

Course objectives:

Students will be able to:

STUDENT LEARNING OBJECTIVE	Assessed by	CACREP Section II.G	Section III			World Changer Outcomes
			CMHC	MCFC	SCHOOL	
Explain the history of the counseling movement	Exam	1.a				
Identify the roles and responsibilities of a professional counselor in their chosen major	Info. & consent form; Exam; Articles	1.b, 1.c, 1,e	A.2, A.3, C.7	A.2, A.3, C.4	A.2,A.3	2.1; 2.2; 3.2; 3.3
Examine the role of ethics and values in the counseling process	Exam	1.i, 1.j	A.2	A.2	A.2	1.1; 1.2
Evaluate counseling situations based on professional ethical standards and Biblical standards based on the students chosen major	Exam	1.i, 1.j	A.7	A.2	A.2	1.2; 2.1
Understand the licensure process for the chosen major	Licensure application; Board meeting	1.e,1.g	A.4	A.4	A.4	
Make a professional counseling presentation	Poster presentation	1.f				2.3; 3.2
Delineate the effects of counseling on their person and strategies for managing the effects.	Self-care paper Reflection Paper	1.d				
Begin to develop a professional identity and its associated responsibilities based on the student's chosen major	Interviews; Seminar; Portfolio	1.f, 1.h	A.4, C.4	A.4, C.4	A.3, A.4	3.2
Develop a plan for obtaining professional employment	Information & consent form; Portfolio		A.4, A.7	A.4	A.4	3.3
Understand and explain issues of collaboration with other professionals in diverse settings as they apply to the student's chosen major	Exam; Interviews	1.b	A.3	A.3	A.3	

Grading:

- 20 APA paper
- 50 Journal article (Objectives 1,4,5-6)
- 40 Information and Consent form (Objectives 2-3)
- 110 Exam 1 (Objectives 1-4)
- 80 Reflection Paper (Objectives 7)
- 80 Interviews (Objectives 3,6-7)
- 100 Poster Presentation (Objectives 2,5)
- 110 Exam 2 (Objectives 1-4)
- 100 Seminar attendance reaction paper (Objectives 1,4,5)
- 80 Licensure Board meeting (Objectives 2,5,8)
- 80 Portfolio (Objectives 7)
- 40 Licensure Application
- 110 Final exam (Objectives 3,5)

B+ 87-89	A 94-100	A- 90-93
C+ 77-79	B 83-86	B- 80-82
	C 73-76	C- 70-72
Based on 100 points		

Requirements:

Professional Demeanor

Part of receiving a graduate education is learning about your chosen field. Another part is learning to act like a member of that field. Professional demeanor is in many ways the most important part of the learning process. How you act affects not only how others perceive you, but can also result in rewards or alternately, negative consequences. It will also affect your grade in this class as much as 1 letter grade (A- becomes a B-). Students will be expected to demonstrate professional demeanor and commitment in a variety of ways: energetic and respectful participation in class; willing acceptance and completion of obligations; and punctuality. Professional demeanor includes several subjective items such as punctuality, attendance, positive attitude, preparation, appropriate language and respectfulness to other students and the professor. Students are expected to come to class prepared, participate in all activities and discussions, and treat others with respect in the classroom. This includes listening interactively to classmates and professor and respecting others' viewpoints.

Attendance: Students are expected to arrive for class and be in their seat by the scheduled beginning of class. Arriving late fro 3 classes will be counted as 1 absence. Students are expected to attend every class. Missing more than 1 class will negatively impact your grade. It is your responsibility to contact the professor when you are unable to attend, and to obtain information about missed assignments, etc., from classmates. If you must leave early, you must make prior arrangements with the professor.

Cell phone etiquette: Every cell phone, pager, personal digital assistant should be set to mute or off before coming to class. If any of these devises ring, beeps or plays in class, you may be marked absent for that class. Text messaging during class will result in your being marked absent for that class period.

Laptop policy: If you are using your laptop to take notes in class, please be respectful of the students around you. Please restrict laptop use in class to note taking only. Random browsing, playing computer games, exchanging email and instant messaging, face book or twittering will result in your being marked absent for that class period.

Academic Integrity: Students are expected to submit their own work. The university catalog defines cheating as "submitting work for academic evaluation that is not the student's own, copying answers from another student during an examination, using prepared notes or materials during an examination, or other misrepresentations of academic achievement submitted for evaluation and a grade. Plagiarism in research writing is considered cheating. Plagiarism is defined by the *MLA Handbook* as 'using another person's ideas or expressions in writing without acknowledging the source . . . to repeat as your own someone else's sentences, more or less verbatim'" (2007 IWU Catalog). The penalties for cheating are outlined in the catalog and will be followed.

Extra Assistance: The instructor will make every reasonable effort to make necessary accommodations to those with documented disabilities. Those students requiring special services need to first contact the Aldersgate Center (800-621-8667 x 3357 - Student Center, Rm. 220 on the Marion Campus).

Students who would like assistance with writing are strongly encouraged to utilize the Writing Center in the New Academic Bldg, Rm. 222. Writing tutors are available, at no cost to you, to help you improve your writing skills. Call for an appointment at 800-621-8667 x 2189.

All written assignments should strictly adhere to APA format. A portion of all written assignments will be based on adherence to APA style. Please do not ask if a given assignment should be APA. The answer is yes. See attached APA Guidelines and your APA style Manual.

APA Assignment

Using OCLS, find a referred article in your area of specialization. Create a cover sheet, abstract (in your own words – 500 word max) and reference page. Please attach a copy of the article to your paper.

Journal article

Students will be responsible for reading a professional journal article. This should be refereed journal (peer reviewed) from your area of specialization. You will turn in: a cover page, an abstract that you write (not the abstract from the article); 1 page review of the article, ½ page critique of the article (what you liked, disliked about it and it's impact on the counseling profession), reference page and the article itself. This must be APA format. You must attach a copy of the article to your paper.

Reflection Paper

Write a reflection paper based on *Letters to a Young Therapist*. Some things you might include are: how the reading has shaped your ideas of counseling, counselors, maintaining a balanced life and self care. Since this is your reflections, you may use first person in this paper. The remainder of the paper should be APA style).

Information and consent form

Based on class discussions and the reading, students will develop an Information and Consent form suitable for use with clients. 3-5 pages. This paper should include a title page, an abstract and a reference page.

Three exams

Exams will be objective and include multiple choice, true/false and matching questions. They will not be cumulative. Exams will include assigned reading and lecture material.

Poster Session Presentation

In groups of 2 –3 students, you will research, develop and present during class, a poster in your area of specialization. This will include the poster, handouts for each class member (the handout does not need to be APA style) and the opportunity to explain your work to your fellow students. You will need to plan to work on this as a group outside of class. Some class time will be available for planning. Students should plan to present their poster at an area professional conference Information available in class. This constitutes a professional activity in your portfolio.

Professional interviews

Students will interview two professionals from different counseling areas. One of these must a LMHC, LMFT, school counselor or addictions counselor, depending on your program major. Compare and contrast the two professionals based on responsibilities, setting, salary, ethical standards, and other areas which may be pertinent. We will work in class on questions you might ask. A 2-3 page compare and contrast summary paper will be turned in. This paper should include a title page, abstract, and identifying information of each professional. No reference page is required.

Seminar attendance

Students will attend at least a ½ day counseling seminar (minimum 3 hours) and write a 1-2 page reaction paper. You should include in the reaction paper a brief summary of the conference, how effective you felt this seminar was in the professional development of participants, and what you gained from it. Please include a title page, abstract reference page.

Licensure application

Students will begin the application process for professional licensure. You can download the form from: http://www.in.gov/pla/bandc/mhcb/licen_marriage.htm (MFT) or http://www.in.gov/pla/bandc/mhcb/licen_mhc.html (LMHC, school or addictions). This will be turned in at the final exam and counts towards your final exam grade. This does not need to be APA style.

Portfolio Students will begin the creation of their portfolio. You will include areas of professional activities (resume and cover letter, professional memberships, professional conferences attended, other professional development, recognition and awards, liability insurance); academic development (transcripts, major papers); and clinical development (clinical evaluations, descriptions of clinical experiences).

Licensure Board meeting Students will attend one meeting of the Behavioral Health and Human Services Licensing Board. The meetings are held in the Indiana Government Center-South, Room W064. The Indiana Government Center is located at 402 West Washington Street, Indianapolis, Indiana. The Staff Phone Number is (317) 234-2064. The meeting starts at 9 am and is usually over around 11:30 or 12:00. Please check the website or call the office before going because meetings are subject to change. There are only 2 meeting dates this fall so you will need to plan ahead. The dates are: Monday, September 26, 2011 and Monday, November 28, 2011. You will write a 1 ½ to 2 page reaction page paper with a cover page and abstract. You might want to consider car pooling because parking is expensive around the Government Center. The cheapest parking is in Circle Center

Mall and you can either go through the tunnel or the street to the Gov't Ctr. Be sure to allow extra time to park and walk. Your paper will be due one week after attending the meeting – either October or November. Please include a title page and abstract (you do not have to include a reference page).

Other requirements as assigned

Course Schedule:

This is a tentative schedule and may be modified as the semester progresses

Date	Topic	Assignment
9/5	Intro to Professional Counseling	Corey 1; Vacc 11
9/12	Person of the Therapist / Library Orientation	Corey 2; Piper Part 1
9/19	Values	Corey 3; Piper Part 2; APA Paper
9/26	Multicultural issues	Corey 4; Piper Part 3; Miller article, Moon article
10/2	Exam I	Piper Part 4; PLA Reaction Paper (September Meeting)
10/9	Client Rights Counselor Responsibility Legal and Ethical challenges; Confidentiality	Corey 5; Codes of ethics; Codes of ethics; Users Guide to AAMFT Code of Ethics; Reflection Paper due
10/16	Confidentiality	Corey 6:
10/23	Boundaries/multiple Relationships	Corey 7; Codes of ethics; Information & Consent due
10/30	Exam II	
11/6	Ethical Challenges; Competence & Training	Corey 8; Codes of ethics; Journal Article due
11/13	Supervision & Consultation	Corey 9; Licensure application
11/20	Poster Presentations	Corey 10 Interviews due
11/27	Ethics in Couples and Family Counseling	Corey 11; Seminar Paper due
12/4	Ethics in Groups Work & Community Counseling	Corey 12; Corey 13; Portfolio due; PLA Reaction Paper (November meeting)
12/11	Exam III	

APA Papers

All papers written in the Grad Counseling program should be in APA style. Here are some helpful web sites to help you write and format your paper:

http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796

<http://www.docstyles.com/APAguide.htm> Downloadable APA Style Helper

http://owl.english.purdue.edu/handouts/research/r_APA.html

<http://www.docstyles.com/APAguide.htm> Downloadable APA Style Helper

<http://www.uwsp.edu/psych/APA4b.htm>

<http://www.wooster.edu/psychology/APA-crib.html>

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the APA Manual or the web sites for further formatting helps.

The Writing Center:

The Writing Center is a valuable resource for the writing you will do in this class. Trained Writing Consultants will help you with any stage of the writing process, from developing your topic to polishing your final draft. They WILL NOT write or edit your papers for you, but they WILL help you recognize your weaknesses as writers and provide you with tools for strengthening your writing and editing skills. The Writing Center is located in Elder Hall, Room 222, and is open from 8:00 a.m. -10:00 p.m. Monday through Thursday, 8:00 a.m. - 5:00 p.m. on Friday, and noon to 5:00 p.m. on Saturday. To make an appointment, go to <http://indwes.mywconline.com/>, call extension 2189, or stop by the Writing Center.

Portfolio Grading

The following are to be included in your portfolio:

CNS 508:

- 1. Introduction _____ / 33ps
 - Resume and cover letter²
 - Professional disclosure letter
- 2. Professional Development _____ /34 pts
 - Professional memberships
 - Professional conferences attended
 - Other professional development
 - Recognition and awards
- 3. Academic development _____ /33 pts
 - Transcripts
 - Major paper
- 4. Clinical development/Counseling skills and development _____ /0 pts
 - Nothing in CNS 508

Total Points _____

To be added in the following classes:

CNS 503

Philosophy of Counseling

CNS 507

Research Proposal

CNS 509

Integration Paper

CNS 550, 551, 552, 554

Clinical evaluations
Descriptions of clinical experiences
Logs with summary sheets
Liability insurance

CNS 554

Final Philosophy of Counseling/MFT

Poster Presentation Evaluation

Poster Title _____ Presenters _____

Evaluator _____

Overall Appearance

- 0 Cluttered or sloppy appearance. Gives the impression of a solid mass of text and graphics, or pierces are scattered and disconnected. Little white space.
- 5 Pleasant to look at. Pleasing use of colors, text, and graphics.
- 10 Very pleasing to look at. Particularly nice colors and graphics

White Space

- 0 Very little. Gives the impression of a solid mass of text and graphics.
- 5 OK. Sections of the poster are separated from one another.
- 10 Lots. Plenty of room to rest the eyes. Lots of separation.

Text / Graphics

- 0 Too much text. The poster gives an overwhelming appearance of text only. OR Not enough text. Cannot understand what the graphics are supposed to relate.
- 5 OK balance between text and graphics. Ratio of text to graphics is sufficient and placement on poster is OK.
- 10 Balanced. Text and graphics are evenly dispersed on the poster; enough text to explain the graphics.

Text Size

- 0 Too small to view comfortably from a distance of 3-5 feet.
- 5 Main text OK. but text in figures too small.
- 10 Easy to read from 3-5 feet.

Organization and Flow

- 0 Cannot figure out how to move through poster
- 5 Implicit. Heading (Introduction, Findings, etc) or other device implies organization and flow.
- 10 Explicit numbering, column bars, row bars, etc.

Author Identification

- 0 None
- 5 Partial. Not enough information to contact author without further research. This includes missing zip codes on addresses.
- 10 Complete. Enough information to contact author by mail, phone, or email without further research.

Research Objective

- 0 Can't find
- 5 Present, but not explicit. Buried at end of "Introduction", "Background", etc.
- 15 Explicit. This includes headings of, "Objectives", "Aims", "Goals", etc.

Main Points

- 0 Can't find
- 5 Present, but not obvious. . May be imbedded in blocks of text.
- 15 Explicitly labeled (e.g. "Main Points", "Conclusions", "Results").

Summary

- 0 Absent
- 10 "Summary", "Results", or "Conclusion" present.

Total Points _____

- A 90-100
- B 80-89
- C 70-79

Group Presentation Rubric

You're Name:

Instructions: Please type the name of every student in your group including your own in the box below. Using the following rubric, identify the points that you feel accurately represent that students contributions to group project and place in the box next to the students name.

Participation Rubric		
Points	Criteria	
30-40	Contributed their share	<p>Quality - Contributions to the project were well developed with evidenced critical thinking</p> <p>Timeliness – Contributions were made in a timely fashion to allow group input into the final project</p> <p>Interaction – participation in the group project was collaborative and evidenced a fair contribution to the project</p>
20-29	Contributed less than most other students	<p>Quality - Contributions to the project were well less developed with little evidence of critical thinking</p> <p>Timeliness – Contributions were late making making group input into the final project very difficult</p> <p>Interaction – Participation in the group project was meager and the contribution was less than most other students</p>
10-19	Contributed far less than anyone else	<p>Quality - Contributions to the project were nominal.</p> <p>Timeliness – Contributions were made too late for any group input or discussion into the final project</p> <p>Interaction – participation in the group project was scant and the contributio was far less than any of the other students</p>
0-9	Didn't contribute	<p>Quality - Little or no contributions to the project</p> <p>Timeliness – Any contribution was made too late to include in the final project</p> <p>Interaction – No participation in the discussion or the finished project</p>
Student Name	Points	Comments

Paper Grading Rubric

	RUDIMENTARY (1) (0-70%)	DEVELOPING (2) (70-80%)	ACCOMPLISHED (3) (80-90%)	EXEMPLARY (4) (90-100%)	POSSIBLE POINTS	SCORE
Quality of writing	Many spelling and grammar errors, many convention errors. Quality of verbal expression, attention to detail, and correct application of the conventions of the English language not graduate level. Citations and references are used incorrectly and sporadically, without clear effort to include a range of relevant works.	No more than 4 spelling, grammar format, or other convention errors. Beginning graduate quality in verbal expression, attention to detail, and correct application of the conventions of the English language. Most citations and references are used correctly and consistently, with clear effort made to include a wide range of relevant works.	No more than 2 spelling, grammar, format, or other convention errors. Emerging graduate quality in verbal expression, attention to detail, and correct application of the conventions of the English language. Most citations and references are used correctly and consistently, with clear effort made to include a wide range of relevant works.	No spelling, grammar, format, or other convention errors. Document shows superior graduate quality in verbal expression, attention to detail, and correct application of the conventions of the English language. Citations and references are used correctly and consistently, with clear effort made to include a wide range of relevant works.	10	
Quality of content	Paper demonstrates little evidence of understanding and interpretation of relevant issues. Relevant information is absent. Paper reflects little evaluation and synthesis of material and little critical thinking.	Paper demonstrates beginning evidence of understanding and interpretation of relevant issues. Some relevant information is presented. Paper reflects some evaluation and synthesis of material.	Paper demonstrates emerging evidence of understanding and interpretation of relevant issues. Relevant information is presented. Paper reflects evaluation and synthesis of material.	Paper demonstrates evidence of understanding and interpretation of relevant issues. Relevant information is clearly presented. Paper reflects good evaluation and synthesis of material and critical thinking.	60	
Completeness	Paper addresses few aspects of the assignment. Work is insufficient in its coverage of the topic.	Paper addresses some aspects of the assignment. Work partially covers the topic.	Paper addresses most aspects of the assignment. Work covers the topic.	Paper addresses all aspects of the assignment. Work is thorough in its coverage of the topic.	20	
APA format	no cover page, no abstract, pages not numbered, no reference page, multiple other APA errors.	Beginning use of APA format. No more than 4 formatting errors.	Emerging use of APA format, no more than 2 formatting errors,	paper adheres to all APA guidelines	10	