Personal Cultural Narrative</li> <li>• Class Discussion</li> <li>• Reading</li> </ul>
Explore the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally.	3.B.4	<ul style="list-style-type: none"> <li>• <b>Culture Immersion Experience Paper</b></li> <li>• Reading</li> </ul>
Explain the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients.	3.B.5	<ul style="list-style-type: none"> <li>• Class Presentation Group Meeting #1 &amp; #2</li> <li>• Class Presentation</li> <li>• Reading</li> </ul>
Explore the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness.	3.B.6	<ul style="list-style-type: none"> <li>• Class Presentation Group Meeting #1 &amp; #2</li> <li>• Class Presentation</li> <li>• Reading</li> <li>• Final</li> </ul>
Understand disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities.	3.B.7	<ul style="list-style-type: none"> <li>• Class Presentation Group Meeting #1 &amp; #2</li> <li>• Class Presentation</li> <li>• Reading</li> </ul>
Research principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship.	3.B.8	<ul style="list-style-type: none"> <li>• Personal Cultural Narrative</li> </ul>
Identify strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	3.B.9	<ul style="list-style-type: none"> <li>• <b>Culture Immersion Experience Paper</b></li> </ul>
Explore guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities.	3.B.10	<ul style="list-style-type: none"> <li>• Class Presentation Group Meeting #1 &amp; #2</li> <li>• Class Presentation</li> <li>• Reading</li> </ul>

Learn about theories of cultural identity development.	3.C.2	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Class Discussion</li> <li>• Class Presentation Group Meeting #1 &amp; #2</li> <li>• Class Presentation</li> <li>• Final</li> </ul>
Inspect the role of sexual development and sexuality related to overall wellness.	3.C.9	<ul style="list-style-type: none"> <li>• Mandatory Synchronous Class Meeting Discussion: Human Sexuality</li> </ul>

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program’s comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

KPI	3.B.2, 3, 4, 9	Culture Immersion Experience Paper
-----	----------------	------------------------------------

### Course Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	Reading: Syllabus Chapters 1, 2, 3	Get assigned to team for Class Presentation Group Assignments Group Assignment Discussion	5
2	Reading: Chapters 4, 5, 6	<i>Mandatory Synchronous Class Meeting</i> <i>Discussion: Human Sexuality</i>	100
3	Reading: Chapters 7, 8, 9	Class Presentation Group Meeting #1	50
4	Reading: Chapters 10, 11, 12	Midterm Discussion: Spiritual Integration	100 100
5	Reading: Chapter 13, 14, 15	Personal Cultural Narrative Class Presentation Group Meeting #2	100 50
6	Reading: Chapters 16, 17, 18	<b>Culture Immersion Experience Paper</b>	100
7	Reading: Chapters 19, 20, 21	Class Presentation	100
8	Reading: Chapters 22, 23, 24	Final Discussion: Cultural Humility Self-Assessment	100 100
		<b>Total Points Available in Course</b>	905

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### Mandatory Synchronous Class Meetings

You will be required to attend mandatory synchronous class meetings. These will be at Xpm (CST) on XXXX of the week. Attendance and active participation are essential to your success in this class. Non-participation in synchronous aspects of the course will negatively impact your grade. There is no distinction between excused and unexcused absences. If you miss a portion of a class, it is your responsibility to make up any work you may have missed. Advance notice must be given prior to the class meeting. Missing a mandatory class meeting will hinder your progress in the class and will result in the reduction of your grade. You should be on time and prepared to engage in discussion and activities.

### *Policy on Synchronous Class Meeting Environments*

Much of what occurs in a counseling class is highly confidential. When you're attending class, you need to make sure the following conditions are met:

- **Your camera must be on at all times during class**
- Be in a quiet area
- Make sure no family or friends can hear the class
- Make sure you're in a confidential area, not a public place
- Know what to do if any materials trigger you
- It is highly recommended for you to use a headset
- You are responsible for knowing the profession's code of ethics

### Group Assignment Discussion

You have been assigned to a group. The names of this group should have been sent to you via an Announcement the day class started. This discussion is for you to introduce yourself to your group.

- State you live in
- Program you're in (CMHC or School Counselor)
- Where you work
- What you look forward to learning in this class

It is expected you will write a full, graduate level paragraph with your introduction. To receive points for this assignment, you must respond with a full, graduate level paragraph to each member of your group.

### ***Mandatory Synchronous Class Meeting Discussion: Human Sexuality (CACREP 3.C.9)***

The purpose of this discussion is to help you in your development as a counselor, and one good way to do that is to have honest group discussions on what can sometimes be difficult conversation topics.

Prior to class watch this video: [Infusing sexuality across counseling psychology research, training, practice, and advocacy](#) (1:06:04 minutes)

Then go to the literature to see what current peer reviewed journal articles have to say about this topic. Specifically, look to see what the literature says about the role of sexual development and sexuality related to overall wellness. You need to reference two journal articles. One article needs to be from a Christian peer reviewed journal. Once you have viewed the video and done your research, prepare 600-word post with references summarizing what you learned and how

you will apply this to your practice. You need to include at least one Bible verse that you believe speaks to this topic. Justify why you chose this verse.

Submit this post prior to the class meeting. Be prepared to be put in small groups for deeper discussion and to role play some client scenarios.

### **Class Presentation Group Meeting #1 (3.B.5, 3.B.6, 3.B.7, 3.B.10, 3.C.2)**

The Class Presentation assignment requires you to meet with your assigned group. Full details about this assignment are further down in this syllabus and in Module 7 of the Blackboard course shell. It is recommended that you meet for about an hour or so for this initial planning and discussion session. Each student will then individually write and submit a paper based on their group discussion. Your professor recognizes and expects there to be some similarities between your group's papers given that they will all be based on the same group discussion. They should not, however, be identical, as they should be written and submitted individually.

In your group, consider and discuss the assignment. case study information provided (attached to this assignment). Then write your minimum two-page (body) paper in response to:

- culture chosen to research and why
- roles each member will have
- 4 unique peer reviewed articles or text books on this culture
- when you will meet again

Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

### **Discussion: Spiritual Integration (CACREP 3.B.1., 10)**

Read:

- ASERVIC. (2009). [Competencies for addressing spiritual and religious issues in counseling](#).
- AACC. (2014). [AACC code of ethics](#).
- Kenney et al. (2015). [Competencies for counseling the multiracial population](#).
- Terepka, A., & Hatfield, D. R. (2020). Effects of assessing religious beliefs in initial sessions on aspects of the therapeutic alliance. *Spirituality in Clinical Practice*, 7(1), 3-17. <https://doi.org/10.1037/scp0000213>

Watch:

- [Between Two Cultures](#) (8:03)

Based upon the information you've learned through the above readings, video, and text book, compile a summary of how you will use this information to help your future clients and to advocate for them. Also develop a detailed plan on how you will continue to grow in your views of multiculturalism and diversity so you can become a best practice counselor.

- Write a 600-word post on the information detailed above.
- Respond to a minimum of four classmates' posts with a 200-word response.

### **Personal Cultural Narrative (6-8 pages) (3.B.2, 3.B.3, 3.B.8)**

This critical reflective writing activity requires students to explore self in relation to attitudes and beliefs, and develop knowledge about personal cultural identity, development, and worldview (including key personal values). Students will address the impact of personal values, cultural identity, family history, and current lifestyle on their current sense of self, their future work as counselors, and their ability to work with different groups in counseling. Use all your course experiences (readings, other course materials, class dialogues, etc.) to inform your work on this project. Use these prompts as a guide for your personal cultural review and reflection:

- Identify your previous and current definition culture. In what ways, if any, has your definition of change evolved since deciding to become a counselor?
- Explore principles of independence, inclusion, choice, and self-empowerment
- Indicate how you experienced access to services within and outside of counseling relationships
- Discuss how religion/spirituality have impacted your self-awareness of multicultural perspectives.
- Discuss how you will integrate the Christian perspective of change into your counseling work. Explain ways to engage clients in meaningful self-exploration of their worldview to confront sin and pain and discover the unity of God's truth.
- Identify intercultural competence gaps in your knowledge and awareness and describe strategies to improve your intercultural competency.
- Discuss strengths and areas of growth you have in developing as a culturally responsive counselor. Give examples and describe how they would affect your performance as a counselor.
- Identify multicultural and pluralistic characteristics (ethnic, racial, social, religious/spiritual, gender, age, etc.) within and among diverse groups nationally and internationally
- Discuss how help-seeking behaviors can be impacted by multicultural and pluralistic characteristics
- Show an awareness of ethical, legal, and cultural issues and the importance of applying multicultural competencies in the development of strategies for working with and advocating for diverse populations
- Ponder topics related to culture, diversity, social justice, and advocacy with biblical truth and a Christian world view

### **Class Presentation Group Meeting #2 (3.B.5, 3.B.6, 3.B.7, 3.B.10, 3.C.2)**

The Class Presentation assignment requires you to meet with your assigned group. Full details about this assignment are further down in this syllabus and in Module 7 of the Blackboard course shell. It is recommended that you meet for about an hour or so for this initial planning and discussion session. Each student will then individually write and submit a paper based on their group discussion. Your professor recognizes and expects there to be some similarities between your group's papers given that they will all be based on the same group discussion. They should not, however, be identical, as they should be written and submitted individually.

In your group, consider and discuss the assignment. case study information provided (attached to this assignment).

- Research you've found via your "rough draft"
- Share 4 unique peer reviewed articles or text books on this culture

- clarify roles each member will have
- when you will meet again to finalize project

After this group meeting, each member of the group will submit a “rough draft” of the Class presentation. The rough draft will be 5-pages APA formatted with a Reference page. Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

### **Cultural Immersion Experience Paper (3.B.2, 3.B.3, 3.B.4, 3.B.9)**

This assignment consists of 6 Parts (8 pages, APA formatted). *Before you begin writing*, you will reach out to another culture. You are challenged to connect with a diversity group about which you have the MOST preconceived ideas. This can include cultural, religious, racial, sexual identity, economic, or ability diversity.

Instructions:

- Plan on attending at least 2 gatherings of the people in this group (church, group, family, or some other meeting/setting), observing and interacting *as appropriate*.
- Start your journal before attending any gathering and answer the following prompts: Reflect on any preconceived ideas you may have about this group, what is your expectation of this gathering?
- Attend gathering and after each one reflect in your journal.
  - your reactions to the experience,
  - your thoughts and feelings about them, and
  - your thoughts and feelings about yourself in relation to them.
  - Which of those preconceived ideas are now open to re-interpretation and why?
  - What have you learned about yourself and about them, now that the immersion is over?  
(1-2 pages) *you should have 2 entries. One for the first attendance at the gathering, and a second entry for the second gathering*
- Find a member of this group to interview/have a chat with. Reflect in your journal on what you learned from this individual.

Discuss:

- the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals’ worldviews
  - the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors
  - the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
- E. Now you will take what you have learned about this group and yourself and apply it in a counseling context. Assume you have a client from this group. Using your books and class material, reflect on each of the following
- What are some likely issues you might expect and why?
  - What counseling approach will you use and why?
  - Outline an advocacy plan for this client using the Advocacy Competencies.
  - What do you need to do now to be ready to meet this future client?

F. Finally, you will identify strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination, reference two peer reviewed journal articles to help you with this section.

### **Class Presentation (3.B.5, 3.B.6, 3.B.7, 3.B.10, 3.C.2)**

During your first class, you were assigned a group to work with for this assignment.

Instructions:

Meet with your group to choose a culture to research. Decide the roles each member will have. Go to the literature to learn about the culture. Each group member should find 4 unique peer reviewed articles or text books on this culture. Once you've done your research, you come back together as a group to discuss what you've learned via a 5-page "rough draft" with references.

Finally, the group will create a power point presentation and on the chosen population to present to the class. This presentation should last no more than 30 minutes (total) and should include the following:

- Create 5 Pretest/Posttest Questions
- Provide Background on culture
- Include information on Artifacts from that culture (food, art, music)
- Discuss religious and spiritual practices of the culture
- Discuss theories of cultural identity development
- Discuss effects of stereotypes, discrimination, power, oppression, privilege, marginalization, microaggressions, and violence
- Explore the effects of sociocultural influences, public policies, cultural values on mental and physical wellness
- Discuss effects of poverty, income disparities, and health disparities toward people with marginalized identities
- Include guidelines developed by professional counseling organizations related to social justice and advocacy working with diverse individuals
- Explain what specific things should counselors know when working with this population
- Include a detailed Case study on a client from this culture
- Include a reference slide

Experiential component: Following the presentation, your group will create a role play of the case study (counselor plus client(s)) demonstrating specific techniques and/or theoretical concepts to resolve the presenting problem in the case study. During this time, students will learn ways to specifically counsel this population using various theories and techniques.

Provide the class with a list of resources for this population.

You will record this group presentation and submit the power point, resources, and recording link via Blackboard.

### **Discussion: Cultural Humility Self-Assessment**

Cultural humility alongside multicultural competence are key aspects of becoming a multiculturally responsive counselor. Cultural humility is an ongoing process that involves the counselor's awareness of their own values, biases, knowledge of diverse populations, and skills to work with culturally diverse clients. Lack of understanding of clients' worldviews perpetuates

racial and ethnic inequities, affects the client-counselor relationship, and contributes to client's premature termination of the counseling process (Sue & Sue, 2019). Without a critical analysis of one's own biases and assumptions as a counselor, it is very possible one can actually further enact discrimination and harm a client has experienced in their daily life. Therefore, it is crucial that counselors engage in an ongoing self-assessment process to practice cultural humility and continue their lifelong journey of being culturally responsive.

Complete the following assignment. The Cultural Humility Self-Assessment post is designed to facilitate your exploration of your cultural humility development. You will review your journal entries from the Cultural Immersion Experience and Paper assignment to identify areas of strength and opportunities for ongoing personal and professional growth in being culturally responsive and humble.

*Cultural Humility Self-Assessment Prompts:*

- Identify themes from your journal that contributed to your cultural humility development. Provide examples.
- Classify themes into the three main intercultural competence components: awareness, knowledge, and skills.
- Identify intercultural competence gaps in your knowledge and awareness and describe strategies to improve your intercultural competency.
- Discuss how religion and spirituality can influence your cultural humility.
- Discuss some strengths and areas of growth you may have in developing as a culturally responsive counselor. Give examples and describe how they would affect your performance as a counselor.

**Create an 800-word post answering these prompts. Then respond to a minimum of four of your classmates' with a 250-word response (each).**

**Assessment Methods**

*Midterm*

*Final*

*Group Assignment Discussion Rubric*

*Mandatory Synchronous Class Meeting Discussion: Human Sexuality Rubric*

*Class Presentation Group Meeting #1 Rubric*

*Class Presentation Group Meeting #2 Rubric*

*Discussion: Spiritual Integration Rubric*

*Personal Cultural Narrative Rubric*

*Cultural Immersion Experience and Paper Rubric*

*Class Presentation Rubric*

*Discussion: Cultural Humility Self-Assessment Rubric*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale Percentages:

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

### Academic Integrity

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the

highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

### **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

### **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>.

## Course Resources

### Journal Articles:

- Tatum, B. D. (2000). The complexity of identity: “Who am I?” In Adams, M., Blumenfeld, W. J., Hackman, H. W., Zuniga, X., Peters, M. L. (Eds.), *Readings for diversity and social justice: An anthology on racism, sexism, anti-semitism, heterosexism, classism and ableism* (pp. 9-14). Routledge. <https://uucsj.org/wp-content/uploads/2016/05/The-Complexity-of-Identity.pdf>
- Ballan, M. S., Romanelli, M., & Harper, J. (2011). The social model: A lens for counseling transgender individuals with disabilities. *Journal of Gay & Lesbian Mental Health, 15*(3), 260-280. <https://doi.org/10.1080/19359705.2011.582073>
- Liu, W. M., Pickett, T. Jr., & Ivey, A. E. (2007). White middle-class privilege: Social class bias and implications for training and practice. *Journal of Multicultural Counseling and Development, 35*(4), 194-206. <https://doi.org/10.1002/j.2161-1912.2007.tb00060.x>
- Terepka, A., & Hatfield, D. R. (2020). Effects of assessing religious beliefs in initial sessions on aspects of the therapeutic alliance. *Spirituality in Clinical Practice, 7*(1), 3-17. <https://doi.org/10.1037/scp0000213>
- Tomlinson-Clarke, S. M., & Georges, C. M. (2014). DSM-5: A commentary on integrating multicultural and strength-based considerations into counseling training and practice. *The Professional Counselor, 4*(3), 272-281. <https://doi.org/10.15241/stc.4.3.272>

### Media Resources:

- American Counseling Association. (2014) *ACA code of ethics*. <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- American School Counselor Association. (2019). *ASCA School Counselor Professional Standards & Competencies*. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>
- Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling. (2009). *Competencies for counseling with transgender clients*.
- Gregg Elliott. (2022, June 2). *COUN 520 social & cultural foundations – Christian perspectives on same sex relationships pt 1*. [Video]. YouTube. <https://www.youtube.com/watch?v=mGyfwjfyQNY>
- Gregg Elliott. (2022, June 2). *COUN 520 social & cultural foundations – Christian perspectives on same sex relationships pt 2*. [Video]. YouTube. <https://www.youtube.com/watch?v=Tv92tjYH04I>
- Gregg Elliott. (2022, June 2). *COUN 520 social & cultural foundations – Christian perspectives on same sex relationships pt 3*. [Video]. YouTube. <https://www.youtube.com/watch?v=Igw6auDAJ7o>
- Gregg Elliott. (2022, June 2). *COUN 520 social & cultural foundations – Christian perspectives on same sex relationships pt 4*. [Video]. YouTube. <https://www.youtube.com/watch?v=9lUnW3Bbf-0>
- act.tv. (2019, April 16). *Systemic racism explained*. [Video]. YouTube. [https://www.youtube.com/watch?v=YrHIQIO\\_bdQ](https://www.youtube.com/watch?v=YrHIQIO_bdQ)
- AACC. (2014). *AACC code of ethics*. <https://www.aacc.net/wp-content/uploads/2020/06/AACC-Code-of-Ethics-Master-Document.pdf>
- ASERVIC. (2009). *Competencies for addressing spiritual and religious issues in counseling*. <https://aservic.org/spiritual-and-religious-competencies/>
- BuzzFeedVideo. (2016, June 18). *How privileged are you?* [Video]. YouTube.

- <https://www.youtube.com/watch?v=0UmowwMivyU>
- Collins, C. (2018, Fall). What is white privilege, really? *Learning For Justice*, 60.  
<https://www.learningforjustice.org/magazine/fall-2018/what-is-white-privilege-really>
- Coloradans for Immigrant Rights, (2017). *Examples of US citizenship privilege*.  
<https://sites.lsa.umich.edu/inclusive-teaching-2/wp-content/uploads/sites/732/2017/08/Examples-of-US-Citizenship-Privilege.pdf>
- ENDEVR. (2022, January 9). *Poverty in the USA: Being poor in the world's richest country | ENDEVR documentary*. [Video]. YouTube.  
<https://www.youtube.com/watch?v=f78ZVLVd00A>
- Givens, D. (2020, August 25). The extra stigma of mental illness for African Americans. *The New York Times*. <https://www.nytimes.com/2020/08/25/well/mind/black-mental-health.html>
- Graham, M. (2009). *Examples of ability privilege*.  
<http://aspergersquare8.blogspot.com/2009/08/checklist-of-neurotypical-privilege-new.html>
- Kenney, K. R., Kenney, M. E., Alvarado, S. B., Baden, A. L., Brew, L., Chen-Hayes, S., Crippen, C. L., Harris, H. L., Henriksen, R. C., Malott, K. M., Paladino, D. A., Pope, M. L., Salazar, C. F., & Singh, A. A. (2015). *Competencies for counseling the multiracial population*. <https://www.counseling.org/docs/default-source/competencies/competencies-for-counseling-the-multiracial-population-2-2-15-final.pdf?sfvrsn=14>
- Killerman, S. (2011). *Examples of cisgender privilege*. [www.itspronouncedmetrosexual.com](http://www.itspronouncedmetrosexual.com)
- Killermann, S. (2012). *Examples of Christian privilege in the US*.  
[www.itspronouncedmetrosexual.com](http://www.itspronouncedmetrosexual.com)
- Learning for Justice. (2016, May 18). *Intersectionality 101*. [Video]. YouTube.  
<https://www.youtube.com/watch?v=w6dnj2IyYjE>
- McIntosh, P. (1989, July/August). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, 10-12.
- Microtraining Associates. (2008). *Counseling Arab Americans: Diversity, treatment goals and interventions*. [Video]. Alexander Street.  
<https://ezproxy.nwciowa.edu/login?url=https://video-alexanderstreet-com.ezproxy.nwciowa.edu/p/z6nmJApEq>
- Microtraining Associates. (2000). *Innovative approaches from a White American perspective*. [Video]. Alexander Street. <https://ezproxy.nwciowa.edu/login?url=https://video-alexanderstreet-com.ezproxy.nwciowa.edu/p/4698oL7Gg>
- Microtraining Associates. (2000). *Innovative approaches to counseling African descent people*. [Video]. Alexander Street. <https://ezproxy.nwciowa.edu/login?url=https://video-alexanderstreet-com.ezproxy.nwciowa.edu/p/jYn2m6AEI>
- Microtraining Associates. (2000). *Innovative approaches to counseling Latina/o people*. [Video]. Alexander Street. <https://ezproxy.nwciowa.edu/login?url=https://video-alexanderstreet-com.ezproxy.nwciowa.edu/p/nRzZ0KxVR>
- Microtraining Associates. (2000). *Innovative approaches to counseling Native-American Indian people*. [Video]. Alexander Street. <https://ezproxy.nwciowa.edu/login?url=https://video-alexanderstreet-com.ezproxy.nwciowa.edu/p/089gkAR2X>
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). *Multicultural and social justice counseling competencies*. Association for Multicultural Counseling and Development. <https://www.counseling.org/docs/default->

[source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20](#)

TEDx Talks. (2017, August 11). *Between two cultures* | Smrithi Ram | TEDxUCincinnati. [Video]. YouTube. [https://www.youtube.com/watch?v=qv\\_UfDBNWI8](https://www.youtube.com/watch?v=qv_UfDBNWI8)

TEDx Talks. (2017, December 1). *Cultural humility* | Juliana Mosley, Ph.D. | TEDxWestChester. [Video]. YouTube. [https://www.youtube.com/watch?v=Ww\\_ml21L7Ns](https://www.youtube.com/watch?v=Ww_ml21L7Ns)

TEDx Talks. (2016, April 29). *I am not your Asian stereotype* | Canwen Xu | TEDxBoise. [Video]. YouTube. <https://www.youtube.com/watch?v=pUtz75INaw>

TEDx Talks. (2016, December 23). *We are not all that different: Race and culture identity* | Seconde Nimenya | TEDxSnolsleLibraries. [Video]. YouTube. [https://www.youtube.com/watch?v=8QuAok\\_Xiyg&t=7s](https://www.youtube.com/watch?v=8QuAok_Xiyg&t=7s)

The Benevolent Society. (2017, October 10). *The drivers of ageism*. [Video]. YouTube. <https://www.youtube.com/watch?v=nNPwrVIa9OA>

Trans Student Educational Resources. (2015). *The gender unicorn*. <http://www.transstudent.org/gender>

University of Michigan College of Literature, Science, and the Arts. (2017). *Examples of (mostly cisgender) man privilege*. <https://sites.lsa.umich.edu/inclusive-teaching-2/wp-content/uploads/sites/732/2017/08/Examples-of-Mostly-Cisgender-Man-Privilege.pdf>

Women’s Theological Center. (2017). *Examples of socioeconomic status (“class”) privilege*. <https://sites.lsa.umich.edu/inclusive-teaching-2/wp-content/uploads/sites/732/2017/08/Examples-of-Socioeconomic-Status-Privilege.pdf>

WYCC PBS Chicago. (2012, August 21). *Colorblind: Rethinking race*. [Video]. YouTube. <https://www.youtube.com/watch?v=uQkJnLSPf5k>

**Iowa Professional School Counselor Content Requirements**

<b>Iowa Professional School Counselor Content Requirements</b>	<b>Course Activities Aligned with Requirement(s)</b>
<p>IAC 282-13.28(26)(2) Social &amp; Cultural Foundations:</p> <ol style="list-style-type: none"> <li>1. Demonstrate awareness of and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.</li> <li>2. Demonstrate sensitivity to the nature and the functioning of the student within the family, school, and community contexts.</li> <li>3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.</li> </ol>	<p>Reflection paper, Cultural Competence Self-Assessment, Discussion, Multicultural Immersion Experience</p> <p>Multicultural Immersion Experience, Midterm Exam, Final Exam</p> <p>Discussion – dyad/triad intros, Midterm Exam, Final Exam, Multicultural Immersion Experience</p>



Counseling  
Program

---

**COUN 525 Counseling Across the Lifespan Syllabus**  
**3 credits**  
**Term:**

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

**Course Description**

One of the philosophies underlying the counseling profession that helps set it apart from the other mental health professions is a developmental perspective; a recognition that many of the issues clients face in life are developmental in nature. This course introduces students to theories of individual and family development across the lifespan, theories of learning, theories of moral and spiritual development, and theories of normal and abnormal personality development. The course also delves into factors and circumstances that can impact a person's development; biological, neurological, and physiological factors, addictive behaviors, systemic and environmental factors, crises, disasters, and trauma, and culture. Students will develop a general framework for developing interventions based on client developmental level and ethical and culturally relevant strategies for promoting resilience and wellness across the lifespan.

**Prerequisites:** None

**Required Textbooks**

Santrock, J. (2024) *Life-Span Development* (19<sup>th</sup> ed.). McGraw Hill. ISBN: 1266768165

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). ISBN: 978-1433832178

**Methodology**

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

Student Learning Objectives (SLO)	CACREP Standards	Learning Activity
Demonstrate an understanding of theories of individual and family development across the lifespan.	3.C.1	<ul style="list-style-type: none"> <li>• <b>Theory Meets Therapy Project</b></li> <li>• Discussion: Spiritual Integration – Aging with Grace: Death, Dying, and Grieving</li> <li>• Discussion with Classmate: Nature vs. Nurture</li> <li>• Early Childhood Brochure</li> <li>• Significant Developmental Events in My Life Presentation</li> <li>• Reading</li> </ul>
Apply theories of cultural identity development.	3.C.2	<ul style="list-style-type: none"> <li>• <b>Theory Meets Therapy Project</b></li> <li>• Discussion: Middle Adulthood Case Conceptualization</li> <li>• Significant Developmental Events in My Life Presentation</li> <li>• Reading</li> </ul>
Recognize theories of learning.	3.C.3	<ul style="list-style-type: none"> <li>• <b>Theory Meets Therapy Project</b></li> <li>• Bandura Discussion</li> <li>• Early Childhood Brochure</li> <li>• Reading</li> </ul>
Understand theories of personality and psychological development.	3.C.4	<ul style="list-style-type: none"> <li>• <b>Theory Meets Therapy Project</b></li> <li>• Discussion with Classmate: Nature vs. Nurture</li> <li>• Early Childhood Brochure</li> <li>• Discussion: Middle Adulthood Case Conceptualization</li> <li>• Significant Developmental Events in My Life Presentation</li> <li>• Reading</li> </ul>

Explore models of resilience, optimal development, and wellness in individuals and families across the lifespan.	3.C.7	<ul style="list-style-type: none"> <li>• <b>Theory Meets Therapy Project</b></li> <li>• Discussion with Classmate: Nature vs. Nurture</li> <li>• Early Childhood Brochure</li> <li>• Developmental Stage and Trauma Research Paper</li> <li>• Discussion: Spiritual Integration – Aging with Grace: Death, Dying, and Grieving</li> <li>• Discussion: Middle Adulthood Case Conceptualization</li> <li>• Significant Developmental Events in My Life Presentation</li> <li>• Reading</li> </ul>
Discuss models of psychosocial adjustment and adaptation to illness and disability.	3.C.8	<ul style="list-style-type: none"> <li>• <b>Theory Meets Therapy Project</b></li> <li>• Reading</li> </ul>
Distinguish biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.	3.C.10	<ul style="list-style-type: none"> <li>• <b>Theory Meets Therapy Project</b></li> <li>• Early Childhood Brochure</li> <li>• Discussion: Middle Adulthood Case Conceptualization</li> <li>• Reading</li> </ul>
Reflect on systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.	3.C.11	<ul style="list-style-type: none"> <li>• <b>Theory Meets Therapy Project</b></li> <li>• Discussion: Middle Adulthood Case Conceptualization</li> <li>• Significant Developmental Events in My Life Presentation</li> <li>• Reading</li> </ul>
Examine effects of crises, disasters, stress, grief, and trauma across the lifespan.	3.C.13	<ul style="list-style-type: none"> <li>• <b>Theory Meets Therapy Project</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Discussion with Classmate: Nature vs. Nurture</li> <li>• Developmental Stage and Trauma Research Paper</li> <li>• Reading</li> </ul>
--	--	---

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program’s comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

<b>KPI</b>	<b>3.C.1, 2, 3, 4, 7, 8, 10, 11, 13</b>	<b>Theory Meets Therapy Project</b>
------------	---	-------------------------------------

### Course Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	Reading: 1, 2, & 3	Getting to Know You Reading Quiz Theory Meets Therapy Project Discussion: Getting Started – Topic and Partner Selection Theory Meets Therapy Project Milestone: Topic & Partner Selection	15 25 0 5
2	Reading: 4, 5, & 6	Discussion with Classmate: Nature vs. Nurture Paper Reading Quiz	50 25
3	Reading: 7, 8, & 9	Bandura Discussion Reading Quiz Early Childhood Brochure	50 25 75
4	Reading: 10 & 11	Midterm Exam Reading Quiz Theory Meets Therapy Project Milestone: Outline & Responsibilities	60 25 10
5	Reading: 12 & 13	Developmental Stage and Trauma Research Paper Reading Quiz	75 25
6	Reading: 14, 15, & 16,	<b>Theory Meets Therapy Project</b> Discussion (over presentations) Peer Evaluations Discussion: Middle Adulthood Case Conceptualization Reading Quiz	80 20 10 50 25
7	Reading: 17 & 18	Significant Developmental Events in My Life Presentation Reading Quiz	75 25
8	Reading: 19 & 20	Discussion: Spiritual Integration – Aging with Grace: Death, Dying, and Grieving Final Exam	50 100
		<b>Total Points Available in Course</b>	900

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### Reading Quizzes

#### Midterm

#### Final

### Discussion: Getting to Know You

Most classes in Northwestern's School Counseling and Clinical Mental Health Counseling programs will begin with a *Getting to Know You* threaded discussion - these discussions are geared toward helping students and professors get to know each other better. In that spirit, please introduce yourself to your classmates and answer the following questions:

- What program are you enrolled in at Northwestern? If you're in the School Counseling program, what endorsements are you seeking?
- When you think about taking Counseling Across the Lifespan, how do you think you will use this information as a counselor?
- Why is it important for a counselor to learn theories of human development?
- Looking inward, what developmental stage has been most impactful for you?

Please create a thread with your response to the discussion prompt by Wednesday night at midnight. Once you've created your thread in response to the discussion prompt, respond on the threads of at least two of your classmates by Saturday at midnight. Try to respond to everyone who has posted on your thread by the time the assignment is due to be completed (Sunday at midnight).

### Theory Meets Therapy Project Discussion: Getting Started – Topic and Partner Selection

At the end of this module, you will be asked to submit your topic and partner selection for the Theory Meets Therapy Project. To assist in this selection process, this discussion board has been created for you to post your ideas and brainstorm together with the hope of finding someone who shares similar interests. This discussion board will NOT be graded, as it is only to serve as a means to facilitate connection and expression of ideas.

### Theory Meets Therapy Project Milestone: Topic & Partner Selection

Now that you have discussed your topic and partner selection, you will complete the first milestone in the Theory Meets Therapy Project!

For this milestone, you should select a partner and submit a document with a paragraph summary of your topic. You and your partner may submit the same document; however, each of you must submit a document with this information.

### Discussion with Classmate: Nature vs. Nurture Paper (CACREP 3.C.1., 4., 7., 13.)

Nature vs. Nurture: The concept of Nature vs. Nurture is truly a false dichotomy. In this discussion, please watch the film, "The Secrets of the Wild Child." Ensure that you have also read Chapters 1 through 6.

Discussion Questions: Please answer the following questions:

- When it comes to Genie, discuss the relative influence of nature and nurture on Genie and her development? Back this discussion up with information from the course text.

- Discuss what the literature states about Genie being born a certain way (Nature) in being cognitively and developmentally delayed as her father had claimed vs (Nurture) the lack of human influence and interaction and abuse damaging her. Back this discussion up with information from the text and at least 1 peer reviewed journal article.
- Explore models of resilience, optimal development, and wellness in individuals and families across the lifespan. (1 reference here)
- Examine effects of crises, disasters, stress, grief, and trauma across the lifespan.
- Explore theories of personality and psychological development. (1 reference here)
- As a counselor in training, identify three interventions that the literature supports could help Genie (2 references here)
- Discuss how and where have you seen nature and nurture (biology and experience) interact in your own life?
- How would a biblical worldview align or misalign with the research you discovered? Cite at least two Bible verses in support of your response.

You will prepare a 3-page APA formatted paper with 5 peer reviewed journal articles and the text book on the reference page. You will meet with your class mate, have an hour or better discussion on this topic and the papers you've prepared. You will then prepare a two-paragraph summary of the meeting as well as the name of your discussion partner and add that to your paper under the heading "Meeting Summary." Once this is completed, you will submit your paper.

### **Bandura Discussion (CACREP 3.C.3)**

Students will study Bandura's theory via the course text and other sources (journal articles, scholarly online resources, videos, films, etc.). You will cite these sources, a minimum of 4, (using APA 7th ed. writing style) when you post to the discussion board (see number of required citations below).

Bandura's theory proposes that we learn social behaviors and personal values by observation. According to Bandura, we learn behaviors, ideas, beliefs, life values and attitudes by watching other people via personal life experiences, electronic means and audio/visual media. In particular, the media has a huge impact on what we learn about perspectives, biases, relationships, jobs/careers, money, values, lifestyles, etc., and how we integrate information we receive from the media within our own identity development.

The following assignment encourages students to study Bandura's theory in the context of self-exploration and "test" the theory based on student's reflections about their own development.

Students will select from their own media viewing OR from their own community of social network (including family), animals, spiritual practices AND apply Bandura's theory in their own development. Students should reflect on their most common and repetitive experiences with media OR community.

For example, if you watch a lot of liberal late-night shows, and you notice your political views are of a "left-wing" nature, you might surmise that watching this program impacts and

reinforces how you see the world of politics. Or perhaps you watch the History Channel and notice that you value perceiving your experiences in the context of a particular time in history, you might suppose that viewing programs about historical events provides for you a way to look at your own experiences in the context of world or current events. Or maybe you grew up in a tribal community and learned about behavior from watching animals, you will have learned values modeled from those animals and apply them to your own life.

Students should include comments in their posts regarding their agreement/non-agreement with Bandura based on their own research and self-examination. Since this assignment involves self-examination of a personal nature, students are encouraged to share only what they feel comfortable sharing with classmates via the Discussion board.

Please develop your post to focus on the assignment criteria (outlined above) in at least five well-developed paragraphs of at least 500 words with a minimum of 4 scholarly references.

**Total Required number of posts is 5 (1 original post and 4 response posts of a minimum of 2 well developed paragraphs)**

### **Early Childhood Brochure (CACREP 3.C.1., 3., 4., 7., 10.)**

For this assignment, create a 4-page informational brochure on the Early Childhood years. Assume you are a Registered Play Therapist who works with this age group of children. You are creating this brochure to use in your counseling practice with parents.

Prior to creating the brochure, explore the [Association for Play Therapy website](#) to see what resources they may offer to help counselors with this age group. Include at least one resource from this site on your brochure.

You will cover the following:

- Discuss theories of learning and development for the parents
- Physical and Cognitive Development
  - physical changes
  - cognitive changes
  - language development
  - early childhood education
- Socioemotional Development
  - emotional and personality development
  - families
  - peer relations, play, and media/screen
- Spiritual

You will need to have read chapters 7 and 8 in the text book. Please ensure that you include at least 7 references supporting the information in the brochure. Four must be peer reviewed journal articles, the APT website and two other resources which may include the text, videos, and other scholarly websites. You will submit a reference page separate from the brochure you create.

For this assignment, be creative! Make sure your brochure is inviting, engaging, and aesthetically pleasing. The outcome should be something that could potentially be placed in a play therapy counseling office waiting room!

### **Theory Meets Therapy Project Milestone: Outline & Responsibilities**

For this week's *Theory Meets Therapy Project Milestone*, you will submit an outline and name the responsibilities of each person. Please submit this in Microsoft Word document form.

NOTE: Only one group member has to submit the assignment.

### **Developmental Stage and Trauma Research Paper (CACREP 3.C.7., 13.)**

Current researchers of human development are learning that trauma plays a much more important role than thought previously in terms of healthy identity development and coping skills. In fact, much of the DSM 5th edition revisions include considerations about the link between traumatic experiences and the development of psychological disorders, symptoms and associated life issues.

This assignment will provide an opportunity to study Erikson's developmental stage theory and explore the potential impact of a trauma topic approved by the instructor on the psychosocial development at a specific stage of development (an age of your choosing). Students should complete a 5-page APA formatted paper on your choice of one of Erikson's Psychosocial developmental stages (Trust vs Mistrust, Autonomy vs Shame and Doubt, Initiative vs Guilt, Industry vs Inferiority, Identity vs Role Confusion, Intimacy vs Isolation, Generativity vs Stagnation, Integrity vs Despair) and the potential effects of a selected trauma topic on healthy development (e.g. death of a loved one, sexual abuse, natural disaster, loss of a loved one at an early age).

An emphasis in this discussion should include discussion about how specific crisis events plays a part in the traumatic event itself and how crisis/trauma triggers are associated with ongoing mental health issues throughout a person's life. Students must study Erikson's theory in at least 5 scholarly resources (including the course text) and do extensive research on their chosen topic of a traumatic experience in at least 7 scholarly sources. There will be a total of 12 references at a minimum. Discussion about the impact of said trauma on the development of someone in the chosen stage of development will be written from the student's ideas and beliefs as a result of a thorough review of professional literature.

**Note: This is not an assignment for personal disclosure about student's personal experiences. The chosen topic of a traumatic experience should be based on students' future work with clients/students.**

#### *Summary of Aspects to be Addressed:*

- Erikson's stage of choice
- Traumatic event
- Crises involved during the event and crisis triggers during lifelong mental health challenges
- Impact of trauma on development
- Summary

**Theory Meets Therapy Project (CACREP 3.C.2., 3., 4., 7., 8., 10., 11., 13.)**

Students will be placed groups to participate in this project throughout the duration of the course. It is expected that your group will meet weekly to discuss the project and concepts you are learning in class. A rich discussion like this helps you to better understand the material in the course.

*Theory Meets Therapy Project Requirements*

- Students will create a fictional client case study. The client is 58 years old. Choose the gender and the culture (research what culture means and choose one the group is unfamiliar with). This client survived a horrific childhood crisis (make one up) that created stress, grief, and trauma. This client also suffers from an illness or disability (make one up).
- Students will then conceptualize the fictional case study utilizing the following theories:
  - theories of individual and family development across the lifespan
  - theories of cultural identity development
  - theories of learning
  - theories of personality and psychological development
- Students will explore models of resilience, optimal development, and wellness in individuals and families across the lifespan useful for this client.
- Students will consider the biological, neurological, and physiological factors that affect lifespan development impacting this client.
- Students will reflect on systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness of the client.
- Students will examine effects of crises, disasters, stress, grief, and trauma across the lifespan for the client.
- Students will provide an example of 2 empirically based interventions that a counselor could use in supporting this client in their therapy work.
  - The interventions should be presented in a manner where there is a direct connection to concrete application among diverse treatment settings and should be ethical and culturally relevant.
- Students will create a PowerPoint Presentation with at least 15 slides, not including the reference slide(s). Students will also create a video (30 minutes long), presenting their case, theoretical conceptualization, and intervention/technique.
- Students will also create a handout to share with their peers.
  - The handout should be a 1-page brochure. That serves as the "take-away" from your presentation, highlighting major points. It should be visually engaging and informative. Also, do not forget to cite within the handout as well.
    - Ideally, students will collect these handouts to begin building an “Activities Folder” for when they begin Practicum and Internship.
- The Video Presentation and the Handout will be placed in the Theory meets Therapy Project Discussion Forum.

- References:
  - Students must have at least 15 scholarly references, with 10 of them being peer reviewed journal articles. The other 5 may include textbooks, scholarly websites, and other scholarly resources (No Wikipedia/Pop-culture sources).
- Students will then be required to watch at least two other peer groups' videos and comment with thoughtful responses.

While students will work on this project throughout each week of the course, below you will find a schedule of due dates, specific to this assignment:

### Assignment Due Dates

- Module 1
  - Review Assignment Directions
  - Engage in the *Theory meets Therapy Project Milestone: Topic and Group Selection* Discussion to communicate with your classmates and work together in selecting a group (minimum of 3; maximum of 5) and presentation topic.
  - Submit the *Theory Meets Therapy Project Milestone: Topic and Group Selection*
    - For this milestone, you should select a group and submit a document with a paragraph summary of your topic. You and your group may submit the same document, however, each of you must submit a document with this information.
- Module 4
  - For your Theory meets Therapy Project Milestone, you will submit an outline and name the responsibilities of each person. Please submit this in word document form. You and your group may submit the same document, however, each of you must submit a document with this information.
- Module 6
  - Complete **Class Presentation | Theory meets Therapy Project: Video Presentation & Handout**
    - Please submit a link to your video. The most efficient way to do this is to record your video using Teams. Everyone should be visible in the video and have a role in the presentation. After recording your video, you may then upload it to YouTube. Then, you can submit the link so that myself and your classmates can view your video.
    - For this assignment, please turn in:
      - A link for your video
      - Your PowerPoint (submitted as a .pdf file)
      - Your Handout (submitted as a .pdf file)
      - \*NOTE: You will also submit this to the **Class Presentation | Theory meets Therapy Project Discussion Forum** so that your classmates can review your presentation and handout. All group members need to submit.
    - Participate in the Theory meets Therapy Project Discussion Forum
    - Complete Peer Evaluations

**Discussion: Middle Adulthood Case Conceptualization (CACREP 3.C.2., 4., 7., 10., 11.)**

## Case Scenario:

Esteban and Carmen O., a 38-year-old Puerto Rican couple, sought help at a community mental health clinic in the Miami area. Mr. O. had recently come to the United States with only a high school education, but had already acquired several successful printing shops. Carmen, his wife, was born and raised in Florida. The two had a whirlwind courtship that resulted in a marriage after only a three-month acquaintance. She described her husband as being handsome, outspoken, confident, and a strong person who could be affectionate and sensitive. Carmen used the term “machismo” several times to describe Esteban.

The couple had sought counseling after a series of rather intense arguments over his long work hours and his tendency to “go drinking with the boys” after work. She missed his companionship, which was constantly present during their courtship, but now seemed strangely absent. Carmen, who had graduated from the local college with a BA in business, had been working as a secretary and was on the verge of being promoted to an administrative assistant when she met Esteban. She resigned her position prior to her marriage, with the urging of Esteban who stated that “it was beneath her” and that he was capable of supporting both of them. Carmen found herself taking more and more Xanax, prescribed by her primary care doctor, the more upset she became with the situation.

Both had agreed to seek outside help with their marital difficulties, and they had been assigned to Dr. Carla B., a White woman psychologist.

The initial session with the couple was characterized by Esteban doing most of the talking. He frequently spoke for his wife and interrupted Dr. B. often, not allowing her to finish questions or make comments. Esteban stated that he understood his wife’s desire to spend more time with him, but that he needed to seek financial security for “my children.” While the couple did not have any children at the present time, it was obvious that Esteban expected to have many with his wife. He jokingly stated, “After three or four sons, she won’t have time to miss me.” It was obvious that his remark had a strong impact on Carmen, as she appeared quite surprised. Dr. B., who during this session had been trying to give Carmen an opportunity to express her thoughts and feelings, seized the opportunity. She asked Carmen how she felt about having children. As Carmen began to answer, Esteban blurted out quickly, “Of course, she wants children. All women want children.”

During the next few weeks, Carmen came alone to the sessions without her husband, who refused to return. Their sessions consisted of dealing with Esteban’s sexist attitude and the ways she could be her “own person.” Dr. B. stressed the fact that Carmen had an equal right in the decisions made in the home, that she should not allow anyone to oppress her, that she did not need her husband’s approval to return to her former job, and that having children was an equal and joint responsibility.

During this period, the couple separated from one another. It was a difficult period for Carmen who came for therapy regularly to talk about her need “to be my own person,” a phrase used often by Dr. B. Carmen and Esteban finally divorced after only a year of marriage.

Carmen, 38, is your client. Based on the scenario above conceptualize the following:

- Discuss the ethical and legal considerations;
- Examine human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- Include a discussion on theories for facilitating optimal development and wellness over the life span,
- Discuss family well-being,
- Discuss culture,
- Discuss theories of human development that could impact this 38-year-old client,
- Create an appropriate counseling intervention.
- Create a 500-word thread with your response to the discussion prompt above and reference the articles/books you've used to create the discussion thread.
- You will then respond to a minimum of three classmate responses with a 200-word response - each.

### **Significant Developmental Events in My Life (CACREP 3.C.1., 2., 4., 7., 11.)**

In counseling, a core feat of assessment when working with clients is to determine where a client is developmentally and/or to locate areas in which there may have been a disruption in development.

For this assignment, students will choose one specific event from four developmental periods of their lives (Middle Childhood, Early Adolescence, Late Adolescence, and Early Adulthood) (four events all together). Students will choose four theories to apply to the selected life events. Students will discuss how the aspects of the chosen theories apply to their life events. Students must specifically refer to the information presented in the text and clearly connect the course content to personal experiences through a scholarly lens.

For example, a student might reflect on a period of hardship (e.g. losing a pet) and then apply a developmental theory to explore and analyze the event (e.g. Piaget's Theory of Cognitive Development).

Students should be sure to adequately describe the developmental events and explain the developmental theories selected, providing a thorough application of the theories related to the events. The student must articulate at least five developmental points from each theory to apply to the personal development events selected (e.g. talking about object permanence in relation to the death of a pet could be a point from the example above).

Additionally, briefly introduce elements of your personal culture and identities. (e.g. The context of being a Hispanic/LatinX Female within this developmental period). Please share 3 factors that promoted resilience for you during the developmental periods. If there were not three factors present, introduce elements that could have been implemented to support you during the developmental periods.

Then students will create a 20-minute 20 slide PowerPoint recorded presentation that describes the events, the development stages of life in which the events occurred, how it shaped their

development, and all the information above. Students will include five scholarly resources and how the resources they selected relate to their personal experiences. Note: Although it is not required, students are encouraged to share artifacts and pictures in their presentation if they have them.

**Discussion: Spiritual Integration – Aging with Grace: Death, Dying, and Grieving**  
(CACREP 3.C.1., 7.)

Before completing this discussion, ensure that you have read Chapters 15 - 20. You will also need to find at least one peer reviewed journal article on this topic. Please discuss the following:

DISCUSSION

- 2 Corinthians 4:16 states, “Therefore we do not lose heart. Though outwardly we are wasting away, yet inwardly we are being renewed day by day.” Job 5:26 goes on to say, “You will come to the grave in full vigor, like sheaves gathered in season.”
- From a biblical perspective, how do you define aging with grace, death, dying, and grieving?
- Think about where you are in life developmentally and a developmental theory that resonates with you.
  - When you read these scriptures, how do you see yourself aging with grace?
  - How do you prepare for the end of life?
  - What is your biblical interpretation of aging well and leading a life well lived?
  - How does the theory inform your thoughts about aging and dying?
- As a counselor in training, how do you help your client in late adulthood deal with the life issues that come up for them.
  - Include a minimum of two counseling interventions to assist.
- As a counselor in training, how do you help your clients age with grace and deal with end of life issues?
  - Include a minimum of two counseling interventions you could use to help a client dealing with aging and end of life issues.
- Consider what you’ve learned about development across the lifespan in the course. Find a peer reviewed journal article on aging to compare your biblical perspective with.
- Create a 500-word thread with your response to the discussion prompt above and reference the articles you’ve used to create the discussion thread.
- You will need to respond to four classmates with at least a 200-word (each) response.

**Assessment Methods**

*Discussion: Getting to Know You Rubric*

*Bandura Discussion Rubric*

*Discussion with Classmate: Nature vs. Nurture Rubric*

*Early Childhood Brochure Rubric*

*Developmental Stage and Trauma Research Paper Rubric*

*Discussion: Middle Adulthood Case Conceptualization Rubric*

*Significant Developmental Events in My Life Rubric*

*Theory Meets Therapy Project Rubric*

*Discussion: Spiritual Integration – Aging with Grace: Death, Dying, and Grieving Rubric*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

#### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale Percentages:

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

### Academic Integrity

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

### **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

### **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>.

## Course Resources

### Journal Articles:

- American Counseling Association. (2014) *ACA code of ethics*.  
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- American School Counselor Association. (2019). *ASCA School Counselor Professional Standards & Competencies*. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>
- Halliburton, A. & Gable, S. (2022). *Preschool Basics: How children develop during the preschool years. Extension*.  
<https://extension.missouri.edu/publications/gh6122>
- Horton, E. (2016, July 27). *Counseling Babies*. Counseling Today: A publication of the American Counseling Association. <https://ct.counseling.org/2016/07/counseling-babies/>
- Write, C. (2019, July 2). *Think retirement is smooth sailing? A look at its potential effects on the brain*. IDEAS.TED.COM. <https://ideas.ted.com/think-retirement-is-smooth-sailing-a-look-at-its-potential-effects-on-the-brain/>
- U.S. Department of Health and Human Services. (2021, September 23). *Middle Childhood (9-11 years of age)* Centers for Disease Control and Prevention. <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle2.html>
- Youth.gov (n.d.). *Career exploration and skill development*. Youth.gov.  
<https://youth.gov/youth-topics/youth-employment/career-exploration-and-skill-development>

### Media Resources:

- Brinson. (2012, November 21). *Middle childhood moral development.mov*.  
 YouTube.com. <https://youtu.be/S7-yOIRM1pY>
- CBS Mornings. (2019, April 30). *"Middlescence": How to welcome middle age, a second adolescence but with wisdom*. YouTube.com. <https://youtu.be/D6xJSLcyIkA>
- CrashCourse. (2014, June 16). *Monkeys and Morality: Crash Course Psychology #19*.  
 YouTube.com. <https://youtu.be/YcQg1EshfIE>
- CrashCourse. (2014, June 9). *The Growth of Knowledge: Crash Course Psychology #18*. YouTube.com. <https://youtu.be/8nz2dtv--ok>
- Daily Mail. (2018, June 5). *Toddler gives he rmother advice after hearing parents fight*.  
 YouTube.com. <https://youtu.be/y62veCinCvc>
- FOX8 WGHP. (2019, August 22). *More college students are turning to campus counselors for mental health help*. YouTube.com. <https://youtu.be/Ra8qXmZrz9Y>
- Gerontology Uga. (2015, April 16). *What is Gerontology?* YouTube.com.  
<https://youtu.be/135uCWsg3N0>
- KETK NBC. (2019, June 6). *Viral video of baby talking to his dad will melt your heart*.  
 YouTube.com. <https://youtu.be/CejhQC9hUO8>
- Marybridges10. (2011, October 25). *Talk to teenagers like a consultant*. YouTube.com.  
<https://youtu.be/501ILTEUuuY>
- Mayo Proceedings. (2016, August 1). *Sedentary behavior & depression in active young adults*. YouTube.com. [https://youtu.be/edP3A\\_zs--Y](https://youtu.be/edP3A_zs--Y)
- Middle Childhood Matters Coalition Toronto. (2019, September 22). *Development during middle childhood*. YouTube.com. [https://youtu.be/4Ademd1m\\_qI](https://youtu.be/4Ademd1m_qI)
- Randomactsofkindness. (2018, November 5). *Dan Siegel – "The Adolescent Brain"*.  
 YouTube.com. <https://youtu.be/001u50Ec5eY>

- TED. (2016, January 25). *Robert Waldinger: What makes a good life? Lessons from the longest study on happiness* | TED. YouTube.com. <https://youtu.be/8KkKuTCFvzI>
- TED. (2017, October 23). *Lessons from the longest study on human development* | Helen Pearson. YouTube.com. <https://youtu.be/8Dv2Hdf5TRg>
- TEDx Talks. (2015, May 1). *Infant mental health* | Amy Huffer | TEDxOStateU. YouTube.com. <https://youtu.be/nwrFKS6D830>
- TEDx Talks. (2016, May 5<sup>th</sup>). *What adolescents (or teenagers) need to thrive* | Charisse Nixon | TEDxPSUErie. YouTube.com. <https://youtu.be/S05PBOldSeE>
- TEDxTalks. (2015, November 22). *Light a spark: Navigating the mid-life malaise* | Patricia Katz | TEDxSaskatoon. YouTube.com. <https://youtu.be/UfvpJ6BCs9A>
- TEDxTalks. (2018, December 10). *Thoughts matter: How mindset influences aging & lifespan* | Daisy Robinton | TEDxBeconStreetSalon. YouTube.com. [https://youtu.be/nBtaci\\_BGQ4](https://youtu.be/nBtaci_BGQ4)
- The Back of the Archive. (2020, December 13). *Genie Wiley: The feral child*. YouTube.com. <https://youtu.be/wqflmQ5TaFQ>
- The Gerontological Society of America. (2018, October 19). *Communicating with older adults*. YouTube.com. [https://youtu.be/g\\_0bKBXOvGU](https://youtu.be/g_0bKBXOvGU)
- University of Oregon. (2019, July 11). *Debunking myths about adolescence*. YouTube.com. <https://youtu.be/J0MtQgS6IZU>

**Iowa Professional School Counselor Content Requirements:**

<b>Iowa Professional School Counselor Content Requirements</b>	<b>Course Activities Aligned with Requirement(s)</b>
<p>IAC 282-13.28(26)(1) Nature and needs of individuals at all developmental levels:</p> <ol style="list-style-type: none"> <li>1. Develop strategies for facilitating development through the transition from childhood to adolescence and from adolescence to young adulthood.</li> <li>2. Apply knowledge of learning and personality development to assist students in developing their full potential.</li> </ol>	<p>Presentation, reflection paper</p> <p>Presentation, reflection paper, midterm exam, final exam</p>



Counseling  
Program

---

**COUN 530 Group Counseling & Group Work Syllabus**  
**3 credits**  
**Term:**

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

**Course Description**

This course introduces students to the theory and practice of group counseling, its development within the field of counseling, and its utilization as an intervention in school counseling, clinical mental health counseling, and other settings. Group work requires some distinct understandings and approaches from individual counseling and as such, this course focuses on the stages of group formation, group therapeutic factors, group facilitation skills, dealing with challenges particular to group settings, and utilizing the group modality effectively. Students will be given the opportunity to participate in a group process, both as participants and as leaders. Because of this component, there will be a synchronous component to this course, where students will have to coordinate a day/time where they can consistently meet with their group to meet this requirement of the course.

**Prerequisites:** COUN 515, COUN 550, COUN 551

**Required Textbooks**

Yalom, I. (2022) *The Theory and Practice of Group Psychotherapy* (6<sup>th</sup> ed.) ISBN: 978 1541617575.

Yalom, I. (2019) *Becoming Myself*. ISBN: 978-1541698994.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). ISBN: 978-1433832178

**Methodology**

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

<b>Student Learning Objectives (SLO)</b>	<b>CACREP Standards</b>	<b>Learning Activity</b>
Understand and identify theoretical foundations of group counseling and group work.	3.F.1	<ul style="list-style-type: none"> <li>●Group Labs</li> <li>●Create a Group Picture Collage</li> <li>●Group Dynamics Paper</li> <li>●Group Lab &amp; Spiritual Integration Paper</li> </ul>
Demonstrate an understanding of the dynamics associated with group process and development.	3.F.2	<ul style="list-style-type: none"> <li>●Group Labs</li> <li>●Group Picture Collage</li> <li>●Group Dynamics Paper</li> <li>●Group Lab Weekly Reflections</li> <li>●Group Lab &amp; Spiritual Integration Paper</li> </ul>
Recognize the therapeutic factors of group and how the factors contribute to group effectiveness.	3.F.3	<ul style="list-style-type: none"> <li>●Group Dynamics Paper</li> <li>●Group Lab Weekly Reflections</li> <li>●Group Lab Weekly Reflections</li> </ul>
Recognize and practice the characteristics and functions of effective group leaders.	3.F.4	<ul style="list-style-type: none"> <li>●Group Labs</li> <li>●Group Picture Collage</li> <li>●Group Dynamics Paper</li> <li>●<b>Group Lab Reflection Paper #1</b></li> <li>●Group Lab &amp; Spiritual Integration Paper</li> <li>●CCS-R Instructor Assessment</li> </ul>
Examine and reflect on approaches to group formation, including recruiting, screening, and selecting members.	3.F.5	<ul style="list-style-type: none"> <li>●Group Picture Collage</li> <li>●Group Dynamics Paper</li> </ul>
Research and practice application of technology related to group counseling and group work.	3.F.6	<ul style="list-style-type: none"> <li>●Group Dynamics Paper</li> <li>●Group Lab Weekly Reflections</li> <li>●Group Lab &amp; Spiritual Integration Paper</li> <li>●Group Picture Collage</li> </ul>
Explore types of groups, settings, and other considerations that affect conducting groups.	3.F.7	<ul style="list-style-type: none"> <li>●Group Dynamics Paper</li> <li>●Group Picture Collage</li> </ul>
Understand culturally sustaining and developmentally responsive strategies for designing and facilitating groups.	3.F.8	<ul style="list-style-type: none"> <li>●Group Dynamics Paper</li> <li>●Group Lab Weekly Reflections</li> </ul>

		<ul style="list-style-type: none"> <li>•Group Lab &amp; Spiritual Integration Paper</li> </ul>
Practice ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities.	3.F.9	<ul style="list-style-type: none"> <li>•Group Dynamics Paper</li> <li>•Group Lab Weekly Reflections</li> </ul>
Gain direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.	3.F.10	<ul style="list-style-type: none"> <li>•Group Labs and Videos (1-12)</li> </ul>
Reflect on the role of religion and spirituality and how a Christian/Biblical world view can be integrated in client's' and counselors' psychological functioning and process this through participation and leading of the group labs.	3.B.11	<ul style="list-style-type: none"> <li>•Group Lab &amp; Spiritual Integration Paper</li> </ul>

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program’s comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

KPI	3.F.4	<ul style="list-style-type: none"> <li>•Group Lab Reflection Paper #1</li> </ul>
-----	-------	--

### Course Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	Reading: What Makes Group Work (FAST FOUNDATION) Theory & Practice: Chapter 1 – Therapeutic Factors Chapter 3 – Group Cohesiveness Becoming Myself: Introduction	Focus: What actually heals + how to create safety fast Getting to Know You Discussion Board Group Lab Assignment by Instructor	10
2	Reading: How to Lead a Group (ESSENTIAL SKILLS) Theory & Practice: Chapter 5 – The Therapist: Basic Tasks Chapter 6 – Here-and-Now Becoming Myself: Chapters 1– 2	Focus: What to say, when to intervene, how to stay in the room They should feel: “I can walk into a group and not freeze.” Group Dynamics Paper Disclosure Statement <b>Instructional Focus (CACREP 3.F.9):</b> Students are introduced to ethical and legal considerations in group counseling through lecture, discussion, and completion of the Disclosure Statement. Instruction includes confidentiality, informed consent, and ethical responsibilities in group settings.	40 10
3	Reading: GROUPS BEGIN (APPLICATION WEEK) Theory & Practice: Chapter 10 – Beginning the Group Chapter 4 – Group Development Becoming Myself: Chapter 3	Focus: Launching group, managing anxiety, structure Students start running group <i>Group Topic: Safety + initial disclosure</i> <b>Group Lab Reflection Paper #1 – Video 1</b> Group Lab Video 1 Peer Review of Leadership Skills <b>Instructional Focus (CACREP 3.F.6):</b> Students engage in the application of technology in group counseling through synchronous group lab sessions conducted via Teams, including recording, reviewing, and submitting group sessions. Instruction includes lecture, discussion, and applied practice on ethical use of technology in group work, including confidentiality, informed consent, and digital facilitation skills. Students reflect on their use of technology in weekly reflections and integrate these concepts into the Group	40 25

		Dynamics Paper and Group Lab & Spiritual Integration Paper.	
4	<p>Reading: Understanding What’s Happening in the Room</p> <p>Theory &amp; Practice: Chapter 2 – Interpersonal Learning Becoming Myself: Chapter 4</p>	<p>Focus: Reading dynamics, patterns, relational learning <i>Group Topic: Authenticity vs. performance</i></p> <p>Group Lab Video 2 Group Lab Weekly Reflection Peer Review of Leadership Skills</p> <p><b>Instructional Focus (CACREP 3.F.6):</b> Students engage in the application of technology in group counseling through synchronous group lab sessions conducted via Teams, including recording, reviewing, and submitting group sessions. Instruction includes lecture, discussion, and applied practice on ethical use of technology in group work, including confidentiality, informed consent, and digital facilitation skills. Students reflect on their use of technology in weekly reflections and integrate these concepts into the Group Dynamics Paper and Group Lab &amp; Spiritual Integration Paper.</p>	<p>25 25</p>
5	<p>Reading: Staying in the Here-and-Now (DEEPENING SKILL)</p> <p>Theory &amp; Practice: Review Chapter 6 (Here-and-Now) Becoming Myself: Chapter 5</p>	<p>Focus: Moving from surface talk → process work <i>Group Topic: Vulnerability</i></p> <p>Group Lab Video 3 Group Lab Weekly Reflection Peer Review of Leadership Skills</p> <p><b>Instructional Focus (CACREP 3.F.6):</b> Students engage in the application of technology in group counseling through synchronous group lab sessions conducted via Teams, including recording, reviewing, and submitting group sessions. Instruction includes lecture, discussion, and applied practice on ethical use of technology in group work, including confidentiality, informed consent, and digital facilitation skills. Students reflect on their use of technology in weekly reflections and integrate these concepts into the Group Dynamics Paper and Group Lab &amp; Spiritual Integration Paper.</p>	<p>25 25</p>
6	<p>Reading: Transference &amp; Relational Patterns</p> <p>Theory &amp; Practice:</p>	<p>Focus: Using what shows up between members (and leader) <i>Group Topic: Repetition of relational dynamics</i></p> <p>Group Lab Video 4</p>	<p>25</p>

	Chapter 7 – Transference Becoming Myself: Chapter 6	Group Lab Weekly Reflection Peer Review of Leadership Skills <b>Instructional Focus (CACREP 3.F.6):</b> Students engage in the application of technology in group counseling through synchronous group lab sessions conducted via Teams, including recording, reviewing, and submitting group sessions. Instruction includes lecture, discussion, and applied practice on ethical use of technology in group work, including confidentiality, informed consent, and digital facilitation skills. Students reflect on their use of technology in weekly reflections and integrate these concepts into the Group Dynamics Paper and Group Lab & Spiritual Integration Paper.	25
7	Reading: Group Composition & Screening Theory & Practice: Chapter 8 – Group Composition Becoming Myself: Chapter 7	Focus: Who belongs, who doesn't, and why <i>Group Topic: Direct communication</i> Group Lab Video 5 Group Lab Weekly Reflection Peer Review of Leadership Skills <b>Instructional Focus (CACREP 3.F.6):</b> Students engage in the application of technology in group counseling through synchronous group lab sessions conducted via Teams, including recording, reviewing, and submitting group sessions. Instruction includes lecture, discussion, and applied practice on ethical use of technology in group work, including confidentiality, informed consent, and digital facilitation skills. Students reflect on their use of technology in weekly reflections and integrate these concepts into the Group Dynamics Paper and Group Lab & Spiritual Integration Paper. <b>Instructional Focus (CACREP 3.F.7):</b> Through lecture, assigned readings (Group Composition; Creating the Group), and discussion, students explore types of groups, group settings, and contextual considerations that impact group counseling. Students apply this knowledge in the Group Dynamics Paper and Group Picture Collage, examining how group structure, population, and setting influence group process and outcomes.	25 25
8	Reading:	Focus: Ethics, setup, real-world implementation	

	<p>Structure, Logistics, and Preparation Theory &amp; Practice: Chapter 9 – Creating the Group Becoming Myself: Chapter 8</p>	<p><i>Group Topic: Tension in the group</i> Group Lab Video 6 Group Lab Weekly Reflection Peer Review of Leadership Skills <b>Instructional Focus (CACREP 3.F.6):</b> Students engage in the application of technology in group counseling through synchronous group lab sessions conducted via Teams, including recording, reviewing, and submitting group sessions. Instruction includes lecture, discussion, and applied practice on ethical use of technology in group work, including confidentiality, informed consent, and digital facilitation skills. Students reflect on their use of technology in weekly reflections and integrate these concepts into the Group Dynamics Paper and Group Lab &amp; Spiritual Integration Paper. <b>Instructional Focus (CACREP 3.F.7):</b> Through lecture, assigned readings (Group Composition; Creating the Group), and discussion, students explore types of groups, group settings, and contextual considerations that impact group counseling. Students apply this knowledge in the Group Dynamics Paper and Group Picture Collage, examining how group structure, population, and setting influence group process and outcomes. <b>Instructional Focus (CACREP 3.F.9):</b> Students apply ethical and legal principles to group counseling practice through lecture, readings (Creating the Group), and group lab experiences. Emphasis is placed on ethical decision-making across service delivery modalities, including virtual group counseling. Students analyze ethical dilemmas in weekly reflections and integrate ethical considerations into the Group Dynamics Paper.</p>	<p>25 25</p>
<p>9</p>	<p>Reading: Working with Resistance &amp; Silence Theory &amp; Practice: Chapter 11 – The Advanced Group Becoming Myself: Chapter 9</p>	<p>Focus: When the group stalls, shuts down, or gets messy <i>Group Topic: Who takes up space / who doesn't</i> Group Lab Video 7 Group Lab Weekly Reflection Peer Review of Leadership Skills <b>Instructional Focus (CACREP 3.F.6):</b> Students engage in the application of technology in group counseling through synchronous group lab sessions conducted via Teams, including recording, reviewing, and submitting group sessions. Instruction includes</p>	<p>25 25</p>

		lecture, discussion, and applied practice on ethical use of technology in group work, including confidentiality, informed consent, and digital facilitation skills. Students reflect on their use of technology in weekly reflections and integrate these concepts into the Group Dynamics Paper and Group Lab & Spiritual Integration Paper.	
10	Reading: Challenging Group Members Theory & Practice: Chapter 12 – Problem Group Members Becoming Myself: Chapter 10	Focus: Monopolizers, avoiders, rescuers, disruptors <i>Group Topic: Core wounds</i> Group Lab Video 8 Group Lab & Spiritual Integration Paper Peer Review of Leadership Skills Group Lab & Spiritual Integration Paper <b>Instructional Focus (CACREP 3.F.6):</b> Students engage in the application of technology in group counseling through synchronous group lab sessions conducted via Teams, including recording, reviewing, and submitting group sessions. Instruction includes lecture, discussion, and applied practice on ethical use of technology in group work, including confidentiality, informed consent, and digital facilitation skills. Students reflect on their use of technology in weekly reflections and integrate these concepts into the Group Dynamics Paper and Group Lab & Spiritual Integration Paper.	25 50 25
12	Reading: Cohesion Revisited (ADVANCED LEVEL) Theory & Practice: Review Chapter 3 Becoming Myself: Chapter 11	Focus: Repair, rupture, trust-building at depth <i>Group Topic: Receiving help</i> Group Lab Video 9 Group Lab Weekly Reflection Peer Review of Leadership Skills	25 25
13	Reading: Therapist Identity & Meaning- Making Becoming Myself: Selected later chapters / Epilogue	Focus: Who am I as a group leader? <i>Group Topic: Termination</i> Group Lab Video 10 Group Lab Weekly Reflection Peer Review of Leadership Skills	25 25
14	Reading:	Group Picture Collage CCS-R (in Tevera) Self-Assessment CCS-R (in Tevera) Instructor Assessment	50 50 50
		<b>Total Points Available in Course</b>	<b>775</b>

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### Group Lab Assignment

The first week of class your instructor will assign you to a Group.

### Group Dynamics Paper (CACREP 3.F.1, 2, 3, 4, 5, 6, 7, 8, 9)

For this assignment, students will write a 2 - 3-page paper reflecting on their role as a group leader and the types of groups they may facilitate. The following should be incorporated into the paper:

- identify theoretical foundations of group counseling and group work
- discuss the dynamics associated with group process and development
- discuss therapeutic factors of group and how the factors contribute to group effectiveness
- identify and reflect the characteristics and functions of effective group leaders
- reflect on approaches to group formation, including recruiting, screening, and selecting members
- explore the application of technology related to group counseling and group work
- discuss various types of groups, settings, and other considerations that affect conducting groups
- consider the culturally sustaining and developmentally responsive strategies for designing and facilitating groups
- address ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities

Students should include an APA style title page and references page for the assignment. Title page and references does not count toward the body page requirements and an abstract is not required. Students must cite and reference at least two (4) outside sources in the paper. Students may cite the book, peer-reviewed journal articles, or other sources. The paper should be well organized with APA headers and sub headers. The paper should also include an introduction paragraph which forecasts what will be discussed in the paper, as well as a conclusion paragraph which summarizes the paper. Lastly, students should refer to the grading rubric prior to starting the paper.

### Disclosure Statement

Related to the group counseling sessions you will be recording, please review, sign, and submit the disclosure statement attached here with this assignment. The informed consent simply acknowledges that everyone in the course is a student, everyone is conducting these group sessions for the purpose of practice, and nothing you're doing in this course should be construed as being actual counseling services. All of this practice work is geared toward helping all of you develop as counseling students.

However, we do need to maintain confidentiality of the things our group members say in these practice group sessions, particularly in light of the fact that even in a practice group session, our practice group members may be sharing some real material from their lives. The only person who will view your recordings of the sessions is your instructor or another instructor in the program. But make sure you maintain confidentiality of your group members' disclosure in all class discussions, with other students in the program, and with anyone who's not in the program.

Everyone must sign and submit the disclosure statement before they'll be able to record their practice group sessions for the course. You do not need to print & sign. Your instructor will accept your digital signature and submission of the disclosure statement's contents. You must complete this assignment in this module even if you will be working peers whom you've previously worked in in other courses.

### Group Lab Informed Consent

#### **Group Lab - Video (CACREP 3.F.10)**

- *To pass the course, you must participate in a minimum of 10 hours in a group. This is a CACREP accreditation requirement.*
- *Each group lab session must be a minimum of 3 hours in length. This is a CACREP accreditation requirement.*
- Meet with your chosen/assigned group (via Teams) and record a group lab session (minimum 3 hours).
- You can record multiple videos within one Teams session. Each group member will take a turn leading the group and will record their group leadership experience so it can be submitted in ELC. Record your videos to your computer.
- The purpose of your group sessions are to process the Yalom books, and to practice group facilitation skills.
- Prior to recording the video in which you are in the group leader role, use the topic of the week. The topic will be the focus of the practice group session you will be facilitating.
- After recording, you will submit your recording (with you in the group leader role) in ELC, and you will submit the associated peer review of leadership skills document and reflection paper in Blackboard.
- After recording your video as the group leader, you will communicate to the course instructor a 10-minute segment of the video you want your instructor to view when grading the video.
- Post your video in the Group Counseling and Group Work course in ELC. To initiate this process, read the instructions and click on the ELC (Tevera) icon in Module 1.
- Your instructor will view the video in ELC and will provide you feedback on the video in the ELC system. Your assignment grade, feedback on your use of the assigned paperwork, and some overall comments will be recorded in Blackboard

#### **Group Lab Reflection Paper #1 (CACREP 3.F.2, 3, 4, 6, 8, 9)**

After completing the group lab for Video #1, reflect on your experience as a group leader and/or member. This is a personal reflection so writing in first person is appropriate; however, names of other group members or identifying information should be avoided. For this assignment, students will write a 2-3-page paper reflecting on their experience. The following should be incorporated into the paper:

- **Group Leader Experience** - Students will apply the text reading to an analysis of their own experience as a group leader, writing in specific and concrete terms (substantiate your points with concrete examples). Students should identify:
  - their group leadership skills
  - theoretical foundations from the group they facilitated
  - what they feel they did well

- what they would like to improve on
- discuss dynamics of the group process and development
- therapeutic factors
- how they developed trust within the group
- any resistance they are aware of within the group
- their plan for the next group
- **Group Member Experience** – Students will address not only what they learned, but how they learned it while being a group member this week. They should identify:
  - their role as a group member
  - what they liked/did not like about the group experiences
  - a time they felt challenged and/or supported
  - discuss what leader behaviors/skills they found helpful and/or unhelpful (do not name names, just behaviors, attitudes, statements, etc.)
  - personal growth they made during the group lab
  - culturally responsive strategies
  - technology
  - ethical dilemmas

Students should include an APA style title page and references page for the assignment. Title page and references do not count toward the body page requirements and an abstract is not required. Students must cite and reference at least three (3) outside sources in the paper. Students may cite books, the Bible, and peer-reviewed journal articles, or other sources. The paper should be well organized with APA headers and sub headers. The paper should also include an introduction paragraph which forecasts what will be discussed in the paper, as well as a conclusion paragraph which summarizes the paper. Lastly, students should refer to the grading rubric prior to starting the paper.

### **Peer Review of Leadership Skills and Group Lab Weekly Reflection (CACREP 3.F.2, 3, 4, 6, 8, 9)**

Following the group labs each week, students will complete a Peer Review of Leadership Skills form for each student who served as a group leader (with the exception of themselves). For example, if there is a group of four (4), each student would complete the form three times (one for each group leader other than themselves). After all forms are submitted, the course instructor will determine how this information will be anonymously shared with the group leader. Please use the form below for this assignment.

The student will also complete The Group Lab Weekly Reflection Template after group sessions 2, 3, 4, 5, 6, 7, 9, & 10. Students are expected to use graduate level, APA appropriate writing for this assignment. Student will submit the completed form in Blackboard.

[Peer Review of Leadership Skills](#)  
[Group Lab Weekly Reflection Template](#)

### **Group Lab & Spiritual Integration Paper (CACREP 3.F.1, 2, 3, 4, 6, 8, 3.B.11)**

One of the Student Learning Objectives for this course is for students to reflect on their identity in Christ and process their Christian spiritual formation through participation and leading of the groups. For this assignment, students will write a 4-5-page paper reflecting on their experience as

a group leader and group member this semester to include theoretical foundations of group counseling and group work. Students will also reflect on their religious and spiritual beliefs and how they will impact their group counseling process and practice. They will give consideration as to how they plan to integrate this into their role as a future group leader. The following should be incorporated into the paper:

### **Experience as a Group Leader and Member**

- Identify and reflect on your role this semester as a group leader, writing in specific and concrete terms (substantiate your points with concrete examples). Make sure to include:
  - 1) what you have found to be your personal leadership style and how it has evolved over the course of the semester
  - 2) what theory you plan to integrate into your practice as a group leader
  - 3) how to implement technology in an ethical manner
  - 4) dynamics of group development
  - 5) therapeutic factors of group on your future clients
  - 6) culturally responsive strategies for group
  
- Identify and reflect on your role this semester as a group member, writing in specific and concrete terms (substantiate your points with concrete examples). Make sure to include:
  - 1) what role did you take on a group member and how did that impact the group as a whole?
  - 2) ways in which you grew and/or were challenged as a group member
  - 3) how did therapeutic factors contribute to group effectiveness?
  - 4) how you plan to apply this experience personally and professionally

### **Group Lab & Spiritual Integration Paper**

- Describe and reflect on the ways in which you envision integrating your religious beliefs and spirituality into your role as a future group leader.
- Explain ways to engage group members in meaningful self-exploration to confront sin and pain and discover the unity of God's truth.
- Reflect on the role of religion and spirituality in client's' and counselors' psychological functioning and how this was processed through participation in and leading of the group labs.
- Make sure to provide Biblical support for how you plan to do this, citing Bible verses or literature per APA style as appropriate.

Students should include an APA style title page and references page for the assignment. Title page and references does not count toward the body page requirements and an abstract is not required. Students must cite and reference at least three (3) outside sources in the paper. Students may cite books, the Bible, and peer-reviewed journal articles, or other sources. The paper should be well organized with APA headers and sub headers. The paper should also include an introduction paragraph which forecasts what will be discussed in the paper, as well as a conclusion paragraph which summarizes the paper. Lastly, students should refer to the grading rubric prior to starting the paper.

**Group Picture Collage (CACREP 3.F.1, 2, 5, 6, 7)**

You will create a picture collage using the points listed below. Once you create the collage you will write one-page paper explaining how the collage meets the following points:

- important concepts related to the theoretical foundations of group counseling and group work
- the dynamics associated with group process and development and the therapeutic factors associated with group and how the factors contribute to group effectiveness
- the characteristics and skills of effective group leadership with recognition of how the skills impact group dynamics
- approaches to group formation including:
  - recruiting
  - screening
  - selecting members
- types of groups and considerations that impact conducting groups in diverse settings
- ethical and culturally relevant strategies for designing and facilitating groups
- use of technology in group

You will take a picture of the collage to submit with the one-page APA formatted summary of the group picture collage you created.

**CCS-R (in Tevera) Self-Assessment**

Log-in to the Tevera system at <https://nwcsiowa.tevera.app> and complete a self-assessment with the Counselor Competencies Scale-Revised (CCS-R), evaluating your counseling skills and dispositions at this point in your development as a counselor-in-training. This assignment is listed in Tevera under "Module 7 CCS-R Student Self-Assessment".

Your instructor will complete a separate assessment of your counseling skills and dispositions at this point in your development as a counselor-in-training for you to review. Note: The way the CCS-Rs are set up in Tevera, you instructor must sign your student self-assessment, and you must sign the instructor's assessment of you (just to indicate you have reviewed it).

Once you complete this two-step assessment process in Tevera, enter the statement "Completed in Tevera" in the assignment textbox in Blackboard so your instructor can complete the grading process in Blackboard for the assignment.

**CCS-R (in Tevera) Instructor Assessment (CACREP 3.F.4)**

Log-in to the Tevera system at <https://nwcsiowa.tevera.app> and complete the instructor-assessment with the Counselor Competencies Scale-Revised (CCS-R). Your instructor will complete the assessment of your counseling skills and dispositions at this point in your development as a counselor-in-training for you to review. This assignment is listed in Tevera under "Module 7 CCS-R Instructor-Assessment".

Note: The way the CCS-Rs are set up in Tevera, you must sign the instructor's assessment of you (just to indicate you have reviewed it).

Once you complete this two-step assessment process in Tevera, enter the statement "Completed in Tevera" in the assignment textbox in Blackboard so your instructor can complete the grading process in Blackboard for the assignment.

**Assessment Methods**

*Group Lab Dynamics Paper Rubric*

*Group Lab - Video Rubrics*

*Group Lab Reflection Paper #1 Rubric*

*Group Lab Weekly Reflection*

*Group Lab & Spiritual Integration Paper Rubric*

*Group Picture Collage Rubric*

*CCS-R Self-Assessment*

*CCS-R Instructor Assessment*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for

specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale Percentages:

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

### Academic Integrity

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

### **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

### **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwciova.edu](mailto:samantha.winn@nwciova.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwciova.edu/academic-support/accessibility>.

### **Artificial Intelligence (AI) Policy**

This policy explains how you may and may not use Artificial Intelligence (AI) in graduate counseling courses. It is designed to support your learning, protect client privacy, and help you grow into a competent professional counselor. Why This Matters: You are not simply completing assignments—you are learning to think, conceptualize, and communicate like a counselor. AI can assist your learning, but it cannot replace your own work, reflections, or clinical reasoning.

AI Use That Is Allowed: You may use AI as a *tool* to support—not replace—your academic thinking. Allowed examples:

- *Grammar and spelling corrections*
- *Editing your already-written work (tone, clarity, structure)*
- *Generating ideas to explore during research*

- *Brainstorming questions, topics, or perspectives*
- *Practicing theory; testing understanding or exploring sample prompts*

*\*You must still verify the accuracy of all information\*.*

*Think of AI like a tutor or study assistant –not a ghostwriter.*

AI Use That Is Not Allowed – The following uses violate academic integrity and clinical ethics:

- *Generating assignments or content, including:*
  - o Discussion posts
  - o Peer Responses
  - o Journal Reflections
  - o Case Conceptualizations
  - o Research Papers
  - o Counseling Interventions
  - o Treatment Plans
  - o Group Projects
  - o Reflection Papers

*If AI is writing the assignment, you are not demonstrating learning.*

*Using AI to form your clinical reasoning: Case conceptualization, treatment planning, and relationship-building are core clinical competencies. They must be developed by you, not a language model.*

Entering identifying information – You may not enter:

- *Client names*
- *Case details*
- *Personal information*

- *Information about classmates, peers, or faculty.*

AI systems are not confidential and may store user input.

About AI Errors (“Hallucinations”): AI can confidently provide false or fabricated information—including citations, quotes, and research studies. If you use AI to brainstorm or clarify, you must:

- *Verify everything*
- *Use peer-reviewed source*
- *Cite your sources properly.*

Citing AI: If you use AI to support your work (brainstorming, clarification, editing), you must cite it.

APA Reference Example:

OpenAI. (2023). ChatGPT (Feb 13 version) [Large language model]. <https://chat.openai.com>

APA In-Text Example:

(OpenAI, 2023)

This applies to all generative tools (ChatGPT, Claude, Gemini, etc.).

Where AI Cannot Be Used - These assignments must come solely from your original thought:

- *Journals*
- *Case Conceptualizations*
- *Discussion Boards*
- *Peer Responses*
- *Reflections*
- *Personal or Professional Growth Statements*
- *Assignments assessing your worldview, identity, or cultural understanding*
- *Ethics-based or multicultural assignments*
- *Counseling relationship exercises*

These assignments are about you, your formation, and your voice.  
AI can't build the counselor you are becoming.

*Clinical and Professional Ethics - Using AI to process or store real clinical information is strictly prohibited. Absolutely do not input:*

- Real client material
- Names, institutions, or referral data
- School information protected by FERPA
- Sensitive or protected information (HIPAA)

Doing so:

- Violates ethics
- Breaks confidentiality
- Can jeopardize licensure eligibility
- May result in disciplinary action

What Happens If This Policy Is Violated – Violations may result in:

- Loss of all points on the assignment
- Academic integrity investigation
- Remediation plan
- Possible course failure

The goal is not punishment – It is profession development and ethical gatekeeping

Final Guidance

AI is a tool.  
You are the counselor.

Use it to learn thoughtfully, not to bypass learning. If you are unsure whether a use is appropriate:

Ask your instructor before you submit your assignment.  
We are here to help you grow—ethically, responsibly, and professionally.

## Course Resources

### Media Resources:

- American Counseling Association. (2014) *ACA code of ethics*.  
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- American School Counselor Association. (2019). *ASCA School Counselor Professional Standards & Competencies*. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>
- Association for Specialists in Group Work [AGSW]. (Executive Producer). (2022-present). *AGSW masterclass: Dr. Angela Coker* [Audio podcast]. Spotify for Podcasters.
- Governors State University (Director). (2009). *CACREP: Essential skills for counseling practice, group work: Dealing with problems in a group* [Film]. Microtraining Associates.
- Jacobs & Schimmel. (2012, August 29). *Impact therapy mistakes reflection cutting off* [Video]. Youtube. <https://youtu.be/fbkZenWzCfk>
- Kammer, K. P. (2011, April 19). *Remember the titans – Forming, storming, norming, performing, adjourning* [Video]. Youtube. <https://youtu.be/hEJaz3sinEs>
- Nitza, A., & Wolfe-Stiltner, K. (Producer). (2009). *Leading groups with adolescents*. Microtraining Associates. <https://video.alexanderstreet.com/watch/leading-groups-with-adolescents>
- Primo, J. (Director). *Grief is Good* [Film]. TEDxAsburyPark.
- Snipes, D. (2019, June 5). *Group therapy leadership skills and common errors* [Video]. Youtube. [https://youtu.be/5x\\_dik2oIIw](https://youtu.be/5x_dik2oIIw)
- Stockton, R. (Director). (1991). *Early development* [Video/DVD]. Microtraining Associates. <https://video.alexanderstreet.com/watch/developmental-aspects-of-group-counseling-early-development>
- The Lukin Center (2022, April 1). *Group therapy session: What it's really like* [Video]. <https://youtu.be/LiBQLmPQD8>
- Yarborough, J.P. (Producer). (2006). *PARS: A model for learning group process skills*. [Video/DVD]. James Benshoff. <https://video.alexanderstreet.com/watch/pars-a-model-for-learning-group-process-skills>

### Journal Articles:

- Gladding, S. T. (1994). Effective group counseling. *ERIC Digest*. 1-2.
- Good Grief. (n.d.) *Good grief resources*. <https://good-grief.org/resources/>
- McClure, B. A. (1992). Conflict within a children's group: suggestions for facilitating its expression and resolution strategies. *School Counselor*, 39(4), 268–72.
- Association for Specialists in Group Work [ASGW]. (2021). *ASGW Guiding Principles for Group Work*. <ASGW-Guiding-Principles-May-2021.pdf>
- Breeskin, J. (2011). Procedures and guidelines for group therapy. *The Group Psychologist*, 21(1). <http://www.apadivisions.org/division-49/publications/newsletter/group-psychologist/2011/04/group-procedures.aspx>
- Campell, A. (2012). Single-session approaches to therapy: Time to review. 33(1), 15-26. <https://doi.org/10.1017/aft.2012.3>

- Crespi, T. D. (2008). Group counseling in the schools: Legal, ethical, and treatment issues in school practice. *Psychology in the Schools, 46*(3), 273-280.  
<https://doi.org/10.1002/pits.20373>
- Doyle, K. (2017). Group counseling: Neglected modality in private practice. *Counseling Today*.  
<https://ct.counseling.org/2017/03/group-counseling-neglected-modality-private-practice/>
- Falco, L. D., & Shaheed, C. (2021). Putting theory into practice: A conceptual framework for career group counseling in school settings. *Journal for Specialists in Group Work, 46*(1), 6-19. <https://doi.org/10.1080/01933922.2020.1867678>
- Irani, T. H. (2011). Multicultural group screening form (MGSF): Development of a pre-group screening form for the use with diverse groups at University Counseling Centers. [Doctoral dissertation, Wright State University]. Theses and Dissertations at CORE Scholar.  
[https://corescholar.libraries.wright.edu/etd\\_all/1111?utm\\_source=corescholar.libraries.wright.edu%2Fetd\\_all%2F1111&utm\\_medium=PDF&utm\\_campaign=PDFCoverPages](https://corescholar.libraries.wright.edu/etd_all/1111?utm_source=corescholar.libraries.wright.edu%2Fetd_all%2F1111&utm_medium=PDF&utm_campaign=PDFCoverPages)
- Johnson, J. E. (2013). Beware of storming: Research implications for interpreting group climate questionnaire scores over time. *International Journal of Group Psychotherapy, 63*(3), 433-446. <https://doi.org/10.1521/ijgp.2013.63.3.433>
- Kurland, R. (2008). Planning: The neglected component of group development. *Social Work with Groups, 28*(3-4), 9-16. [https://doi.org/10.1300/J009v28n03\\_02](https://doi.org/10.1300/J009v28n03_02)
- Mackinnon, C. J., Smith, N. G., Henry, M., Berish, M., Milman, E., Korner, A., Copeland, L. S., Chochinov, H. M., & Cohen, S. R. (2014). Meaning-based group counseling for bereavement: Bridging theory with emerging trends in intervention research. *Death Studies, 38*(3), 137-137.  
<https://doi.org/10.1177/003022281557500>
- Meyers, L. (2015). Group effort. *Counseling Today* <https://ct.counseling.org/2015/05/group-effort/>
- Omizo, M. M., & Omizo, S. A. (1987). Group counseling with children of divorce: new findings. *Elementary School Guidance & Counseling, 22*(1), 46-52.  
<https://www.jstor.org/stable/42873944>
- Perkins, R. (2006). The effectiveness of one session of therapy using a single-session therapy approach for children and adolescents with mental health problems. *Psychology and Psychotherapy, 79*(2), 215-227 <https://doi.org/10.1348/147608305X60523>
- Perusse, R., Goodnough, Lee. V. V. (2009). Group counseling in the schools. *Psychology in the Schools, 46*(3), 225-231. <https://psycnet.apa.org/doi/10.1002/pits.20369>
- Riddle, J. (1997). Effect of group counseling on the self-concept of children of alcoholics. *Elementary School Guidance & Counseling, 31*(3), 192-203.  
<https://www.jstor.org/stable/i40109115>
- Ripley, V. V., & Goodnough, G. E. (2001). Planning and implementing group counseling in a high school. *Professional School Counseling, 5*(1), 62-65.
- Schimmel, C., & Jacobs, E. (2014). The toughest kinds of groups. *Counseling Today*.  
<https://ct.counseling.org/2014/02/the-toughest-kinds-of-groups/>
- Shechtman, Z. (2014). Group counseling in the school. *Hellenic Journal of Psychology, 11*(3), 169-183.
- Sloane, C. (2003). How did we get here? The importance of sharing with members the reasons for a groups' formation and the history of its development. *Social Work with Groups, 26*(2), 35-49. [https://doi.org/10.1300/J009v26n02\\_04](https://doi.org/10.1300/J009v26n02_04)

Thayer, A. J. (1996). A focus on life skills for children in group counseling. *The School Counselor*, 43(3), 232–233. <https://www.jstor.org/stable/23901882>

Yauman, B. E. (1991). School-based group counseling for children of divorce: a review of the literature. *Elementary School Guidance and Counseling*, 26(2), 130–38. <https://www.jstor.org/stable/42869003?read-now=1>

**Iowa Professional School Counselor Content Requirements:**

Iowa Professional School Counselor Content Requirements	Course Activities Aligned with Requirement(s)
<p>IAC 282-13.28(26)(4) Group work:</p> <ol style="list-style-type: none"> <li>1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.</li> <li>2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.</li> </ol>	<p>Group lab participation and reflections, Group Lab &amp; Spiritual Integration Paper</p> <p>Reading quizzes, Group Lab &amp; Spiritual Integration Paper, Group Dynamics Paper</p>



Counseling  
Program

---

**COUN 550 Classic Theories of Counseling Syllabus**  
**3 credits**  
**Term:**

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

**Course Description**

A study of the philosophical and theoretical bases of the helping process. This course surveys and investigates counseling theories with an emphasis on how theories influence practice. Includes study of major counseling theories, basic helping skills, and applications to diverse populations. Also includes professional issues related specifically to the counseling process. This course, along with COUN 505, serves as the basic introductory courses in the Counseling Program. A grade of "B" or higher must be earned in COUN 505 and COUN 550 to be eligible to maintain status in the program.

**Prerequisites:** None

**Required Textbooks**

Corey, G. (2023). *Theory and practice of counseling and psychotherapy* (11th edition). Cengage, CA: USA.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). ISBN: 978-1433832178.

**Optional**

Student manual for theory and practice of counseling and psychotherapy (11th edition). Cengage Learning.

**Methodology**

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

<b>Student Learning Objectives (SLO)</b>	<b>CACREP Standards</b>	<b>Learning Activity</b>
Students will explore role of religion and spirituality and how a Christian/Biblical world view can be integrated in client's' and counselors' psychological functioning.	3.B.11	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Journal</li> <li>• Religious and Spiritual Values in Counseling Case Scenario</li> <li>• <b>Personal Model of Counseling Paper and Video</b></li> </ul>
Students will understand theories personality and psychological development.	3.C.4	<ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Chapter Reading</li> <li>• Final Exam</li> <li>• Case Conceptualizations</li> <li>• Discussion: Person Centered and Psychoanalytic</li> <li>• Mandatory Synchronous Class Meeting Discussion: Existential and Person Centered</li> <li>• Discussion: Gestalt and Feminist Therapy</li> <li>• Discussion: Family Systems and Integrative Perspective</li> </ul>
Students will determine approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors.	3.D.2	<ul style="list-style-type: none"> <li>• Chapter Reading</li> <li>• Case Conceptualizations</li> <li>• Class Discussion</li> </ul>
Student will understand theories and models of counseling, including relevance to clients from diverse cultural backgrounds.	3.E.1	<ul style="list-style-type: none"> <li>• Chapter Reading</li> <li>• Class Discussion</li> <li>• Final Exam</li> <li>• Case Conceptualizations</li> <li>• Religious and Spiritual Values in Counseling Case Scenario</li> </ul>
Students will demonstrate case conceptualization skills using a variety of models and approaches.	3.E.3	<ul style="list-style-type: none"> <li>• Case Conceptualizations</li> <li>• Chapter Reading</li> </ul>
Students will begin to understand culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities.	3.E.7	<ul style="list-style-type: none"> <li>• Chapter Reading</li> <li>• Class Discussions</li> <li>• Final</li> </ul>
Students will be exposed to counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships.	3.E.8	<ul style="list-style-type: none"> <li>• Chapter Reading</li> <li>• Class Discussion</li> <li>• Paper: Reflect on the Counselor as a Person and Professional</li> <li>• Case Conceptualizations</li> </ul>

Students will learn counseling strategies and techniques used to facilitate the client change process.	3.E.10	<ul style="list-style-type: none"> <li>• Chapter Reading</li> <li>• Class Discussion</li> <li>• Case Conceptualizations</li> <li>• <b>Personal Model of Counseling Paper and Video</b></li> </ul>
Students will study evidence-based counseling strategies and techniques for prevention and intervention.	3.E.15	<ul style="list-style-type: none"> <li>• Chapter Reading</li> <li>• <b>Personal Model of Counseling Paper and Video</b></li> </ul>
Student will begin to create processes for developing a personal model of counseling grounded in theory and research.	3.E.21	<ul style="list-style-type: none"> <li>• Chapter Reading</li> <li>• Class Discussions</li> <li>• <b>Personal Model of Counseling Paper and Video</b></li> <li>• Journal</li> </ul>

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program’s comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

KPI	3.B.11; 3.E.10, 15, 21	Personal Model of Counseling Paper and Video
-----	------------------------	--

### Class Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	The Counselor: Person and Professional Chapter 1 & 2 video	Getting to Know You Paper: Reflect on the counselor as a person and professional <b>Instructional Focus (CACREP 3.E.7):</b> Through lecture, assigned chapter readings, and class discussions, students develop foundational understanding of culturally sustaining and responsive strategies for establishing and maintaining counseling relationships. Instruction emphasizes adapting counseling approaches across theoretical orientations and service delivery modalities to meet the needs of diverse client populations.	20 25
2	Psychoanalytic Chapter 4 video	Religious and Spiritual Values in Counseling Case Scenario <i>Discussion: Person Centered and Psychoanalytic</i> Case Conceptualization <b>Instructional Focus (CACREP 3.E.7):</b> Through lecture, assigned chapter readings, and class discussions, students develop foundational understanding of culturally sustaining and responsive strategies for establishing and maintaining counseling relationships. Instruction emphasizes adapting counseling approaches across theoretical orientations and service delivery modalities to meet the needs of diverse client populations. <b>Instructional Focus (CACREP 3.E.7):</b> Through weekly case conceptualization assignments, students apply culturally responsive counseling strategies by analyzing client cases from multiple theoretical perspectives. Emphasis is placed on adapting counseling approaches to client culture, context, and presenting concerns.	25 50 30
3	Existential Chapter 6	Case Conceptualization Journal	30 30

	video	<p><b>Instructional Focus (CACREP 3.E.7):</b> Through lecture, assigned chapter readings, and class discussions, students develop foundational understanding of culturally sustaining and responsive strategies for establishing and maintaining counseling relationships. Instruction emphasizes adapting counseling approaches across theoretical orientations and service delivery modalities to meet the needs of diverse client populations.</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through weekly case conceptualization assignments, students apply culturally responsive counseling strategies by analyzing client cases from multiple theoretical perspectives. Emphasis is placed on adapting counseling approaches to client culture, context, and presenting concerns.</p>	
4	Person Centered Chapter 7 Gloria Tape video	<p><i>Mandatory Class Synchronous Meeting</i> <i>Discussion: Existential and Person Centered</i> Case Conceptualization Midterm</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through lecture, assigned chapter readings, and class discussions, students develop foundational understanding of culturally sustaining and responsive strategies for establishing and maintaining counseling relationships. Instruction emphasizes adapting counseling approaches across theoretical orientations and service delivery modalities to meet the needs of diverse client populations.</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through weekly case conceptualization assignments, students apply culturally responsive counseling strategies by analyzing client cases from multiple theoretical perspectives. Emphasis is placed on adapting counseling approaches to client culture, context, and presenting concerns.</p>	50 30 100
5	Gestalt Chapter 8 Gloria Tape video	<p>Journal Case Conceptualization</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through lecture, assigned chapter readings, and class discussions, students develop foundational understanding of culturally sustaining and</p>	30 30

		<p>responsive strategies for establishing and maintaining counseling relationships. Instruction emphasizes adapting counseling approaches across theoretical orientations and service delivery modalities to meet the needs of diverse client populations.</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through weekly case conceptualization assignments, students apply culturally responsive counseling strategies by analyzing client cases from multiple theoretical perspectives. Emphasis is placed on adapting counseling approaches to client culture, context, and presenting concerns.</p>	
6	<p>Feminist Therapy Chapter 12 video</p>	<p><i>Discussion: Gestalt and Feminist Therapy</i> Case Conceptualization</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through lecture, assigned chapter readings, and class discussions, students develop foundational understanding of culturally sustaining and responsive strategies for establishing and maintaining counseling relationships. Instruction emphasizes adapting counseling approaches across theoretical orientations and service delivery modalities to meet the needs of diverse client populations.</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through weekly case conceptualization assignments, students apply culturally responsive counseling strategies by analyzing client cases from multiple theoretical perspectives. Emphasis is placed on adapting counseling approaches to client culture, context, and presenting concerns.</p>	<p>50</p> <p>30</p>
7	<p>Family Systems Therapy Chapter 14 video</p>	<p>Case Conceptualization</p> <p><b>Personal Model of Counseling Paper and Video</b></p> <p>Journal</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through lecture, assigned chapter readings, and class discussions, students develop foundational understanding of culturally sustaining and responsive strategies for establishing and maintaining counseling relationships. Instruction emphasizes adapting counseling approaches across theoretical orientations and service</p>	<p>30</p> <p>75</p> <p>30</p>

		<p>delivery modalities to meet the needs of diverse client populations.</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through weekly case conceptualization assignments, students apply culturally responsive counseling strategies by analyzing client cases from multiple theoretical perspectives. Emphasis is placed on adapting counseling approaches to client culture, context, and presenting concerns.</p>	
8	<p>An Integrative Perspective Counseling Stan Chapter 15 video</p>	<p><i>Discussion: Family Systems and Integrative Perspective</i></p> <p>Final Case Conceptualization</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through lecture, assigned chapter readings, and class discussions, students develop foundational understanding of culturally sustaining and responsive strategies for establishing and maintaining counseling relationships. Instruction emphasizes adapting counseling approaches across theoretical orientations and service delivery modalities to meet the needs of diverse client populations.</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through weekly case conceptualization assignments, students apply culturally responsive counseling strategies by analyzing client cases from multiple theoretical perspectives. Emphasis is placed on adapting counseling approaches to client culture, context, and presenting concerns.</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Students demonstrate understanding of culturally sustaining and responsive counseling strategies through the Final Exam, integrating theoretical knowledge with application to diverse client scenarios.</p>	<p>50</p> <p>100</p> <p>30</p>
		<b>Total Points</b>	845

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### Midterm

### Final

#### Mandatory Synchronous Class Meetings

You will be required to attend mandatory synchronous class meetings. These will be at Xpm (CST) on XXXX of the week. Attendance and active participation are essential to your success in this class. Non-participation in synchronous aspects of the course will negatively impact your grade. There is no distinction between excused and unexcused absences. If you miss a portion of a class, it is your responsibility to make up any work you may have missed. Advance notice must be given prior to the class meeting. Missing a mandatory class meeting will hinder your progress in the class and will result in the reduction of your grade. You should be on time and prepared to engage in discussion and activities.

#### *Policy on Synchronous Class Meeting Environments*

Much of what occurs in a counseling class is highly confidential. When you're attending class, you need to make sure the following conditions are met:

- **Your camera must be on at all times during class**
- Be in a quiet area
- Make sure no family or friends can hear the class
- Make sure you're in a confidential area, not a public place
- Know what to do if any materials trigger you
- It is highly recommended for you to use a headset
- You are responsible for knowing the profession's code of ethics

#### Getting to Know You Discussion

Most classes in Northwestern's School Counseling and Clinical Mental Health Counseling programs will begin with a *Getting to Know You* threaded discussion - these discussions are geared toward helping students and professors get to know each other better. In that spirit, please introduce yourself to your classmates and answer the following questions:

- What program are you enrolled in at Northwestern? If you're in the School Counseling program, what endorsements are you seeking?
- When you think about taking Classic Theories of Counseling, how do you think you will use this information as a counselor?
- Why is it important for a counselor to learn theories of counseling?
- Looking inward, what theory are you most curious about?

Please create a thread with your response to the discussion prompt by Wednesday night at midnight. Once you've created your thread in response to the discussion prompt, respond on the threads of at least two of your classmates by Saturday at midnight. Try to respond to everyone who has posted on your thread by the time the assignment is due to be completed (Sunday at midnight).

#### **Paper: Reflect on the counselor as a person and professional (3.E.8)**

Based on your Chapters 1 and 2 readings in Corey et al., write a 2-page reflection on the role of a counselor as a professional and person. Be sure to include the areas Corey et al. covers.

**(Weekly) Case Conceptualizations (3.B.11, 3.C.4, 3.D.2, 3.E.1, 3.E.3, 3.E.7, 3.E.8, 3.E.10, 3.E.15)**

Using the Corey et al., 2024 video found in each module of the course, students will complete case conceptualizations utilizing the counseling theories discussed during the module. A template for conceptualizing the case portrayed in the video is provided in the module the video is housed. Case Conceptualizations are due every Sunday.

**Religious and Spiritual Values in Counseling Case Scenario (3.B.11, 3.E.1)**

Utilizing the five points Corey makes on pages 27-28 of the text, create a solution for the following scenario:

Betty is a practicing Wiccan who just had her children removed by CPS for neglect. She is a single mother who could not afford day care and had to leave her kids alone while she went to work. A neighbor reported her to CPS which resulted in the removal. Betty loves her kids and is heartbroken. The CPS worker has mandated she receives counseling. She has landed in your office. How do you handle religious and spiritual values?

Your paper should be APA formatted and 1 page long. This does not include cover sheet and references, if used.

**Discussion: Person Centered and Psychoanalytic (CACREP 3.C.4)**

Read chapters 1 and 2 in your Corey et al. text book.

- You also need to find 1 peer reviewed journal on each theory (2 in total).
- You will then write a 500-word post references comparing and contrasting the two theories.
- Also include the pros and cons of each theory.
- You will need to create a 150-word response post to at least three classmates.

**Journals (three) (3.B.11, 3.E.21)**

One journal reflection will reflect upon learning experience in and out of the classroom setting, along with development of understanding theories and models of counseling:

- brief summaries of new learning obtained from practice sessions with peers
- brief summaries of new learning obtained from out-of-class discussions with fellow students
- brief summaries of new learning obtained from application of material
- integration of learning from various sources
- novel application of material
- personal reactions to material
- descriptions of moments of sudden insight ("aha" experiences)
- process descriptions of professional growth over the course of time
- integration of theoretical material with practical application
- recognition of new principles, personal preferences, etc.
- reflection on the role of religion and spirituality in counselor's psychological functioning

As the journal reflects each student's individual experience with and approach to the material, lengths may vary widely but you are only required to do at least a two-page (double-spaced w/ one-inch margins) journal entry. Grading will be based upon the amount of thoughtfulness reflected by each entry, depth (quality, not quantity) of student's learning (topical and/or

practical), and *amount of knowledge* that goes above and beyond lecture and assigned reading. Integration of readings and lecture as well as novel conceptualization of the material are necessary and critical for development as a professional counselor.

### **Mandatory Synchronous Class Meeting Discussion: Existential and Person-Centered (CACREP 3.C.4)**

- **Prior to class you need to read chapters 6 and 7 in your Corey et al. text book.**
- You also need to find 1 peer reviewed journal on each theory (2 in total).
- **You will then write a 500-word post with references comparing and contrasting the two theories.**
- Also include the pros and cons of each theory.
- The post must be submitted prior to the class meeting. Be prepared for role play and deep discussion.

### ***Policy on Environment to Professional Practice Synchronous Courses***

Much of what occurs in a counseling class is highly confidential. When you're attending class, you need to make sure the following conditions are met:

- **Your camera must be on at all times during class**
- Be in a quiet area
- Make sure no family or friends can hear the class
- Make sure you're in a confidential area, not a public place
- Know what to do if any materials trigger you
- It is highly recommended for you to use a headset
- You are responsible for knowing the profession's code of ethics

### **Discussion: Gestalt and Feminist Therapy (CACREP 3.C.4)**

- Read chapters 8 and 12 in your Corey et al. text book.
- You also need to find 1 peer reviewed journals on each theory (2 in total).
- **You will then write a 500-word post with references comparing and contrasting the two theories.**
- Also include the pros and cons of each theory.
- You will need to create a 150-word response post to at least three classmates.

### **Personal Model of Counseling Paper and Video (3.B.11, 3.E.10; 3.E.15; 3.E.21)**

The purpose of this project is to provide the students the opportunity to develop, articulate and demonstrate a personal model of counseling.

#### **Video:**

1. You will be assigned a dyad partner.
2. The video should be 20 minutes in uploaded to Tevera.
3. Include limits of confidentiality, acknowledgement of recording the session, and audience of the recording as part of the session (contained in Informed Consent). Also, it is necessary to receive written permission from the client before counseling and/or recording is conducted. The consent form (on the following page) is to be included with the recording when submitted for credit or no credit will be given.
4. Have your client identify a source of minor stress to address in the counseling session. Clearly demonstrate your personal model of counseling described in your paper (see below). Also demonstrate basic communication and counseling skills.

**Paper:*****(Part 1)***

This paper should be based on your personal model of counseling. Your purpose is to clarify your own views and to defend your theory to the reader. The paper should be 6-8 pages long and follow APA format and outside references are not necessary. However, when referring to your textbook use in text citations and a reference for your text. Use existing theory from text for the basis of this discussion.

- Your personal world view including religious and spiritual components
- Consider these questions that address the inherent nature people have at birth:
  - What do you believe about human nature?
  - Are people basically good or bad?
  - How much free will do people have?
  - What kinds of inherent capacities do people possess?
  - What do you believe?
  - How do people become maladjusted?
  - Why do they develop problems?
  - How does it happen?
  - How do people change?
  - What needs to happen for change to occur?

***(Part 2)***

- A. Identify counseling strategies and techniques used to facilitate the client change process.
- B. Identify evidence-based counseling strategies and techniques for prevention and intervention.
- C. Identify parts of the session you feel could be improved and why.
- D. Identify goals for growth processes for developing a personal model of counseling grounded in theory and research.
- E. Identify specific scriptures and Bible stories that connect your personal theory(ies) with God's Word.
- F. Identify the role of religion and spirituality in client's and counselor's psychological functioning.

You will be graded according to APA style, writing and organization, content, and references to text.

**Discussion: Family Systems and Integrative Perspective (CACREP 3.C.4)**

- Read chapters 14 and 15 in your Corey et al. text book.
- You need to find 1 peer reviewed journal on each theory (2 in total).
- You will then write a 500-word post with references comparing and contrasting the two theories.
- Also include the pros and cons of each theory.
- You will need to create a 150-word response post to at least three classmates.

**Assessment Methods**

*Midterm*

*Final*

*Getting to Know You Discussion*

*Paper: Reflect on the counselor as a person and professional Rubric*

*Discussion: Person Centered and Psychoanalytic Rubric*

*Religious and Spiritual Values in Counseling Case Scenario Rubric*

*Weekly Case Conceptualizations Rubric*

*Journal Rubric (3)*

*Mandatory Synchronous Class Meeting Discussion: Existential and Person-Centered Rubric*

*Discussion: Gestalt and Feminist Therapy Rubric*

*Personal Model of Counseling Paper and Video Rubric*

*Discussion: Family Systems and Integrative Perspective Rubric*

### Consent for Counseling Demonstration Session

#### *Permission to Record*

I \_\_\_\_\_ (initials), hereby willingly give my permission to be recorded for training purposes only.

I, \_\_\_\_\_ (name of COUN 550 student client)

hereby give my permission to allow a video recording of my demonstration counseling session

with \_\_\_\_\_ (name of COUN 550 student counselor)

on \_\_\_\_\_ (date of recording).

I understand and agree that this recording will only be observed by the instructor of the course.

I understand that when a recording is submitted via Tevera it is stored in a HIPAA compliant manner and destroyed at the end of the semester.

SIGNATURE: \_\_\_\_\_  
(COUN 550 student client)

SIGNATURE: \_\_\_\_\_  
(COUN 550 student counselor)

DATE: \_\_\_\_\_

## Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

<b>Requirement</b>	<b>PC</b>	<b>MAC</b>
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

## Specs

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

## Protect your investment

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

## Microsoft Office 365

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

## We're here for YOU!

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

## Contact

Matt Austin

Helpdesk Manager

712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

## Contact

Peter Hilla

Computer Support Specialist

712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

## Policies

## Writing Style Requirements

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).

- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale Percentages

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

### Academic Integrity

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of

forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

### **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

### **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>.

## Course Resources

### Media Resources:

- American Counseling Association. (2014). *ACA code of ethics*.  
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- American School Counselor Association. (2019). *ASCA School Counselor Professional Standards & Competencies*. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>
- Psychological and Educational Films. (1989). *Anxiety: Cognitive therapy with Dr. Aaron T. Beck*. [Video]. Alexander Street. <https://ezproxy.nwciowa.edu/login?url=https://video-alexanderstreet-com.ezproxy.nwciowa.edu/p/J8PzQvDqI>
- Psychological and Educational Films. (1964). *Three approaches to psychotherapy, part I: Carl Rogers, PhD. (Client-Centered Therapy)*. [Video]. Alexander Street. <https://ezproxy.nwciowa.edu/login?url=https://video-alexanderstreet-com.ezproxy.nwciowa.edu/p/gpk82jRM6>
- Psychological and Educational Films. (1964). *Three approaches to psychotherapy, part III: Dr. Albert Ellis, founder of Rational-Emotive Therapy*. [Video]. Alexander Street.
- John Whiteley. (1972). *B. F. Skinner on counseling*. [Video]. Alexander Street. <https://ezproxy.nwciowa.edu/login?url=https://video-alexanderstreet-com.ezproxy.nwciowa.edu/p/ywX3lnrGg>

### Journal Articles:

- Norcross, J. C., & Lambert, M. J. (2018). Psychotherapy relationships that work III. *Psychotherapy*, 55(4), 303-315. <https://doi.org/10.1037/pst0000193>
- Stone, D. (2008). Wounded healing: Exploring the circle of compassion in the helping relationship. *The Humanistic Psychologist*, 36, 45-51. <https://doi.org/10.1080/08873260701415587>
- Streets, F. J. (2014). Love: A philosophy of pastoral care and counselling. *Verbum et Ecclesia*, 35(2). <https://doi.org/10.4102/ve.v35i2.1323>
- Woodbridge, L., & O'Beirne, B. R. (2017). Counseling students' perception of journaling as a tool for developing reflective thinking. *The Journal of Counselor Preparation and Supervision*, 9(2). <https://doi.org/10.7729/92.1198>
- Ballou, R. A. (2002). Adlerian-based responses for the mental health counselor to the challenging behaviors of teens. *Journal of Mental Health Counseling*, 24(2), 154-165.
- Blanken, T. F., Jansson-Frojmark, M., Sunnhed, R., & Lancee, J. (2021). Symptom-specific effects of cognitive therapy and behavior therapy for insomnia: A network intervention analysis. *Journal of Consulting and Clinical Psychology*, 89(4), 364-370. <https://doi.org/10.1037/ccp0000625>
- Bryan, C. J. (2019). Cognitive behavioral therapy for suicide prevention (CBT-SP): Implications for meeting standard of care expectations with suicidal patients. *Behavioral Sciences and the Law*, 37, 247-258. <https://doi.org/10.1002/bsl.24ss>
- Kottman, T., & Johnson, V. (1993). Adlerian play therapy: A tool for school counselors. *Elementary School Guidance & Counseling*, 28(1), 42-51.
- Rogers, C. R. (1975). Empathic: An unappreciated way of being. *The Counseling Psychologist*, 5(2). <https://doi.org/10.1177/001100007500500202>
- Rogers, C. R. (2007). The necessary and sufficient conditions of therapeutic personality change. *Psychotherapy: Theory, Research, Practice, Training*, 44(3), 240 – 249. <https://doi.org/10.1037/0033-3204.44.3.240>
- Smith, E. (2018). Why should we care? Psychodynamic theory and practice in counselor preparation. *The Journal of Counselor Preparation and Supervision*, 11(1).

<https://repository.wcsu.edu/jcps/vol11/iss1/4>

Van Velsor, P. (2004). Revisiting basic counseling skills with children. *Journal of Counseling & Development*, 82, 313-318.

Watkins, C. E. (1985). Early recollections as a projective technique in counseling: An Adlerian view. *American Mental Health Counselors Association Journal*, 7(1), 32-40.

**Books:**

Collins, G. R. (2019). *Christian counseling* (3<sup>rd</sup> ed.). Thomas Nelson, Inc. <https://ebookcentral-proquest-com.ezproxy.nwciowa.edu/lib/northwesterniowa-ebooks/detail.action?docID=5835179>



Counseling  
Program

---

**COUN 551 Contemporary Theories of Counseling Syllabus – Fall Version**  
**3 credits**  
**Term: Fall**

**Professor:** Julie Merriman, Ph.D., LPC-S

**Phone:** 325-665-4381

**E-mail:** Julie.merriman@nwcsiowa.edu

**Office hours:** by appointment

**Course Description**

A study of the philosophical and theoretical bases of the helping process. This course surveys and investigates counseling theories with an emphasis on how theories influence practice. Includes study of major counseling theories, basic helping skills, and applications to diverse populations. Also includes professional issues related specifically to the counseling process. This course, along with COUN 505, serves as the basic introductory courses in the Counseling Program. A grade of “B” or higher must be earned in COUN 505 and COUN 551 to be eligible to maintain status in the program.

**Prerequisites:** None

**Required Textbooks**

Corey, G. (2023). *Theory and practice of counseling and psychotherapy* (11th edition). Cengage, CA: USA.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). ISBN: 978-1433832178.

**Optional**

Student manual for theory and practice of counseling and psychotherapy (11th edition). Cengage Learning.

**Methodology**

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

<b>Student Learning Objectives (SLO)</b>	<b>CACREP Standards</b>	<b>Learning Activity</b>
Students will explore the role of religion and spirituality and how a Christian/Biblical world view can be integrated in client's' and counselors' psychological functioning.	3.B.11	<ul style="list-style-type: none"> <li>• Journal</li> <li>• My Experience as a Counseling Client Process Paper</li> </ul>
Students will understand theories personality and psychological development.	3.C.4	<ul style="list-style-type: none"> <li>• Discussion: Adlerian Therapy and Behavior Therapy</li> <li>• Mandatory Class Synchronous Meeting Discussion: CBT and Choice Theory/Reality Therapy</li> <li>• Discussion: Post Modern Approaches and Transactional Analysis</li> <li>• Case Conceptualizations</li> <li>• Chapter Reading</li> <li>• Final Exam</li> </ul>
Students will determine approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors.	3.D.2	<ul style="list-style-type: none"> <li>• Chapter Reading</li> <li>• Case Conceptualizations</li> <li>• <b>Group Project: Determine Approaches Presentation</b></li> </ul>
Student will understand theories and models of counseling, including relevance to clients from diverse cultural backgrounds.	3.E.1	<ul style="list-style-type: none"> <li>• Chapter Reading</li> <li>• Discussion: Adlerian Therapy and Behavior Therapy</li> <li>• Mandatory Class Synchronous Meeting Discussion: CBT and Choice Theory/Reality Therapy</li> <li>• Discussion: Post Modern Approaches and Transactional Analysis</li> <li>• Case Conceptualizations</li> <li>• Final Exam</li> </ul>
Demonstrate case conceptualization skills using a variety of models and approaches.	3.E.3	<ul style="list-style-type: none"> <li>• Case Conceptualizations</li> <li>• Chapter Reading</li> </ul>
Students will begin to understand culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities.	3.E.7	<ul style="list-style-type: none"> <li>• Chapter Reading</li> <li>• Case Conceptualizations</li> <li>• <b>Group Project: Determine Approaches Presentation</b></li> </ul>
Students will be exposed to counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships.	3.E.8	<ul style="list-style-type: none"> <li>• Chapter Reading</li> <li>• Discussion: Adlerian Therapy and Behavior Therapy</li> </ul>

		<ul style="list-style-type: none"> <li>• Mandatory Class Synchronous Meeting Discussion: CBT and Choice Theory/Reality Therapy</li> <li>• Discussion: Post Modern Approaches and Transactional Analysis</li> <li>• Case Conceptualizations</li> <li>• My Experience as a Counseling Client Process Paper</li> </ul>
Students will learn counseling strategies and techniques used to facilitate the client change process.	3.E.10	<ul style="list-style-type: none"> <li>• Chapter Reading</li> <li>• Case Conceptualizations</li> </ul>
Students will study evidence-based counseling strategies and techniques for prevention and intervention.	3.E.15	<ul style="list-style-type: none"> <li>• Chapter Readings</li> <li>• Case Conceptualizations</li> </ul>
Student will begin to create processes for developing a personal model of counseling grounded in theory and research.	3.E.21	<ul style="list-style-type: none"> <li>• Chapter Readings</li> <li>• Journal</li> </ul>

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program’s comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

KPI	3.D.2; 3.E.7	<b>Group Project: Determine Approaches Presentation</b>
-----	--------------	---

### Class Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	Reading: Chapter 5 Adlerian	Case Conceptualization <b>Instructional Focus (CACREP 3.E.7):</b> Through lecture, assigned chapter readings, and class discussion, students develop understanding of culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across theoretical approaches and service delivery modalities. <b>Instructional Focus (CACREP 3.E.7):</b> Through weekly case conceptualization assignments, students apply culturally responsive counseling strategies by analyzing client cases using multiple theoretical frameworks. Emphasis is placed on adapting counseling approaches to client culture, context, and presenting concerns.	30
2	Reading: Chapter 9 Behavior Therapy	<i>Discussion: Adlerian Therapy and Behavior Therapy</i> Case Conceptualization Journal <b>Instructional Focus (CACREP 3.E.7):</b> Through lecture, assigned chapter readings, and class discussion, students develop understanding of culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across theoretical approaches and service delivery modalities. <b>Instructional Focus (CACREP 3.E.7):</b> Through weekly case conceptualization assignments, students apply culturally responsive counseling strategies by analyzing client cases using multiple theoretical frameworks. Emphasis is placed on adapting counseling approaches to client culture, context, and presenting concerns.	50 30 30
3	Reading: Chapter 10 Cognitive Behavior Therapy	Case Conceptualization Paper: Reflecting on Cognitive Behavior Therapy	30 25

		<p>Group Project meeting with team</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through lecture, assigned chapter readings, and class discussion, students develop understanding of culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across theoretical approaches and service delivery modalities.</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through weekly case conceptualization assignments, students apply culturally responsive counseling strategies by analyzing client cases using multiple theoretical frameworks. Emphasis is placed on adapting counseling approaches to client culture, context, and presenting concerns.</p>	10
4	<p>Reading: Chapter 11 Choice Theory/Reality Therapy</p>	<p><i>Mandatory Class Synchronous Meeting</i></p> <p><i>Discussion: CBT and Choice Theory/Reality Therapy</i></p> <p>Journal</p> <p>Case Conceptualization</p> <p><i>Midterm</i></p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through lecture, assigned chapter readings, and class discussion, students develop understanding of culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across theoretical approaches and service delivery modalities.</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through weekly case conceptualization assignments, students apply culturally responsive counseling strategies by analyzing client cases using multiple theoretical frameworks. Emphasis is placed on adapting counseling approaches to client culture, context, and presenting concerns.</p>	<p>50</p> <p>30</p> <p>30</p> <p>100</p>
5	<p>Reading: Chapter 13 Postmodern Approaches</p>	<p>Case Conceptualization</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through lecture, assigned chapter readings, and class discussion, students develop understanding of culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across theoretical approaches and service delivery modalities.</p>	30

		<p><b>Instructional Focus (CACREP 3.E.7):</b> Through weekly case conceptualization assignments, students apply culturally responsive counseling strategies by analyzing client cases using multiple theoretical frameworks. Emphasis is placed on adapting counseling approaches to client culture, context, and presenting concerns.</p>	
6	<p>Reading: Chapter 16 An Integrative Perspective Counseling Stan</p>	<p><b>Group Project: Determine Approaches Presentation</b> Case Conceptualization Journal</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through lecture, assigned chapter readings, and class discussion, students develop understanding of culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across theoretical approaches and service delivery modalities.</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through weekly case conceptualization assignments, students apply culturally responsive counseling strategies by analyzing client cases using multiple theoretical frameworks. Emphasis is placed on adapting counseling approaches to client culture, context, and presenting concerns.</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through the Group Project: Determine Approaches Presentation, students collaboratively analyze how counseling approaches are adapted to diverse client populations and life contexts. Instruction includes application of culturally sustaining strategies across modalities, integrating theory, culture, and client-specific considerations into counseling practice.</p>	<p>100</p> <p>30</p> <p>30</p>
7	<p>Reading: Chapter 17 Transactional Analysis</p>	<p><i>Discussion: Post Modern Approaches and Transactional Analysis</i> Case Conceptualization</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through lecture, assigned chapter readings, and class discussion, students develop understanding of culturally sustaining and responsive strategies for establishing and maintaining counseling</p>	<p>50</p> <p>30</p>

		relationships across theoretical approaches and service delivery modalities. <b>Instructional Focus (CACREP 3.E.7):</b> Through weekly case conceptualization assignments, students apply culturally responsive counseling strategies by analyzing client cases using multiple theoretical frameworks. Emphasis is placed on adapting counseling approaches to client culture, context, and presenting concerns.	
8	Review all Chapters	My Experience as a Counseling Client Process Paper Journal Final	50  30 100
		<b>Total Points</b>	725

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### **Mandatory Synchronous Class Meetings**

You will be required to attend mandatory synchronous class meetings. These will be at Xpm (CST) on XXXX of the week. Attendance and active participation are essential to your success in this class. Non-participation in synchronous aspects of the course will negatively impact your grade. There is no distinction between excused and unexcused absences. If you miss a portion of a class, it is your responsibility to make up any work you may have missed. Advance notice must be given prior to the class meeting. Missing a mandatory class meeting will hinder your progress in the class and will result in the reduction of your grade. You should be on time and prepared to engage in discussion and activities.

### ***Policy on Synchronous Class Meeting Environments***

Much of what occurs in a counseling class is highly confidential. When you're attending class, you need to make sure the following conditions are met:

- **Your camera must be on at all times during class**
- Be in a quiet area
- Make sure no family or friends can hear the class
- Make sure you're in a confidential area, not a public place
- Know what to do if any materials trigger you
- It is highly recommended for you to use a headset
- You are responsible for knowing the profession's code of ethics

### **(Weekly) Case Conceptualizations (3.B.11, 3.C.4, 3.D.2, 3.E.1, 3.E.3, 3.E.7, 3.E.8, 3.E.10, 3.E.15)**

Using the Corey et al., 2024 video found in each module of the course, students will complete case conceptualizations utilizing the counseling theories discussed during the module. A template for conceptualizing the case portrayed in the video is provided in the module the video is housed. Case Conceptualizations are due every Sunday.

### **Journal Entries (4) (3.B.11, 3.E.21)**

You will write four journal entries that reflect upon learning experience in and out of the classroom setting, along with development of understanding theories and models of counseling:

- brief summaries of new learning obtained from practice sessions with peers
- brief summaries of new learning obtained from out-of-class discussions with fellow students
- brief summaries of new learning obtained from application of material
- integration of learning from various sources
- novel application of material
- personal reactions to material
- descriptions of moments of sudden insight ("aha" experiences)
- process descriptions of professional growth over the course of time
- integration of theoretical material with practical application
- integration of spirituality and religion
- recognition of new principles, personal preferences, etc.
- reflection on the role of religion and spirituality in counselor's psychological functioning

Journal entries are to be two-page (double-spaced w/ one-inch margins). It is important for you to approach the entries with ***thoughtfulness***, ***depth*** (quality, not quantity) of learning (topical and/or practical), and ***amount of knowledge*** that goes above and beyond lecture and assigned reading. Integration of readings and lecture as well as novel conceptualization of the material are necessary and critical for development as a professional counselor.

**Discussion: Adlerian Therapy and Behavior Therapy  
(CACREP 3.C.4, 3.E.1, 8)**

- Read chapters 5 and 9 in your Corey et al. text book.
- You need to find 1 peer reviewed journals on each theory (2 in total).
- **You will then write a 500-word post with references comparing and contrasting the two theories.** Also include the pros and cons of each theory.
- You will need to create a 150-word response post to at least three classmates.

**Mandatory Class Synchronous Meeting Discussion: CBT and Choice Theory/Reality Therapy  
(CACREP 3.C.4, 3.E.1, 8)**

- Prior to class you need to read chapters 10 and 11 in your Corey et al. text book.
- You need to find 1 peer reviewed journal on each theory (2 in total).
- **You will then write a 500-word post with references comparing and contrasting the two theories.** Also include the pros and cons of each theory.
- The post must be submitted prior to the class meeting. Be prepared for role play and deep discussion.

***Policy on Synchronous Class Meeting Environments***

Much of what occurs in a counseling class is highly confidential. When you're attending class, you need to make sure the following conditions are met:

- **Your camera must be on at all times during class**
- Be in a quiet area
- Make sure no family or friends can hear the class
- Make sure you're in a confidential area, not a public place
- Know what to do if any materials trigger you
- It is highly recommended for you to use a headset
- You are responsible for knowing the profession's code of ethics

**Paper: Reflecting on Cognitive Behavior Therapy**

Cognitive Behavior Therapy (CBT) is a very important approach in the counseling field. For this assignment you will read the Corey chapter on CBT the find 5 peer reviewed articles on the topic. You will answer the following questions in your paper;

- Introduce the modality
- Why is CBT considered evidenced based?
- When is CBT considered an appropriate intervention?
- What are the pros and cons?
- Describe four CBT interventions and when you would utilize them?
- Summarize what you've learned about the modality

You will submit a 5-page (body) APA formatted paper with a reference page.

### **Group Project Meeting with Team**

You will meet with your team to work on the project. You must meet a minimum of an hour. Each team member will submit an outline of the project and what each team member has been assigned to complete. You will also need to submit the reference you intend to use for the project.

### **Group Project: Determine Approaches Presentation (3.D.2, 3.E.7)**

You will be placed in a group at the beginning of the semester. Your group will create a PowerPoint presentation and video of the presentation. All members of the group must help create the PowerPoint and must present. The presentation must be a minimum of 15 minutes to receive credit.

You will include:

Approaches for conceptualizing the interrelationships among and between

- Introduction Slide
- work (2 slides)
- socioeconomic standing (2 slides)
- wellness (3 slides)
- disability (4 slides)
- trauma (4 slides)
- relationships (2 slides)
- spirituality and religion (2 slides)
- and other life roles and factors (4 slides)
- Conclusion Slide
- Reference Slide

Discuss how counselors work with all of these factors while helping clients. Include the theory that your group feels would best fit in this approach. You will need to include a slide with a minimum of 10 peer reviewed references that the group used to create the presentation.

### **Discussion: Post Modern Approaches and Transactional Analysis (CACREP 3.C.4, 3.E.1, 8)**

- Read chapters 13 and 17 in your Corey et al. text book.
- You need to find 1 peer reviewed journal on each theory (2 in total).
- You will then write a 500-word post with references comparing and contrasting the two theories.  
Also include the pros and cons of each theory.
- You will need to create a 150-word response to at least three classmates.

### **My Experience as a Counseling Client Process Paper (3.E.8, 3.B.11)**

Complete a minimum of 3 counseling sessions (at least 50 minutes in length) that are arranged by you with a private state licensed counselor. You will need to continue counseling for a minimum of 6 sessions, but we realize you may not be able to get them all done during this 8-week course. A temporary licensed individual (i.e. LPC-Associate) is qualified to provide services for this assignment. These sessions must take place during the semester you are taking this course. You will be solely responsible for any cost related to this counseling experience. You will be required to document your experience by having the counselor sign a form indicating your completion of the assignment. Be sure to include your completed [Individual Counseling Verification Form](#) with this paper for credit or no credit will be given. Although you will obviously be free to maintain confidentiality within legal and ethical limits in terms of the content of these sessions, you will be required to write a 6-page process paper on

the topic of: “*My Experience as a Client in Counseling.*” The paper should be presented in APA format. Specifically, the paper should include:

1. Title Page
3. Text—don’t forget an introduction and conclusion

The text should include the following Level I headings. Utilize appropriate Level II and III headings under each of these sections.

### **Personal Reaction (2 pages)**

Provide a narrative summary of your experience as a client in counseling. This section will focus on your personal, subjective reactions to your counseling experience as a client, rather than as a counselor-in-training. You are not required to disclose specific content to exercise your right to confidentiality but give a general idea of what was covered in the sessions that was helpful to you, not helpful, etc. Describe your reaction to the experience from a client’s point of view. In other words, please explore briefly your personal reaction to the counseling and how the counseling has affected you in your development as a person. Did you get much out of the experience? Was it harder than you thought it was going to be? Do you have a different perspective on counseling now that you have been “in the client’s chair”?

### **Theoretical Implications for Counseling (2 pages)**

Discuss the theoretical implications of your experience for counselors in either agency or school settings. Address components from the major approaches and how they were used, or could have been used in your sessions.

This section should focus on your observations of your counseling experience as a Counseling Theories student and mental health professional-in-training. Consider the theories presented in this course, delineate the theory or theories you believe the counselor utilized in your session, and address the following questions:

- What elements of the theory/technique were used by your counselor in your sessions?
- How effective was the use of the theory or the technique?
- How well did your counselor’s approach match up with what you learned about the theory from the text or the lectures and/or demonstrations done in class?
- How well do you think the theories and techniques used on you will work with the clients you plan to work with as a professional counselor (in school settings or addiction counseling settings or private practice settings, etc.)
- How might you adapt those theories/techniques to fit your needs better?
- What could your counselor have used from the theory (but did not) that might have been beneficial?
- What could your counselor have dropped from your sessions without losing any potential benefit?
- What theory or theories were not utilized in your sessions that you feel could have been helpful and why.
- How did your counselor approach spirituality and religion?

### **Overall Critique of Your Counselor (1 pages)**

- Did your counselor follow one theoretical model or combine several theories/techniques?
- How well did what your counselor told you about his or her personal theory match up with what he or she actually DID?

- How well did the theories/techniques used by your counselor seem to match his or her personality?
- How well did the theories and techniques used by your counselor seem to “hang together” in a theoretically consistent fashion?
- All theories of counseling emphasize to one degree or another, changing thoughts/cognitions, changing or working through feelings, and changing behavior. What did your counselor tend to focus on and how well did what your counselor focused on (his or her theory of change) match what you think is most important to focus on in counseling?

**Professional Development (1 pages)**

Write this section from the perspective of a counselor-in-training.

- What did you learn about yourself that will help in your professional development?
- What did you learn about yourself that you believe will help you as a counselor?
- What did you learn about your strengths?
- What did you learn about potential areas for improvement?
- What are your goals for professional development?
- How will you address spirituality and religion with your clients?

**Assessment Methods**

*Discussion: Adlerian Therapy and Behavior Therapy Rubric*

*Case Conceptualizations Rubrics*

*Paper: Reflecting on Cognitive Behavior Therapy Rubric*

*Mandatory Class Synchronous Meeting Discussion: CBT and Choice Theory/Reality Therapy Rubric*

*Journal Rubrics*

*Group Project Meeting with Team Rubric*

*Group Project: Determine Approaches Presentation Rubric*

*Discussion: Post Modern Approaches and Transactional Analysis Rubric*

*My Experience as a Counseling Client Process Paper Rubric*

## Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

<b>Requirement</b>	<b>PC</b>	<b>MAC</b>
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

## Specs

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

## Protect your investment

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds “accidental damage protection” for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

## Microsoft Office 365

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

## We're here for YOU!

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

## Contact

Matt Austin  
Helpdesk Manager  
712-707-7333  
[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

## Contact

Peter Hilla  
Computer Support Specialist  
712-707-7333  
[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

## Policies

## Writing Style Requirements

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).

- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale Percentages

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

### Academic Integrity

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of

forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

### **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

### **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>.

## Course Resources

### Media Resources:

- American Counseling Association. (2014). *ACA code of ethics*.  
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- American School Counselor Association. (2019). *ASCA School Counselor Professional Standards & Competencies*. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>
- Psychological and Educational Films. (1989). *Anxiety: Cognitive therapy with Dr. Aaron T. Beck*. [Video]. Alexander Street. <https://ezproxy.nwciowa.edu/login?url=https://video-alexanderstreet-com.ezproxy.nwciowa.edu/p/J8PzQvDqI>
- Psychological and Educational Films. (1964). *Three approaches to psychotherapy, part I: Carl Rogers, PhD. (Client-Centered Therapy)*. [Video]. Alexander Street. <https://ezproxy.nwciowa.edu/login?url=https://video-alexanderstreet-com.ezproxy.nwciowa.edu/p/gpk82jRM6>
- Psychological and Educational Films. (1964). *Three approaches to psychotherapy, part III: Dr. Albert Ellis, founder of Rational-Emotive Therapy*. [Video]. Alexander Street.
- John Whiteley. (1972). *B. F. Skinner on counseling*. [Video]. Alexander Street. <https://ezproxy.nwciowa.edu/login?url=https://video-alexanderstreet-com.ezproxy.nwciowa.edu/p/ywX3lnrGg>

### Journal Articles:

- Norcross, J. C., & Lambert, M. J. (2018). Psychotherapy relationships that work III. *Psychotherapy*, 55(4), 303-315. <https://doi.org/10.1037/pst0000193>
- Stone, D. (2008). Wounded healing: Exploring the circle of compassion in the helping relationship. *The Humanistic Psychologist*, 36, 45-51. <https://doi.org/10.1080/08873260701415587>
- Streets, F. J. (2014). Love: A philosophy of pastoral care and counselling. *Verbum et Ecclesia*, 35(2). <https://doi.org/10.4102/ve.v35i2.1323>
- Woodbridge, L., & O'Beirne, B. R. (2017). Counseling students' perception of journaling as a tool for developing reflective thinking. *The Journal of Counselor Preparation and Supervision*, 9(2). <https://doi.org/10.7729/92.1198>
- Ballou, R. A. (2002). Adlerian-based responses for the mental health counselor to the challenging behaviors of teens. *Journal of Mental Health Counseling*, 24(2), 154-165.
- Blanken, T. F., Jansson-Frojmark, M., Sunnhed, R., & Lancee, J. (2021). Symptom-specific effects of cognitive therapy and behavior therapy for insomnia: A network intervention analysis. *Journal of Consulting and Clinical Psychology*, 89(4), 364-370. <https://doi.org/10.1037/ccp0000625>
- Bryan, C. J. (2019). Cognitive behavioral therapy for suicide prevention (CBT-SP): Implications for meeting standard of care expectations with suicidal patients. *Behavioral Sciences and the Law*, 37, 247-258. <https://doi.org/10.1002/bsl.24ss>
- Kottman, T., & Johnson, V. (1993). Adlerian play therapy: A tool for school counselors. *Elementary School Guidance & Counseling*, 28(1), 42-51.
- Rogers, C. R. (1975). Empathic: An unappreciated way of being. *The Counseling Psychologist*, 5(2). <https://doi.org/10.1177/001100007500500202>
- Rogers, C. R. (2007). The necessary and sufficient conditions of therapeutic personality change. *Psychotherapy: Theory, Research, Practice, Training*, 44(3), 240 – 249. <https://doi.org/10.1037/0033-3204.44.3.240>
- Smith, E. (2018). Why should we care? Psychodynamic theory and practice in counselor preparation. *The Journal of Counselor Preparation and Supervision*, 11(1).

<https://repository.wcsu.edu/jcps/vol11/iss1/4>

Van Velsor, P. (2004). Revisiting basic counseling skills with children. *Journal of Counseling & Development, 82*, 313-318.

Watkins, C. E. (1985). Early recollections as a projective technique in counseling: An Adlerian view. *American Mental Health Counselors Association Journal, 7*(1), 32-40.

**Books:**

Collins, G. R. (2019). *Christian counseling* (3<sup>rd</sup> ed.). Thomas Nelson, Inc. <https://ebookcentral-proquest-com.ezproxy.nwciowa.edu/lib/northwesterniowa-ebooks/detail.action?docID=5835179>



Counseling  
Program

---

**COUN 555 Crisis, Trauma, & Suicide Syllabus**  
**3 credits**  
**Term:**

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

**Course Description**

This course provides students with an overview of the provision of counseling services to clients experiencing crisis and trauma, with an emphasis on conducting suicide risk assessments and applying Psychological First Aid principles. Students will understand the impact of crisis and trauma on different types of clients and on clients in different settings, including clients in clinical mental health and school counseling settings. Students will also learn protocols for child abuse and neglect reporting. Working with suicidal clients will be approached from the Collaborative Assessment and Management of Suicide (CAMS) framework, and students will engage in practice sessions with a partner where they will apply the principles of the ABC Model of Crisis Intervention, and Psychological First Aid, suicide risk assessment, and safety planning skills.

**Prerequisites:** None

**Required Textbooks**

Kanel, K. (2019). *A guide to crisis intervention* (6<sup>th</sup> ed.). Cengage. ISBN: 978-1-337-56641-4

Jobes, D. A. (2016). *Managing suicidal risk: A collaborative approach* (2<sup>nd</sup> ed.). Guilford Press. ISBN: 978-1462526901

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). ISBN: 978-1433832178

**Methodology**

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.AH**

Student Learning Objectives (SLO)	CACREP Standards	Learning Activity
Analyze and reflect on counselor roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, (c) emergency response management.	3.A.3	Reading Quiz Paper: Crisis, Trauma, Suicide, and Counseling Discussion: Suicide & Interdisciplinary Teams Reflection Paper: Part of the Team Final Paper
Understand the role of religion and spirituality and how a Christian/Biblical world view can be integrated in client's' and counselors' psychological functioning.	3.B.11	Paper: Suicide & the Minimum Standard of Care Discussion: Being Intentional
Practice identifying suicide prevention and response models and strategies.	3.E.19	Reading Quiz Paper: Crisis, Trauma, Suicide, and Counseling Reflection Paper: Part of the Team Practice Video # 1 Paper: Suicide & the Minimum Standard of Care Practice Video # 2 Final Paper
Demonstrate an understanding of crisis intervention, trauma-informed, community-based, and disaster mental health strategies.	3.E.20	Reading Quiz Paper: Crisis, Trauma, Suicide, and Counseling Reflection Paper: Part of the Team Practice Video # 1 Practice Video # 2 Website Scavenger Hunt & Paper Treating Trauma Conference Poster Final Paper
Identify procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide.	3.G.13	Reading Quiz Paper: Crisis, Trauma, Suicide, and Counseling Reflection Paper: Part of the Team Practice Video # 1

		Practice Video # 2 Final Paper
Explore procedures for assessing clients' experience of trauma.	3.G.14	Paper: Crisis, Trauma, Suicide, and Counseling Reflection Paper: Part of the Team Treating Trauma Conference Poster Final Paper
Understand procedures for identifying and reporting signs of abuse and neglect.	3.G.15	Reading Quiz Paper: Counselors as Mandated Reporters
Demonstrate an understanding of the strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions.	5.C.8	Website Scavenger Hunt & Paper Practice Video # 2 Treating Trauma Conference Poster Discussion: Being Intentional Final Paper

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program's comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

### Course Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	Reading: Kanel Ch. 1, 2 Choose 1 posted article	Reading quiz Getting to Know You Dyad/Triad partners Disclosure Statements Reflection Paper: Crisis, Trauma, Suicide, and Counseling	10 20 5 5 40
2	Reading: Kanel Ch. 3 Jobes Ch. 1, 3 Sokolow et al., 2014	Reading quiz Discussion: Suicide & Interdisciplinary Teams Reflection Paper: Part of the Team	10 20 40
3	Reading: Kanel Ch. 4 Jobes Ch. 4, 5 Erford et al., pp. 87-9 Ruzek et al., 2007	Reading quiz Practice Video # 1: Psych First Aid/ ABC Model of Crisis Intervention	10 50
4	Reading: Kanel Ch. 5, 6 Thompson Introduction Turecki et al., 2019 Rudd et al., 2008	Reading quiz Paper: Suicide & the Minimum Standard of Care	10 40
5	Reading: Kanel Ch. 7, 8 Thompson Ch. 1 Jobes, Appendix A Tyndal et al., 2022 SPRC, 2019	Reading quiz Practice Video # 2: Suicide Risk Assessment & Collaborative Safety Plan Website Scavenger Hunt & Paper	10 50 40
6	Reading: Kanel Ch. 9, 10 Thompson Ch. 2 Erford et al., pp. 10, 28	Reading quiz Discussion: Being Intentional Paper: Counselors as Mandated Reporters	10 20 40
7	Reading: Kanel Ch. 11, 12 Thompson Ch. 3, 4 Vanderzee, 2019 van der Kolk et al., 2014 Viewing: Healing Trauma (20:23) Peter A. Levine on Shame (31:10) Generational Trauma, Shame and Redemption (26:19)	Reading quiz Treating Trauma Conference Poster Final Paper	10 30 80
<b>Total Points Available in Course</b>			<b>550</b>

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### Reading Quizzes

#### **Paper: Crisis, Trauma, Suicide, and Counseling (CACREP 3.E.19, 20, 3.G.13, 14, 3.A.3)**

With its focus on how counselors intervene in crisis situations, treat trauma, and assess, treat, and prevent suicide, this course involves some fairly heavy topics. However, these are areas where counselors work on a routine basis. The purpose of this course is to provide you an overview and a conceptual understanding of how you'll be involved in working with these topics. To help get us started, consider an instance of crisis, trauma, and suicide covered by the media within the last 5 years. Regarding the event you've chosen, provide some description of the event, and:

Write a 5-page (body) paper covering the following points:

- Identify suicide prevention and response models and strategies
- Discuss crisis intervention, trauma-informed, community-based, and disaster mental health strategies.
- Identify procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide.
- Explore procedures for assessing clients' experience of trauma.
- Analyze and reflect on counselor roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, (c) emergency response management.
- What psychological and/or trauma symptoms manifested in people as a result of this event?
- How did, or how could counselors have helped people deal with the event? With whom did counselors collaborate or work with in responding to the event?
- What specific types of treatments did counselors utilize in working with clients in the aftermath of the event?
- What does the Bible say about crisis and trauma situations? Discuss at least two verses that either speak to you, or speak to crisis and trauma situations.

Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You do not need to include an abstract with this paper. You are required to cite and reference at least four outside sources in your paper. These outside sources can include peer-reviewed journal articles, books, the Bible, and other resources. Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

### Disclosure Statements

Related to the practice counseling sessions you will be recording in your dyads (in Modules 3 & 5), please review, sign, and submit the disclosure statement attached here with this assignment. The disclosure statement simply acknowledges that everyone in the course is a student, everyone is conducting these sessions for the purpose of practice, and nothing you're doing in this course

should be construed as being actual counseling services. All of this practice work is geared toward helping all of you develop as counseling students.

However, we do need to maintain confidentiality of the things our clients say in these practice sessions, particularly in light of the fact that even in a practice session, our practice clients may be sharing some real material from their lives. The only person who will view your recordings of the sessions is your instructor. But make sure you maintain confidentiality of your client's disclosures in all class discussions, with other students in the program, and with anyone who's not in the program.

Everyone must sign and submit the disclosure statement before they'll be able to move on into recording their practice sessions for the course. You do not need to print & sign. Your instructor will accept your digital signature and submission of the disclosure statement as your agreement with the disclosure statement's contents.

### **Discussion: Suicide & Interdisciplinary Teams (CACREP 3.A.3)**

Your paper in this module will provide you with an opportunity to more broadly explore the topic of how counselors work on interdisciplinary teams. In this discussion we will more narrowly focus on the counselor's response to a suicidal client. Therefore, as a school counselor or a clinical mental health counselor, and drawing on your readings from this week, post your response to the following questions:

- Considering your future practice setting, discuss 2 ways you might come into contact with a suicidal client.
- How might your treatment, or your work with a suicidal client in your practice setting, involve working with an interdisciplinary team?
- Discuss the accommodations and adjustments that working on an interdisciplinary team might force you to make in how you would work with clients who are suicidal.
- Reflect on counselor roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, (c) emergency response management.
- Post a 500-word post discussing the items above. Then respond to a minimum of 4 classmates with a 250 word post - each.

### **Reflection Paper: Part of the Team (CACREP 3.A.3, 3.E.19, 20, 3.G.13, 14)**

Clinical mental health counselors may consult with other professionals in determining the most appropriate level of care for a suicidal client, they may work with emergency management response teams in providing mental health services (in the form of Psychological First Aid or even Kanel's ABC Model of Crisis Intervention) in response to a community crisis, or they may collaborate with other professionals and family members in providing care on a particular client (for example, a psychiatrist, a nutritionist, family members, and a medical doctor in the care of a client diagnosed with an eating disorder).

School counselors work on Response to Intervention (RTI) teams, emergency response planning teams, behavioral intervention and threat assessment teams, and may individually collaborate with multiple professionals and family members when working with a particular child.

Write a 4-page (body) paper covering the following points:

- Provide 3 examples of how you could foresee yourself working with interdisciplinary teams in the future practice setting of your choice.
- Discuss your procedures for assessing your client's experience of trauma.
- Cite and discuss at least 3 relevant codes from your professional code of ethics (ACA, AMHCA, or ASCA) relevant to working with an interdisciplinary team. Apply these codes to the examples you discussed above.
- Evaluate the utility of the ABC Model of Crisis Intervention in your future practice setting. Under what circumstances could it be a useful tool in your practice?
- In your opinion, which steps of the ABC Model best lend themselves to interdisciplinary collaboration in support of a client? Why?

Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You do not need to include an abstract with this paper. You are required to cite and reference at least four (4) outside sources in your paper. These outside sources can include peer-reviewed journal articles, books, the Bible, and other resources. Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

### **Practice Video # 1: Psychological First Aid/ABC Model of Crisis Intervention (CACREP 3.E.19, 20, 3.G.13)**

Meet with your chosen/assigned dyad partner (via Teams or in-person) and record a practice counseling session.

- Record one video in the counselor role and a separate video in the client role. Record your videos to your computer.
- Each video should be 40 - 50 minutes in length.
- In this video, your focus is on demonstrating the steps of Psychological First Aid, and to a lesser extent, the steps of the ABC Model of Crisis Intervention, covered in this module and in Module 2.
- Communicate to the course instructor a 10-minute segment of the video you particularly want your instructor to view when grading the video.
- Post your video in the Crisis, Trauma, & Suicide course in Tevera. To initiate this process, read the instructions and click on the Tevera icon in this Module.
- Your instructor will view the video in Tevera and will provide you feedback on the video in the Tevera system. Your assignment grade and some overall comments will be recorded in Blackboard.

### **Paper: Suicide & the Minimum Standard of Care (CACREP 3.A.3, 3.B.11, 3.E.19)**

The Module 4 Lecture Notes define a *standard of care* as the reasonable practice expectations within a profession for a particular client which are often based on or influenced by *clinical practice guidelines* (Moffett & Moore, 2011). These terms are not always commonly used in counseling literature, and tend to come to us from legal/medical resources. However, given the acuity of suicidal clients and the possibility of malpractice claims should clients die by suicide, counselors need to be aware of, and meet, the minimum standard of care in working with suicidal clients.

Write a 4-page (body) paper covering the following points:

- Identify 3 resources that could reasonably be considered clinical practice guidelines for counselors intervening with a suicidal client. Look at suicide prevention models and strategies. Defend your choices.
- Based on the resources you've identified as clinical practice guidelines for counselors working with suicidal clients, outline a minimum standard of care for counselors working with suicidal clients. What specific practices must counselors be trained on utilizing when preventing suicide and intervening with and treating suicidal clients? Defend your choices.
- Discuss, based on your research and readings from this course, why it is important to have a minimum standard of care when working with suicidal clients.
- Finally, discuss how religion and spirituality can impact work with a suicidal client.

The Moffett & Moore, 2011 article is included in the Supplemental Reading section of this module.

Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You do not need to include an abstract with this paper. You are required to cite and reference at least four outside sources in your paper. These outside sources can include peer-reviewed journal articles, books, the Bible, and other resources. Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

**Practice Video # 2: Suicide Risk Assessment and Collaborative Safety Plan (CACREP 3.E.19, 20, 3.G.13, 5.C.8)**

Meet with your chosen/assigned dyad partner (via Zoom or in-person) and record a practice counseling session.

- Record one video in the counselor role and a separate video in the client role. Record your videos to your computer.
- Each video should be 40 - 50 minutes in length.
- In this video, your focus is on conducting a suicide risk assessment with Jobes' (2016) Suicide Status Form and on conducting a collaborative safety plan (either the plan incorporated into the Suicide Status Form, or the Stanley & Brown version).
- Communicate to the course instructor a 10-minute segment of the video you particularly want your instructor to view when grading the video.
- Post your video in the Crisis, Trauma, & Suicide course in Tevera. Log-in to Tevera at <https://nwcsiowa.tevera.app>
- Your instructor will view the video in Tevera and will provide you feedback on the video in the Tevera system. Your assignment grade and some overall comments will be recorded in Blackboard.
- Submit the completed Suicide Status Form and Collaborative Safety Plan paperwork as one PDF in the assignment dropbox in Blackboard for your instructor to review while watching your video.

**Website Scavenger Hunt and Paper (CACREP 5.C.8, 3.E.20)**

Peruse the following websites for information on suicide prevention, intervention, and treatment.

Write a 2-page paper (title page and abstract are not required but appropriate citations, references, and an APA style references page are required) broadly addressing the information you found on the 10 sites, and specifically highlighting information you found from four of the sites which help you understand how to advocate for clients struggling with crisis, trauma, and suicidal ideation issues. Discuss how the information will impact the services you will provide in your future counseling setting.

Make sure to review the grading rubric and attend to both the rubric and this assignment description when completing the assignment.

- [Stanley-Brown Safety Planning Intervention](#)
- [Suicide Prevention Resource Center](#)
- [American Foundation for Suicide Prevention](#)
- [The Trevor Project - Talking About Suicide](#)
- [Substance Abuse and Mental Health Services Administration \(SAMHSA\): Preventing Suicide](#)
- [988 Suicide and Crisis Lifeline](#)
- [American Association for Suicidology](#)
- [CAMS Care](#)
- [CALM: Counseling on Access to Lethal Means](#)
- [NowMattersNow](#)

**Synchronous Discussion: Being Intentional (5.C.8, 3.B.11)**

In the book, *Soul of Shame*, Thompson states that ultimately, we become what we pay attention to (p. 48). This reminded me of something a character said in a TV show I once watched - "Life's barely long enough to get good at one thing. So be careful what you get good at" (Rust Cohle, *True Detective*). Or from Thomas Merton, "People may spend their whole lives climbing the ladder of success only to find, once they reach the top, that the ladder is leaning against the wrong wall." All of these quotes say something to me about being intentional about how we grow and develop our mind.

Reflect on the quotes above and consider all you've learned in the course thus far:

- How could what one pays attention to impact mental health?
- How can you help advocate for clients struggling with mental health issues?
- What does it mean to be intentional with one's thoughts?

Thompson states that just as God intends that our minds grow in maturity and connection, shame disrupts and disintegrates the process of neural integration.

- How can crisis and trauma interrupt neural integration?
- How will this impact the clients you will be working with?

God seems to have wired us for relationships.

- How does isolation lead to mental illness?

- Lead to suicidal ideation?
- What are the implications for us as counselors?
- What are strategies we can implement to advocate for people with mental, behavioral, and neurodevelopmental conditions?
- Create a 500-word thread with your response to the discussion prompt.
- Respond to at least 4 classmates with a 250-word post – each.

**Paper: Counselors as Mandated Reporters (3.G.15)**

Counselors are considered mandated reporters of child abuse and neglect in every US state, and counselors are considered mandated reporters of elder abuse in many states, but the actual requirements for reporting vary slightly because the requirements are included in individual state statutes. For this assignment, you will conduct an interview with a counselor working in your future field (Clinical Mental Health Counseling or School Counseling) regarding a time (de-identified) your interviewee had to make a report of child abuse or neglect to state authorities. Write a 4-page (body) paper covering the following points:

- Discuss the broad, de-identified situation and circumstances shared with you by the counselor you interviewed related to their reporting of suspected child abuse or neglect.
- What evidence, signs, facts, and suspicions did your interviewee see and have that caused them to make the decision to report?
- What ethical considerations did the counselor you interviewed have to navigate in deciding to report the suspected abuse or neglect? Discuss any relevant aspects of your interviewee's ethical decision-making process utilized in making their decision to report the abuse or neglect.
- Discuss, cite, and reference the specific state statutes related to child abuse/neglect and elder abuse/neglect reporting in the state in which you live as related to counselors being mandated reporters of child and/or elder abuse.
- Discuss your concerns and thoughts about being a mandated reporter of child abuse (and potentially elder abuse) as you move toward becoming a professional counselor in the next few years.

Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You do not need to include an abstract with this paper. You are required to cite and reference at least four outside sources in your paper. These outside sources can include peer-reviewed journal articles, books, state statutes, the Bible, and other resources. Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

**Treating Trauma Conference Poster (CACREP 3.G.14, 3.E.20, 5.G.8)**

Meet with your dyad partner for this assignment. The two of you will explore and discuss the Module 7 Lecture Notes and Required and Supplemental Reading and Viewing sections which provide an exposure to a number of different perspectives on the impact of traumatic experiences on human beings, and different considerations for and approaches to treating trauma.

You will discuss how important it is to understand that becoming competent in the treatment of trauma takes considerable additional study, supervised practice, and development over and above what can be included in this course. Cover these points in your discussion:

- What approaches, theories, and/or theorists referenced in Module 7 intrigue you enough to cause you to want to learn more? Why?
- Discuss the importance of being trauma-informed in how you view your clients, or in being able to directly treat trauma in clients in your future practice.
- Discuss strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions.

Once you completed your research and discussion, the two of you will create a Conference Poster based on this information. You are free to include what the two of you determine to be pertinent for the poster.

Have fun and treat this assignment as if you're actually going to present the poster at a conference. Once completed, you will record presenting the conference poster. This should be a 10-minute recording that you do via Teams then upload to Youtube. You will submit the poster and the Youtube link. Both members of the dyad need to submit the poster and the link.

Helpful links

[How to Create a Research Poster](#)

[Examples](#)

[Template](#)

Students are encouraged to submit the poster presentation to the NWC Trauma Conference. This is excellent experience for counselors in training. Make sure to review the grading rubric for guidance before you start the project.

### **Final Paper (3.B.11, 3.A.3, 3.G, 13,14, 3.E.19, 20; 5.C.8)**

In this final paper for the course, reflect on what you've learned about working with crisis, trauma, and suicide issues in counseling settings. Write a 4-page (body requirement) paper covering the following questions:

- Reflect on the major theories, approaches, roles, and responsibilities you've learned about this block; Kanel's ABC Model of Crisis Intervention, Psychological First Aid, working on interdisciplinary teams, the Collaborative Assessment and Management of Suicide (CAMS) approach, the minimum standard of care related to working with suicidal clients, suicide risk assessments, suicide safety plans, mandatory reporting of child and elder abuse, and the approaches to understanding and treating trauma. Has God called you to do this work? How has God equipped you, or how is God equipping you to do this work?
- Find 2 peer-reviewed journal articles on how shame can play a role in a client's mental, behavioral, and neurodevelopmental conditions and strategies to implement with clients.
- How might shame play into a client's suicide ideation? Discuss how an approach like the Collaborative Assessment and Management of Suicide (CAMS) might work well for a suicidal client who is experiencing shame, and why.

- How could you see yourself incorporating working with shame into one or more of the trauma theories you've learned about in the last two modules and how you would assess this (Herman, Shapiro, van der Kolk, Porges, or Levine)?
- Discuss the impact of religion and spirituality in crisis, trauma, and suicide ideation on both the client and counselor.
- Cite/reference at least six (6) total outside sources including the Bible to support your discussion (at least three (3) of your sources must be journal articles from peer-reviewed journals).

Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You do not need to include an abstract with this paper. You are required to cite and reference at least six (6) outside sources in your paper including the Bible (at least three (3) of your sources must be journal articles from peer-reviewed journals). Include an introduction paragraph which forecasts what you will cover in the paper and a conclusion paragraph which summarizes what you covered in the paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

### **Assessment Methods**

*Paper: Crisis, Trauma, Suicide, and Counseling*

*Disclosure Statements*

*Synchronous Discussion: Suicide & Interdisciplinary Teams*

*Reflection Paper: Part of the Team*

*Practice Video # 1: Psychological First Aid/ABC Model of Crisis Intervention*

*Paper: Suicide & the Minimum Standard of Care*

*Practice Video # 2: Suicide Risk Assessment and Collaborative Safety Plan*

*Website Scavenger Hunt and Paper*

*Synchronous Discussion: Being Intentional*

*Paper: Counselors as Mandated Reporters*

*Treating Trauma Conference Poster*

*Final Paper*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwciova.edu](mailto:matthew.austin@nwciova.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwciova.edu](mailto:peter.hilla@nwciova.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).

- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale Percentages:

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline and then submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

### Academic Integrity

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed

purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

**Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

**Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>.

## Course Resources

### Journal Articles:

- Albritton, K., Chen, C.-I., Bauer, S. G., Johnson, A., & Mathews, R. E. (2021). Collaborating with school psychologists: Moving beyond traditional assessment practices. *Young Exceptional Children*, 24(1), 28-38. <https://doi.org/10.1177/10962s0619871951>
- Lawson, D. M., Skidmore, S., & Akay-Sullivan, S. (2020). The influence of trauma symptoms on the therapeutic alliance across treatment. *Journal of Counseling & Development*, 98, 29-40. <https://doi.org/10.1002/jcad.12297>
- Ruzek, J. I., Brymer, M. J., Jacobs, A. K., Layne, C. M., Vernberg, E. M., & Watson, P. J. (2007). Psychological first aid. *Journal of Mental Health Counseling*, 29(1), 17-49.
- Rudd, M. D., Cukrowicz, K. C., & Bryan, C. J. (2008). Core competencies in suicide risk assessment and management: Implications for supervision: *Training and Education in Professional Psychology*, 2(4), 219-228. <https://doi.org/10.1037/1931-3918.2.4.219>
- Stanley, B., & Brown, G. K. (2012). Safety planning intervention: A brief intervention to mitigate suicide risk. *Cognitive and Behavioral Practice*, 19, 256-264.
- Strein, W., & Hershenson, D. B. (1991). Confidentiality in nondyadic counseling situations. *Journal of Counseling and Development*, 69(4), 312-316.
- Turecki, G., Brent, D. A., Gunnell, D., O'Connor, R. C., Oquendo, M. A., Pirkis, J., & Stanley, B. H. (2019). Suicide and suicide risk. *Nature Reviews: Disease Primers*, 5(74), 1-22. <https://doi.org/10.1038/s41572-019-0121-0>
- Tyndal, T., Zhang, I., & Jobes, D. A. (2021). The collaborative assessment and management of suicidality (CAMS) stabilization plan for working with patients with suicide risk. *Psychotherapy*, 59(2), 143-149. <https://doi.org/10.1037/pst0000378>
- Van der Kolk, B. A., Stone, L., West, J., Rhodes, A., Emerson, D., Suvak, M., & Spinazzola, J. (2014). Yoga as an adjunctive treatment for posttraumatic stress disorder: A randomized controlled trial. *Journal of Clinical Psychiatry*, 75. <https://doi.org/10.4088/JCP.13m08561>
- Vanderzee, K. L., Sigel, B. A., Pemberton, J. R., & John, S. G. (2019). Treatments for early childhood trauma: Decision considerations for clinicians. *Journal of Child & Adolescent Trauma*, 12, 515-528. <https://doi.org/10.1007/s40653-018-0244-6>
- Albritton, K., Chen, C.-I., Bauer, S. G., Johnson, A., & Mathews, R. E. (2021). Collaborating with school psychologists: Moving beyond traditional assessment practices. *Young Exceptional Children*, 24(1), 28-38. <https://doi.org/10.1177/10962s0619871951>
- Bryant, J., & Milsom, A. (2005). Child abuse reporting by school counselors. *Professional School Counseling*, 9(1), 63-71. <https://www.jstor.org/stable/42732645>
- Catty, J. (2012). 'Maybe you don't actually exist': Containing shame and self-harm in a school counselling service. *British Journal of Psychotherapy*, 28(1), 81-97. <https://doi.org/10.1111/j.1752-0118.2011.0162.x>
- Elliott, G. M., Audsley, R. W., Runck, L., Pechek, A. A., de Raet, A., Valdez, A., & Wilde, B. J. (2018). The development of self-efficacy to work with suicidal clients. *The Qualitative Report*, 23(12), 3004-3018. <https://nsuworks.nova.edu/tqr/vol23/iss12/9>
- Jobes, D. A. (2017). Clinical assessment and treatment of suicidal risk: A critique of contemporary care and CAMS as a possible remedy. *Practice Innovations*, 2(4), 207-220. <https://doi.org/10.1037/pri0000054>
- Moffett, P., & Moore, G. (2011). The standard of care: Legal history and definitions: The bad and good news. *Western Journal of Emergency Medicine*, 12(1), 109-112.
- Moore, C., & Browne, C. (2017). Emerging innovations, best practices, and evidence-based

- practices in elder abuse and neglect: A review of recent developments in the field. *Journal of Family Violence*, 32, 383-397. <https://doi.org/10.1007/s10896-016-9812-4>
- Polanski, P. J., & Hinkle, J. S. (2000). The mental status examination: Its use by professional counselors. *Journal of Counseling & Development*, 78, 357-364.
- Porges, S. W. (2020). The COVID-19 pandemic is a paradoxical challenge to our nervous system: A polyvagal perspective. *Clinical Neuropsychiatry*, 17(2), 135-138. <https://doi.org/10.36131/CN20200220>
- Quillman, T. (2013). Treating trauma through three interconnected lenses: Body, personality, and intersubjective field. *Clinical Social Work Journal*, 41, 356-365. <https://doi.org/10.1007/s10615-012-0414-1>
- Shapiro, F., & Maxfield, L. (2002). Eye movement desensitization and reprocessing (EMDR): Information processing in the treatment of trauma. *JCLP/In Session: Psychotherapy in Practice*, 58(8), 933-946. <https://doi.org/10.1002/jclp.10068>
- Shepard, D. S., & Rabinowitz, F. E. (2013). The power of shame in men who are depressed: Implications for counselors. *Journal of Counseling & Development*, 91, 451-457. <https://doi.org/10.1002/j.1556-6676.2013.00117.x>
- Sim, T., & Wang, A. (2021). Contextualization of psychological first aid: An integrative literature review. *Journal of Nursing Scholarship*, 53(2), 189-197. <https://doi.org/10.1111/jnu.12613>
- Sommers-Flanagan, J., & Shaw, S. L. (2017). Suicide risk assessment: What psychologists should know. *Professional Psychology: Research and Practice*, 48(2), 98-106. <https://doi.org/10.1037/pro0000106>
- Stanley, B., & Brown, G. K. (2012). Safety planning intervention: A brief intervention to mitigate suicide risk. *Cognitive and Behavioral Practice*, 19, 256-264.
- Strein, W., & Hershenson, D. B. (1991). Confidentiality in nondyadic counseling situations. *Journal of Counseling and Development*, 69(4), 312-316.
- Stutey, D. M., Cureton, J. L., Severn, K., & Fink, M. (2021). Suicide protective factors: Utilizing SHORES in school counseling. *The Professional Counselor*, 11(1), 16-30. <https://doi.org/10.15241/dms.11.1.16>
- Tufford, L., & Lee, B. (2019). Decision-making factors in the mandatory reporting of child maltreatment. *Journal of Child & Adolescent Trauma*, 12, 233-244. <https://doi.org/10.1007/s40653-018-0211-2>
- Walsh, E. M. (2014). A team approach to school counselling. *The Alberta Counsellor*, 33(1), 33-42.

### Media Resources:

- American Counseling Association. (2014) *ACA code of ethics*. <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- American School Counselor Association. (2019). *ASCA School Counselor Professional Standards & Competencies*. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>
- Grace Hill Church. (2021). *Dr. Curt Thompson: Generational trauma, shame & redemption* [Video]. YouTube. <https://www.youtube.com/watch?v=VDM9fALTW4c&t=6s>
- How To Academy Mindset. (2021). *Healing trauma & how the body keeps the score: Dr Bessel van der Kolk* [Video]. YouTube. [https://www.youtube.com/watch?v=d\\_YApSkqsxM&t=22s](https://www.youtube.com/watch?v=d_YApSkqsxM&t=22s)
- Peter A. Levine. (2015). *Peter A Levine, PhD on shame – Interview by Caryn Scotto D’Luzia* [Video]. YouTube. <https://www.youtube.com/watch?v=i2CN5nhmfxk&t=6s>

- Sokolow, B. A., Lewis, W. S., Schuster, S. K., Swinton, D. C., & Van Brunt, B. J. (2014). *Threat assessment in the campus setting*. National Behavioral Intervention Team Association. [www.nabita.org](http://www.nabita.org)
- Suicide Prevention Resource Center. (2019). *Understanding risk and protective factors for suicide: A primer for preventing suicide*. Education Development Center, Inc. [https://www.sprc.org/sites/default/files/Handout\\_Understanding%20RiskProtective%20Factors\\_08202019.pdf](https://www.sprc.org/sites/default/files/Handout_Understanding%20RiskProtective%20Factors_08202019.pdf)
- American Psychiatric Nurses Association. (2020). *Psychological first aid* [Video]. YouTube. <https://www.youtube.com/watch?v=FWRT7NNeVVI&t=571s>
- Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., Vernberg, E., & Watson, P. (2006). *Psychological first aid: Field operations guide* (2<sup>nd</sup> ed.). National Child Traumatic Stress Network and National Center for PTSD. [https://www.ptsd.va.gov/professional/treat/type/PFA/PFA\\_2ndEditionwithappendices.pdf](https://www.ptsd.va.gov/professional/treat/type/PFA/PFA_2ndEditionwithappendices.pdf)
- Doc Snipes. (2012). *Child and elder abuse* [Video]. YouTube. <https://www.youtube.com/watch?v=eFbjj5HmMak&t=1672s>
- Guy Lawrence. (2021). Polyvagal theory & the process of healing traumas: Dr. Stephen Porges [Video]. YouTube. <https://www.youtube.com/watch?v=NsnURqUHgdY&t=4s>
- Ohio State Wexner Medical Center. (2021). *Rethinking suicide and its prevention approaches: Ohio State Medical Center* [Video]. YouTube. <https://www.youtube.com/watch?v=eAO4DYLzTYc&t=3164s>
- University of California Television. (2008). *Conversations with history: Judith Herman* [Video]. YouTube. <https://www.youtube.com/watch?v=USTKmffoQms&t=2s>

**Iowa Professional School Counselor Content Requirements:**

<p><b>Iowa Professional School Counselor Content Requirements</b></p>	<p><b>Course Activities Aligned with Requirement(s)</b></p>
<p>IAC 282-13.28(26)(8) School counseling skills:  9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.</p>	<p>Discussions, Reading quizzes, Paper: Counselors as Mandated Reporters</p>



Counseling  
Program

**COUN 580 Career Development & Counseling Syllabus**  
**3 credits**  
**Term:**

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

**Course Description**

This course provides an overview of career development theory, models, occupational information sources and systems, college and career readiness, and career assessment instruments for diverse populations. Students will consider the relevance of career in the overall development of the counseling profession, the interrelationship between work, mental well-being, relationships, and other life roles and factors, and specific career interventions in clinical mental health and school counseling settings. The course will focus on the career decision-making process and how counselors can use assessments and different career resources to gather information tailored to help guide the client in the decision-making process.

**Prerequisites:** COUN 510

**Required Textbooks**

Zunker, V. G. (2016). *Career counseling: A holistic approach* (9<sup>th</sup> ed.). Cengage. ISBN: 978-1-305-08728-6

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). ISBN: 978-1433832178

**Methodology**

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.AH**

<b>Student Learning Objectives (SLO)</b>	<b>CACREP Standards</b>	<b>Learning Activity</b>
Acquire the ability to understand role of religion and spirituality and how a Christian/Biblical world view can be integrated in client's' and counselors' psychological functioning.	3.B.11	<ul style="list-style-type: none"> <li>• <b>Career Counseling and Spiritual Integration Paper</b></li> </ul>
Analyze and discuss theories and models of career development, counseling, and decision making.	3.D.1	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• Career Theories Tool</li> <li>• Discussion: Career Counseling Theories/Models</li> <li>• Career Information Presentation</li> <li>• <b>Career Counseling and Spiritual Integration Paper</b></li> </ul>
Consider approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors.	3.D.2	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• <b>Career Development Program Presentation</b></li> <li>• Discussion: Career Development Program</li> </ul>
Understand processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems.	3.D.3	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• <b>Career Assessment Paper</b></li> <li>• Career Information Presentation</li> </ul>
Demonstrate approaches for assessing the conditions of the work environment on clients' life experiences.	3.D.4	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• <b>Career Assessment Paper</b></li> </ul>
Identify strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development.	3.D.5	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• <b>Career Assessment Paper</b></li> </ul>
Demonstrate career development program planning, organization, implementation, administration, and evaluation.	3.D.6	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• <b>Career Development Program Presentation</b></li> <li>• Discussion: Career Development Program</li> </ul>
Discuss developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities.	3.D.7	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• <b>Career Counseling and Spiritual Integration Paper</b></li> <li>• Discussion: Advocating for Diverse Clients</li> </ul>

Explore strategies for advocating for employment support for individuals facing barriers in the workplace.	3.D.8	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• Case Study Paper</li> </ul>
Employ strategies for facilitating client skill development for career, educational, and life-work planning and management.	3.D.9	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• Discussion: Career Exploration Case Study</li> </ul>
Compare career and postsecondary training readiness and educational decision-making.	3.D.10	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Discussion: Career Exploration Case Study</li> </ul>
Explore strategies for improving access to educational and occupational opportunities for people from marginalized groups.	3.D.11	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Discussion: Career Exploration Case Study</li> </ul>
Identify ethical and legal issues relevant to career development and career counseling.	3.D.12	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Career Counseling Ethics Paper</li> </ul>
Utilize assessments relevant to academic/educational, career, personal, and social development.	3.G.8	<ul style="list-style-type: none"> <li>• <b>Career Assessment Paper</b></li> </ul>

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program's comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

KPI	3.D.2, 6	Career Development Program Presentation
KPI	3.G.8; 3.D.3, 4, 5,	Career Assessment Paper
KPI	3.B.11; 3.D.1, 7	Career Counseling and Spiritual Integration Paper

### Course Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	Reading: Zunker Ch. 1, 2	Reading quiz Career Program Demographic Signup Discussion: Career Satisfaction and Well-Being	20 5 20
2	Reading: Zunker Ch. 3, 4	Career Theories Tool Reading Quiz Discussion: Career Counseling Theories/Models	50 20 50
3	Reading: Zunker Ch. 5 & 6	<b>Career Assessment Paper</b> Reading Quiz	50 20
4	Reading: Zunker Ch. 7	Discussion: Career Exploration Case Study Career Information Presentation Reading Quiz	50  50 20
5	Reading: Zunker Ch. 8	Reading Quiz Career Counseling Ethics Paper	20 50
6	Reading: Zunker: Ch. 13, 14 – Ch. 15, 16, 17	<b>Career Development Program Presentation</b> Reading Quiz Discussion: Career Development Program	50 20 50
7	Reading: Zunker Ch. 9, 10	Case Study Paper Reading Quiz	50 20
8	Reading: Zunker Ch. 11, 12	<b>Career Counseling and Spiritual Integration Paper</b> Discussion: Advocating for Diverse Clients	100 50
		<b>Total Points Available in Course</b>	<b>765</b>

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### Reading Quizzes

#### **Career Program Demographic Sign-Up**

Please submit a document indicating a population for whom you would like to design a career development program. For example, women returning to the workforce, homeless/unemployed individuals, retired military, high school students, etc.

The document should include the following:

Student Name

Demographic of Choice

#### **Discussion: Career Satisfaction and Well-Being**

After completing the assigned readings and viewings for this week, reflect on how career satisfaction and a positive work environment might impact physical, spiritual, or emotional well-being and the connection between a career and a calling.

What are your thoughts on the connection between career satisfaction and well-being? How will your views on this topic influence your work as a counselor? Include references from this course, the Bible, or outside resources to support your opinions.

Create a 200-word post on this discussion. Reply to three classmates.

#### **Discussion: Career Counseling Theories/Models (CACREP 3.D.1)**

Consider the career counseling theories and models discussed in the past modules. Choose one theory or model and apply it to your desired future clientele. Be sure to analyze the benefits and drawbacks of the approach. Also consider your theoretical orientation that you learned about in your theories of counseling courses, as you consider integrating career and personal counseling.

Create a 500-word post detailing the information above. Reply to 4 classmates' posts with 250-word post each.

#### **Career Theories Tool (CACREP 3.D.1)**

Develop a career counseling theory and model tool:

For this assignment you will compile a study tool that outlines the major components of each career theory and model. Using a spreadsheet or table feature, compile a study tool for you to refer back to throughout this course and use as a study guide for your comprehensive exams.

This tool must include the name of the theory or model, time frame when it was developed (years/historical context), name of major theorist, and at least three of the important components of the theory/model. Please include references from the course text and outside sources used to complete this assignment.

#### **Career Assessment Paper (CACREP 3.G.8, 3.D.3, 4, 5)**

1. Utilizing the assessment available through O\*Net - [O\\*Net Interest Profiler](#) by US Department of Labor or any of the assessments mentioned in Chapter 6 of our text, complete a career assessment yourself, to become familiar with the tool.
2. Select a volunteer client (from class or life), have your client complete a career counseling assessment that you utilized from step 1.

3. In a 3-5 paper, share (a) your interpretation of your results, and how the results may or may not correlate with your career goals. (b) share your interpretation of the results for your client, how the results may or may not correlate with the client's career goals, how the results influenced the client's concept of self, and what strategies and techniques you might use to provide career counseling to this client.

You will use this client/paper to complete your Career Information Presentation in Module 4. Please consider reviewing that assignment so you are prepared for Module 4.

### **Discussion: Career Exploration Case Study (CACREP 3.D.9, 10, 11)**

#### **Case Study:**

Raul is a first-generation college student who is a sophomore. He has overcome great obstacles to stay in college. Currently, he is faced with the need to declare a major. He comes to you in his college counseling center to ask for your assistance. You ask him how he has reached other major decisions in his life, such as which part-time jobs to accept, which car to buy, or which college to attend. As Raul recounts how he has made these and other decisions, you begin to see a pattern that he typically is an impulsive decider, selecting an alternative that sounds good at the moment without seeking other alternatives or in-depth information.

Based on this information, which career technologies, assessments, theories or models might you recommend to help Raul with his career planning?

Prior to class write a 300-word post answering the question above. Be prepared to go deep in discussion and participate in role-plays during class.

### **Career Information Presentation (CACREP 3.D.1, 3)**

Following the [guidelines provided by the National Career Development Association \(NCDA\)](#), compile career information data that would be relevant to the client you worked with in Session 3. Create a PowerPoint-style presentation depicting the information you would share with your client. Consider the types of data needed by your client (see Chapter 5) and what technologies might benefit your client's career planning (Chapter 6). Explore how the information gathered can be used to encourage career skill development in your client. Share this presentation in a 15-minute video. Upload a link to the video to this assignment.

### **Career Counseling Ethics Paper (CACREP 3.D.12)**

In a 3-5 page, APA style paper, respond to the following prompt:

**Client Background:** Maria is a 22-year-old college student seeking career counseling assistance. She comes from a tight-knit, culturally diverse family and is the first in her family to attend college. Maria is majoring in business administration and is eager to secure a job after graduation. However, she is facing conflicting expectations from her family and personal aspirations.

**Ethical and Cultural Considerations:** Maria is torn between pursuing a career path that aligns with her personal interests and ambitions and fulfilling her family's expectations. Her family expects her to choose a career that provides financial stability and security. Maria confides in the career counselor about the pressures she faces from her family, but she also expresses her desire to maintain confidentiality regarding certain aspects of the counseling sessions. The counselor

must be culturally aware and sensitive to Maria's background, as her family's culture heavily influences their beliefs about education, career, and family roles. Understanding the impact of cultural values on career decision-making is essential in providing appropriate guidance. The counselor needs to explore career options that align with Maria's interests and skills while also considering the compatibility of these options with her cultural values. The counselor should ensure that their guidance is free from any bias or discrimination based on Maria's cultural background. It is crucial to celebrate diversity and help Maria understand how her unique cultural perspective can add value to her chosen career path.

Explore the Northwestern College career center - "Compass Center": <https://www.nwciowa.edu/compass-center> to learn about the services offered and the populations served. Provide a critique of their ethical practices, and recommend how they might engage in social action/advocacy to support clients from diverse groups.

Explain which ethical principles and/or ethical codes you would consider in if you were Maria's career counselor. Which aspects of ethical decisions making might you consider when navigating conflicting expectations and/or values? How might you navigate cultural integration as you support Maria in making career choices?

Include references from course or outside resources to support your stance on this case study.

### **Career Development Program Presentation (CACREP 3.D.2, 6)**

In this session you will be presenting a Career Development Program (see Zunker, Chapters 13, 14, 15, 16, or 17) that aligns with your desired clinical setting/clientele. In Session 1 you chose a demographic for whom to focus your career program. In this session your final presentation is due.

Using the steps outlined in Chapter 9, develop a career development program that includes the following components:

1. Define the target population.
2. Determine the needs of the target population. (Be sure to consider the life role, relationships, and mental health factors that this population may be experiencing and how that impacts work satisfaction.)
3. Write measurable objectives.
4. Determine how to deliver the career planning services.
5. Determine the content of the program.
6. Determine the cost of the program.
7. Share the plan to promote and explain your services.
8. Determine how you will evaluate the program.
9. Discuss any potential limitations or projected areas of improvement.

Create a 30-minute presentation (PowerPoint, Prezi, or Google Slide style) outlining your Career Development Program. Presentations can be presented face-to-face/synchronously or as a video recording link submitted via Blackboard. Include 5 references relevant to your chosen demographic. These presentations will be submitted to your instructor.

**Discussion: Career Development Program (CACREP 3.D.2,6)**

Consider the Career Development Program you are developing. Using evidence from the text or outside sources of information, share which aspects of career program development and evaluation you felt were the most important and which would be the most challenging. Share how you will implement career development programs in your future as a counselor.

Write a 500-word post with references answering the prompt above. Respond to 3 classmates' posts with 250-word post – each.

**Case Study Paper (CACREP 3.D.8)**

Sara is a 32-year-old accountant who works in a medium sized company in the Midwest. In her work setting, Sara is often assigned to assist a male colleague on major work projects, despite the fact that she has a CPA and the While male colleague is still working towards his CPA.

Sara's fiancé' owns a family business and often expects her to help his operation whenever he needs it, regardless of whether or not she has time. Sara actually wants to start her own tax service, but here fiancé', parents, and friends often say she should just join an already established tax business, or do payroll for her fiancé's company, rather than start her own business. The stress of her career choices has led her to pursue counseling support. She shares that she often feels misunderstood by others because people only see parts of her, but not the wholeness of her.

In a 3-page, APA style paper, consider the following questions:

- How might you support her as a career counselor?
- What goals, skills or resources would you use to help her make the choice between working for others or having her own business?
- What might you do to help her in her current work setting while she explores her options?
- What cultural and ethical considerations must you be mindful of as you work with Sara?

Include references from outside sources as well as course materials to develop a plan of support for this client.

**Discussion: Advocating for Diverse Clients (3.D.7)**

As a way to conclude this course, consider what you have learned about career counseling so far. What is your opinion of career counseling and its importance to the field of counseling? Explain how you can advocate for diverse clients and their employment opportunities as well as the tools you have discovered in this class that you might implement to support your clients on their journey to find job and life satisfaction. Share how a Biblical worldview coincides with career counseling and career advocacy. Be sure to include thoughts from scripture or commentary to support your thoughts on this topic.

Write a 500-word post answering the questions above. Respond to 3 classmates' posts with 250-word post – each.

**Career Counseling & Spiritual Integration Paper (CACREP 3.B.11, 3.D.1, 7)**

For this assignment, students will write a 5-page paper reflecting on their experience utilizing career counseling tools this semester. Students will also reflect on their religious and spiritual

beliefs and how they will impact their career counseling practice. They will give consideration as to how they plan to integrate this into their role as a future counselor. The following should be incorporated into the paper:

### ***Career Counseling***

- Identify and reflect on your understanding of career counseling, writing in specific and concrete terms (substantiate your points with concrete examples). Make sure to include:
  - what your understanding is of the importance of career counseling and work/life balance,
  - what you learned about career assessments,
  - the influence of culture and gender on career planning,
  - what career theory or model you plan to integrate into your practice as a counselor, and
  - discuss developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities.

### ***Religious and Spiritual Faith Integration***

- Describe and reflect on the ways in which you envision integrating your religious beliefs and spirituality into your role as a career-informed counselor.
- Explain ways in which career/work can tie to God's calling on our lives.
- Discuss the role of religion and spirituality in client's' and counselors' psychological functioning.
- Make sure to provide Biblical support for how you plan to do this, citing Bible verses or literature per APA style as appropriate.

Students should include an APA style title page and references page for the assignment. Title page and references do not count toward the body page requirements, and an abstract is not required. Students must cite and reference at least three (3) outside sources in the paper. Students may cite books, the Bible, and peer-reviewed journal articles, or other sources. The paper should be well organized with APA headers and sub headers. The paper should also include an introduction paragraph which forecasts what will be discussed in the paper, as well as a conclusion paragraph which summarizes the paper. Lastly, students should refer to the grading rubric prior to starting the paper.

**Assessment Methods**

*Reading Quizzes*

*Discussion: Career Counseling Theories/Models Rubric*

*Career Theories Tool Rubric*

*Career Assessment Paper Rubric*

*Discussion: Career Exploration Case Study Rubric*

*Career Information Presentation Rubric*

*Career Counseling Ethics Paper Rubric*

*Career Development Program Presentation Rubric*

*Discussion: Career Development Program Rubric*

*Case Study Paper Rubric*

*Career Counseling & Spiritual Integration Paper Rubric*

*Discussion: Advocating for Diverse Clients Rubric*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

#### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale Percentages:

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

### Academic Integrity

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the

highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

### **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment—an environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

### **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>

## Course Resources

### Journal Articles:

Ajagbawa, H. (2014). The role of ethics in career counselling in the 21st Century. *IOSR Journal of Humanities and Social Science*, 19(5), 12–22. <https://doi.org/10.9790/0837-19551222>

Anthony, P. J., & Weide, J. (2015). Motivation and Career-Development Training Programs: Use of Regulatory Focus to Determine Program Effectiveness. *Higher Learning Research Communications*, 5(2), 24-33.  
<http://ezproxy.nwciowa.edu/login?url=https://www.proquest.com/scholarly-journals/motivation-career-development-training-programs/docview/1895970670/se-2>

Alshabani, N., & Soto, S. (2020). [Early 20th-century career counseling for women: Contemporary practice and research implications](#). *Career Development Quarterly*, 68(1), 78-93.

Bell, T. J. (2018). [Career counseling with black men: Applying principles of existential psychotherapy](#). *Career Development Quarterly*, 66(2), 162-175.

Cardoso, P. M., Taveira, M. C., Biscaia, C. S., & Santos, M. G. (2012). Psychologists' dilemmas in career counselling practice. *International Journal for Educational and Vocational Guidance*, 12(3), 225-241. <http://ezproxy.nwciowa.edu/login?url=https://www.proquest.com/scholarly-journals/psychologists-dilemmas-career-counselling/docview/1115568471/se-2?accountid=28306>

Cardoso, P., & Sales, C. (2019). Individualized Career Counseling Outcome Assessment: A Case Study Using the Personal Questionnaire. *The Career Development Quarterly*, 67(1), 21-31. <https://doi-org.ezproxy.nwciowa.edu/10.1002/cdq.12160>

Chronister, K. M., Luginbuhl, P., Ngo, C., Downey, M. R., Wang, J., Barr, L., Aranda, C., & Harley, E. (2018). [The individual career counseling needs and experiences of female survivors of partner violence](#). *Journal of Employment Counseling*, 55(2), 84-94.

Duffy, R., Dik, B., Douglass, R., England, J., & Velez, B. (2018). [Work as a calling: A theoretical model](#). *Journal of Counseling Psychology*.

Flores, L. Y., & Heppner, M. J. (2002). [Multicultural Career Counseling: Ten Essentials for Training](#). *Journal of Career Development*, Suppl.Special Issue: Career Centers for the Millennium, 28(3), 181.

Fox, L. A. (2003). The Role of the Church in Career Guidance and Development: A Review of the Literature 1960-Early 2000s. *Journal of Career Development*, Suppl.Special Section: Career Centers for the Future, 29(3), 167.  
<http://ezproxy.nwciowa.edu/login?url=https://www.proquest.com/scholarly-journals/role-church-career-guidance-development-review/docview/220430912/se-2>

Harrington, T., & Long, J. (2013). The History of Interest Inventories and Career Assessments in Career Counseling. *The Career Development Quarterly*, 61(1), 83-92.  
<http://ezproxy.nwciowa.edu/login?url=https://www.proquest.com/scholarly-journals/history-interest-inventories-career-assessments/docview/1325039995/se-2>

Kenny, M. E., Blustein, D. L., & Meerkins, T. M. (2018a). Integrating relational perspectives in career counseling practice. *The Career Development Quarterly*, 66(2), 135–148. <https://doi-org.ezproxy.nwciowa.edu/10.1002/cdq.12128>

Lindo, N. A., Cartwright, A. D., Ceballos, P., Conner, C., Edwards, J., & Blalock, S. (2019). Identification and integration of career theory: Students' perspectives on the process. *The Career Development Quarterly*, 67(1), 62–76. <https://doi-org.ezproxy.nwciowa.edu/10.1002/cdq.12163>

Niles, S. G. (2001). Using Super's Career Development Assessment and Counselling (C-DAC) Model to Link Theory to Practice. *International Journal for Educational and Vocational Guidance*, 1(1-2), 131-139.

<http://ezproxy.nwciowa.edu/login?url=https://www.proquest.com/scholarly-journals/using-supers-career-development-assessment/docview/821550015/se-2?accountid=28306>

Sampson, J. P., & Makela, J. P. (2014). Ethical issues associated with information and communication technology in counseling and guidance. *International Journal for Educational and Vocational Guidance*, 14(1), 135-148.

<http://ezproxy.nwciowa.edu/login?url=https://www.proquest.com/scholarly-journals/ethical-issues-associated-with-information/docview/1498823054/se-2?accountid=28306>

Sampson, J. P., Peterson, G. W., Reardon, R. C., & Lenz, J. G. (2000). Using readiness assessment to improve career services: A cognitive information-processing approach. *The Career Development Quarterly*, 49(2), 146-174.

<http://ezproxy.nwciowa.edu/login?url=https://www.proquest.com/scholarly-journals/using-readiness-assessment-improve-career/docview/219399809/se-2>

Rutledge, M. L., & Gnilka, P. B. (2022). Breaking down Barriers: A Culturally Responsive Career Development Intervention with Racially Minoritized Girls of Color. *Journal of College Access*, 7(1), 72-98. <http://ezproxy.nwciowa.edu/login?url=https://www.roquest.com/scholarly-journals/breaking-down-barriers-culturally-responsive/docview/2722606734/se-2>

Veronika, M., & Pavlina, H. (2021). The effects of a 13-week career development programme on career-adapting thoughts and behaviours. *International Journal for Educational and Vocational Guidance*, 21(3), 571-588.

<http://ezproxy.nwciowa.edu/login?url=https://www.proquest.com/scholarly-journals/effects-13-week-career-development-programme-on/docview/2579464709/se-2?accountid=28306>

Anderson, S. K., Peila-Shuster, J., & Aragon, A. (2012). CROSS CULTURAL CAREER COUNSELING: Ethical Issues to Consider. *Career Planning and Adult Development Journal*, 28(1), 127-139. <http://ezproxy.nwciowa.edu/login?url=https://www.proquest.com/trade-journals/cross-cultural-career-counseling-ethical-issues/docview/1022445193/se-2>

Bloch, D. P. (2004). Spirituality, Complexity, and Career Counseling. *Professional School Counseling*, 7(5), 343-350.

<http://ezproxy.nwciowa.edu/login?url=https://www.proquest.com/scholarly-journals/spirituality-complexity-career-counseling/docview/213332879/se-2>

Gockel, A. (2004). The trend toward spirituality in the workplace: overview and implications for career counseling. *Journal of Employment Counseling*, 41(4), 156–156. <https://doi-org.ezproxy.nwciowa.edu/10.1002/j.2161-1920.2004.tb00889.x>

**Hagmaier, T., Abele, A. E., & Goebel, K. (2018). How do career satisfaction and life satisfaction associate? *Journal of Managerial Psychology*, 33(2), 142–160.**  
<https://doi.org/10.1108/JMP-09-2017-0326>

### Media Resources:

American Counseling Association. (2014) ACA code of ethics.  
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American School Counselor Association. (2019). ASCA School Counselor Professional Standards & Competencies. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>

Clements, R. (2014, October) What they don't teach you about career fulfillment in school [Video]. TedxKelowna.  
[https://www.youtube.com/watch?v=a7gFkUqIv1E&list=PLNL0Q3DI\\_j1Q6zUtDIAH3CNa-Yf5RvmGv&index=4](https://www.youtube.com/watch?v=a7gFkUqIv1E&list=PLNL0Q3DI_j1Q6zUtDIAH3CNa-Yf5RvmGv&index=4)

Department of Labor, U. S. (Ed.). (n.d.). O\*Net online. O\*NET OnLine.  
<https://www.onetonline.org/>

Goldstein, F. (2016, September 11). Holland's person-environment theory. YouTube.  
<https://www.youtube.com/watch?v=kSFX0nFm7Cw&t=24s>

Hooley, T. (2020, August 15). Introduction to career theory - matching theories. YouTube.  
<https://www.youtube.com/watch?v=TPef1U0863E&t=119s>

Kummerow, J. (2017, February 3). What's your type? | TEDxGrinnellCollege. YouTube.  
[https://www.youtube.com/watch?v=gBkIyJ7kf\\_I&t=164s](https://www.youtube.com/watch?v=gBkIyJ7kf_I&t=164s)

National Career Development Association. (n.d.). Internet sites for Career Planning.  
<https://www.ncda.org/aws/NCDA/pt/sp/resources>

National Career Development Association. (n.d.) Welcome to NCDA. <https://www.ncda.org/>

U.S. Bureau of Labor Statistics. (2023, August 4). U.S. Bureau of Labor Statistics.  
<https://www.bls.gov/>

Hughes, A. (2017a, July 28). Career counseling episode 6: Career Counseling Diverse Pops. YouTube. <https://www.youtube.com/watch?v=8uuuAyd3pdE>

Hughes, A. (2017, August 22). Career counseling episode 8: Career assessments. YouTube.  
<https://www.youtube.com/watch?v=ZCLrV77gRfg&t=62s>

Macleod, A. (2019, March 27). Career advice for teenagers: Value your values |TEDxKanata. YouTube. <https://www.youtube.com/watch?v=aKNUkN3yWTw>

Stahl. (2023, July 11). How to Figure Out What You Really Want [Video]. YouTube.  
<https://youtu.be/4y1BAqOnhMM>

Womens Leadership Institute (Ed.). (2023, February 2). Career Development Program. YouTube. [https://www.youtube.com/watch?v=1asFy5b65\\_c](https://www.youtube.com/watch?v=1asFy5b65_c)

Zatopek, A. (2022, February 2). On the NCDA code of ethics. YouTube.  
<https://www.youtube.com/watch?v=UagjBJyKlyM&t=58s>

**Iowa Professional School Counselor Content Requirements:**

Iowa Professional School Counselor Content Requirements	Course Activities Aligned with Requirement(s)
<p>IAC 282-13.28(26)(5) Career development, education, and postsecondary planning:</p> <ol style="list-style-type: none"> <li>1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.</li> <li>2. Apply knowledge of career assessment and career choice programs.</li> </ol> <p>IAC 282-13.28(26)(8) School counseling skills:</p> <ol style="list-style-type: none"> <li>4. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.</li> </ol>	<p>Career development program, Strong/MBTI reflection paper, reading quizzes</p> <p>Career development program, Career assessments/info program study tool, reading quizzes</p> <p>Career development program, Assessment reflection paper, reading quizzes</p>



Counseling  
Program

---

**COUN 585 Research & Program Evaluation Syllabus**  
**3 Credits**  
**Term:**

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

**Course Description**

This course provides students with practical guidance for accessing and comprehending published research articles with a goal of helping students incorporate an intention of understanding the evidence base for the interventions they use with clients and a willingness to be life-long consumers of counseling research. The course provides an overview of important methodological concepts of research, measurement and statistical concepts, and quantitative, qualitative, and mixed methods research methodologies. The course also examines program evaluation with a focus on understanding the need for, and strategies for utilizing program evaluation in diverse settings.

**Prerequisites:** None

**Required Textbooks**

Balkin, R. S. & Kleist, D. M. (2023) *Counseling research: A practitioner-scholar approach* (2<sup>nd</sup> edition). ACA. ISBN-13:978-1556204074  
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). ISBN: 978-1433832178

**Methodology**

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

<b>Student Learning Objectives (SLO)</b>	<b>CACREP Standards</b>	<b>Learning Activity</b>
Examine and reflect on the importance of research in advancing the counseling profession, including the use of research to inform counseling practice.	3.H.1	<ul style="list-style-type: none"> <li>• <b>Program Evaluation Paper</b></li> <li>• Final Paper</li> <li>• Reading Quizzes</li> </ul>
Practice identification and evaluation of the evidence base for counseling theories, interventions, and practices.	3.H.2	<ul style="list-style-type: none"> <li>• Find a Gap</li> <li>• Annotated Bibliography</li> </ul>
Understand and evaluate qualitative, quantitative, and mixed methods research designs.	3.H.3	<ul style="list-style-type: none"> <li>• Discussion Board: Qualitative Research</li> <li>• Discussion Board: Qualitative Research #2</li> <li>• Reading Quizzes</li> <li>• Final Paper</li> </ul>
Demonstrate an understanding of practice-based and action research methods.	3.H.4	<ul style="list-style-type: none"> <li>• Find a Gap</li> <li>• Annotated Bibliography</li> <li>• Discussion Board: Correlational Research</li> <li>• Research Design</li> <li>• Midterm</li> <li>• Final Paper</li> </ul>
Recognize importance of statistical tests used in conducting research and program evaluation.	3.H.5	<ul style="list-style-type: none"> <li>• Find a Gap</li> <li>• Discussion Board: Experimental Research</li> <li>• Final</li> </ul>
Develop an understanding of analysis and use of data in research.	3.H.6	<ul style="list-style-type: none"> <li>• Find a Gap</li> <li>• Annotated Bibliography</li> <li>• Discussion Board: Presenting Research</li> <li>• Reading Quizzes</li> </ul>
Discuss the use of research methods and procedures to evaluate counseling interventions.	<b>3.H.7</b>	<ul style="list-style-type: none"> <li>• <b>Program Evaluation Paper</b></li> <li>• Final Topic</li> </ul>
Apply program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy.	3.H.8	<ul style="list-style-type: none"> <li>• <b>Program Evaluation Paper</b></li> </ul>

Compare culturally sustaining and developmentally relevant outcome measures for counseling services.	3.H.9	<ul style="list-style-type: none"> <li>• <b>Program Evaluation Paper</b></li> <li>• Reading Quizzes</li> </ul>
Analyze ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation.	3.H.10	<ul style="list-style-type: none"> <li>• <b>Program Evaluation Paper</b></li> <li>• Three Identical Strangers Paper</li> </ul>
Discuss culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation.	3.H.11	<ul style="list-style-type: none"> <li>• <b>Program Evaluation Paper</b></li> <li>• Three Identical Strangers Paper</li> <li>• Final</li> </ul>

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program’s comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

KPI	3.H.1,7,8,9,10,11	<b>Program Evaluation Paper</b>
-----	-------------------	---------------------------------

### Course Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	Reading: Balkin & Kleist Ch. 1, 2 Provided articles and Module notes	Reading quiz Finding a Gap Assignment	10 30
2	Reading: Balkin & Kleist Ch. 3, 4 Module Notes CNN Documentary - view	Reading quiz Three Identical Strangers paper Final Topic Assignment <b>Instructional Focus (CACREP 3.H.7):</b> Through lecture, assigned readings, and the Final Topic Assignment, students develop research questions focused on counseling interventions and begin examining how research methods are used to evaluate intervention effectiveness. Instruction emphasizes the connection between research design and the evaluation of counseling outcomes. <b>Instructional Focus (CACREP 3.H.11):</b> Through lecture, discussion, and the Three Identical Strangers Paper, students examine culturally sustaining and developmentally responsive considerations in research, including ethical treatment of participants, informed consent, and research with vulnerable populations.	10 50 30
3	Reading: Balkin & Kleist Ch. 5, 6 Articles (provided) and Module Notes	Reading quiz Discussion Board: Correlational Research Annotated bibliography	10 20 50
4	Reading: Balkin & Kleist Ch. 7, 8 Articles (provided) and Module Notes	Reading quiz Midterm Exam Discussion Board: Experimental Research Group Project Outline	10 50 20 10
5	Reading: Balkin & Kleist Ch. 9, 10	Reading quiz Discussion Board: Qualitative Research Research Design Assignment	10 20 50

	Article (provided) and Module Notes		
6	Reading: Balkin & Kleist Ch. 11 Articles (provided) and Module Notes	Reading quiz Discussion Board: Qualitative Research #2 Final Paper assignment	10 20 100
7	Reading: Ballkin & Kleist Ch. 13 Articles (provided) and Module Notes	Reading quiz <b>Program Evaluation Paper</b> <b>Instructional Focus (CACREP 3.H.7):</b> Students engage in applied learning through the Program Evaluation Paper, where they examine research methods and procedures used to evaluate counseling interventions within real-world settings. Instruction includes lecture, readings, and group collaboration focused on program evaluation design, data interpretation, and outcome evaluation. <b>Instructional Focus (CACREP 3.H.11):</b> Students apply culturally sustaining and developmentally responsive strategies within the Program Evaluation Paper, analyzing how research and program evaluation can be designed, interpreted, and reported in ways that are responsive to diverse populations and settings.	10 100
8	Reading: Balkin & Kleist Ch. 12 Articles (provided) and Module Notes	Reading quiz Final Exam Discussion Board: Presenting Research <b>Instructional Focus (CACREP 3.H.7):</b> Students synthesize knowledge of research methods and evaluation procedures through the Final Exam, demonstrating their ability to critically evaluate counseling interventions and apply research to practice. <b>Instructional Focus (CACREP 3.H.11):</b> Students demonstrate integration of culturally sustaining and developmentally responsive research practices through the Final Exam, applying ethical, cultural, and developmental considerations to research interpretation and reporting.	10 60 20
		<b>Total Points Available in Course</b>	710

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### Reading Quizzes

#### Midterm

#### Final

### Find a Gap Assignment

This assignment is the first of two parts. In this assignment, you will identify three topics of interest off of existing research. Your professor will give you feedback on each of the three topics to determine which might be the most “researchable” for the Research Proposal Paper. You will need to follow all feedback provided by the instructor. **The goal is to identify and evaluate the evidence base for counseling theories, interventions, and practices.**

#### INSTRUCTIONS

After viewing this week’s presentations and readings, you will research three different counseling-related topics and for each topic you identify one “researchable” idea of interest to you (one idea per topic). In order to do this, you will research your idea using the DeWitt Library search options. Please utilize the [Find a Gap Template](#) to complete this assignment.

- Your paper will identify the gaps in the form of research questions and will also develop annotations to help build a literature review
- Please be sure to follow APA formatting in all parts of this assignment

Follow the steps below:

- Navigate to the Library homepage, and search your counseling-related topic of interest by simply typing in the topic in the search bar (example: treatments for anxiety in children).
  - After searching you will find several different resources available to you (e.g. ebooks, book, articles).
  - Filter to only read articles within the last 5 years (you can find this option on the left hand of the screen).
1. After reading through the articles, you will identify the gap statements found in the discussion or limitations section of the article.
    - a. For example, one peer-reviewed article on your topic of interest may state, “However, these results should be interpreted with caution due to the small sample size and the lack of a control group... Future research should include a larger sample of adolescents from more diverse sociocultural groups” (Deplus et al., 2016, p. 787). This particular example is stating that future researchers should utilize this study’s design, but to expand the population studied.
  2. Write down three gap statements found in your searches, identifying areas that have not yet been researched. Keep in mind a gap statement is a statement that identifies an area that the authors DID NOT cover in their study. You will not be repeating the study that article conducted, but rather, you will build off of it, “filling in the gap” that the authors

did not cover or what the authors suggest for future research. Then, based on this “gap” you will develop a research question.

- a. For example, a study’s authors may have looked at mindfulness as an intervention with adolescents, but the authors suggest replicating the study with a specific ethnicity in order to build off their findings. Building off the literature and “filling in the gaps” can create important implications for the counseling field. The research question could be, Does mindfulness training reduce anxiety symptoms in African American children?
3. You will then summarize the article and include its content as an annotation. You will also provide the APA reference of the article, like in the following linked sample:

### [Sample Annotated Bibliography Entries](#)

The following example uses APA style (*Publication Manual of the American Psychological Association*, 7th edition, 2019) for the journal citation:

Waite, L., Goldschneider, F., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review*, 51(4), 541-554. The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

### **Three Identical Strangers Paper**

Students will view the CNN documentary *Three Identical Strangers* (provided in the module) and write a response paper. Papers should be approximately 4-5 pages in length. In the response paper, students will need to address the following:

1. Provide an introductory section in which you respond to aspects of the documentary that were moving, poignant, interesting, and/or relevant for your future career as a counselor (2 paragraphs).
2. Discuss the ethical violations in the documentary in the context of the three guiding principles of the Belmont Report: respect for persons, beneficence, and justice (write at least one paragraph on each principle).

3. In light of your answer to #2, discuss the importance of informed consent in counseling research (at least one paragraph)
4. Consider the process of conducting research with vulnerable populations. What provisions would you recommend so that the research is culturally sustaining considering the vulnerable population? (at least one paragraph)

This paper needs to be formatted APA 7th edition and organized with clear level 1 headings. The use of attached template is optional, however please consider using it, particularly if you have difficulty with APA formatting. Be sure to delete instructions, but not the structure (level 1 headings, etc.).

### **Final Topic**

Based on the readings this week and the feedback provided to you by your instructor in your previous Find a Gap Assignment, you will use the topic that appears to be most appropriate as a researchable topic and write a brief paper highlighting your final topic. This paper needs to be organized APA style and incorporate all feedback given to you by the professor. You will present your topic in the form of a research question. Based on the question, your topic can be quantitative or qualitative.

If the question is **quantitative** (meaning, you will be measuring variables), identify the variables that can be measured. For the purposes of this assignment, the questions can be experimental or correlational. A simple example of an experimental design would be if you are studying the level of depression in adolescents after conducting the intervention of mindfulness strategies, then you would identify *depression* as the dependent variable and *mindfulness strategies* as the independent variable. An example of a correlational design would be if you measure childhood trauma and anxiety levels in adolescents - in this case the predictor variable (independent variable) would be childhood trauma, and the criterion (dependent) variable would be anxiety level.

If your research question is **qualitative** (meaning, you are exploring an experience and not measuring variables), identify which qualitative research strategy might fit best with your research question (see Ch.10 and 11 in the Balkin & Kleist text, although Chapter 4 assigned this week also has a lot of information).

Note: Your assignment should not have more than one topic listed, should have one gap statement, and the variables listed (if quantitative)/research strategy (if qualitative). One important area of conducting research is to consider any cultural influences that might occur within the research process. After reading Chapter 3 in your textbook, identify one cultural consideration in researching your population of interest.

Assignment should be no more than one page, double spaced in current APA format (excluding the title page). It will reflect the same format as the Find a Gap Assignment.

### **Discussion Board: Correlational Research**

This discussion requires that you read an article provided on correlational research. Based on the article, please respond to the questions below.

***Please don't overthink your answers and keep them brief. They are readily available in the article. This discussion is a post-first, which means you will need to post your response first, before seeing what your peers responded by Wednesday at midnight. On Thursday, the instructor will post the correct answers and you will have a chance to correct your response (you can't see the answers until you post your response). If you choose not to correct your answer, the errors will be reflected in your grade.***

Article Huang & Kashabeck West (2015):

1. What were the two research questions guiding this study? How would you categorize these questions (descriptive, difference, or relational)?
2. What were the predictor or independent variables of this study?
3. What was the criterion or dependent variable of this study?
4. What measures were used? Briefly talk about the reliability of these measures.
5. In the final linear model, what variables significantly predicted the criterion variable?
6. How did the authors report and interpret the coefficient of determination?

### **Annotated Bibliography**

After receiving approval from your faculty on your final topic, you will access the DeWitt Library and find and read five recent (within the last ten years) **research** articles related to the topic you chose. These can be articles you saved from your previous search for your topic, however these cannot be theoretical articles, literature reviews, or conceptual articles. Only research articles are allowed – with participants, methodology and results (not research proposals). You can use one meta-analysis, but the other four articles need to be focused on one specific research design.

You will then write a paper that includes an annotation on each article. Start with a brief introduction (one paragraph) on the relevance of the topic for the profession of clinical mental health or school counseling. You will then complete five annotations. For each annotation, you will include a description of the research question, brief information on participants, methodology, and results, and a brief critical analysis of the study. Include at least one limitation and at least one suggestion for future research. Please follow APA style, and refer to the following website for guidelines on writing an annotated bibliography: <https://guides.library.cornell.edu/annotatedbibliography> . Please don't focus on the authors of the study (unlike the provided sample).

The paper should end with one brief paragraph, titled Purpose of Study, that summarizes the information in the articles and emphasizes the research gap and the reason why further research is important to address that gap (you should have most of that completed from previous assignment).

A template is attached to this assignment. Please use, it will help you with APA formatting and organization. The paper should be approximately 4-5 pages. Please stay concise and precise. If you can do it in 4 pages, please don't feel like you need to write more.

*Annotated Bibliography Assignment Guidelines*

1. Provide an introduction in which you discuss the relevance of the topic for clinical mental health or school counseling and how it identifies and evaluates the evidence base for counseling theories, interventions, and practices (3 paragraphs).
2. Provide five annotations on research articles. All articles should be research articles, on the topic you were approved to research. Each annotation should include the elements described above. In the end, you will have about 5 paragraphs – one for each article. Please don't focus on the authors.
3. Provide a conclusive paragraph, titled Purpose of Study, as described above, to transition from the literature review to the research gap you have discovered.
4. Include a reference page at the end of the paper.
5. It is recommended that the paper be organized with level 1 headings (see APA manual) – one heading per question (total of 3 level 1 headings), and if necessary, subheadings for each article discussed in section 2. If the instructor can't identify clearly that you covered all requirements, you will lose points.

### **Discussion Board: Experimental Research**

This discussion requires that you read an article provided on experimental research. Based on the article, please respond to the questions below.

*Please don't overthink your answers and keep them brief. They are readily available in the article. This discussion is a post-first, which means you will need to post your response first, before seeing what your peers responded by Wednesday at midnight. On Thursday, the instructor will post the correct answers and you will have a chance to correct your response (you can't see the answers until you post your response). If you choose not to correct your answer, the errors will be reflected in your grade.*

Article Young & Hagedorn (2012):

1. What are the research questions for this study? How would you classify the research questions (description, difference, relationship)?
2. What design did the authors use for this study?
3. What are the independent variables of this study?
4. What are the dependent variables of this study?
5. Briefly summarize the results and discuss the statistical procedures utilized to analyze the data.
6. According to the authors, what are the implications for counselor educators in light of the discrepancies of the scores for the MITI 3.0 and the MI Knowledge Questionnaire?

### **Discussion Board: Qualitative Research**

Please read the article provided in the module (Henriksen, et al., 2015) on qualitative research. Then based on the article, please respond to the questions below.

*Please don't overthink your answers and keep them brief. They are readily available in the article. This discussion is a post-first, which means you will need to post your response first, before seeing what your peers responded. On Thursday, the instructor will post the correct answers and you will have a chance to correct your response (you can't see the answers until you post your response). If you choose not to correct your answer, the errors will be reflected in the grade.*

1. Describe the manner in which the authors reviewed relevant literature to support a rationale for the study (briefly).
2. What research question guided the study? How would you classify the research questions (description, difference, relationship)?
3. What qualitative methodology did the authors use to answer the research question in the study?
4. Provide two methods that the authors used to ensure trustworthiness of the data in each study.
5. Qualitative researchers usually select purposive samples. Did the authors select a purposive sample for the study? Explain briefly.
6. Discuss one implication for counselor education programs that the authors discussed in light of the findings of the study.

**Research Design Assignment**

For this assignment, you will refer to the feedback you received for the Final Topic assignment in week two. You will use the following decision template to build a research design from your Final Topic research question. Your answers should be brief, but clear answers to each of the design components.

You will:

- Choose the appropriate research design for your study.
- Provide brief but clear answers to each design component for either a quantitative or qualitative design.
- Complete this assignment in one page or less.
- **Be sure to include a title page and use subheadings for each of the section headings below.**

**If You Chose a Quantitative Design**

<b>Experimental and Quasi-experimental</b> (Chapters 7 and 8)	<b>Correlational</b> (Chapter 6)
<b>Participants</b>	<b>Participants</b>
Who are your participants and their demographics?	Who are your participants and their demographics?
<b>Methodology</b>	<b>Methodology</b>
Your study uses a between two groups or within-subjects design and randomizes participants. Define which one. Incorporate any methodology changes mentioned in the gap statement(s). State your approved research question.	Your study uses correlations and/or relationships between variables. Incorporate any methodology changes mentioned in the gap statement(s). State your approved research question.
<b>Data Collection</b>	<b>Data Collection</b>
How will you collect your data?	How will you collect your data?

What instrument does your study use? What instrument could you add to your study to extend the research? Provide the Cronbach’s alpha for all instruments you will use.	What instrument does your study use? What instrument could you add to your study to extend the research? Provide the Cronbach’s alpha for all instruments you will use.
---	---

**If You Chose a Qualitative Design**

<b>Phenomenological Theory</b> (Chapters 10-11)	<b>Grounded Theory</b> (Chapters 10-11)
<b>Participants</b>	<b>Participants</b>
Who are your participants and their demographics?	Who are your participants and their demographics?
<b>Methodology</b>	<b>Methodology</b>
Your “base” article describes the lived experiences of the participants. Explain phenomenological theory and how this theory supports your study.	Your “base” article develops a theory. Explain grounded theory and how this theory supports your study.
<b>Research Questions</b>	<b>Research Questions</b>
State your approved research question. Then include no more than five possible interview or survey questions.	State your approved research question. Then include no more than five possible interview or survey questions.
<b>Data Collection</b>	<b>Data Collection</b>
How will you collect your data?	How will you collect your data?
<b>Data Analysis</b>	<b>Data Analysis</b>
How will you classify & rank data and examine experiences?	What will determine your concept formation or development? What is your rationale for selecting literature and participants? Is there a “codebook”?

**Discussion Board: Qualitative Research #2**

Please read the article provided in the module (Moss, et al., 2013) on qualitative research. Then based on the article, please respond to the questions below.

*Please don't overthink your answers and keep them brief. They are readily available in the article. This discussion is a post-first, which means you will need to post your response first, before seeing what your peers responded. On Thursday, the instructor will post the correct answers and you will have a chance to correct your response (you can't see the answers until you post your response). If you choose not to correct your answer, the errors will be reflected in the grade.*

1. Describe the manner in which the authors reviewed relevant literature to support a rationale for the study (briefly).

2. What research question guided the study? How would you classify the research questions (description, difference, relationship)?
3. What qualitative methodology did the authors use to answer the research question in the study?
4. Provide two methods that the authors used to ensure trustworthiness of the data in each study.
5. Qualitative researchers usually select purposive samples. Did the authors select a purposive sample for the study? Explain briefly.
6. Discuss one implication for counselor education programs that the authors discussed in light of the findings of the study.

### **Final Paper Assignment**

This final paper will help you put together the specific research proposal elements on which you worked so far in the course. The paper should be written in narrative form, including a brief introduction, literature review, and how it informs the proposed study. The research design/methodology, participants, and proposed data analysis will follow. Then the paper will conclude with implications that this study could have upon the counseling field and integrate a biblical perspective in light of these implications.

[Please use attached template](#). Also, please consult the "summary" document attached here to help you with selecting the appropriate data analysis for your proposed study.

Your paper should have the following elements:

- Your paper must only be 5-6 pages in length (not including title page and reference pages; an abstract is not necessary for this paper)
- The paper will start with a brief (one paragraph) introduction. Introduction should not be titled. You can use the introduction you used for the Annotated Bibliography paper. Then the rest of the paper will be organized with section headings as follows: Literature Review, Purpose of the Study (with the Research Question stated clearly), followed by proposed Methodology (to include hypotheses, participants, measures/instruments, procedure, and a brief description of the data analysis). Then Integration – describing how faith and spirituality can be integrated in this proposed study, and then a paragraph on the implications of this topic for the counseling field and how it is a practice-based and action research method. (subheadings as needed).
- Your paper must be formatted in current APA formatting.
- At least five scholarly citations and references must be included. You may use the 5 research articles you used for the Annotated Bibliography. Textbooks can also be included, but will not count towards the 5 scholarly resources that are required.

### **Program Evaluation Paper**

This group project will be completed collaboratively by students assigned to the same group. It will result in a paper that will be submitted for instructor evaluation. You are expected to be a team player in your group projects.

As a group, students will write an 8-10-page paper on a program evaluation in counseling settings. This assignment will include a case study written by your group that briefly describes an agency/school setting (this could be the agency/school where students are working or completing hours; it could also be an agency/school found online, however it cannot be fictitious).

Counselors must be prepared to adopt a role as a critical reviewer and analyst of the program as a whole, its delivery, and its outcomes. By doing so, counselors can use the results of program evaluations to modify the design and the delivery of the program. Utilizing the Astramovich & Coker (2007) article on the Accountability Bridge Model for Counselors (ABM-C) as a guideline (provided in the module), and also Chapter 13 in the text, the group will write an 8-10-page paper addressing the core concepts associated with Program Evaluation in counseling settings.

In addition, the paper must include a description of both of the following areas: a) Counseling Program Evaluation Cycle; and b) Counseling Context Evaluation Cycle. Synthesizing these processes, the paper must also include answers to the following questions:

- Discuss program evaluation designs and procedures including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy.
- Discuss culturally sustaining and developmentally relevant outcome measures for counseling services.
- What methods, interventions, and programs are most helpful for clients/students?
- How satisfied are clients/students with services received and identify research methods and procedures to evaluate counseling interventions?
- What are the long-term effects of counseling programs and services?
- What impact do the services and programs have on the larger social system?
- What are the most effective uses of the program staff?
- How well are program objectives being met?
- Discuss the importance of research in advancing counseling.
- What ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation should be considered?

In Module 4, students were provided with an outline, that helped them assign each section of the paper to group members. It is also attached here. Please use the outline to organize your paper. The paper should be formatted APA 7<sup>th</sup> edition, with a title page, and References.

A sample paper is provided here for help, however, please remember that this paper is an older paper, formatted in APA 6<sup>th</sup> edition. It also doesn't follow exactly the requirements of this assignment, but it can provide important information on how to organize your own paper.

**One** group member should submit the project for the entire group.

### **Discussion Board: Presenting Research**

A part of conducting research is to present your research to the profession as a whole. Sometimes this is done through workshops, webinars, and even conferences. In this discussion, you will present your Research Proposal Assignment that was developed in Module 6. Please follow the feedback given to you by the instructor.

You will need create a PowerPoint presentation and record it as a video in YouTube. Both you and the PowerPoint slides should be visible in the video.

Your presentation slides should include the following information, briefly, in bullet point. Please remember that this is not a paper on slides. Do not copy and paste your paper on the slides.

Rather summarize your information in brief bullet points. Full paragraphs are not allowed. Please include:

1. A title slide, with the name of your presentation, your name, and Northwestern College included (don't include anything else)
2. Introduction slide – a brief intro on the topic, in bullet points; no paragraphs.
3. Literature review slides – 2 or 3 slides summarizing your literature review should be enough.
4. Purpose of the Study slide, including your research question
5. Methodology slide – including the type of study, population, and data analysis
6. Integration slide – briefly include your spiritual integration
7. Conclusion – include implications for the field of counseling
8. References slide(s) – formatted APA.

Please be sure to visit at least 2 of your peers' presentations and reply with a thoughtful, substantive post. Also, please respond to at least one peer who interacted with your initial post. Initial post is due Wednesday at midnight. Replies are due by Sunday at midnight.

### **Assessment Methods**

*Reading Quizzes*

*Midterm*

*Final*

*Find a Gap Assignment*

*Three Identical Strangers Paper*

*Final Topic*

*Discussion Board: Correlational Research*

*Annotated Bibliography*

*Discussion Board: Experimental Research*

*Discussion Board: Qualitative Research*

*Research Design Assignment*

*Discussion Board: Qualitative Research #2*

*Final Paper Assignment*

*Program Evaluation Paper*

*Discussion Board: Presenting Research*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale:

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

### Academic Integrity

Northwestern College is a Christian academic community committed to integrity and honesty in

all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

### **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

### **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>.

### Course Resources

#### Journal Articles: provided in the course

Astramovich, R. L., & Coker, J. K. (2007). Program evaluation: The Accountability Bridge Model for counselors. *Journal of Counseling & Development*, 85, 162–172.

#### Media Resources:

American Counseling Association. (2014) *ACA code of ethics*.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American School Counselor Association. (2019). *ASCA School Counselor Professional Standards & Competencies*. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>



## Counseling Program

---

### COUN 605 Pre-Practicum Syllabus 3 credits Term:

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

#### Course Description

This course is designed to give students practice experience engaging in a counseling relationship over the course, in the practice setting most relevant to the client's future practice (clinical mental health, school counseling, etc.). Students will review and utilize basic counseling skills and continue developing their own individual counseling approaches with an emphasis on integration of theoretical orientation techniques, ethical practices, personality, spiritual integration, and setting-specific practices, under the instruction and evaluation of the course instructor. This course is largely experiential and is focused on preparing students for their Practicum experiences. Students will engage in a multi-session counseling experience with a learning partner focused on solidification of basic counseling skills and growth of advanced counseling skills.

**Prerequisites:** COUN 505, COUN 515, COUN 520, COUN 550, COUN 551, CMHC 520

#### Required Textbooks

Teyber, E., Teyber, F. (2017). [Interpersonal Process in Therapy: An Integrative Model](#)  
7th Edition, ISBN: 978-1-305-27153-1

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). ISBN: 978-1433832178

American Counseling Association. (2014). *Code of Ethics*. Alexandria, VA: Author. (Available for download from: <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>)

*CMHC Professional Practice Student Handbook*

#### Methodology

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

<b>Student Learning Objectives (SLO)</b>	<b>CACREP Standards</b>	<b>Learning Activity</b>
Reflect on the purpose of and roles within counseling supervision in the profession.	3.A.12	<ul style="list-style-type: none"> <li>• Clinical Supervision and Individual Meeting with Your Instructor</li> <li>• Reflection</li> </ul>
Utilize critical thinking and reasoning strategies for clinical judgment in the counseling process.	3.E.2	<ul style="list-style-type: none"> <li>• Recording Assignments</li> </ul>
Comprehend the application of technology related to counseling.	3.E.5	<ul style="list-style-type: none"> <li>• Recording Assignments</li> </ul>
Consider and select culturally sustaining and responsive strategies for establishing and maintain counseling relationships across service delivery modalities.	3.E.7	<ul style="list-style-type: none"> <li>• Recording Assignments</li> </ul>
Develop counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships.	3.E.8	<ul style="list-style-type: none"> <li>• Recording Assignments</li> </ul>
Practice and discuss interviewing, attending, and listening skills in the counseling process.	<b>3.E.9</b>	<ul style="list-style-type: none"> <li>• <b>Recording Assignment #6 + Paperwork</b></li> <li>• Recording Assignments</li> </ul>
Employ goal consensus and collaborative decision-making in the counseling process.	3.E.12	<ul style="list-style-type: none"> <li>• Recording Assignments</li> </ul>
Create developmentally relevant and culturally sustaining counseling treatment or intervention plans.	3.E.13	<ul style="list-style-type: none"> <li>• Recording Assignments</li> <li>• Website Scavenger Hunt: The Treatment Plan</li> </ul>
Develop measurable outcomes for clients.	3.E.14	<ul style="list-style-type: none"> <li>• Recording Assignments</li> <li>• Website Scavenger Hunt: The Treatment Plan</li> </ul>
Understand and apply principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources.	3.E.17	<ul style="list-style-type: none"> <li>• Recording Assignments</li> <li>• Website Scavenger Hunt: The Treatment Plan</li> </ul>
Counselor education program faculty continuously and systematically assess how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions as required for program graduates.	<b>2.C</b>	<ul style="list-style-type: none"> <li>• <b>Recording Assignment #5 + Paperwork</b></li> <li>• Recording Assignments</li> </ul>
Acquire and practice skills for conducting an intake, mental status evaluation, biopsychosocial history, mental health history, and psychological	5.C.4	<ul style="list-style-type: none"> <li>• Recording Assignments</li> <li>• Website Scavenger Hunt: Informed Consent Document</li> </ul>

assessment for treatment planning and caseload management.		<ul style="list-style-type: none"> <li>• Website Scavenger Hunt: The Intake Assessment</li> <li>• Website Scavenger Hunt: The Treatment Plan</li> <li>• Website Scavenger Hunt: Termination Summary/Discharge Plan</li> </ul>
Demonstrate ability to apply techniques and interventions for prevention and treatment of a broad range of mental health issues.	5.C.5	<ul style="list-style-type: none"> <li>• Recording Assignments</li> </ul>
Discuss third-party reimbursement and other practice and management issues in clinical mental health counseling.	5.C.9	<ul style="list-style-type: none"> <li>• Insurance Benefits Experience</li> <li>• Case Notes</li> </ul>

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program’s comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

KPI	<b>3.E.9</b>	<b>Recording Assignment #6 + Paperwork</b>
KPI	<b>2.C</b>	<b>Recording Assignment #5 + Paperwork</b>

### Course Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading	Assignments	Points
1	Reading: Chapter 1 The Interpersonal Process Approach	Getting to Know You Discussion Disclosure Statement	20 5
2	Reading: Chapter 2 Establishing a Working Alliance	Mandatory Class Meeting Website Scavenger Hunt: Informed Consent Document	100
3	Reading: Appendix B – Guideline for Treatment Planning	Website Scavenger Hunt: The Intake Assessment	100
4	Reading: Chapter 3 Honoring Client's Resistance	Mandatory Class Meeting Recording 1: Session 1 - Intake/Assessment + paperwork (CCS-R) <b>Instructional Focus (CACREP 3.E.5):</b> Through recording assignments, lecture, and supervision discussion, students apply technology in counseling practice by recording, reviewing, and submitting counseling sessions. Instruction includes ethical and professional use of technology, confidentiality, and digital documentation within counseling relationships. <b>Instructional Focus (CACREP 3.E.7):</b> Through recorded counseling sessions, lecture, and synchronous class discussion, students practice culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities. Emphasis is placed on adapting counseling approaches to client context, culture, and communication needs. <b>Instructional Focus (CACREP 3.E.12):</b> Through recording assignments and supervision discussion, students practice establishing goal consensus and engaging in collaborative decision-making with clients. Instruction includes identifying client goals, negotiating priorities, and facilitating shared	100

		decision-making within the counseling process.	
5	Reading: Appendix A: Process Notes & Chapter 4 An Internal Focus for Change	<p>Website Scavenger Hunt: The Treatment Plan Case Notes</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through recorded counseling sessions, lecture, and synchronous class discussion, students practice culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities. Emphasis is placed on adapting counseling approaches to client context, culture, and communication needs.</p> <p><b>Instructional Focus (CACREP 3.E.12):</b> Through recording assignments and supervision discussion, students practice establishing goal consensus and engaging in collaborative decision-making with clients. Instruction includes identifying client goals, negotiating priorities, and facilitating shared decision-making within the counseling process.</p> <p><b>Instructional Focus (CACREP 3.E.13):</b> Through lecture, readings, and the Website Scavenger Hunt: Treatment Plan assignment, students develop developmentally relevant and culturally sustaining treatment plans. Instruction includes goal development, intervention selection, and alignment of treatment strategies with client needs.</p> <p><b>Instructional Focus (CACREP 3.E.14):</b> Students develop measurable client outcomes through the Website Scavenger Hunt: Treatment Plan assignment, learning to construct specific, observable, and time-bound counseling goals.</p> <p><b>Instructional Focus (CACREP 3.E.17):</b> Through the Website Scavenger Hunt: Treatment Plan assignment, students examine caseload management strategies, referral processes, and the integration of community resources to support client care.</p>	100 100
6	Reading: Chapter 5 Helping Clients with Their Feelings	<p>Mandatory Class Meeting</p> <p>Recording 2: Session 2 + paperwork</p> <p><b>Instructional Focus (CACREP 3.E.5):</b> Through recording assignments, lecture, and</p>	100

		<p>supervision discussion, students apply technology in counseling practice by recording, reviewing, and submitting counseling sessions. Instruction includes ethical and professional use of technology, confidentiality, and digital documentation within counseling relationships.</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through recorded counseling sessions, lecture, and synchronous class discussion, students practice culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities. Emphasis is placed on adapting counseling approaches to client context, culture, and communication needs.</p> <p><b>Instructional Focus (CACREP 3.E.12):</b> Through recording assignments and supervision discussion, students practice establishing goal consensus and engaging in collaborative decision-making with clients. Instruction includes identifying client goals, negotiating priorities, and facilitating shared decision-making within the counseling process.</p> <p><b>Instructional Focus (CACREP 3.E.13):</b> Students apply treatment planning skills in recorded counseling sessions, integrating interventions and strategies consistent with client goals and theoretical orientation.</p> <p><b>Instructional Focus (CACREP 3.E.14):</b> Through recorded sessions and supervision, students evaluate and refine measurable outcomes based on client progress and counseling interventions.</p> <p><b>Instructional Focus (CACREP 3.E.17):</b> Students apply caseload management and referral strategies within recorded counseling sessions, considering appropriate referrals and resource connections to promote client independence and wellness.</p>	
7	Reading: Chapter 6 Familial and Development Factors	<p>Clinical Supervision and Individual Meeting with Your Instructor Reflection</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through recorded counseling sessions, lecture, and synchronous class discussion,</p>	100

		<p>students practice culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities. Emphasis is placed on adapting counseling approaches to client context, culture, and communication needs.</p> <p><b>Instructional Focus (CACREP 3.E.12):</b> Through recording assignments and supervision discussion, students practice establishing goal consensus and engaging in collaborative decision-making with clients. Instruction includes identifying client goals, negotiating priorities, and facilitating shared decision-making within the counseling process.</p> <p><b>Instructional Focus (CACREP 3.E.13):</b> Students apply treatment planning skills in recorded counseling sessions, integrating interventions and strategies consistent with client goals and theoretical orientation.</p> <p><b>Instructional Focus (CACREP 3.E.14):</b> Through recorded sessions and supervision, students evaluate and refine measurable outcomes based on client progress and counseling interventions.</p> <p><b>Instructional Focus (CACREP 3.E.17):</b> Students apply caseload management and referral strategies within recorded counseling sessions, considering appropriate referrals and resource connections to promote client independence and wellness.</p>	
8	<p>Reading: Chapter 7 Inflexible Interpersonal Coping Strategies</p>	<p>Mandatory Class Meeting Recording 3: Session 3 + paperwork</p> <p><b>Instructional Focus (CACREP 3.E.5):</b> Through recording assignments, lecture, and supervision discussion, students apply technology in counseling practice by recording, reviewing, and submitting counseling sessions. Instruction includes ethical and professional use of technology, confidentiality, and digital documentation within counseling relationships.</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through recorded counseling sessions, lecture, and synchronous class discussion, students practice culturally sustaining and</p>	100

		<p>responsive strategies for establishing and maintaining counseling relationships across service delivery modalities. Emphasis is placed on adapting counseling approaches to client context, culture, and communication needs.</p> <p><b>Instructional Focus (CACREP 3.E.12):</b> Through recording assignments and supervision discussion, students practice establishing goal consensus and engaging in collaborative decision-making with clients. Instruction includes identifying client goals, negotiating priorities, and facilitating shared decision-making within the counseling process.</p> <p><b>Instructional Focus (CACREP 3.E.13):</b> Students apply treatment planning skills in recorded counseling sessions, integrating interventions and strategies consistent with client goals and theoretical orientation.</p> <p><b>Instructional Focus (CACREP 3.E.14):</b> Through recorded sessions and supervision, students evaluate and refine measurable outcomes based on client progress and counseling interventions.</p> <p><b>Instructional Focus (CACREP 3.E.17):</b> Students apply caseload management and referral strategies within recorded counseling sessions, considering appropriate referrals and resource connections to promote client independence and wellness.</p>	
9	Reading: Chapter 8 Relational Themes and Reparative Experiences	<p>Recording 4: Session 4 + paperwork Insurance Benefits Experience</p> <p><b>Instructional Focus (CACREP 3.E.5):</b> Through recording assignments, lecture, and supervision discussion, students apply technology in counseling practice by recording, reviewing, and submitting counseling sessions. Instruction includes ethical and professional use of technology, confidentiality, and digital documentation within counseling relationships.</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through recorded counseling sessions, lecture, and synchronous class discussion, students practice culturally sustaining and responsive strategies for establishing and</p>	100 100

		<p>maintaining counseling relationships across service delivery modalities. Emphasis is placed on adapting counseling approaches to client context, culture, and communication needs.</p> <p><b>Instructional Focus (CACREP 3.E.12):</b> Through recording assignments and supervision discussion, students practice establishing goal consensus and engaging in collaborative decision-making with clients. Instruction includes identifying client goals, negotiating priorities, and facilitating shared decision-making within the counseling process.</p> <p><b>Instructional Focus (CACREP 3.E.13):</b> Students apply treatment planning skills in recorded counseling sessions, integrating interventions and strategies consistent with client goals and theoretical orientation.</p> <p><b>Instructional Focus (CACREP 3.E.14):</b> Through recorded sessions and supervision, students evaluate and refine measurable outcomes based on client progress and counseling interventions.</p> <p><b>Instructional Focus (CACREP 3.E.17):</b> Through the Insurance Benefits Experience, lecture, and discussion, students explore system-level factors impacting caseload management, including access to care, referral processes, and coordination with community resources.</p> <p><b>Instructional Focus (CACREP 3.E.17):</b> Students apply caseload management and referral strategies within recorded counseling sessions, considering appropriate referrals and resource connections to promote client independence and wellness.</p>	
10	<p>Reading: Chapter 9 Working with the Process Dimension and Clinical Counseling</p>	<p>Mandatory Class Meeting <b>Recording 5: Session 5 + paperwork</b> <b>Instructional Focus (CACREP 3.E.5):</b> Through recording assignments, lecture, and supervision discussion, students apply technology in counseling practice by recording, reviewing, and submitting counseling sessions. Instruction includes ethical and professional use of technology,</p>	100

		<p>confidentiality, and digital documentation within counseling relationships.</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through recorded counseling sessions, lecture, and synchronous class discussion, students practice culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities. Emphasis is placed on adapting counseling approaches to client context, culture, and communication needs.</p> <p><b>Instructional Focus (CACREP 3.E.12):</b> Through recording assignments and supervision discussion, students practice establishing goal consensus and engaging in collaborative decision-making with clients. Instruction includes identifying client goals, negotiating priorities, and facilitating shared decision-making within the counseling process.</p> <p><b>Instructional Focus (CACREP 3.E.13):</b> Students apply treatment planning skills in recorded counseling sessions, integrating interventions and strategies consistent with client goals and theoretical orientation.</p> <p><b>Instructional Focus (CACREP 3.E.14):</b> Through recorded sessions and supervision, students evaluate and refine measurable outcomes based on client progress and counseling interventions.</p> <p><b>Instructional Focus (CACREP 3.E.17):</b> Students apply caseload management and referral strategies within recorded counseling sessions, considering appropriate referrals and resource connections to promote client independence and wellness.</p>	
11	Reading: Transference and Counter Transference	<p><b>Recording 6: Session 6 + paperwork</b></p> <p><b>Instructional Focus (CACREP 3.E.5):</b> Through recording assignments, lecture, and supervision discussion, students apply technology in counseling practice by recording, reviewing, and submitting counseling sessions. Instruction includes ethical and professional use of technology, confidentiality, and digital documentation within counseling relationships.</p>	100

		<p><b>Instructional Focus (CACREP 3.E.7):</b> Through recorded counseling sessions, lecture, and synchronous class discussion, students practice culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities. Emphasis is placed on adapting counseling approaches to client context, culture, and communication needs.</p> <p><b>Instructional Focus (CACREP 3.E.13):</b> Students apply treatment planning skills in recorded counseling sessions, integrating interventions and strategies consistent with client goals and theoretical orientation.</p> <p><b>Instructional Focus (CACREP 3.E.14):</b> Through recorded sessions and supervision, students evaluate and refine measurable outcomes based on client progress and counseling interventions.</p> <p><b>Instructional Focus (CACREP 3.E.17):</b> Students apply caseload management and referral strategies within recorded counseling sessions, considering appropriate referrals and resource connections to promote client independence and wellness.</p>	
<p>12</p>	<p>Reading: Chapter 10 Working-Through Termination</p>	<p>Mandatory Class Meeting Website Scavenger Hunt: Termination Summary/Discharge Plan</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through recorded counseling sessions, lecture, and synchronous class discussion, students practice culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities. Emphasis is placed on adapting counseling approaches to client context, culture, and communication needs.</p> <p><b>Instructional Focus (CACREP 3.E.13):</b> Students apply treatment planning skills in recorded counseling sessions, integrating interventions and strategies consistent with client goals and theoretical orientation.</p> <p><b>Instructional Focus (CACREP 3.E.14):</b> Through recorded sessions and supervision, students evaluate and refine measurable</p>	<p>100</p>

		<p>outcomes based on client progress and counseling interventions.</p> <p><b>Instructional Focus (CACREP 3.E.17):</b> Students apply caseload management and referral strategies within recorded counseling sessions, considering appropriate referrals and resource connections to promote client independence and wellness.</p>	
13	Reading: Review for Final	<p>Recording 7: Termination + paperwork (Final Demonstration)</p> <p><b>Instructional Focus (CACREP 3.E.5):</b> Through recording assignments, lecture, and supervision discussion, students apply technology in counseling practice by recording, reviewing, and submitting counseling sessions. Instruction includes ethical and professional use of technology, confidentiality, and digital documentation within counseling relationships.</p> <p><b>Instructional Focus (CACREP 3.E.7):</b> Through recorded counseling sessions, lecture, and synchronous class discussion, students practice culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities. Emphasis is placed on adapting counseling approaches to client context, culture, and communication needs.</p> <p><b>Instructional Focus (CACREP 3.E.13):</b> Students apply treatment planning skills in recorded counseling sessions, integrating interventions and strategies consistent with client goals and theoretical orientation.</p> <p><b>Instructional Focus (CACREP 3.E.14):</b> Through recorded sessions and supervision, students evaluate and refine measurable outcomes based on client progress and counseling interventions.</p> <p><b>Instructional Focus (CACREP 3.E.17):</b> Students apply caseload management and referral strategies within recorded counseling sessions, considering appropriate referrals and resource connections to promote client independence and wellness.</p>	100
14	Reading: Study for Final Watch recorded sessions	Mandatory Class Meeting	60

		<b>Instructional Focus (CACREP 3.E.5, 3.E.7, 3.E.12, 3.E.13, 3.E.14):</b> Through observation and review of recorded counseling sessions, lecture, and group discussion, students analyze the application of technology in counseling, evaluate counseling relationships across modalities, and assess the use of goal consensus, treatment planning, and measurable outcomes within the counseling process. Students engage in reflective analysis of counseling effectiveness and integration of skills.	
15		Final CCS-R (self)	60
16		Final	100
		<b>Total Points Available in Course</b>	<b>1645</b>

**Bolded assignments denote being part of the Assessment Plan**

## Assignments

### Mandatory Synchronous Class Meetings

You will be required to attend mandatory synchronous class meetings. **These will be at 6pm (CST) on Tuesdays.** Attendance and active participation are essential to your success in this class. Non-participation in synchronous aspects of the course will negatively impact your grade. There is no distinction between excused and unexcused absences. If you miss a portion of a class, it is your responsibility to make up any work you may have missed. Advance notice must be given prior to the class meeting. Missing a mandatory class meeting will hinder your progress in the class and will result in the reduction of your grade. You should be on time and prepared to engage in discussion and activities.

### *Policy on Environment to Professional Practice Synchronous Courses*

Much of what occurs in a counseling class is highly confidential. When you're attending class, you need to make sure the following conditions are met:

- **Your camera must be on at all times during class**
- Be in a quiet area
- Make sure no family or friends can hear the class
- Make sure you're in a confidential area, not a public place
- Know what to do if any materials trigger you
- It is highly recommended for you to use a headset
- You are responsible for knowing the profession's code of ethics

In-Class Participation: Students are expected to participate in class each week. Attendance of class does not automatically accrue participation points. Students should be engaged in a respectful and meaningful way each week. This means that student will come to class fully prepared for the topic as evidenced by having read the assigned materials and preparing any topics or questions for discussion. Students are expected to respectfully and professionally engage in providing and receiving meaningful feedback to each other during the in-class roleplay portion.

### Getting to Know You Discussion

Most classes in Northwestern's School Counseling and Clinical Mental Health Counseling programs will begin with a *Getting to Know You* threaded discussion - these discussions are geared toward helping students and professors get to know each other better. In that spirit, please introduce yourself to your classmates and answer the following questions:

- What is one specific goal you would like to focus on during this course which will benefit your counseling skills development?
- How will you work toward meeting this goal?
- What do you feel are two of your strengths as a counselor at this point in your development?
- What is one resource you've discovered on your own (outside of the resources assigned to you in your classes) which has positively impacted your development as a counselor and which you can share with your classmates and instructor?

Please post a 250 - 300 word response to the discussion prompt questions by the third day of class at midnight. Once you've created your thread in response to the discussion prompt, respond on the threads of at least two of your classmates by Saturday at midnight. Try to respond to

everyone who has posted on your thread by the time the assignment is due to be completed (Sunday at midnight).

### **Disclosure Statement**

Related to the practice counseling sessions you will be recording in your dyads, please review, sign, and submit the disclosure statement attached here with this assignment. The disclosure statement simply acknowledges that everyone in the course is a student, everyone is conducting these sessions for the purpose of practice, and nothing you're doing in this course should be construed as being actual counseling services. All of this practice work is geared toward helping all of you develop as counseling students.

However, we do need to maintain confidentiality of the things our clients say in these practice sessions, particularly in light of the fact that even in a practice session, our practice clients may be sharing some real material from their lives. The only person who will view your recordings of the sessions is your instructor. But make sure you maintain confidentiality of your client's disclosures in all class discussions, with other students in the program, and with anyone who's not in the program.

Everyone must sign and submit the disclosure statement before they'll be able to move on into recording their practice sessions for the course. You do not need to print & sign. Your instructor will accept your digital signature and submission of the disclosure statement as your agreement with the disclosure statement's contents. You must complete this assignment in this module even if you will be working with a partner with whom you've previously worked in previous courses.

### **Website Scavenger Hunt: Informed Consent Document (CACREP 5.C.4)**

In this course, to help prepare you for Practicum, you will be practicing working with a counseling client from start to finish. In order to do this, you'll need standard counseling paperwork to complete with your client.

For this assignment, you will conduct a website scavenger hunt, exploring sites which have posted counseling informed consent documentation. The first site you will visit is your state board to learn the rules and regs they have about what should be included on your informed consent documents. Based on the information you find on the board's site and the other sites you visit, you will construct your own informed consent document, covering the information required and suggested to be covered for your future role (school counselor or clinical mental health counselor), and which is required to be covered by the state in which you anticipate practicing.

To successfully complete this assignment, you must visit a minimum of five websites and incorporate information from each of the sites. Your final product should be your own creation, derived from the information you found on the sites you visited. In addition to your completed informed consent document, you will submit a one-page sheet with the references of the sites where you obtained the information for your informed consent document.

### **Website Scavenger Hunt: The Intake Assessment (CACREP 5.C.4)**

In this course, to help prepare you for Practicum, you will be practicing working with a counseling client from start to finish. In order to do this, you'll need standard counseling paperwork to complete with your client.

For this assignment, you will conduct a website scavenger hunt, exploring sites which have posted counseling intake assessment forms. The first site you will visit is your state's licensing board. Based on the information you find from the board site and the other sites you visit, you will construct your own intake assessment document, covering best practices on information which should be gathered in the initial sessions, and information you feel it's important to gather in your future role (school counselor or clinical mental health counselor).

To successfully complete this assignment, you must visit a minimum of five websites and incorporate information from each of the sites. Your final product should be your own creation, derived from the information you found on the sites you visited. In addition to your completed intake assessment document, you will submit a one-page sheet with the references of the sites where you obtained the information for your intake assessment document.

**Recording Assignments (CACREP 3.E.2, 5, 8, 9, 12, 13, 14, 17; 2.C; 5.C.4, 5)  
APA formatted cover page.**

Students are required to meet with their assigned partner and record SEVEN (7) mock sessions for review.

**Introduction:**

- BRIEF (2 paragraphs as a summary of client issues and this session. Please identify session number, date, and times).
- Your thoughts about a theory or theories to show conceptualization and potential ways of working with your client and how it applies to this session (2 paragraphs maximum).
- What were you hoping to do in this session? (1 paragraph).
- ONE sentence about "WHY" you chose these 10 minutes:
- Specifically, why I think it's my best 10 minutes – "I did/didn't do thus and so, because..."

**Transcription:**

- Completely transcribe 10 minutes (sighs, nonverbals, etc.) and label your interventions with every response:
- CO: What brings you to counseling today? (Door Opener/Open Question)
- CL: Ummm... (pause) I'm here for extra credit, but we can talk about the stress related to my semester.
- CO: How many hours are you taking this semester? (Closed Question)
- (*WISH: Tell me more about that stress.*) *What I wish I'd said.*
- Double-space between responses.
- Note "*WISH*" you had responded differently.
- Every time you speak in the transcription, you label your intervention (open-ended question, closed ended question, wish, reflection, summary, door opener...and so on)
- VERY IMPORTANT!! Make sure you note the time stamped on your recording where you start and stop your verbatim transcription. If instructor does not have this information, your recording will not be viewed and you will not receive a grade on your recording which will ultimately affect your grade in the course.
- Select a time in the recording that demonstrates YOUR ABILITY – not your "silence" or the client talking.
- Turn the Introduction and script in Blackboard with no client information on the paperwork.

**Mock Session Journals:** The final section of each paper is your weekly Mock Session Journal. You will meet with your assigned student partner once a week, to practice applying the skills learned in this class. You are required to keep a weekly journal of these practice mock sessions reflecting on your professional development and also your application of skills. You will also reflect on your overall growth, personal and professional development, struggles, spiritual impact and growth, and achievements in relation to their skill practice.

**Mock Session Disclaimers:** It is up to student discretion what topic you discuss in your weekly meeting with your peer. As the client, it is your job to make sure that you have some topic to discuss with your partner. You may choose to develop a persona for this activity but your persona must be consistent across all practice sessions. A topic you choose should have a minimum of emotional content (i.e., frustration, excitement, embarrassment, anger, happiness, etc.) for your partner to practice applying counseling skills. Students may discuss personal issues/experiences if they choose but the issues/experiences should be surface level not a major issue/experience that is something you would seek professional counseling for (i.e., marriage/relationship breakdown/divorce, psychosis issues, personal traumatic experiences, etc.).

**Evaluation:** Students must obtain an average of 80%, on the final CCS-R to move on to the next course. Should the student earn below a 80% on the recording, they will meet with the instructor and be given verbal feedback on their recorded session and asked to submit an additional recording. Verbal feedback may include role-playing with the instructor. Should the student not gain a minimum of 80% in ALL areas on the final recording then a remediation plan will be implemented and the student may fail the course.

**Feedback:** Student will submit recording via ELC (Tevera). Instructor will provide written feedback. Verbal feedback and/or additional meetings will be required as needed. Student should incorporate feedback into subsequent mock sessions and classroom role-plays.

### **Case Notes (CACREP 5.C.9)**

To document your work in counseling sessions, you'll need to complete a case note following each session. However, there are different case note formats counselors can choose from.

To help you understand the differences and to choose the format you like best, this paper provides you an opportunity to try out three different case note formats; DAP, SOAP, and BIRP. The DAP format organizes your note into three sections; Data, Assessment, and Plan. The SOAP format organizes your note into four sections; Subjective, Objective, Assessment, and Plan. The BIRP format also organizes your note into four sections; Behavior, Intervention, Assessment, and Plan.

Exploring guidance, you can find online, utilize the information from practice Recording # 1 to write a case note in each of these formats; DAP, SOAP, and BIRP. Each case note should be roughly a half-page. There will obviously be some similarities between your notes, but because each format organizes the information differently and includes different categories, each note should reflect the different organization and might even include slightly different information. Use the remaining half-page of your 2-page paper to discuss the format you like best, and why.

You will need to do a bit of research on insurance companies to learn the type of notes they prefer and the information they require in order to be reimbursed.

Include an APA style title page and references page. Title page and references do not count toward the body page requirements. You do not need to include an abstract with this paper. You are required to cite and reference at least three outside sources in your paper. You **do not** need to include an introductory paragraph which forecasts what you will cover in the paper or a conclusion paragraph which summarizes the paper in this particular paper. Use APA section headings as appropriate. Make sure to review the grading rubric for guidance before you start writing your paper.

### **Website Scavenger Hunt: The Treatment Plan (CACREP 3.E.13, 14, 17; 5.C.4)**

In this course, to help prepare you for Practicum, you will be practicing working with a counseling client from start to finish. In order to do this, you'll need standard counseling paperwork to complete with your client.

For this assignment, you will conduct a website scavenger hunt, exploring sites which have posted counseling treatment plan forms. The first site you will visit is your state board to learn the rules and regs they have about what should be included on your treatment plans. Based on the information you find from the board site and the other sites you visit, you will construct your own treatment plan document which will help you document the client's therapeutic goals and the work you plan to do with the client based on the client's diagnosis or referral information.

Clinical mental health counselors will definitely be utilizing treatment plans in their future practice. School counselors may not be utilizing formal treatment plans. However, it's still a good practice for school counselors to think through what they're trying to accomplish and how they're going to try to accomplish it, in intervening with a student based on the client's presenting concerns and the information provided in the referral.

To successfully complete this assignment, you must visit a minimum of five websites and incorporate information from each of the sites. Your final product should be your own creation, derived from the information you found on the sites you visited. In addition to your completed treatment plan document, you will submit a one-page sheet with the references of the sites where you obtained the information for your treatment plan document.

### **Clinical Supervision and Individual Meeting with Your Instructor Reflection (CACREP 3.A.12)**

The Individual Meeting with Your Instructor Assignment is included in Module 8, but it can be completed at any time during the second half of the semester.

Students are required to schedule a 30-minute meeting with the instructor during Week 7 of the term. Students should bring feedback and questions to the meeting. The 30-minute meeting will serve as an opportunity for the student to demonstrate some skills, for the professor to get to and for the professor to assess some of the student's counseling skills, knowledge, and dispositions. It is a good idea to work with your professor to start scheduling these meetings around Module 4. If you wait too late in the block, it may be difficult for the professor to get everyone scheduled at a workable time.

Once you have completed the meeting with your professor, you will complete a 3-page paper on clinical supervision. You will use 3 peer reviewed articles as well as a summary of the clinical supervision meeting with your instructor. You will need to reflect on the purpose of and roles within counseling supervision in the profession. Also include a minimum of 2 Bible verses reflecting on why spiritually can help you during clinical supervision.

### **Insurance Benefits Experience (CACREP 5.C.9)**

The purpose of this assignment is to discover first hand challenges associated with access to insurance coverage for mental health services. Utilizing your personal health insurance policy (if you do not have insurance, select a managed care company and explore their mental health benefits package) and determine if the policy covers mental health and/or substance abuse coverage.

Call the 800 number on the card and obtain the following information:

- Type of coverage available for (a) inpatient, (b) outpatient, and (c) partial hospitalization for mental health and substance abuse
- Determine the fees, deductibles, and co-pays for the above three modalities for both coverage areas (mental health & substance abuse)
- Ask if they will pay for out-of-network providers (i.e., professionals or programs of your choice that are not on their plan), and at what rate or percentage?
- Determine eligibility for services and whether pre-existing conditions are covered
- Ask about reimbursement rates if treatment is not deemed “medically necessary”
- Find out if you would need a referral from a primary physician to receive counseling

As you gather information, keep notes on two areas:

1. Information provided or not provided in response to your questions.
2. Thoughts and feelings that come up for you throughout the process.

Once you have completed your investigation of benefits, you are to write an integrative summary of this information and process. Your report should include the following:

1. A summary of information obtained in response to your questions
2. A summary of your thoughts and feelings going through the process
3. A discussion of the implications this process might have for a potential service provider, clients, and for you as a counselor

### **Website Scavenger Hunt: Termination Summary/Discharge Plan (CACREP 5.C.4)**

In this course, to help prepare you for Practicum, you will be practicing working with a counseling client from start to finish. In order to do this, you'll need standard counseling paperwork to complete with your client.

For this assignment, you will conduct a website scavenger hunt, exploring sites which have posted counseling termination summaries and discharge planning forms. The first site you will visit is your state board to learn the rules and regs they have about what should be included on your termination summary/discharge plan. Based on the information you find from the board site and the other sites you visit, you will construct your own termination summary/discharge plan

document which will help you summarize the work you completed with the client, your client's current treatment status, and any plans for the client's ongoing treatment.

Clinical mental health counselors will definitely be utilizing termination summaries/discharge plans in their future practice. School counselors may not be utilizing formal termination summaries/discharge plans. However, it's still a good practice for school counselors to think through how they would document the progress made with a client and any recommendations and referrals they're making for a client as they terminate treatment.

To successfully complete this assignment, you must visit a minimum of five websites and incorporate information from each of the sites. Your final product should be your own creation, derived from the information you found on the sites you visited. In addition to your completed termination summary/discharge plan document, you will submit a one-page sheet with the references of the sites where you obtained the information for your termination summary/discharge plan document.

**Final CCS-R (self)**

Students will complete a final CCS-R over the work they've done with the recording assignments throughout the semester. This will be completed in ELC (Tevera). Once the student CCS-R has been completed, the student will drop a note to the professor via this portal to let them know so they can assign a grade via the rubric.

**Final**

Covering all the chapters of the text book.

**Assessment Methods**

*Getting to Know You Rubric*

*Disclosure Statement*

*Mandatory Class Meeting Participation*

*Recording Assignments Rubrics*

*Insurance Benefits Experience Rubric*

*Website Scavenger Hunt: Informed Consent Document Rubric*

*Website Scavenger Hunt: The Intake Assessment Rubric*

*Website Scavenger Hunt: The Treatment Plan Rubric*

*Case Notes Rubric*

*Website Scavenger Hunt: Termination Summary/Discharge Plan Rubric*

*Clinical Supervision and Individual Meeting with Your Instructor Reflection Rubric*

*Final CCS-R (self and faculty) Rubric*

*Final*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for

specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale Percentages:

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

## **Academic Integrity**

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

## **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

## **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>.

## Course Resources

### Media Resources:

- American Counseling Association. (2014) *ACA code of ethics*.  
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- American School Counselor Association. (2019). *ASCA School Counselor Professional Standards & Competencies*. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>
- Dr. Todd Grande. (2016, February 24). *Intake and assessment role-play part 1 – Referral and presenting problems* [Video]. YouTube.  
<https://www.youtube.com/watch?v=OPCYGqzf7Us>
- Dr. Todd Grande. (2016, February 24). *Intake and assessment role-play part 2 – Family relationships* [Video]. YouTube. <https://www.youtube.com/watch?v=y1WpUUqP1Hg>
- Dr. Todd Grande. (2016, February 24). *Intake and assessment role-play part 3 – Social, medical, and mental health history* [Video]. YouTube.  
<https://www.youtube.com/watch?v=Yv9QS8KJnDE>
- Dr. Todd Grande. (2016, February 24). *Intake and assessment role-play part 4 – Education, work, and legal history* [Video]. YouTube.  
[https://www.youtube.com/watch?v=S4jJ\\_AZhxgU](https://www.youtube.com/watch?v=S4jJ_AZhxgU)
- Dr. Todd Grande. (2016, February 24). *Intake and assessment role-play part 5 – Spiritual, cultural, and abuse history* [Video]. YouTube.  
<https://www.youtube.com/watch?v=dREjjXvFybk>
- Dr. Todd Grande. (2016, February 24). *Intake and assessment role-play part 6 – Risk assessment and goal setting* [Video]. YouTube. [https://www.youtube.com/watch?v=64T\\_BwKcc2M](https://www.youtube.com/watch?v=64T_BwKcc2M)
- Dr. Todd Grande. (2015, October 16). *Treatment planning in counseling – Goal and objective setting related to unstable relationships* [Video]. YouTube.  
<https://www.youtube.com/watch?v=VGdWk7YRS1c>
- Maelisa McCaffrey. (2018, July 2). What is medical necessity? (Insurance Notes) [Video]. YouTube. <https://www.youtube.com/watch?v=tN3a0dQIhc0>
- Brent Bandhauer. (2019, May 22). *Individual counseling session in middle school* [Video]. YouTube. <https://www.youtube.com/watch?v=b6PjdTmQ-0g&t=10s>
- Center for Faith & Work. (2016, February 3). *Curt Thompson: Vulnerability reframed: Healing shame & promoting human flourishing* [Video]. YouTube.  
<https://www.youtube.com/watch?v=iboW5NUJiGU&t=117s>
- Dr. Todd Grande. (2017, August 12). *CBT counseling role-play – Clients with symptoms of borderline personality disorder* [Video]. YouTube.  
<https://www.youtube.com/watch?v=jQgkVKGqBCE>
- MerloLab. (2015, June 9). *The effective school counselor with a high risk teen: Motivational interviewing demonstration* [Video]. YouTube.  
[https://www.youtube.com/watch?v=\\_TwVa4utpII&t=18s](https://www.youtube.com/watch?v=_TwVa4utpII&t=18s)
- ### Journal Articles:
- Schwartz, J., & Weiner, M. B. (2003). Finding meaning in medical necessity. *Social Work*, 48(3), 293-400. <https://doi.org/10.1093/sw/48.3.392>
- Butts, C. M., & Gutierrez, D. (2018). Expanding intake assessment to incorporate spirituality using five functional tasks. *Counseling and Values*, 63, 147-163.  
<https://doi.org/10.1002/cvj.12085>
- Falvey, J. E., Bray, T. E., & Hebert, D. J. (2005). Case conceptualization and treatment planning:

- Investigation of problem solving and clinical judgment. *Journal of Mental Health Counseling*, 27(4), 348-372.
- Fruhauf, S., Figlioli, P., Oehler, D., & Caspar, F. (2015). What to expect in the intake interview? Impression management tactics of psychotherapy patients. *Journal of Social and Clinical Psychology*, 34(1), 28-49. <https://doi.org/10.1521/jscp.2015.34.1.28>
- Gutierrez, D., Fox, J., Jones, K., & Fallon, E. (2018). The treatment planning of experienced counselors: A qualitative examination. *Journal of Counseling & Development*, 96, 86-96. <https://doi.org/10.1002/jcad.12180>
- Lazar, S. G. (2014). The cost-effectiveness of psychotherapy for the major psychiatric diagnoses. *Psychodynamic Psychiatry*, 42(3), 423-458. <https://doi.org/10.1521/pdps.2014.42.3.423>
- Prieto, L. R. & Scheel, K. R. (2002). Using case documentation to strengthen counselor trainees' case conceptualization skills. *Journal of Counseling & Development*, 80, 11-21. <https://onlinelibrary.wiley.com/doi/pdfdirect/10.1002/j.1556-6678.2002.tb00161.x>
- Robinson, B. L. (2017). Session block: Of mirrors, lamps, and other methods for the writing up of notes. *British Journal of Psychotherapy*, 33(3), 282-296. <https://doi.org/10.1111/bjp.12314>
- Swift, J. K., & Greenberg, R. P. (2012). Premature discontinuation in adult psychotherapy: A meta-analysis. *Journal of Consulting and Clinical Psychology*, 80(4), 547-559. <https://doi.org/10.1037/a0028226>
- Taylor, S. A., Phillips, K. J., & Gertzog, M. G. (2018). Use of synthesized analysis and informed treatment to promote school reintegration. *Behavioral Interventions*, 33, 364-379. <https://doi.org/10.1002/bin.1640>



## Counseling Program

---

### COUN 635 Capstone Syllabus 3 credits Term:

**Professor:**

**Phone:**

**E-mail:**

**Office hours:**

#### **Course Description**

This course is intended to be a final summation of students' experience in the clinical mental health counseling and school counseling programs. As such, it is intended to be taken during students' last semester of the program, where they can reflect back on what they've learned over the previous semesters. Students will reflect on and integrate features from psychology, theology, Christian spirituality, and the practice of evidence-based counseling skills and methods as students work to continue refining their individual counseling approaches that they will be applying in school counseling and clinical mental health counseling settings.

**Prerequisites:** CMHC 610

#### **Required Textbooks**

All texts from the program

Library Research

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). ISBN: 978-1433832178

#### **Methodology**

The course will utilize didactic and experiential learning activities, such as a lecture and discussion, small group and online discussions, multimedia, role plays, panel discussions, and in-class and out of class assignments to develop critical thinking skills.

**CACREP Standards (Where and How Covered) CACREP 3.A.H**

<b>Student Learning Objectives (SLO)</b>	<b>CACREP Standards</b>	<b>Learning Activity</b>
Understand the role and process of the professional counselor advocating on behalf of the profession.	3.A.5	<ul style="list-style-type: none"> <li>• Research Project</li> <li>• Discussion: Ethical and Legal Consideration</li> <li>• Discussion: Resumes and Job Hunting</li> </ul>
Evaluate professional counseling organizations, including member benefits, activities, services to members, and current issues.	3.A.6	<ul style="list-style-type: none"> <li>• Research Project</li> <li>• Discussion: Ethical and Legal Considerations</li> </ul>
Demonstrate knowledge of professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for CMHC.	3.A.7	<ul style="list-style-type: none"> <li>• State Licensing/Credentialing Presentation</li> <li>• Discussion: Wellness and Credentialing</li> </ul>
Assess their self-care practices and create a post-graduation self-care plan as they contemplate moving into their post-graduate professional roles.	3.A.11	<ul style="list-style-type: none"> <li>• Wellness Plan and Workshop Presentation</li> <li>• Discussion: Wellness and Credentialing</li> </ul>
Students acquire the ability to understand the role of religion and spirituality and how a Christian/Biblical world view can be integrated in client's' and counselors' psychological functioning.	3.B.11	<ul style="list-style-type: none"> <li>• Research Project</li> </ul>
Differentiate theories and models, including relevance to clients from diverse backgrounds.	3.E.1	<ul style="list-style-type: none"> <li>• Treatment Plan</li> </ul>
Analyze and discuss counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships.	3.E.9	<ul style="list-style-type: none"> <li>• Research Project</li> <li>• Treatment Plan</li> <li>• Discussion: Ethical and Legal Considerations</li> </ul>
Devise developmentally relevant and culturally sustaining counseling treatment or intervention plans.	3.E.13	<ul style="list-style-type: none"> <li>• Treatment Plan</li> <li>• Discussion: Ethical and Legal Considerations</li> </ul>

Student Learning Outcomes (SLOs) aligned with CACREP standards are assessed through course assignments and program-level Key Performance Indicators (KPIs). Assignment-to-standard alignment is detailed within this syllabus and within the program's comprehensive assessment plan. Program Learning Objectives (PLOs) are evaluated at the program level through aggregated SLO data.

### Course Calendar

Students will complete the assignments listed in the table and as explained in Blackboard. These tables do not reflect scheduled holidays and breaks for the Graduate & Professional Studies. Refer to the Academic Calendar for more information.

The content for this course will be delivered through assigned readings, seminar discussions, synchronous/asynchronous discussions, videos, lectures, written lectures, case conceptualizations, guest speakers, and student assignments.

Session	Reading & Viewing	Assignments	Points
1	Library Research	Discussion: Wellness and Credentialing	100
2	Library Research	Student Group: Research Project Topic Submission Work on Assignments	10
3	Library Research	Wellness Plan and Workshop Presentation	100
4	Library Research	State Licensing/Credentialing Paper Student Group: Research Project Bibliography Submission	100 10
5	Library Research	Discussion: Ethical and Legal Considerations  <b>Instructional Focus (CACREP 3.E.13):</b> Through lecture, readings, and the Discussion: Ethical and Legal Considerations assignment, students examine how ethical, legal, cultural, and contextual factors inform the development of counseling treatment and intervention plans. Emphasis is placed on culturally sustaining and developmentally appropriate decision-making in clinical practice.	100
6	Library Research	Treatment Plan (CMHC) or IEP (School Counselor)  <b>Instructional Focus (CACREP 3.E.13):</b> Through the Treatment Plan assignment, students develop developmentally relevant and culturally sustaining counseling intervention plans based on a client case conceptualization. Instruction includes integrating diagnosis, client strengths, cultural context, and evidence-based	100

		interventions to create comprehensive treatment plans.	
7	Library Research	Research Project	100
8	Library Research	Discussion: Resumes and Job Hunting Counselor Resume	100 50
		<b>Total Points Available in Course</b>	<b>770</b>

**Bolded Assignment denotes being part of Assessment Plan**

## Assignments

### **Discussion: Wellness and Credentialing (CACREP A7, 11)**

Watch the following video: [Learning Thursdays: Year of Ethics: Self-Care and Counselor Wellness](#) (1:19:51 minutes) and read two articles on wellness that you find on the ACA website (CMHC) or the ASCA website (School Counselor). Be prepared to discuss wellness in depth and participate in role plays.

In your post answer these questions based on the video you viewed and two articles you read from the ACA or ASCA website on wellness:

- How would you rate your current self-care plan?
- Why is self-care important in the counseling profession?
- What types of things do you need to put in place for self-care now and post graduation?

You will then visit your state board's website to review the credentialing process you will undergo after graduation:

- When can you sit for the NCE
- How many hours of supervision will you need
- What forms will you need to submit
- How much will all of this cost

Once you have viewed the video and visited the state board's website, write 500-word post with references summarizing the information you learned. You will then answer 3 classmates' posts with a 250-word post each.

### **Student Group: Research Project Topic Submission (CACREP 3.A.5, 3.A.6, 3.B.11, 3.E.9)**

Instructor assigned student groups will identify a current issue related to clinical work, conduct a review of the literature pertaining to this issue, evaluate local, state, and federal policy pertaining to the issue, design a research plan to explore the issue, developing measurable outcomes and describing data collection and analysis strategies, and how these will be used to increase the effectiveness of counseling interventions and programs.

You will submit the topic you will be researching via this submission portal. Only one person in the group has to make the submission in Module 2.

### **Wellness Plan and Workshop Presentation (CACREP 3.A.11)**

The ACA Task Force on Counselor Wellness and Impairment (2005) recommended all counselors-in-training, counselors, counselor educators, and supervisors develop a holistic wellness (self-care) plan to help guard against the potential negative impact of counseling hurting clients. The purpose of this assignment is for students to develop a practical, individualized self-care/wellness plan to follow as they move into the counseling field following graduation.

Each student will develop a personal self-care/wellness plan that he/she can implement post-graduation. This self-care/wellness plan should address the areas of:

- physical,
- emotional,

- cognitive,
- social, and
- spiritual wellness

and include strategies that can be implemented

- daily,
- weekly,
- monthly, and/or
- yearly.

Students are encouraged to be creative in the development of their self-care/wellness plans. Please consider the following in the completion of this assignment:

- Identify specific, achievable goals to address each area of wellness (i.e., physical, emotional, cognitive, social, and spiritual)
- Consider what you will do routinely (daily, weekly, monthly) to promote wellness
- Consider what you will do during “tough times” (e.g., when you are feeling the personal and professional impact of this work on your daily life)
- What areas of wellness do you need to focus more time and energy?
- What specific strategies will you implement during your training program?
- How will your wellness plan change post-graduation?

You will then create a workshop to teach first semester counseling students about the importance of having and using a wellness plan throughout their program and into their professional life.

You will reference a minimum of 5 peer reviewed articles and 3 text books from this program for this assignment. You will create your wellness plan and submit it via the BB portal. You will create a 12 slide PowerPoint outlining the workshop you’ve created. You will then create a recording of you giving the workshop, you will address the items you’ve included on your wellness plan as well as the importance of having a wellness plan. The presentation should be 15 minutes.

### **State Licensing/Credentialing Paper (CACREP 3.A.7)**

As students prepare to complete the program, the next steps will be to apply for counseling license/credential. This assignment is designed to ensure students have a full understanding of professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for CMHC and school counseling. Students will gain an understanding of the steps necessary to be completed for successful transition from a counseling student to credentialed counselor.

Review the licensure/credentialing requirements for your state that are connected to the counseling specialization (mental health or school counseling) completed.

Include all of the following information in your review:

- Credential titles (provisional and clinical, if appropriate)
- Educational requirements
- Experience/internship requirements
- Exams required

- Fees required
- Weblink to appropriate state site(s)
- Relevant telephone numbers and email addresses
- What are the first steps and what are the deadlines for completing those
- How does CACREP Accreditation impact credentialing (CMHC students only)
- What training is needed for in-person and/or online counseling

Complete this 4-page paper (text plus cover page and references) in APA style. Include a minimum of 4 references.

**Student Group: Research Project Bibliography Submission (CACREP 3.A.5, 3.A.6, 3.B.11, 3.E.9)**

Students will identify a current issue related to clinical work, conduct a review of the literature pertaining to this issue, evaluate local, state, and federal policy pertaining to the issue, design a research plan to explore the issue, developing measurable outcomes and describing data collection and analysis strategies, and how these will be used to increase the effectiveness of counseling interventions and programs.

You will submit your bibliography in Module 4. Only one member of the group has to make the submission. This is an APA formatted list of the minimum of 6 scholarly references you are researching to complete the Research Project.

**Discussion: Ethical and Legal Considerations (CACREP A.5, 6, E.9, 13)**

Students will discuss one ethical and one legal issue that warranted consideration during treatment with a client they have treated while in the field. The information contained in this post and the basis for understanding the issues should be guided by state statutes and administrative rules, the American Counseling Association Code of Ethics (ACA), the American Mental Health Counselors Association Code of Ethics (AMHCA), the American School Counseling Association (ASCA), the professional and empirical literature, and respective site information. Examples of issues that may have warranted consideration include risk of harm to self/others, mandated reporting, multiple relationships, informed consent, confidentiality, continuity of care, termination/referral, medication compliance, and/or pending legal action. Students will explain the issues within the context of the applicable statutes, regulations, codes of conduct, professional practice guidelines, and/or site policies and procedures, and how the issues were resolved.

You will create a 500-word post with references and respond to four classmates' posts with 250-word post each.

All client information is to be deidentified.

**Treatment Plan CMHC Students (CACREP 3.E.1, 3.E.9, 3.E.13)**

Students will work in instructor assigned dyads to create a client conceptualization exploring the impact of a particular DSM-5 diagnosis on a fictional client's functioning. The build-a-client conceptualization should be written with sufficient detail such that it clearly illustrates the diagnostic criteria associated with the disorder chosen by the dyad. Dyad's must provide a clinical justification using the DSM-5 criteria associated with the diagnose(s) assigned. After a

particular diagnosis is chosen and client vignette is built which clearly illustrates the associated symptoms, dyads will build an evidence-based treatment plan that delineates strategies for working with that particular disorder.

Include a minimum of 3 peer-reviewed source (e.g., textbooks, journal articles, ACA practice briefs, etc.) to build an evidence-based treatment plan for the fictional client. The build-a-client case conceptualization and treatment plan should include, at a minimum, a:

- Detailed description of the client's demographics (i.e., age, gender, ethnicity, socioeconomic background, occupation and/or educational level, marital status and/or familial context)
- Description of the client's problem(s) and emotional, behavioral, and cognitive symptoms
- Diagnostic impression, including justification using DSM-5 criteria
- Identification of the client's strengths and resources (e.g., interpersonal or tangible resources such as a supportive family or comprehensive mental health coverage via insurance)
- Evidence-based goals, objectives, and interventions for the treatment supported by peer reviewed academic resources
- Three real community resource or referral that could support the client (or their family) throughout the treatment process
- Include what the research says about the importance of treatment plans, evidenced based goals and interventions, including family, and referral sources.

### **Intervention with Individual Education Plan (IEP) for School Counseling Students**

School counselors can contribute significantly to IEP development and implementation by collaborating with the IEP team, offering counseling services, and advocating for students with disabilities, focusing on academic, social-emotional, and career goals.

Here's a breakdown of how school counselors can be involved in IEP intervention assignments:

#### 1. Collaboration and Teamwork:

- **Participate in IEP Meetings:**

School counselors should be active members of the IEP team, providing input on student needs, strengths, and goals.

- **Consult with Special Education Staff:**

Collaborate with special education teachers, case managers, and other related service providers to develop and implement effective interventions.

- **Advocate for Students:**

Represent students' needs and advocate for appropriate accommodations, modifications, and services.

- **Share Information:**

Communicate student progress, challenges, and needs with the IEP team and other relevant stakeholders.

#### 2. Counseling Services:

- **Individual and Group Counseling:**

Provide counseling services to students with IEPs, addressing academic, social-emotional, and career concerns.

- **Social Skills Training:**

Help students develop and improve social skills, emotional regulation, and self-advocacy skills.

- **Transition Planning:**

Support students with IEPs in planning for their future, including post-secondary education, vocational training, and independent living.

- **Crisis Intervention:**

Provide support and guidance to students during times of crisis or difficulty.

### 3. Intervention Strategies:

- **Behavior Interventions:**

Assist in developing and implementing behavior intervention plans (BIPs) for students with IEPs who have behavioral challenges.

- **Academic Interventions:**

Collaborate with teachers to develop and implement academic interventions that address specific learning needs.

- **Classroom Support:**

Provide support in the classroom, such as co-teaching, small group instruction, and individualized instruction.

- **Parent/Family Engagement:**

Work with families to build partnerships and ensure that students' needs are being met at home and school.

### 4. Specific IEP-Related Tasks:

- **Goal Development:**

Contribute to the development of IEP goals that address students' academic, social-emotional, and career needs.

- **Service Delivery:**

Identify and coordinate appropriate services and supports for students with IEPs.

- **Progress Monitoring:**

Track student progress toward IEP goals and adjust interventions as needed.

- **Transition Planning:**

Assist students in developing transition plans that address their post-secondary goals.

- **Collaboration with Other Professionals:**

Work with other professionals, such as school psychologists, speech therapists, and occupational therapists, to provide comprehensive support for students with IEPs.

Students will work in instructor assigned dyads to create IEP interventions focusing on a student struggling with social skills and emotional regulation, along with a plan for implementation and evaluation. You will complete what each intervention will look like.

Student: John Doe, 10 years old, Grade 4 (if you're HS, up the age to 14 in 9<sup>th</sup> grade)

Disability: Emotional Disturbance (Social Skills Deficits, Emotional Regulation)

IEP Goal: John will improve his social skills and emotional regulation, as measured by observable behaviors and teacher/counselor ratings, by the end of the school year.

### Intervention Assignment:

- **Counseling:**

- **Individual Counseling:**
- **Group Counseling:**
- **Consultation:**
- **Behavioral Interventions:**
  - **Check-in/Check-out (CICO):**
  - **Visual Supports:**
  - **Positive Reinforcement:**
  - **Social Skills Training:**
- **Collaboration:**
  - **IEP Team Meetings:**
  - **Communication:**
- **Data Collection:**
  - **Teacher/Counselor Ratings:**
  - **Anecdotal Records:**
  - **Data Analysis:**

Implementation Plan:

1. **Assessment:**
2. **Goal Setting:**
3. **Intervention:**
4. **Data Collection:**
5. **Review and Adjustment:**

Evaluation Plan:

1. **Progress Monitoring:**
2. **Goal Achievement:**
3. **Intervention Effectiveness:**
4. **Recommendations:**

Complete the assignment in APA formatting with a reference page. Simply cut and paste the Intervention Assignment info and complete it with your dyad. It is encouraged that you have rich discussions around this. Every member of the dyad must submit the assignment.

### **Research Project (CACREP 3.A.5, 3.A.6, 3.B.11, 3.E.9)**

Students will work in instructor assigned groups for this project. Students will identify a current issue related to clinical work, conduct a review of the literature pertaining to this issue, evaluate local, state, and federal policy pertaining to the issue, design a research plan to explore the issue, developing measurable outcomes and describing data collection and analysis strategies, and how these will be used to increase the effectiveness of counseling interventions and programs.

Related to this project, students will provide a written professional paper and an oral report. The written body portion of this project will be 8 pages, using APA professional writing style and formatting. Students are expected to cite at least 6 scholarly references in support of their project.

Students must collaborate with a professional mentor counselor in the field to review data and identify a setting need or gap in counseling services for that specific environment (e.g. agency setting: clinical or school). The mentor's name, work location, and email address must be included in the paper. The final product will be a recorded group presentation and paper that will be submitted for conference presentation.

The paper is expected to comprise the following elements:

I. Decide what conference they will submit to. Then look up the criteria to submit a proposal to the conference. Groups will follow the guidelines of selected conference. All members of the group will include on the APA title page which conference was chosen for submission.

## II. Introduction to Research and Advocacy.

Students provide a description and analysis of:

1. The role and process of the professional counselor advocating on behalf of the profession;
2. The principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society and/or multicultural school setting.
3. The role of religion and spirituality in client's' and counselors' psychological functioning.

## III. Current Issue.

Students provide a description and analysis of the current issue (e.g., homelessness, legislative items, third party billing) from his or her clinical work. Students provide evidence and support, by describing their own experiences from clinical work (professional practice, other employment).

## III. Literature Review.

Students conduct a review of the literature (historical and current) pertaining to this issue. Students also evaluate local, state, and federal policy pertaining to the issue. Students provide a description and analysis of:

1. The effect of local, state, and national policies, programs, and services on diverse family systems;
2. Effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of professional counseling;
3. Research findings that could be used to inform counseling practice related to this issue.
4. Evaluate professional counseling organizations, including member benefits, activities, services to members, and current issues.

## IV. Methodology.

Students develop a SMART (Specific, Measurable, Achievable, Results-Focused and Time Bound) goal(s) and action research plan to explore the issue. The goal(s) and plan will further include:

1. developing measurable outcomes,
2. describing data collection and analysis strategies, and
3. articulating how these will be used to increase the effectiveness of counseling interventions and programs.

This paper will be evaluated on coherence of content, style and mechanics, and adherence to APA Professional Writing.

**Discussion: Resumes and Job Hunting (3.A.5)**

You will need to research counselor resumes and how to conduct a job hunt as a counselor. Start with visiting four websites that offer examples of Counselor Resumes. Next, visit two online career centers to get a feel for the types of counseling jobs offered.

Then write a 500-word post discussing the websites you've visited and summarizing what you learned from each website also include how you need to advocate for yourself as a counselor on this job hunt.

Respond to four classmates' posts with a 250-word response – each.

**Counselor Resume**

Using the information, you've learned in preparing for class, you will create your very own Counselor Resume. The document needs to look similar to this [example](#).

**Assessment Methods**

*Discussion: Wellness and Credentialing Rubric*

*Wellness Plan Presentation Rubric*

*State Licensing/Credentialing Presentation Rubric*

*Discussion: Ethical and Legal Considerations Rubric*

*Treatment Plan Rubric or IEP Rubric*

*Research Project Rubric*

*Discussion: Resumes and Job-Hunting Rubric*

*Counselor Resume Rubric*

### Technology Requirements

Generally, any computer manufactured within the last 5 years should meet the hardware/software requirements necessary for your success in Northwestern College's online classes. Although tablets are often used, we recommend having a computer available for easier assignment submission.

Specifically:

Requirement	PC	MAC
Operating system	Minimum: Windows 10 Recommended: Windows 11	Minimum: MacOS 12 Monterey Recommended: MacOS 13 Ventura or later
Processor	Minimum: 8th Generation or newer Intel i3 Recommended: 8th Gen or newer Intel i5	Minimum: 2016 or Newer Recommended: 2020 or newer M-Series CPU
System Memory	Minimum: 8GB   Recommended: 16GB	Minimum: 8GB   Recommended: 16GB
SSD	Minimum: 128GB   Recommended: 250GB or higher	Minimum: 128GB   Recommended: 250GB or higher
Peripherals	Headset with microphone, webcam, speakers	Headset with microphone, webcam, speakers
Internet Connection	10Mb/s   Recommended: 25Mb/s or higher	10Mb/s   Recommended: 25Mb/s or higher
Browser	Mozilla Firefox or Google Chrome, most recent update	Mozilla Firefox or Google Chrome, most recent update
Software	Microsoft 365 Suite (provided by NWC)	Microsoft 365 Suite (provided by NWC)

### Buying a Laptop for College – Quick Tips

While it's nearly impossible to say exactly which laptop you should buy, we have taken the time to compile a list of tips that might help inform your decision making. These are “guidelines” at best, but we hope you find them helpful.

#### Go Pro

We've found that the “Professional” or “Business” line of laptops tend to hold up better over time, are easier to service, and ultimately present the better value in the long run, even though they cost more up-front. Some examples of professional lines from manufacturers include the “ThinkPad” series from Lenovo, the “ProBook” and “EliteBook” series from HP, and the “Latitude” and “Vostro” series from Dell.

**Specs**

In reality, any new computer (Mac or PC) you can buy at the store will work just fine. There are, however, some things worth considering:

- A minimum of 8GB of RAM is recommended as it's generally enough for most students—but if possible, opt for 16GB.
- If you will be crunching numbers (math, accounting, business majors), consider getting a notebook with a 10-key number pad built in.
- We're reluctant to disparage any brand by name, but we have seen enough Toshiba and Acer notebooks come to our helpdesk having died just beyond the warranty period that we would recommend looking elsewhere.

**Protect your investment**

If your budget allows, it's actually not a bad idea to choose an extended warranty that adds "accidental damage protection" for additional peace of mind. The useful lifespan of a college student's laptop seems to be about 4 to 5 years on average, but accidents happen (and fairly often among college students).

**Microsoft Office 365**

Northwestern College provides Microsoft Office 365 for our students, completely free of charge. [Instructions](#) are provided that enable you to easily load the software on up to five of your personal devices. Mac, PC, iOS and Android versions are available.

**We're here for YOU!**

If you have any questions, we'd love to hear from you! Feel free to email our staff or call our help desk at 712-707-7333 during normal business hours. We're happy to consult on individual purchasing decisions or help you find an affordable used model! We're open Monday to Friday, 7:30 a.m. to 10 p.m. during the school year and 8 a.m. to 4:30 p.m. during the summer.

**Contact**

Matt Austin  
Helpdesk Manager  
712-707-7333

[matthew.austin@nwcsiowa.edu](mailto:matthew.austin@nwcsiowa.edu)

**Contact**

Peter Hilla  
Computer Support Specialist  
712-707-7333

[peter.hilla@nwcsiowa.edu](mailto:peter.hilla@nwcsiowa.edu)

**Policies****Writing Style Requirements:**

Standards for student writing follow the American Psychological Association (APA; 7<sup>th</sup> ed.) writing standards. Students should consult the course shell, assignment prompts, and rubrics for

specific assignment guidelines. Recommended resources that inform and support this writing style include:

- The Publication Manual of the American Psychological Association (7<sup>th</sup> ed.).
- The APA Style Blog (<https://apastyle.apa.org/blog>)

### Grading Scale Percentages:

A = 94 – 100	C = 74 – 76
A- = 90 – 93	C- = 70 – 73
B+ = 87 – 89	D+ = 67 – 69
B = 84 – 86	D = 64 – 66
B- = 80 – 83	D- = 60 – 63
C+ = 77 – 79	F = 59 & below

### Discussion and Participation

In order to receive full points in the class discussions, students' contributions must:

- Use professional language (no slang, jargon, or texting codes, like “lol”)
- Be factually correct, reflective and substantive in submissions (Minimum of 250 words for initial posts).
- Include at least 2 references in each discussion from the module's reading, videos, podcasts, and other course activities. Cite these per APA style whenever possible. Include personal experiences and connections.
- Provide justification, examples, and/or rationale for your comments.
- Use correct spelling, grammar, punctuation, and syntax and communicate clearly.
- Advance the discussion.
- Engage in discussions throughout the week. A minimum of three posts--1 original discussion response, and 2 or more substantial participation posts, are expected (Minimum of 150 words for peer responses). Students should share posts on at least 2 days during the week, and can share more to keep the conversation going.
- Be professional, respectful, and considerate of others.

### Deadlines

Students are expected to submit discussion responses and assignments on or before their due dates. Late work will be accepted up to four days past the due date with a penalty of 10% per day of the value of the assignment. No work will be accepted beyond four days late unless an exception has been agreed upon.

### Assignment Submission

All coursework must be completed and submitted through Blackboard, the college's learning management system. If a technical problem with Blackboard prevents the student from submitting, the student should email the professor with the coursework attached before the deadline to document the work was completed by the deadline **and then** submit the coursework within Blackboard when the technical issue has been resolved. Nothing will be graded from email.

## **Academic Integrity**

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments. If a student is suspected of academic dishonesty, actions as prescribed in the Student Handbook will be followed. Consequences for academic dishonesty may include but are not limited to a failing grade on the test or assignment, a failing grade for the course, and dismissal from Northwestern College. Review the Student Handbook for more specific information.

## **Diversity Statement**

Northwestern is committed to pursuing God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together. Professors and students seek to live out our [Vision for Diversity](#). Based upon this vision, we ask that everyone in our classes contribute to an open and respectful environment. An environment that allows every student the opportunity to learn and to support the learning of other members in the class. Students' learning benefits from deep and rich engagement of our diversity in the classroom. An inclusive learning environment engages diverse ideas in the pursuit of truth and academic excellence.

## **Accessibility and Accommodations**

Northwestern College provides reasonable accommodations for students with disabilities based on an individualized review process. If you have been approved for accommodations through Accessibility Services, please share your letter of accommodations with me and contact me to discuss implementing your accommodations. If you think you need accommodations and have not connected with Accessibility Services, please contact Samantha Winn ([samantha.winn@nwcsiowa.edu](mailto:samantha.winn@nwcsiowa.edu), (712) 707-7249, DeWitt Learning Commons #112). For more information visit <https://www.nwcsiowa.edu/academic-support/accessibility>.

## Course Resources

### Journal Articles:

- Blake, M. K. (2020). Other duties as assigned: The ambiguous role of the high school counselor. *Sociology of Education*, 93(4), 315-330.  
<https://doi.org/10.1177/0038040720932563>
- Browning, B. R., McDermott, R. C., & Scaffa, M. E. (2019). Transcendent characteristics as predictors of counselor professional quality of life. *Journal of Mental Health Counseling*, 41(1), 51–64. <https://doi.org/10.17744/mehc.41.1.05>
- Fan, K.Y., Carey, J.C., Marin, I. & He, L. (2019). Activities and role of school-based counselors in the US: A national survey of American Counseling Association members. *Journal of School-Based Counseling Policy and Evaluation*, 1(2), 34-50.  
<https://doi.org/10.25774/8nz2-4y62>
- Posluns, K., Gall. T.L. (2020). Dear mental health practitioners, take care of yourselves: A literature review on self-care. *International Journal for the Advancement of Counseling*, 42(1):1-20. doi: 10.1007/s10447-019-09382-w
- Schimmel, C.J., & Jacobs, E. (2011). Ten creative counseling techniques for helping clients deal with anger. Retrieved from [http://counselingoutfitters.com/vistas/vistas11/Article\\_53.pdf](http://counselingoutfitters.com/vistas/vistas11/Article_53.pdf)
- What Does the Counseling Profession Entail? American Counseling Association, ACA Community, 2023  
<https://www.counseling.org/aca-community/learn-about-counseling/what-is-counseling/career-guide#:~:text=A%20Professional%20Counselor%20will%20possess,Health%20or%20Community%20Agency%20Counseling>

### Media Resources:

- American Counseling Association. (2014) *ACA code of ethics*.  
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- American School Counselor Association. (2019). *ASCA School Counselor Professional Standards & Competencies*. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>
- ACA Quick Chats: Career Planning 101 - Licensure Basics for Professional Counselors (40:08)  
<https://www.youtube.com/watch?app=desktop&v=V7xCGYmovjc>
- School Counselor Professional Standards and Competencies in Comprehensive School Counseling Programs (26:40) <https://www.youtube.com/watch?v=rEBPh44hrmc>

### Websites:

- American Association of Christian Counselors: <https://aacc.net/>
- Association for Creativity in Counseling: <https://www.creativecounselor.org/>
- Professional Counseling as a Career Choice, CACREP: <https://www.cacrep.org/for-students/>