



Course Information

Course Title, Number, Section Number: COUN-735-001: Best Practices in Counselor Education

Term & Year:

Number of Credits: 3

Course Location, Dates, and Times: Remote Zoom Meetings

Class Meetings: every other Thursday (beginning 5/14/2020) from 6: 00PM - 9:00PM

- Consultation Meetings: to be arranged

Instructor Information

Primary Instructor:

Email:

Cell Phone:

Zoom web conference:

Office Hours:

Primary Instructor:

Email:

Office:

Office Phone:

Office Hours:

Course Description

Explores the intersection between teaching and learning theories as they relate to best practices for the clinical training of counselors across a variety of modalities, formats, and settings. The assessment of the skill level of counselors-in-training will also be explored.

Required Course Materials

- Boyer, E. L., Moser, D., Ream, T.C. & Braxton, J. M. (2016). *Scholarship reconsidered: Priorities of the professoriate*. 2nd Edition. San Francisco, CA: Jossey-Boss

NOTE: ADDITIONAL JOURNAL ARTICLES WILL BE POSTED ON MOODLE.

Course Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Consider current practices in student assessment in student assessment and competency evaluation consistent with CACREP professional standards as well as review retention and remediation practices in counselor education
2. Design a scholarship and research agenda consistent with tenure and promotion guidelines in service to the field, the community, and the university (presentations, publications, community service projects, grants, etc.)
3. Reflect on their current and future leadership style in reference to their professional identity, mentorship of students, the collaborative work with colleagues, program strategic planning, civil enrichment and creating resilient systems
4. Review current practices in Telehealth Counseling and Supervision and developing training modules for trainees
5. Evaluate the ethics of Counselor Education, Multicultural Supervision, and Advocacy
6. Reflect and develop a teaching philosophy statement that reflect their values and practices as an educator

COUN 735 Standards/Assignment Alignment Chart

This course is aligned to meet the requirements of the Council for Accreditation of Counseling and Related Educational Program (2016). CACREP Standards and the Guidelines

Alignment Table of Learning Outcomes and Course Work:

Student Learning Outcomes	Standards	Assignments
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1. Consider current practices in student assessment in student assessment and competency evaluation consistent with CACREP professional standards as well as review retention and remediation practices in counselor education	<i>6.B.3.f. screening, remediation, and gatekeeping functions relevant to teaching</i>	Learning Module 4
2. Design a scholarship and research agenda consistent with tenure and promotion guidelines in service to the field, the community, and the university (presentations, publications, community service projects, grants, etc.)	<i>6.B.3.i. the role of mentoring in counselor education</i> <i>6.B.5.i. role of counselors and counselor educators advocating on behalf of the profession and professional identity</i>	Learning Module 5
3. Reflect on their current and future leadership style in reference to their professional identity, mentorship of students, the collaborative work with colleagues, program strategic planning, civil enrichment and creating resilient systems	<i>6.b.5.c leadership in counselor education programs</i> <i>6.B.5.k strategies of leadership in relation to current multicultural and social justice issues</i>	Counselor Education Project Module 2
4. Review current practices in Telehealth Counseling and Supervision and developing training modules for trainees	<i>6.3.2.d Instructional and curriculum design, delivery and evaluation method relevant to counselor education.</i> <i>6.B.2.g. modalities of clinical supervision and the use of technology</i> <i>6.B.3.e. effective approaches for online instruction</i>	Learning Module 1
5. Evaluate the ethics of Counselor Education, Multicultural Supervision, and Advocacy	<i>6.B.3.h ethical and culturally relevant strategies used in counselor preparation</i>	Counselor Education Project
Reflect and develop a teaching philosophy statement that reflect their values and practices as an educator	<i>6.B.3.a roles and responsibilities related to educating counselors</i> <i>6.B.3.b pedagogy and teaching methods relevant to counselor education</i>	Module 3

Methods of Instruction

Lecture, assigned readings, research, discussion, experiential activities, assignments and individual evaluation.

Student Expectations

Course Requirements

1. Regular attendance to class lectures and discussions. Students are expected to attend all weekend classes as well as the seminar session via Zoom conference. Missing classes/seminars will impact the students' evaluation, and missing the equivalent of more than two classes will result in a No Credit evaluation.
2. Active participation in class discussions and exercises at the graduate level (e.g. to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners). This will include small group supervision of master level trainees during the weekend sessions (e.g. suicide interview, crisis counseling interview) as well as co-presenting a trauma related module. For seminars, students are required to have done the reading and interact at a scholarly level consistent with doctoral level study.
3. Completion of assigned readings (see Course Outline).

4. Completion of written assignments with intermediate competency or above (see Appendix A: Graduate Writing Rubric). Students may submit papers electronically through Moodle or via email (preferred).
5. Students are expected to demonstrate advanced graduate level analytical thinking as well as self-reflection and self-critique.
6. Assignments are expected to be on time. Assignments that receive “partial credit” or “no credit” should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. Students will have the opportunity for one revision. Further revisions are at the discretion of the instructor.
7. Course Evaluations: The final course evaluation is required for all students in all courses.

Learning Context and Stance

This course is not based on a set of absolute truths, but rather founded on the idea that personal meaning is constructed in proximity with other committed learners. Given that the world around is always in flux, students (and instructors) are encouraged to keep an open mind about the contexts in which new information (novelty) may be useful, with an alertness to distinction, awareness to multiple perspectives, and an awareness to the present. It is expected that all members of this learning community will embrace both knowledge and uncertainty with curiosity, openness, acceptance, and kind regard. These are essential learning competencies of multicultural counseling and supervision as well as advocating for social justice

Performance Assessment

Students will be evaluated with regard to the quality and professionalism expected of counseling professionals at the doctoral level. Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Individual evaluations are subjectively assigned by your instructor and will be influenced by the level of respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the supervisory learning process. Students will also be assessed on:

- *The knowledge obtained through the application of their readings and research within class and on-line discussions, and course assignments;*
- *Demonstrating competence toward the understanding and application of a counselor education and supervision perspective in relation to the various roles and complex tasks of counseling supervisors.*

Evaluation Method

Assignments	Due Date	Weight (%)
Engagement	Ongoing	10
Five Modules (Moodle)	As assigned	30
Module and Conference Presentation Submission	Week Seven	20
Counselor Education Project (Draft and Final)	Week Fourteen	40
Total		100%

Grading Scale:

A	95-100%
A/B	90-94%
B	85-89%
B/C	80-84%
C	75-79%
C/D	70-74%
D	65-69%

Electronic and Social Media Protocol

You are welcome to use laptops/mobile devices in class as long as the only open windows are a word processing document used to take notes and/or course materials used/presented. The only exception is before class or during a break at which time you are welcome to use your laptop for other uses.

Please turn your cell phones off or set to an inaudible alert during class time to avoid distracting others. If you have a personal situation (e.g., a sick child) that may lead to you accepting a call during class time, please let me know in advance.

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students by signing up in the Center. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center at 796-3190.

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in

the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link:

<http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>

Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Where to Get Help: Additional Policies and Resources for Students

- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911).