Course Description: An introductory study of the counseling profession. Information is provided about the basic educational, historical, philosophical and psychological foundations of counseling as well as specific traits and skills of professional counselors. The course is also designed to provide beginning level concepts and skills required for certification and licensure.

Required Textbook


Method of Instruction

(Hybrid course) Lecture, Online assignments, Discussion Boards, Professional Speakers

Objectives

✓ Students will demonstrate an understanding of historical and philosophical foundations of the counseling profession
✓ Students will examine the ethical codes that govern the counseling profession
✓ Students will gain exposure to professional organizations related to the counseling profession
✓ Students will become familiar with the various roles and functions of a counselor
✓ Students will develop an understanding of program evaluation and assessment in counseling
✓ Students will gain an understanding of models of consultation related to counseling

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance</td>
<td>50</td>
</tr>
<tr>
<td>Participation/Weekly Assignments</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes</td>
<td>400</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
</tr>
<tr>
<td>Literature Review/Research Paper</td>
<td>250</td>
</tr>
<tr>
<td>Presentation</td>
<td>150</td>
</tr>
<tr>
<td>Counseling Portfolio</td>
<td>250</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>1400 POINTS</strong></td>
</tr>
</tbody>
</table>
### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
<th>Evaluation based on points earned.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
<td>1400 - 1260</td>
<td>Mastery of content/concepts</td>
</tr>
<tr>
<td>B</td>
<td>89%-80%</td>
<td>1259 - 1120</td>
<td>Good understanding of material</td>
</tr>
<tr>
<td>C</td>
<td>79%-70%</td>
<td>1119 - 980</td>
<td>Rather basic understanding, work is needed to perform appropriately and at a professional level</td>
</tr>
<tr>
<td>D</td>
<td>69%-60%</td>
<td>979 - 840</td>
<td>Limited understanding, significant work is needed to perform appropriately and at a professional level</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
<td>839 and below</td>
<td>Measured performance indicates material was not adequately understood</td>
</tr>
</tbody>
</table>

### COUN 6110 Introduction to Professional Counseling
2009 CACREP Standards

<table>
<thead>
<tr>
<th>#</th>
<th>Core Curricular Category</th>
<th>Standard</th>
<th>Learning Activities &amp; Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>II-G-1-a</td>
<td>Professional Orientation and Ethical Practice</td>
<td>History and philosophy of the counseling profession</td>
<td>Lecture &amp; course readings, exam questions</td>
</tr>
<tr>
<td>II-G-1-b</td>
<td>Professional Orientation and Ethical Practice</td>
<td>Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications</td>
<td>Discussion Board, Lecture &amp; course readings</td>
</tr>
<tr>
<td>II-G-1-f</td>
<td>Professional Orientation and Ethical Practice</td>
<td>Professional organizations, including membership benefits, activities, services to members, and current issues;</td>
<td>Exam questions, discussion board, joining professional organizations</td>
</tr>
<tr>
<td>II-G-1-j</td>
<td>Professional Orientation and Ethical Practice</td>
<td>Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;</td>
<td>Student video clip, practice questions, final exam</td>
</tr>
<tr>
<td>II-G-1-j</td>
<td>Professional Orientation and Ethical Practice</td>
<td>Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.</td>
<td>Exam questions, case studies, internet activities, discussion boards</td>
</tr>
<tr>
<td>II-G-5-g</td>
<td>Helping Relationships</td>
<td>Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.</td>
<td>Internet Activity (podcast); speaker reflection</td>
</tr>
</tbody>
</table>

### Standard # School Counseling

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assignment/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention and Intervention - Knowledge</td>
<td>Exam questions; speaker reflection; internet activities</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention - Knowledge</td>
<td>Exam questions; speaker reflection</td>
</tr>
<tr>
<td>Counseling, Prevention, and Intervention – Skills and Practices</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Diversity and Advocacy – Skills and Practices</td>
<td>Portfolio</td>
</tr>
</tbody>
</table>

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<tr>
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<td>Exam questions; speaker reflection</td>
</tr>
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<td>Portfolio</td>
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<tr>
<td>Diversity and Advocacy – Skills and Practices</td>
<td>Portfolio</td>
</tr>
</tbody>
</table>
SC-A-1 | Foundations - Knowledge | Knows history, philosophy, and trends in school counseling and educational systems | Exam questions; internet activities; discussion boards
---|---|---|---
SC-A-3 | Foundations - Knowledge | Understands ethical and legal considerations specifically related to the practice of school counseling | Exam questions; Discussion Board; internet activities
SC-A-4 | Foundations - Knowledge | Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling | Exam questions; Discussion Board; internet activities
SC-A-5 | Foundations - Knowledge | Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program | Internet activity
SC-H-4 | Assessment – Skills and Practices | Makes appropriate referrals to school and/or community resources | Portfolio
SC-K-1 | Academic Development - Knowledge | Understands the relationship of the school counseling program to the academic mission of the school | Internet activity
SC-N-2 | Collaboration and Consultation – Skills and Practices | Locates resources in the community that can be used in the school to improve student achievement and success | Lecture & course readings; Community resource directory

### Assignments

1. **Class Attendance**

All students are expected to attend class regularly and to participate fully in exercises, activities, and assignments. This class is defined by MTSU as a hybrid course, which means we can meet class up to 15 hours. Please see the tentative schedule at the end of this syllabus for class dates. We will meet during our regularly scheduled course time. Because of this hybrid schedule, it is particularly important to attend class in order to prepare you for your exam and projects. Any absences should be discussed in advance with the instructor. After **ONE (1)** absence (either excused or unexcused), you will begin to lose points. Two (2) late arrivals will be equivalent to one (1) absence. **NO EXCEPTIONS!**

2. **Participation**

Students will be required to participate in activities throughout the course that will be submitted via the Dropbox on Desire2Learn. Weekly assignments include internet activities and discussion boards. **Assignments that are emailed to me will not be accepted.**

- **Weekly assignments** should be submitted via Desire2Learn using the appropriate Dropbox on the designated due dates. Internet activities can be found under ‘Content’ then ‘Assignments’ and D2L. Please see the tentative schedule to determine when these activities are due. **All activities MUST be completed. You will not be able to choose the activity you will complete if there are multiple activities presented.**

- **Discussion Board** activities will be evaluated based on the following: Students are expected to make at least two postings per discussion board prior to the due date after reading or viewing the assigned materials for the week. Students may use this forum to communicate with the instructor and/or other students. The instructor will monitor these postings, and participation points will be awarded based on quality of participation. Quality of Participation will be based on the following:
  - originality of posting
  - understanding of the material
  - length and depth of postings

**Postings that simply agree with a previous posting, offer no additional information or thoughts, and demonstrate no in depth understanding of the information will receive no points.**

3. **Examination**

There will be four (4) quizzes and one (1) final examination during the semester. These exams will be multiple choice with occasional discussion questions. The exams will be given online using Desire2Learn and will be based on the readings, lectures, and activities completed to that date.
4. Literature Review/Research Paper

All students will be required to submit a scholarly paper on a specific topic related to the counseling profession. Literature review/research papers must be written in APA style (6th edition), double-spaced, well organized (with headings and subheadings as appropriate), referenced, and indicate clarity of thought. Papers should be a minimum of 8 pages (not including your title and reference pages), and have a minimum of 10 references, only 3 of which may be websites. References must include refereed journal articles. Students may visit http://www.apa.org/journals/faq.html for additional information on APA style. In addition, students may utilize the MTSU Writing Lab for assistance in preparing their papers. More information will be provided on D2L.

This paper must be prepared for this course. In other words, you may not submit the same paper you have written for another course you are taking. If you believe that your topics are similar, and may meet the requirements for both courses, you may use the same topic. If you choose to use the same topic, you MUST clear it with BOTH instructors first. However, the papers submitted MUST NOT be the same. Any violation of this policy will be considered plagiarism, will result in a grade of zero for the assignment, and will be reported.

All papers should include the following sections:
- Introduction
- Review of Relevant Literature
- Implications for Counselors
- Conclusion

5. Presentation

All students will be required to make an online presentation on the specific topic of the literature review/research paper. The presentation should include a PowerPoint presentation, which will be used to share information with the class. The presentation must include recorded voice segments for each PowerPoint slide. Presentations will be graded on quality of presentation, content, and style of presentation. More information will be provided in class and on D2L.

6. Counseling Portfolio

Students will be required to develop a counseling portfolio. This portfolio should contain the following sections and information:

a. Personal Counseling Plan: This project is designed to prepare the student for future employment as a counselor. The plan should include the following:

- Resume
- Goals/plans for masters program
- Skills and talents helpful in becoming a counselor
- Strengths and limitations related to becoming a counselor
- A description of the population(s) the clients/students would like work with
- Relevant training sessions and/or workshops
- Certifications or specialty areas

b. Counselor Interviews: Interview with a two (2) counselors who are employed in a school or agency setting. The interview should include the following:

- description of work and work settings
- personal history within counseling field
• education, licensure and certifications within specialty areas
• skills and personal qualities needed within specialty area
• positive and negative aspects of specialty area
• career path within specialty area
• discussions about crisis intervention in the setting (experiences, examples, interventions used)
• role that advocacy plays in the job
• personal reactions to interview and information

c. Observation hours: For 6 hours, visit a minimum of two (2) school or community agency sites to observe a
counselor or other mental health professional in action. Consider observing the following activities: (a) individual
counseling sessions, (b) group counseling sessions, (c) class room guidance, (d) consultations, (e) staff meetings,
(f) intakes, or (g) any other therapeutic activity if possible. You may approach from a team prospective (i.e., 2
people shadowing together). When choosing sites to observe, consider what population you would like to work
with during your practicum and internship placements. This assignment is designed to help prepare you for
choosing a site. If you are currently employed at a community agency, you may shadow a mental health
professional at your site. If you are currently working in a school system, you can shadow the counselor at your
school.

For each interview, develop a 2 to 4 page, typed, APA style paper. Summarize the interview and provide your
reflection on the experience.

For each observation, develop a 2 to 4 page, typed, APA style reflection paper on the experience.

You must include documentation of your attendance in your portfolio. The form is available on D2L under 'Content'
then 'Handouts.' The form should be signed by the mental health professional or school personnel you
shadowed.

d. Community Resource manual: Information about fifteen (15) schools or community agencies. Each school/agency
should be introduced in the portfolio with a brief typewritten summary of the school/agency completed by the
student. This summary should include the mission and goal(s) of the school/agency, the population(s) served, the
services provided, the current staff members, and overall functioning of the school/agency. You must include
brochures, handouts, or literature developed by the school or agency.

Students can submit the portfolio one of two ways:

1. Organized Notebook – The portfolio can be submitted in an organized notebook. The notebook should contain labeled
sections. Consider appearance if you choose this method to submit your work.

2. Electronic document – The portfolio can be submitted electronically via D2L. If submitting the portfolio electronically, it
will require that all documents are scanned. In addition, the portfolio must be one document and not many
separate documents. The document must also contain scanned images of any brochures or pamphlets from the
agencies you discussed. If you have questions about this method, feel free to ask.

7. Technology Requirements/Computer Usage

A reliable computer with a CD-ROM drive and Internet connection are necessary to successfully take an online or hybrid
course. Students who do not have a computer may access their courses at the MTSU Walker Library (with an MTSU ID),
MTSU open computer labs (see http://www.mtsu.edu/infotech/ for links to hours of operation) or at a local public library
(Note: Some public libraries block certain web addresses; student should verify with the library's IT support if unable to
access.)

COMPUTER HARDWARE, SOFTWARE AND BROWSER REQUIREMENTS FOR TAKING ONLINE AND HYBRID
COURSES
Minimum System Requirements for PC Users:

- Pentium III or better
- 32 Megabytes of RAM or better
- Windows ME (or higher)
- Browsers:
  - Internet Explorer - Windows: 6.0 SP2 or higher
  - Netscape Communicator - Windows: 7.1 or higher
  *Note: PipelineMT does not support AOL, Safari or other browsers*
- Communications software (which allows communication between your computer and your modem)
- A modem (56k or better)
- A dependable Internet Service Provider (ISP). (The ISP should provide an e-mail account, access to the World Wide Web, and ease of making and maintaining a connection.)

Minimum System Requirements for Mac Users:

- 604 PowerPC processor Preferably a G3 (iMac included) or G4 processor computer running Mac OS or 0SX.1 or above;
- Internet browsers
  - Internet Explorer - MAC: 5.2.3 (OS X) or higher
  - Netscape Communicator - MAC 7.1 or higher for OS X
  *Note: PipelineMT does not support AOL, Safari or other browsers*
- A minimum or 64 MB RAM, preferably 128 with at least 25 MB assigned to your browser. (If you need assistance in adjusting memory please refer to your Apple Help file searching under the header Memory - Adjusting your memory usage. Multiple applications should not be open while working in your browser within the Online Degree Program. This requires more RAM and will cause the browser to run very slowly.);
- Communications software (which permits communication between your computer and the modem);
- Modem (56K or better for best performance);
- Dependable Internet Service Provider (ISP). (The ISP should provide an e-mail account, access to the World Wide Web, and ease of making and maintaining a connection.)

Computer Software Requirements

Microsoft Word is generally recommended for completion of papers and assignments. Professors may, however, recommend specific software for certain courses. Please review your course syllabus for information about required software.

Browser Information

- Internet Explorer - Windows: 6.0 SP2 or higher; MAC: 5.2.3 (OS X) or higher
- Netscape Communicator - Windows: 7.1 or higher; MAC 7.1 or higher for OS X
  *PipelineMT does not support AOL, Safari or other browsers*

Make certain that, whichever browser you choose, it is Java and JavaScript enabled. This usually requires checking a box or choosing this capacity in an options box under the tools or properties menu.

It is recommended that the “browser checker” utility be completed (in its entirety) prior to accessing Desire2Learn (D2L) for the first time. The browser checker is located on the upper toolbar of the course and is used to verify that all browser settings are correct.

Desire2Learn Help: Students are encouraged to visit MTSU's D2L Student Support page at [http://www.mtsu.edu/d2lsupport/students/index.shtml](http://www.mtsu.edu/d2lsupport/students/index.shtml) for more troubleshooting help.
If you experience problems logging into your course, timing out of your course, using your course web site tools, or other technical problems, please contact the MTSU Help Desk by calling (24/7) 1-615/898-5345, or by going to the website at your course web site tools, http://www.mtsu.edu/~itdsupp/helpdesk/.

8. Resources

MTSU has a variety of resources to help the student complete assignments:

- Libraries: http://library.mtsu.edu/
- Digital Media Center http://library.mtsu.edu/digitalmediastudio/training.php
- University Writing Center: Peck Hall 325, 326; 904-8237; www.mtsu.edu/~uwcenter; uwcenter@mtsu.edu

The University Writing Center (UWC) offers free writing assistance for any writing assignment in any class. The UWC staff, comprised of English graduate assistants, work with students to develop the skills necessary to become a confident, competent writer by providing one-to-one consultations and helpful handouts. The Writing Center offers many online services as well, including a Grammar hotline for quick questions, a learning environment system (LES) email drop box and chat room, and a website filled with helpful handouts, exercises, and resource links for individual work. The Center provides a free computer lab, located next door to the Center, which affords students the opportunity to immediately incorporate suggestions and assistance gained during their session. The Center is open Monday through Saturday, and access to online services is available 24/7.

SMARTTHINKING Online Tutoring Service: SMARTTHINKING is the leading provider of online tutoring. Students connect to live tutors from any computer that has Internet access. SMARTTHINKING is a virtual learning assistance center. It provides online tutoring 24 hours a day, 7 days a week. To use this service at www.smarthinking.com, access the site with the Username and Password below:
Username: full MTSU email address (example lmm2r@mtmail.mtsu.edu)
Password: MTSU

9. Reporting of Unofficial Withdrawals

Federal regulations require that students who cease class attendance but do not officially withdraw from the University must be reported so that future financial aid will cease and/or the student will be required to return funds. Therefore, during the semester the instructor will be required to complete a roster indicating those students who have stopped attending class without officially withdrawing. Faculty members are not required to check attendance each day; however, project submission deadlines, exams, quizzes, advising appointments, or other methods the instructor chooses may be used to determine unofficial withdrawals.

10. Academic Honesty

It is expected that all work you complete for this course is your own. You are expected to include appropriate citations (when applicable) in all of your work for this course. The University policy for academic misconduct will be followed. Academic misconduct includes the following behaviors: plagiarism, cheating, fabrication, or facilitating any such act. The following definitions apply:

- **Plagiarism** – the adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper acknowledgement.
- **Cheating** – using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- **Fabrication** – unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitation** – helping or attempting to help another to violate a provision of the institutional code of academic misconduct.
11. Confidentiality

Being involved in class discussion and small groups usually entails some amount of personal self-disclosure. Because of the nature of vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information others have shared is a breach of confidentiality and is unethical. If you would like to share with others regarding your experiences, please reveal only your own reactions and understandings, and avoid using names or identifying features of your classmates. It is expected that any person participating in a demonstration, role-play, or group activity will have their confidentiality respected.

12. MTSU Professional Counseling Program Dispositions

Students in the Professional Counseling Program are required to demonstrate program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty to be used as a component of the faculty’s continuous evaluation of student progress. (See Professional Counseling Program Handbook at http://www.mtsu.edu/~psych/counsel.htm for details).

If you have a disability that may require assistance or accommodations, or if you have any questions related to any accommodation for testing, note taking, reading, etc., please speak with me as soon as possible. You may also contact the Office of Disabled Services (615.898.2783) with any questions about such services.

In class etiquette

Please make sure that all cell phones are turned off or volume down during class! Please do not answer phone or text message during class. Use only in case of emergencies.

Please do not use laptop computers for any purpose other than class participation. If the instructor determines you are using the computer inappropriately (e.g., Facebook, etc.), you will lose points for participation and potentially lose a letter grade in the course. Thank you!
<table>
<thead>
<tr>
<th>Day</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments for the week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td><strong>Class meets</strong></td>
<td>• Syllabus Review</td>
<td>• Discussion Board #1</td>
</tr>
<tr>
<td>Date</td>
<td><strong>Class meets</strong></td>
<td>• Professional Counseling Program Orientation</td>
<td>• Activity #1 – Graduate Degree Plan</td>
</tr>
</tbody>
</table>
| Date | **Class meets** | • Introduction to human services and historical information  
• Review of Professional Organizations  
• History of the Counseling Profession | • Discussion Board #2 – Professional Identity  
• Activity #2 – APA resources  
• Chapter Discussion Board – Chapters 1-2 |
| Date | **Class meets** | • Chapter 1 Introduction to the human services profession: purpose, preparation, practice and theoretical orientations.  
• Chapter 2 History and evolution of social welfare policy in the human services profession.  
• Review PowerPoints - Understanding the Counseling Profession |  
| Date | **Class meets** | • Chapter 5. Child welfare services  
• Chapter 6. Adolescent services | • Discussion Board #5 – The Medicated Child  
• Chapter Discussion Board – Chapters 5- 6 |
| Quiz #1 due – Date (Chapters 1-2) | Date | **Class meets**  
• Working with Children and Adolescents | • Activity #3 – CACREP Professional Orientation  
• Discussion Board #3 –ASCA/AMHCA Website  
• Prepare and bring to class –Topic, outline of literature paper, list of references |
| Date | **Class meets** | • Chapter 8 Mental health and mental illness  
• Chapter 9 Homelessness | • Chapter Discussion Board – Chapters 8- 9  
• Discussion Board #4 – The New Asylums  
• Reflection #2 – MH Speaker |
| Date | **Class meets** | • Mental health and school counseling ethics  
• Understanding professional exams | • Activity #4 – Praxis Exam/NCE Review  
• Activity #6 – Review of the ASCA/AMHCA Standards |
| Spring Break – Date | **Class meets** | • Chapter 12. Human services in the schools  
• Chapter 13. Faith-based agencies | • Reflection #1 – School Counseling Speakers  
• Chapter Discussion Board –Chapters 12-13 |
| Quiz #2 due – Date (Chapters 5-6; history of counseling, counseling professional issues) | Date | **Class meets**  
• Speaker – Mental Health Professional | • Discussion Board #6 – The Medicated Child  
• Chapter Discussion Board – Chapters 5-6  
• Review - Research Paper Grading Rubric |
| Date | **Class meets** | • Review PowerPoints - How to Survive Graduate School  
• Review - Article: A Scholarly Writing Resource for Counselor Educators and Their Students  
• Review - Research Paper Grading Rubric | • Activity #2 – APA resources  
• Chapter Discussion Board – Chapters 1-2 |
| Spring Break – Date | **Class meets** | • Chapter 7. Aging and services for the elderly  
• Chapter 10. Healthcare and hospice |  
| Quiz #3 due – Date (Chapters 8, 9, 12, 13) | Date | **Class meets**  
• Understanding professional organizations and ethics | • Activity #7 – Review of Professional Documents  
• Activity #6 – Review of ACA Code of Ethics |
| Date | **Class meets** | • Review professional documents  
• Review ACA Code of Ethics | • Activity #9 - Peer Review of paper – Draft of paper due to partner by Date  
• Discussion Board #6 – The Meth Epidemic  
• Chapter Discussion Board – Chapters 11 &14 |
| Date | **Class meets** | • Working with clients in the legal system  
• Understanding Substance Abuse | • Chapter 14 Violence, victim advocacy and corrections  
• Chapter 11 Substance abuse and treatment |
| Date | **Class meets** | • Review AMHCA or ASCA Standards  
• Chapter 7. Aging and services for the elderly  
• Chapter 10. Healthcare and hospice | • Chapter Discussion Board – Chapters 7 &10  
• Activity #9 – Peer Review of paper – Draft of paper due to partner by Date |
| Date | **Class meets** | • Speaker – Crisis Services | • Activity #8 – Crisis Intervention – Podcast on suicide  
• Reflection #3 – Crisis Speaker  
• DUE: Counseling Portfolio |
| Quiz #4 due – Date (Chapters 7, 10, 11, 14) | Date | **Class meets**  
• Class Presentations (online) | • Final Discussion Board  
• Activity #10 - Class Presentation  
• Post Presentation on Date |
| Date | | | • DUE: Research/Literature Review Paper  
• Final Survey |
| Date | | | Final Exam Due – Date (APA) |