



College of Education

Division of Counseling
and Family Therapy

8001 Natural Bridge Road
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Gerald and Deanne Gitner Excellence in Teaching Award

Nominee:

Matthew E. Lemberger, Ph.D.
Assistant Professor
Division of Counseling and Family Therapy
College of Education
University of Missouri – Saint Louis
407 Marillac Hall

Nominator:

Mark Pope, Ed.D., Professor and Chair
Division of Counseling and Family Therapy

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Nominee: Matthew E. Lemberger, Ph.D.

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College of Education

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May 28, 2008

Selection Committee
Gerald and Deanne Gitner Excellence in Teaching Award
University of Missouri-Saint Louis

This letter is to nominate Dr. Matthew Lemberger for the Gerald and Deanne Gitner Excellence in Teaching Award. Dr. Lemberger is an assistant professor in the Division of Counseling and Family Therapy in the College of Education at the University of Missouri – Saint Louis. He is completing his second year here at the University.

Dr. Lemberger came to us two years ago as one of the most highly recruited new doctoral graduates in counselor education across the country. We recruited him actively and were able to offer him a position in our nationally-recognized counseling and family therapy graduate programs. Ever since Dr. Lemberger stepped onto our campus, he has consistently been rated very high by students who are enrolled in his courses as well as by faculty who have observed his teaching. Further, he has developed and taught courses using innovative methods that address issues of social importance to the St. Louis metropolitan region and enhance the standing of the university in the community. Because of his outstanding and innovative teaching, I am nominating him for this prestigious early career teaching award.

Dr. Lemberger teaches in and is a leader of our school counseling program. Students who are in training to become professional school counselors are known in our program as a difficult and demanding group. In a class of school counseling students who are quite practically-focused, he is a philosopher who gently moves them toward examining themselves and to deconstructing their approach to educational counseling, even as he is helping them to reconstruct a new way. This is why we recruited him. From the first day of his first class on our campus, he truly moved and engaged them with his approach to teaching. You can tell by the letters from students that accompany this nomination. They are fully engaged in their learning like never before.

He is also making exceptional contributions to our counseling curriculum, both nationally and locally. Here are a some the most important examples.

Although he is only two-years post-doctorate, he has already developed and published his own model for training professional school counselors. This new model is an outgrowth of his practical experience in the area. His Transparent Counseling Pedagogy (TCP) Model has already received much attention in the counseling literature including articles that have recently appeared

in very important journals of our profession. His examination of how counseling students learn and his prescription regarding how to make this process more effective are beginning to change the way that we train new counselors. He has implemented this model in his counseling classes and the results of that, through the students evaluative responses, are extraordinary for any professor, let alone someone in only their second year of university teaching.

As the counseling curriculum has a strong clinical component, he has also turned his talents to the pedagogy of counseling supervision. In our doctoral curriculum, we require that all students take two courses that will teach them the fundamentals and more advanced strategies for the supervision of counselors-in-training. Dr. Lemberger has developed an original and published approach to counselor supervision as well, which he has already implemented in the training of our doctoral students. Again, to rave reviews from our doctoral students.

In addition to his standard teaching load, he has also designed and implemented a very successful winter intercession course focusing on advanced counseling skills for working with children and adolescents. This class was created out of a demand by students to be exposed to advanced theory-based practice. This course used web-based technologies to expose students to samples of expert counselors in the field, using the TCP model. Learning that Dr. Lemberger would be teaching an intercession course, students registered quickly for his course and he had a substantial waiting list.

Dr. Lemberger has also been very committed to collaboration with community educational partners. In only two years, he has developed a number of ongoing professional development programs for local counseling providers in both the schools and the community. For example, using a small grant through UMSL and the St. Louis Public Schools, he brought in five national leaders in school counseling for a one day training conference. Another example is that, in collaboration with a number of our graduate students, he founded a group that, using what they have learning in his classes, offers pro bono services to community agencies.

In his role as coordinator of the school counseling program in our division, he has also re-designed the curriculum for the Doctor of Education degree program. This doctoral program is the first of its kind in the country and will target the dearth of doctoral-level school counseling professionals, positioning these Ed.D. graduates to be leaders in the profession. As a faculty, we believe that this program will propel UMSL to be a national leader in school counseling.

Further, he is committed to social justice and cultural diversity as these are not only the pillars of the mission of our division, but also that of his own personal belief system. He has not only just incorporated such into his models, he has made this the focus of his work. Dr. Lemberger has used his models to develop a program for the St. Louis Public Schools that targets the achievement gaps across the ethnic and socioeconomic divides in the Saint Louis area and beyond. He recently procured a grant through the St. Louis Public School District to implement a counseling program targeting some of the neediest students in the area. The design of this program uses the same strategies that he has developed in his instruction with graduate students (e.g., meta-cognition) through counseling delivery systems (e.g., group counseling). This grant will train area counselors in this model and promote these services and skills with area Kindergarten through 12th grade students.

Finally, in a division known in our college for our excellent teaching and filled with very highly student-rated faculty, he has been consistently one of the most highly rated by students, even at this early stage in his career. In fact students rave about his instruction and I do not use the word “rave” lightly. Students have consistently commented on his high standards that promote academic excellence. He challenges his students to break away from their preconceived notions of school counseling and to move to a deeper understanding of the role of the school counselor in the modern schools. He helps them to truly think outside of the “box” in a schooling system that too many times puts students there.

I believe that Dr. Lemberger is truly making an extraordinary contribution to outstanding and innovative teaching at the University of Missouri – Saint Louis and that his contributions are being felt by our students as well as throughout the St. Louis metropolitan area. He is an outstanding teacher of students who cares deeply about the kind of professional school counselor that we are growing in our program. He brings that caring to everything that he does. It is with great honor that I nominate him for this important early career teaching award.

Collegially,



Mark Pope, Ed.D., Professor and Chair
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May 22, 2008

Selection Committee
Gerald and Deanne Gitner Excellence in Teaching Award
University of Missouri-St. Louis

Dear Selection Committee:

I am pleased to enthusiastically endorse the nomination of Dr. Matthew Lemberger for the **Gerald and Deanne Gitner Excellence in Teaching Award**. Matthew holds the rank of assistant professor on the tenure track and is finishing his second year with us in the College of Education; hence, he is qualified for this nomination and, I strongly hope he will be the recipient of the actual award when it is given.

Matthew is a wonderful faculty member. Recently, I had the honor of awarding him the Outstanding Faculty Award in the Division of Counseling and Family Therapy at the College of Education's Annual Celebration Banquet. Frankly, I cannot think of anyone more deserving of this high honor in the College of Education. Likewise, it is my strong belief that Matthew's exceptional teaching puts him in that rare category of faculty who represent the best ideals of the **Gitner Award**.

Matthew's teaching is exceptional. His ratings are always among the highest in the Division. In addition, his teaching is innovative and cutting edge. His commitment to issues of social justice and diversity are admirable. His commitment to teaching aspiring school counselors to be not only great counselors but great human beings is laudable.

In the counseling classes he teaches, he sets a wonderful example for his colleagues to follow in addressing the needs of his students and by imparting in them his enthusiasm for his profession and for the subject matter. The imaginative ways he uses *MyGateway* in his classes is both inspiring and insightful.

We are truly blessed in the College of Education and at the University of Missouri-St. Louis to have a faculty member like Dr. Matthew Lemberger. As dean, he makes me proud! He represents the best and I am pleased to call him my colleague.

Sincerely,

Charles D. Schmitz

Charles D. Schmitz, Ph.D.
Dean and Professor

Teaching Philosophy Statement

Matthew E. Lemberger, Ph.D.

In one of Plato's most important dialogues, *Meno*, he inquired if virtue can be taught and, in so doing, purported a system of knowing and teaching. Plato offered the position that the acquisition of knowledge is not necessarily a byproduct of learnt information and, instead, knowledge is the sum of recollected potentials in the individual. Plainly stated, an individual can only come to know something given that there was some antecedent potential to know that something. Without a full explication of this complex system I will certainly obscure the usefulness of Plato's grand pedagogical scheme; but more than any other pedagogical approach, I find that this method of antiquity to be relevant to the modern learner and it best represents what I strive to bring into the classroom as an instructor, into sessions as a counseling supervisor, in my social advocacy and outreach efforts, and in my continued work as a counselor.

Learning and Teaching Philosophy

There is a superb quote attributed to one of the most seminal members of the helping professions wherein she stated something similar to the following, "There is no real resistance in clients; instead, the only resistance is the clinician to find new and more fitting ways to meet the needs of that client." If this is true, then the idea of potentiality resounds loudly for learners (or counseling clients). Teaching is exposing the learner to experiences, stratagems, technologies, and other instruments that are compelling enough to change former positions into more fitting and meaningful epistemological positions. The learner is empowered to exist in alignment with the potentials of the self and these potentials are better calibrated to exist in the external world.

My philosophy of teaching is grounded in the following axioms: 1) Each learner has a vast and untapped potential; 2) Potential is relational between what is endowed in the learner and

the social conditions under which the individual exists; 3) What is known by the learner is resultant from the synthesis of multifarious experiences, abilities, and the interaction of formerly synthesized schema; & 4) Potentials can be approached with relevant and meaningful exposures to personal and social phenomena. Put simply, teaching is a co-positioning with the learner to maximize the potentials that already existed in the learner.

In an epoch of cultural dynamism, the system of learning described in this narrative is as prudent as it is empowering to learners (and communities of learners). The learner is not a simply a product of complex and exigent experiences; there is not a linear causality between social experience and epistemology. Instead, the learner is concurrently everything that she or he experiences and, yet, maintains the potential to transcend mere experience by virtue of individual and environmental potentials. What is understood by the learner is not static or fixed nor is the learner an immolation to the tribulations of life. Creativity of the learner is not reduced to reactions to impersonal environmental stimulus. No, in an era when culture is understood to be ubiquitous, it's the potentials of culture and the uniqueness of individual potential that affords the learner the opportunity to exist as both constructed and constructive.

Applications of Learning and Teaching Philosophy

There is intention behind my positioning of learning before teaching in each of the section headings of this manuscript. As a teacher, it is incumbent upon me to first consider the ways that knowledge and learning is palatable to the learner. Only after such considerations are made relevant do I present curriculum and pedagogy to maximize the learner's potential. To this end, I am interested in the cognitive and learning psychologies. Research has shown that issues such as "misconception", the amount and types of "prior knowledge", how learners think about their thoughts (i.e., meta-cognition), and other related variables of learning each contribute to

individual knowledge and learning. Thus, in applying contemporary learning research to Plato's paradisiacal philosophy, my efforts in the classroom have enabled me to share in my students' pursuit towards their own excellence, achievement, and virtue.

As a doctoral student I wrote two manuscripts related to counseling instruction and supervision that each became publications in counseling journals. In the first manuscript, I created a model for counseling pedagogy (i.e., Transparent Counseling Pedagogy [TCP]) whereby it purports a system of instruction that is concurrently employs induction and deduction in its approach. TCP instructs the counselor educator to first promote "prior knowledge" in the student and then apply this knowledge in live-action counseling application in the classroom setting. The live-action demonstrations and role-plays are augmented by strategies that challenge the students to decide and evaluate the relevance, intentionality, and usefulness of counselor responses to clinical counseling situations with clients. This pedagogical strategy positions the learner to fend through complex considerations and chose the most efficacious counseling response. Also, TCP compels neophyte counselors to think in terms of predictable outcomes and, thus, makes evaluation of strategies more viable.

I employ TCP in each of my masters level courses. Each class session is designed so that the first half is largely didactic and covers necessary "prior knowledge" content. The second half of each class engages students in experiential counseling activities using TCP, both as observers and as participants. In classes such as Group Counseling, Ethics, and Personal and Professional Development in Counseling (the latter being the first counseling skills course in our curriculum), students have reported that the TCP approach translates into usable and specific understanding of concepts and the courage to apply these concepts in their practicum and internship experiences.

In the second published article on instruction, I penned a model for counseling supervision. Similar to the pedagogical model aforementioned, this supervision model encourages counseling supervisors and developing counselors to use both inductive and deductive processes to evaluate and improve clinical practice. Additionally, I have used this model in teaching the doctoral class on counseling supervision. While I do not limit the students to this model, the conceptual framework of this model has been integrated into my own instruction and, therefore, encouraged doctoral students to be work with their supervisees in a more systematic and constructive manner.

Delivery of Instruction to Learners

Since my arrival at the University of Missouri – Saint Louis I have made allegiant efforts improve my pedagogy and the structure of the Division of Counseling and Family Therapy (DCFT). This said, as important as are my efforts with graduate students, my true passion is to bridge my work to the broader community. As such, my focus has been to target the achievement gaps across the ethnic and economic divides in the Saint Louis area and beyond.

The credo that learners have profound potentials that are too often inhibited or marginalized lives in my work. I have recently procured a grant through the Saint Louis Public School District (SLPS) to implement a counseling program to target some of the neediest students in the area. The design of this program uses the same strategies that I use in my instruction with graduate students (e.g., meta-cognition) through counseling delivery systems (e.g., group counseling). This grant will train area counselors in this model and promote these services and skills with area Kindergarten through 12th grade students.

Second, as coordinator of the school counseling track in the DCFT, this year I proposed, designed, and witnessed the successful development of a school counseling doctoral program at

UMSL. This doctoral program is the first of its kind in the country and will target the dearth of doctoral level school counseling professionals and position students to be leaders in the profession. Also, his program will also propel UMSL as a national leader in school counseling.

Third, in addition to my standard teaching rotation, I designed and implemented a successful winter intersession course focusing on advanced counseling skills. This class was created out of a demand by students to be exposed to more practical and theoretical based practice. This course used web-based technologies to expose students to samples of expert counselors in the field and the aforementioned TCP class format.

Finally, I have developed a number of ongoing professional development programs for local counseling providers in both the schools and the community. For example, using a small grant through UMSL and SLPS, I brought in 5 national leaders in school counseling for a one day training conference. Also, in collaboration with a number of my students, I have spearheaded a group that offers pro bono services to community agencies.

Conclusion

In this narrative I have unintentionally deemphasized many aspects implicit to my teaching (e.g., a strength-focused paradigm, social justice assignments, humor, providing of copious notes and resources). In reflection, I realize that this was not a function of faulty self-awareness or humility and, instead, this treatment incarnates my belief that the measure of instruction can only be displayed in the accomplishments of the learner. I humbly accept that the potential and achievements of my students trumps the pedagogical means I offer in and outside of classrooms. In such way, each learner that I have the good fortune to share with is not a passive or dependent entity awaiting knowledge outside of the self to be dispensed inward like a

liquid into a container. Rather, given the helpful hand of education, each learner can engage in opportunities to draw out otherwise dormant or impeded potentials.

**CNS ED 6000 Personal & Professional Development in Counseling
Fall 2007 (Tuesdays, 5:30 - 8:10)**

Instructor: Matthew Lemberger, Ph.D.

E-mail: lembergerm@umsl.edu

Office Location: Marillac Hall 413

Telephone: (314) 516 - 6079

Office Hours: M-Thurs, 11 am – 2 pm

I. COURSE GOALS

This course provides an in-depth view of the professional counseling field. Attention is focused on the development of the helping relationship, including a review of research on factors which influence helping processes, rapport building, intentional interviewing, interviewing from the multicultural perspective, and other related micro-counseling skills. Students are introduced to basic counseling skills and their role in developing the helping relationship. Another purpose of this course is to increase students' awareness about how their behaviors, values, and beliefs are related to the role of the counselor and in the process to determine goodness-of-fit for the counseling profession.

II. COURSE OBJECTIVES (CACREP Standards, 2001)

CACREP Standard: Section II, K. 1. Professional Identity

- Understand what counseling involves and be able to differentiate counseling from advice giving, etc.
- Understand history, philosophy, professional roles & functions, legal & ethical issues, and role as a social advocate associated with professional counseling.
- Understand the relationship between one's own personal values, beliefs, and behaviors and the role of the professional counselor. Including an awareness of the role of the counselor in a variety of settings.
- Enhance self-awareness through exploration of issues related to interpersonal style.
- Have an awareness of the professional organizations, journals, and issues such as licensure and certification.
- Understand the structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of community counseling.
- Understand the organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice.

CACREP Standard: Section II, K. 2. Social and Cultural Diversity

- Have awareness of the implications of sociocultural, demographic, and lifestyle diversity relevant to community counseling.
- Have awareness of client characteristics of individuals served by agencies offering counseling services, including, but not limited to, the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, sexual orientation, chronic illness, developmental transitions, & interpersonal, family, & community violence.

CACREP Standard: Section II, K. 5. Helping Relationships

- Be familiar with research on factors that influence helping processes and rapport building.
- Identify and understand qualities of effective counselors and behaviors that influence the helping processes including age, gender, and ethnic differences, verbal and non-verbal behaviors.
- Develop an understanding of basic counseling skills and understand their role in developing the helping relationship and demonstrate basic helping relationship skills.
- Understand the general principles of community intervention, consultation, education, and outreach; understand characteristics of human services programs and networks, (public, private, and volunteer) in local communities.
- Understand the principles of program development and service delivery for a clientele based on assumptions of normal development, including, but not limited to, prevention, implementation of information and counseling, and encouragement of self-help.

CACREP Standard: Section II, K. 8. Assessment

- Be familiar with basic interviewing, assessment, and counseling skills.
- Understand the theories and techniques of community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems.

CACREP Standard: Section II, K. Research & Program Evaluation

- Be familiar with research processes, significant journals, research-based mechanism, etc. germane to counseling

III. TEXTS AND READINGS

Required Text

- Ivey, A. E. & Ivey, M. B. (2007, 6th ed.). *Intentional interviewing and counseling: Facilitating client development in a multicultural society*. Pacific Grove, CA: Brooks/Cole.
- Pope., M. (2006). *Professional counseling 101: Building a strong professional identity*. Alexandria, VA: American Counseling Association.
- American Psychological Association (APA) (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D. C.: American Psychological Association.

Required Supplemental Readings (to be posted on MyGateway by the course instructor)

- Christensen, T. M. (2005). Research and writing in counseling. In D. Capuzzi & D. R. Gross (Ed.s), *Introduction to the Counseling Profession* (pp.100 – 122) [4th ed.]. Boston, MA: Allyn and Bacon.

Additional key readings to be added by instructors as necessary

IV. METHODS OF DELIVERY

Methods used to deliver the content of this course may include, but not necessarily be limited to: Class lectures and discussions, assigned readings, role-playing, case analysis, videotaping, audiovisual presentations, writing assignments, research, and written response.

V. ADMINISTRATIVE REQUIREMENTS

1. **Attendance Policy:** Students are expected to attend all class meetings and to be present for the entire class meeting. For each class beyond two that the student misses, 5 points will be deducted from the final grade. *If a student misses two partial classes or has two tardies, this will count as one complete absence.*
2. All assignments are due on the assigned due date. For each day an assignment is late, 5 points will be deducted until the assignment is turned in to the instructor.
3. Read all chapters and additional assigned readings before each class.
4. Grading will be on a point basis. (See “Evaluation and Grading” for details)
5. Except for emergencies due to hospitalization or death in the immediate family.
6. Students are expected to observe high standards of academic conduct, ethics, and integrity as stated in the UMSL Student Handbook. No student shall engage in any form of fraudulent, deceitful, dishonest, or unfair conduct with respect to examinations, papers, presentations, or other academic endeavor. The consequences of this conduct will result in academic sanctions against the student in violation.
7. **INSTRUCTIONAL MODIFICATION:** Students who have a disability or condition that may impair their ability to complete assignments or otherwise satisfy course requirements are encouraged to meet with the professor to identify, discuss, and document any feasible instructional modifications or accommodations. Students should notify the professor no later than the end of the second week of the semester or as soon as possible if the condition is diagnosed during the semester.
8. Maintaining confidentiality is the primary ethical principle of counselors. In the interaction between class members self-disclosure and personal examination will occur. All interactions in this class fall under the same umbrella of confidentiality as client/counselor relationships. If a student fails to maintain the confidentiality of clients or classmates, he or she will be referred to the Counseling Faculty Review Board for possible disciplinary action, including dismissal from the program.

VI. REQUIREMENTS

1. **Tapes/Listening Skills Practice Sessions** - Meet with your tape partner at least 4 times between 9/12 and 11/14 to practice basic counseling skills. Your tape partner must not be in your lab group. These practice sessions are to be videotaped so that you and your instructor can review your skill development. Also, complete and turn-in a self-critique evaluation form for each of the practice sessions (as provided by the instructor) [worth up to 5 points for each submission, totaling 20 points]. In addition, you will turn in the actual tapes of two of your practice sessions (worth up to 35 points for each tapes, totaling 70 points). Keep all tapes until the end of the semester. Do not erase them until then. You will transcribe portions of one or more tapes- more detailed instructions for this task will be provided.
2. **Personal Experiences/Self-Counseling Log** - Keep a journal of your personal experiences and reactions during this course. This log will be turned in weekly for each of the 10 designated sessions (see Class Schedule). Appropriate topics include experiences related to any aspect of the course, reactions to course activities, observations about the reading, comments on class discussion, etc. These journals are a good way to communicate with me and I keep them confidential. (1 point per submission, 10 points total)
3. **In-class Experiential Training Lab** - Participate in in-class experiential training exercises/activities.
4. **Counseling Project.** Attend and participate in at least 10 counseling sessions as a client. Please remember to report your reactions to this in your log. Details will be discussed in class. (2 point per attendance, 20 points total)
5. **Personal Self-analysis Paper.** Write a 5-10 page, double-spaced paper in which you conduct an analysis of your personal characteristics such as needs, values, personality, strengths, and weaknesses, and how you developed these personal characteristics. Usually this exercise involves looking at one's past history and the significant events or themes in your life. This paper will not be submitted for grading to your professor, however, you are held responsible for it. Although this paper will not be read by your professor, there will be an in-class exercise in which you will process this paper and the experience of writing it. (10 points total)
6. **Literature Review.** Using APA style (5th ed.), write a 10-12 page (not including the reference list), double-spaced paper on a counseling topic. See the Literature Review Guidelines. An outline of this paper will be due on 9/12/06. The paper itself is due on 10/10/06. (50 points possible)
7. **Personal Growth and Development Paper.** Write a 5-10 page, double-spaced paper in which you incorporate all your experiences from the course requirements and describe your path, your discoveries, and your changes throughout this course, including any changes in behavior, feelings, attitudes, perceptions, etc. In this paper it is important that you integrate your observations of yourself as a counselor with material presented in class and in readings. (20 points possible)

VII. EVALUATION AND GRADING PROCEDURES

A = 186 – 200 points	B+ = 174 – 179 points	C+ = 154 – 159 points	F = below 139
A- = 180 – 185 points	B = 166 - 173	C = 146 - 153	
	B- = 160 - 165	C- = 140 - 145	

Your grade for this course will reflect your performance on all assignments as well as the professor's assessment of interpersonal characteristics and your potential for counseling effectiveness. While academic skills are an essential element in successful completion of this course and the counseling program, your grade in CE 6000 will reflect not only your academic performance but your personal characteristics as evaluated by the instructor as stated on this syllabus. Therefore, it is possible to excel academically and receive a final grade less than an A or B. Therefore, grades of A, B, C, and F will reflect a combination of objective and subjective assessment.

The Counseling program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. Since we want to identify students with low effectiveness potential for counseling as early as possible and to initiate the necessary procedures for working with such students, we admit students on a provisional basis until they have gone through screening by the Counseling Faculty Review Board and are fully accepted in the counseling program.

The following are the qualities of effective counselors and will form the basis for the professor's assessment:

1. Communicates a genuine interest in others;
2. Able to be emotionally affected by experiences of others;
3. Open-minded;
4. Accepting of human differences;
5. Open to feedback from others;
6. Self acceptance;
7. Demonstrates emotional stability and confidence;
8. Awareness of personal issues and actively works to resolve them;
9. Objectivity;
10. Sense of humor;
11. Awareness of personal needs, values, strengths, and weaknesses;
12. Willingness to learn and grow psychologically;
13. Demonstrates core conditions.
14. Has effective written and verbal skills

ACADEMIC INTEGRITY:

As a graduate student in the Division of Counseling and Family Therapy, you will be held to the highest standards of academic conduct. Academic misconduct will be dealt with according to University Policy as stated in the Student Handbook (see Student Code of Conduct).

All your work in this class should be original to you and to this class. Of course you are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. Also recycling papers from other classes is not acceptable. The bottom line is ALWAYS (on exams, on papers, on projects, on presentations) do your own, original work, give credit to others for their ideas, and, if in doubt, ask your professor!

According to the Publication Manual of the American Psychological Association (2001), plagiarism involves presenting the work of another as if it were your own work. Work can refer to the written words of another, or their ideas. If you use the exact words of an author in constructing a sentence or paragraph, you must use quotation marks around those words and give the page number in the citation. If you paraphrase someone else's work, you must also give them credit with a citation. Paraphrasing involves rewriting someone else's words to say what they said. A good rule of thumb to follow is that any time you use more than 3 words in a row from an author, put those words in quotes. All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. If plagiarism exists, it is a violation of the APA Ethical Standards, regardless of whether the plagiarism was intentional or not.

Videotape Requirements

Students will complete two videotaped counseling interviews demonstrating the facilitative skills and the intentional interview approach to counseling presented in the Ivey and Ivey text. The graded interviews will be performed with one student acting as the counselor/interviewer and one student acting as the client. The students will then switch roles. Each student will turn in a separate videotape showing themselves in the role of counselor/interviewer. Each tape should be a minimum of 10 minutes long, not to exceed 15 minutes. These tapes will be turned in to the instructors on the assigned due date.

The first videotape should demonstrate the student's skills in the use of the facilitative model of communication and the intentional counseling skills (including, but not limited to, attending behaviors, open and closed questioning, observation skills, encouraging, paraphrasing, summarizing, and observing and reflecting feelings).

The second videotape should demonstrate the students overall understanding and abilities in all of the above skills plus the integration of listening skills, and influencing skills (including self-disclosure, confrontation, reflection of feeling, feedback, etc.). This interview must show an action oriented focus (i.e. guiding the client to action based on the particular problem of that client).

Student's videotapes will be graded on a 35-point system, as follows:

1. Demonstration of Interviewing Skills: *(possible 7 points)*
2. Appropriateness of Interviewing Responses: *(possible 7 points)*
3. Organization of Interview (e.g., usage of time, etc.): *(possible 7 points)*
4. Consistency of Skill Usage: *(possible 7 points)*
5. Legal and Ethical Employment of Skills: *(possible 7 points)*

Each criterion area will be graded on a 7-point scale, as follows:

- 7 Points = Effective, relevant, and consistent demonstration of skill at an advanced level
- 6 Points = Effective, relevant, and consistent demonstration of skill at a satisfactory level
- 5 Points = Mostly effective and relevant demonstration of skill
- 4 Points = Demonstrated, yet inconsistent, demonstration of effective and relevant skill
- 3 Points = Limited and insignificantly effective demonstration of skill
- 1 or 2 Points = Either non-demonstration or ineffective demonstration of skill
- 0 Points = Non-demonstration of skill and inappropriateness of interview process

Literature Review Guidelines

Writing a literature review in CNS ED 6000 serves three purposes: a) to introduce you to the scholarly counseling literature, b) to provide a vehicle through which to learn library resources to access and obtain information, and c) to gain experience reading, integrating, and applying scholarly information to a specific problem or question. The goal of your paper should be to review and evaluate the relevant scholarly knowledge about a particular counseling related topic.

You need to turn in a 1-2 page outline of your paper, including references. I'm primarily interested in seeing what will be in the body of your paper (see below under Format). By requiring you to turn in an outline, by that date you should have completed your library search for reference material and obtained most, if not all, of the sources that you will use for the paper.

I. Format of Paper

- a. Title Page: a standard APA style title page, except that in place of your name, please put **your student ID number (not your name), in order to facilitate a blind grading process.**
- b. Abstract: a brief, comprehensive summary of contents of the paper.
- c. Introduction: a statement of the issue or problem under consideration and the purpose of focus of the literature review. This section should introduce the topic to the reader and give the reader an overview of what to expect in the paper.
- d. Body of Paper: you should organize all the relevant literature into a logical, cohesive format.
- e. Conclusion: should include the author's conclusions about the reviewed literature. What are the strengths and weaknesses of this body of research? What are directions for future research? Are there needs related to counselor training? Are there implications for counseling practice, etc.?
- f. References: APA style (refer to APA Manual pp. 215-281). Included in these pages is information on citing references within the text and in the reference section.

II. References:

The paper should include as many references as is necessary to sufficiently cover the topic. A **minimum of 10 references is required.** Most of your references should be from counseling and psychology related journals. You must have at least 6 references that are journal articles; the rest of the references may be books (scholarly books, NOT self-help books) or journal articles. Magazines and newspapers are not acceptable sources of information; neither are web pages. If you have questions about whether you have enough references, talk with me.

-Example of counseling journals include: Journal of Counseling and Development, The Journal of Counseling Psychology, The Counseling Psychologist, Journal of Specialists in Group Work, The School Counselor, The Elementary Counseling Journal

-Other related journals include: The American Psychologist, The Journal of Consulting and Clinical Psychology, The Journal of Family Psychology

III. Evaluation:

The grading of the paper will be based on the following guidelines:

- | | |
|----------------------------------|-----------------------------------|
| a. Statement of theme or problem | e. Adherence to APA format |
| b. Logical development of ideas | g. Relevance of citations |
| c. Depth of literature review | h. Competency in written language |
| d. Use of transitions | i. Overall organization |

IV. Specific guidelines to follow:

- have a paragraph at the beginning of your paper that talks about the importance of the topic
- also have a paragraph at the beginning of the paper that describes how your paper is organized (this will orient the reader as to what to expect)
- follow an outline! Make it specific so that you know topic by topic what you are going to cover
- use headings! These will greatly help you to organize your paper and they will help the reader comprehend the topics
- use transitions between paragraphs to help the flow of the paper
- use summary paragraphs at the end of big sections to help the reader get the main points
- remember that this paper is in essay form, not an annotated list
- emphasize findings of studies, not just methodologies or the names of variables studied
- point out trends or themes in the literature that you have reviewed
- point out gaps in the literature. What are important things that we do not yet know?
- point out weaknesses in the research that you are summarizing. Be critical in your reading – don't just summarize
- use direct quotes very sparingly, if at all
- you should have at least one reference cited per paragraph, and often you will have more than one. Sometimes you will have numerous sentences in a row that each have a citation.

Helpful Strategies

1. Do not procrastinate! You will need to order articles through interlibrary loan, read all of the articles, chapters, books, etc., understand them, and integrate them into a coherent paper. This cannot be done well if you wait until the last minute. Although this paper is anxiety-provoking for many of you, try to manage your anxiety by working on it early and in small doses, rather than waiting until full-panic mode sets in.
2. Getting your topic narrowed down to a focus that is appropriate for this paper takes some time and work. Expect to make several trips to the library and to do more than one computer search, etc.
3. Pay attention to what you are graded on in this paper (see above) so that you can make sure that you are doing all that you should be doing.
4. Specific areas of APA style that you should pay attention to:

p. 7	definition of a review article
pp. 12-14	abstract
pp. 44-50	agreement of subject and verb; pronouns
pp. 61-76	guidelines for reducing bias in language
pp. 113-115	headings
pp. 117-118	quotes
pp. 120-122	citation of sources
pp. 122-127	numbers
pp. 207-281	references
pp. 290-293	spacing, etc.
pp. 296-299	typing instructions
pp. 319-320	sample review paper
5. Do not try to make your paper look longer by doing things such as triple-spacing, using extra large fonts, using boldface type, etc. You should have 1 inch margins, double-space the entire paper, and use a 12-point font such as Times, Times Roman, Courier, etc.

VIII. CLASS SCHEDULE

Week	Date	Class Session Topic	Assignment Due
1	8/22/06	1. Course Introduction and Getting Acquainted 2. Syllabus Review 3. What is Counseling	
2	8/29/06	1. Intentional Interviewing & Counseling 2. Ethics, Cultural Competence, & Wellness	<u>Read:</u> Ivey & Ivey, Ch.s 1 & 2 Pope, Ch. 3 & 15
3	9/05/06	1. Research & Writing in Counseling	<u>Read:</u> Christensen (MyGateway) Pope, Ch. 4 <u>Due:</u> Log #1
4	9/12/04	1. Attending Behavior	<u>Read:</u> Ivey & Ivey, Ch. 3 Pope, Ch. 5 <u>Due:</u> Literature Review Outline Log # 2
5	9/19/04	1. Questions	<u>Read:</u> Ivey & Ivey, Ch. 4 Pope, Ch. 6 <u>Due:</u> Tape Evaluation Form #1 Log # 3
6	9/26/04	1. Observation Skills	<u>Read:</u> Ivey & Ivey, Ch. 5 Pope, Ch. 7 <u>Due:</u> Log #4
7	10/03/04	1. Encouraging, Paraphrasing, & Summarizing	<u>Read:</u> Ivey & Ivey, Ch. 6 Pope, Ch. 8 <u>Due:</u> Tape 2 & Evaluation Form #2 Log #5
8	10/10/04	1. Observing & Reflecting Feelings	<u>Read:</u> Ivey & Ivey, Ch. 7 Pope, Ch. 9 <u>Due:</u> Literature Review Paper Log #6
9	10/17/04	1. Integrating Listening Skills	<u>Read:</u> Ivey & Ivey, Ch. 8 Pope, Ch. 10 <u>Due:</u> Log #7
10	10/24/04	1. Skills of Confrontation	<u>Read:</u> Ivey & Ivey, Ch. 9 Pope, Ch. 11 <u>Due:</u> Tape 3 Evaluation Form Log #7
11	10/31/04	1. Focusing the Interview	<u>Read:</u> Ivey & Ivey, Ch. 10 Pope, Ch. 12 <u>Due:</u> Self-Analysis Paper
12	11/7/04	1. Eliciting & Reflecting Meaning	<u>Read:</u> Ivey & Ivey, Ch. 11 Pope, Ch. 12 <u>Due:</u> Log # 8
13	11/14/04	1. Influencing Skills	<u>Read:</u> Ivey & Ivey, Ch. 12 Pope, Ch.s 13 & 14 <u>Due:</u> Tape 4 & Evaluation Form #4 Log # 9
14	11/21/04	No Class – Thanksgiving Break ☺ !!!	
15	11/28/04	1. Skills Integration 2. Integration with Theory 3. Personal Style	<u>Read:</u> Ivey & Ivey, Ch.s 13, 14 & 15 <u>Due:</u> Personal Growth Paper Log # 10
16	12/05/06	Reflection & Closing Day	Bring food, smiles, & brilliance

CNS ED 6010: Theories of Counseling

Spring 2007 (*June 12 - August 2*)

210 South Campus, Tuesdays & Thursdays (11:45 - 2:25 pm)

Instructor: Matthew Lemberger, Ph.D.

Office Hours & Location: Tuesdays & Thursdays 10 – 11:30, 408 Marillac Hall

Contact Information: (314) 516 – 6079, lebergerm@umsl.edu

Required Text:

Corsini, R. J. & Wedding, D. (2007). *Current psychotherapies* (8th Ed.). Belmont, CA: Thomson Brooks/Cole.

Suggested & Supplemental Reading(s):

Cowans, E. W. (2005). *Ariadne's thread: Case studies in the therapeutic relationship*. Lahaska Press. Supplemental reading will be posted on MyGateway by the instructor.

Catalogue Description & Prerequisites: This course will explore the philosophical foundations of counseling theory. The major constructs of contemporary counseling approaches will be discussed and the practical applications of these theories will be analyzed. Prerequisite is admittance into the Division of Counseling & Family Therapy, UMSL.

Goals: This course explores the philosophical foundations of counseling theory. The major constructs of basic and contemporary counseling approaches are examined, and the practical applications of these theories are analyzed. The course will provide a collection of theories from which you will choose the guiding theory(s) for your initial practice as a counselor; and to assist in your evolving understanding of human behavior and psychological development

Competencies/Objectives (CACREP Competencies [CACREP, 2001]): By the end of this course, students will be expected to demonstrate the following competencies:

- An understanding of basic theoretical frameworks for viewing the counseling relationship, including the concepts of development, transitions, learning, and change (CACREP, II.K.3.a. & b.);
- An understanding of the major counseling theories, tenets, & germane techniques (CACREP II.K.2.e.);
- An understanding of the historical developments relative to counseling theories and their respective relationships to the life domains of affect, cognition, behavior, and context (CACREP, II.K.5.c. & d.);
- An understanding of counselor characteristics & behaviors that influence helping processes involving differences between counselor & client, including various sources of values programming (CACREP, II.K.5.a.);
- An understanding of cultural variables relative to the different counseling theories (CACREP, II.K.5.b.);
- An understanding of the boundaries between counselor & client (CACREP, II.K.5.b.);
- An understanding of research evidence supporting & critiquing various theories (CACREP, II.K.8.e.);
- An understanding of how counseling theories may be used to conceptualize thoughts, feelings, & behaviors across the lifespan (CACREP, II.K.3.a. & b.);
- Competence in client conceptualization & the intentional selection of appropriate counseling interventions (CACREP, II.K.5.c.);
- Competence in one's own awareness of personal worldview (e.g., values, beliefs, and biases) in the interpretation & application of counseling theory;

Instructional Methods: Lecture, dialogue, concept mapping, presentations, experiential activities, & exams.

Course Schedule:

The following topics are not viewed as absolute; the instructors reserve the right to change the topics scheduled based on the needs of the class. *PLEASE READ ASSIGNED MATERIALS PRIOR TO CLASS.*

DATE	TOPIC	READINGS	ASSIGNMENT DUE
1 6/12	Course Overview; Introductions; What is Theory?	Ch. 1	
2 6/14	Psychoanalysis	Ch. 2	• Theory Map 1
3 6/19	Individual Psychology (a.k.a., Adlerian)	Ch. 3	• Theory Map 2
4 6/21	Client-Centered Therapy	Ch. 5	• Theory Map 3
5 6/26	Existential Psychotherapy	Ch. 9	• Theory Map 4
6 6/28	Exam One		
7 7/3	Rational Emotive Behavior Therapy (a.k.a., REBT)	Ch. 6	• Theory Map 5
8 7/5	Behavior Therapy	Ch. 7	• Theory Map 6
9 7/10	Cognitive Therapy (a.k.a., CBT)	Ch. 8	• Theory Map 7
10 7/12	Cultural Paradigms Feminist Theories & Paradigms	Sue & Sue (2003) – ch. 2 Evans, Kincade, Marbley, & Seem (2005)	• Theory Map 8
11 7/17	Gestalt Therapy	Ch. 10	• Theory Map 9
12 7/19	Exam Two		
13 7/24	Multimodal Therapy Integrative Psychotherapies	Ch. 11 Ch. 14	• Theory Map 10
14 7/26	Family Therapy Systems Theory	Ch. 12	• Theory Map 11 • Personal Theoretical Orientation Paper
15 7/31	Contemplative Psychotherapies Challenges & Controversies of Today	Ch. 13 Ch. 15	• Theory Map 12
16 8/2	Exam Three		

Note: ** indicates additional reading materials to be read as supplied by the instructor by means of MyGateway

Course Requirements:

1. **Attendance:** Students are expected to attend all classes. Per the University policy, “excessive absences” will result in a failing grade in this course. Any more than 4 absences will be considered excessive.
2. **Late Coursework:** Any course work that is not turned in at the beginning of the class session that it is due will not be accepted for credit. In cases of emergency, please make arrangement with the instructor. While certain accommodations will be made, in most cases a late or missing assignment will not be considered.
3. **Assignments:** Each assignment should be turned in prior to the start of class and should reflect the expectations of graduate-level performance. All materials should be typed, readied with appropriate spelling and grammar, and in accord with APA Standards (or as designated by course instructor). Your expected coursework is as follows:

1. **Class attendance and participation**

This is a seminar-type course, and student participation is integral and expected. As a graduate student, you are expected to *participate verbally* in discussions and respond to questions; graduate school is about learning and extending your knowledge through discussion with others at a graduate level. Therefore, students are required to have read the assigned material prior to each class session. Material presented in class is designed to supplement, not duplicate, the assigned readings, and thus students are responsible for all assigned material, as well as information presented in class. Students are expected to be present for each class. UM-St. Louis attendance policy is that you will be dropped from the course if you have three or more unexcused absences. If you will not be present, please inform Dr. Lemberger of this as soon as possible.

2. **Theory Maps**

Theory maps (commonly called Mind Maps or Concept Maps) are structured cognitive organizers detailing the manner in which you conceptualize the theory read in that night’s assigned reading. Your Theory map will be due at the beginning of each lecture class and will be utilized as part of the class instruction. Maps should contain at least five levels of theory explication (to be explained on the first night of class), containing the main constructs of the theory, relevance, & applications.

3. **Exams**

There will be 3 exams during the semester (see course outline below). Each exam is worth 20% of your grade and will be composed of multiple choice, identifications, short answer, & essay questions.

Make-up Policy: Make-up exams will be given only for the following reasons: physical illness (physician’s authorization required); personal/family emergency (instructor notification by phone prior to exam); participation in a scheduled University activity; & exam falls on a religious holiday. Make-up exams must be taken within 1 class period of the scheduled exam & it is the student’s responsibility to make arrangements with the instructor to take the exam. If a student fails to fulfill these obligations, he/she will receive a failing grade of zero on that exam.

4. **Personal Theoretical Orientation Paper**

In this paper, you will describe your personal approach to counseling, using the six-question perspective we utilized throughout the course to examine each theory. This assignment is designed to help you develop and advance your personal theory of counseling and integrate what you have learned from the course material.

Please answer each of the six questions we have used across this semester to describe your personal theoretical orientation. Cite sources as appropriate. In addition, please discuss how your answer has

changed over the course of the semester. If it hasn't changed at all, please discuss why not. Where do you see yourself going from here (with regard to your theoretical perspective)?

This paper is to be typed in APA style (e.g., 1" margins, double-spaced, appropriate citation of references, and so on). The minimum length is 8 pages. *Proofread your work before handing in; produce a graduate level paper that reads without spelling or grammatical errors.*

GRADES AND EVALUATION:

Exams (20% each)	60%
Theory Maps (1% points apiece, plus 3% for 12/12 complete)	15%
Personal Theoretical Orientation Paper	20%
Class Participation	05%
	100%

A = 93% and up	B+ = 87-89%	C+ = 77-79%	F = below 70%
A- = 90-92%	B = 83-86%	C = 73-76%	
	B- = 80-82%	C- = 70-72%	

Note: Please note the due dates. All assignments are to be turned in at the beginning of class on the day they are due. Late assignments will be penalized 3% of the grade for the assignment per day the assignment is late. Problems with meeting deadlines should be discussed with Dr. Lemberger.

ACADEMIC INTEGRITY

As a graduate student in the Division of Counseling, you will be held to the highest standards of academic conduct. Academic misconduct will be dealt with according to University Policy as stated in the Student Handbook (see Student Code of Conduct).

All your work in this class should be original to you and to this class. Of course you are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. Also recycling papers from other classes is not acceptable. You can certainly continue to explore an area of interest, but you must do new or additional research and writing. The bottom line is ALWAYS (on exams, on papers, on projects, on presentations) do your own, original work, give credit to others for their ideas, and if in doubt ask your professor!

According to the Publication Manual of the American Psychological Association (2001), plagiarism involves presenting the work of another as if it were your own work. Work can refer to the written words of another, or their ideas. It is very important that you give appropriate credit to others when you use their work. If you use the exact words of an author in constructing a sentence or paragraph, you must use quotation marks around those words and give the page number in the citation. If you paraphrase someone else's work, you must also give them credit with a citation. Paraphrasing involves rewriting someone else's words to say what they said. It is best to use your own words when paraphrasing, but you can rearrange the order of words in an author's sentence AND change some of the words and this would be considered paraphrasing. A good rule of thumb to follow is that any time you use more than 3 words in a row from an author, put those words in quotes. All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. If plagiarism exists, it is a violation of the APA Ethical Standards, regardless of whether the plagiarism was intentional or not.

INSTRUCTIONAL MODIFICATION

Students who have a disability or condition that may impair their ability to complete assignments or otherwise satisfy course requirements are encouraged to meet with the professor to identify, discuss, and document any feasible instructional modifications or accommodations. Students should notify the professor no later than the end of the second week of the semester or as soon as possible if the condition is diagnosed during the semester.

Course Readings & Selected References

- Ansbacher, H. L., & Ansbacher, R. (Eds.) (1964). *The individual psychology of Alfred Adler*. (Ch. 13, "Understanding and Treating the Patient"). New York: Harper Torchbooks.
- Bankart, C. P. (1997). *Talking cures: A history of Western and Eastern psychotherapies*. Pacific Grove, CA: Brooks/Cole.
- Beck, A. T. (1976). *Cognitive therapy and the emotional disorders*. (Ch. 9 & 10). New York: Meridian.
- Bernard, J. M. (1990). Laura Perls: From ground to figure. In P. P. Heppner (Ed.), *Pioneers in counseling and development: Personal and professional perspectives* (pp. 72-77). Alexandria, VA: American Association for Counseling and Development.
- Dryden, W. (1990). Albert Ellis: An efficient and passionate life. In P. P. Heppner (Ed.), *Pioneers in counseling and development: Personal and professional perspectives* (pp. 67-71). Alexandria, VA: American Association for Counseling and Development.
- Ellis, A. (1996). How I learned to help clients feel better *and* get better. *Psychotherapy*, 33, 149-151.
- Ellis, A. (2005). Why I (really) became a therapist. *Journal of Clinical Psychology*, 61, 945-948.
- Evans, K. M., Kincade, E. A., Marbley, A. F., & Seem, S. R. (2005). Feminism and feminist therapy: Lessons from the past and hopes for the future. *Journal of Counseling & Development*, 83, 269-277.
- Gay, P. (Ed.) (1989). *The Freud reader*. (pp. 356-387). New York: Norton.
- Heppner, P. P., Rogers, M. E., & Lee, L. A. (1990). Carl Rogers: Reflections on his life. In P. P. Heppner (Ed.), *Pioneers in counseling and development: Personal and professional perspectives* (pp. 54-59). Alexandria, VA: American Association for Counseling and Development.
- May, R., & Yalom, I. (2000). Existential psychotherapy. In R. J. Corsini and D. Wedding (Eds.), *Current psychotherapies* (6th ed., pp. 273-302). Belmont, CA: Thomson.
- Norcross, J. C. (2005). A primer on psychotherapy integration. In J.C. Norcross & M. R. Goldfried (Eds.), *Handbook of psychotherapy integration* (pp. 3-23). New York: Oxford University Press.
- Perls, F. S. (1969). *Gestalt therapy verbatim*. (pp. 251-272). Moab, UT: Real People Press.
- Rabinowitz, F. E., Good, G., & Cozad, L. (1990). Rollo May: A man of meaning and myth. In P. P. Heppner (Ed.), *Pioneers in counseling and development: Personal and professional perspectives* (pp. 94-98). Alexandria, VA: American Association for Counseling and Development.
- Rogers, C. R. (1961). *On becoming a person*. (Chs. 1, 6). Boston: Houghton Mifflin.
- Strupp, H. H. (1989). My career as a research and therapist. In W. Dryden & L. Spurling (Eds.), *On becoming a therapist* (pp. 101-115). London: Tavistock/Routledge.
- Sue, D. W., & Sue, D. (2003). *Counseling the culturally diverse: Theory and practice*. (4th ed.) New York: Wiley.

CNS ED: 6040 Group Procedures & Counseling
Spring 2008 (Wednesday, 5:30 - 8:10)
111 South Campus Classroom

Instructor: Matthew Lemberger, Ph.D.

E-mail: lebergerm@umsl.edu

Office Location: Marillac Hall 413

Telephone: (314) 516 - 6079

Office Hours: Mon. & Wed., 11 am – 3 pm

Required Materials:

Gladding, S.T. (2008). *Group work: A counseling specialty* (5th ed.). Upper Saddle River, NY: Merrill-Prentice Hall Publications.

Course Philosophy:

In the spirit of the counseling profession and commensurate with the Division's credo, curriculum and pedagogy in counseling training should refine your natural helping **dispositions** (integrity, intellectual spirit, justice, and stewardship) through acquiring **knowledge** (of content, cultural issues, human growth and development, self, professional standards, technology, and theory/research). Once you have developed this knowledge, you will **practice** assessing, communicating, creating opportunities, decision making, engaging in inquiry, planning, and relationship building, as a professional counselor. Specifically, this course will enhance your knowledge of group leadership theory, group development, and professional standards relative to groups, and will give you the opportunity to practice your discoveries in a safe group setting.

Learning Objectives:

Group Counseling is one of the eight Core Areas of CACREP (CACREP Accreditation Manual, 2001 Standards, p. 63-64), which defines group work as studies that provide both *theoretical and experiential* understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

- a. Principles of group dynamics, including group process components, developmental stage theories, group member's roles and behaviors, and therapeutic factors of group work (Section II, K.6, a.);
- b. Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles (Section II, K.6, b.);
- c. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature (Section II, K.6, c.);
- d. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (Section II, K.6, d.);
- e. Approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups (Section II, K.6, e.);
- f. Small-group counseling approaches that promote success in educational and family settings as defined by the student's professional target population (CACREP School Counseling Standards, C.2.a. & b.; CACREP Marital, Couple, and Family Counseling/Therapy Standards, C.3. & 4.);
- g. Professional preparation standards for group leaders (Section II, K.6, f.); and
- h. Ethical and legal considerations (Section II, K.6, g.).

Course Schedule:

The following topics are not viewed as absolute; the instructors reserve the right to change the topics scheduled based on the needs of the class. *PLEASE READ the ASSIGNED CHAPTER BEFORE CLASS.*

DATE	TOPIC	READING	HOMEWORK DUE
1 1/16	<ul style="list-style-type: none"> Syllabus, Getting acquainted w/each other; Introduction to Groups <i>Grad Student Issues Group (GSIG, 1)</i> 		
2 1/23	<ul style="list-style-type: none"> History of Groups & Types of Groups <i>GSIG, 2</i> 	Chs. 1 & 2	• Journal
3 1/30	<ul style="list-style-type: none"> Groups Dynamics & Effective Leadership <i>GSIG, 3</i> 	Chs. 3 & 4	• Journal
4 2/6	<ul style="list-style-type: none"> Stages of Groups (Beginning & Transition), Video <i>GSIG, 4</i> 	Chs. 5 & 6	• Journal
5 2/13	<ul style="list-style-type: none"> Stages of Groups (Working & Termination), Video <i>GSIG, 5</i> 	Chs. 7 & 8	• Journal
6 2/20	<ul style="list-style-type: none"> Legal and Ethical Issues in Groups Group Work & Culture <i>GSIG, 6</i> 	Chs. 9 & 10	• Journal
6 2/27	<ul style="list-style-type: none"> MIDTERM <i>GSIG, 7</i> 		
7 3/6	<ul style="list-style-type: none"> Culture & Groups (Adult & Elderly) <i>SCTG, 1</i> 	Chs. 13 & 14	• Journal
8 3/13	<ul style="list-style-type: none"> Culture & Groups (Children & Adolescence) <i>SCTG, 2</i> 	Chs. 11 & 12	• Journal
9 3/20	<ul style="list-style-type: none"> <i>SCTG, 3</i> <i>SCTG, 4</i> 	TBA	• Journal
10 3/27	SPRING BREAK ☺		
11 4/3	<ul style="list-style-type: none"> Group Theories Group Techniques <i>SCTG, 5</i> 	Chs. 15 & 17 MyGateway	• Journal
12 4/10	<ul style="list-style-type: none"> Theories Group Techniques <i>SCTG, 6</i> 	Chs. 16 MyGateway	• Journal
13 4/17	<ul style="list-style-type: none"> Theories Group Techniques <i>SCTG, 7</i> 	Chs. 18 MyGateway	• Journal
14 4/24	<ul style="list-style-type: none"> Present Integrative Projects <i>SCTG, 8</i> 		<ul style="list-style-type: none"> Journal Entries Due Group Counseling Proposal
15 5/1	<ul style="list-style-type: none"> Present Group Counseling Plans FINAL EXPERIENCE AND CELEBRATION 		• Integrative Project

Assignments:

1. **Attendance:** Students are expected to attend all classes. The University policy that states that “no graduate credit is allowed for any course in which a student has been absent for more than 25 percent of the regularly scheduled class meetings” is in effect. Final grades will be affected by absences.
Late Papers: Papers that are late *for any reason* will be reduced by ½ letter grade per day. Emailed papers must be accompanied with hard copy as soon as possible. Check with the instructor to determine if emailed papers are acceptable.
2. You will be involved in two group experiences for the duration of the semester. Both groups will have stable membership, but your role will change. The focus of both groups will be “Survival as a Graduate Student”. In the first group, Graduate Student Issues Group (GSIG), you will be a member. In the second group, Student Co-Therapy Group (SCTG), you will be a facilitator for one session. In these group experiences, you will need to decide how much of your personal story to share with the group. After each meeting, you will pen a **one page journal entry for each of your experiences**, challenges, your triumphs, and your discoveries as a participant. **10 Points**
3. As a member of the SCTG, you are required to facilitate (lead) one of the sessions during the semester. Your group leadership responsibilities include maintaining ethical principles of group practice, the application of appropriate group techniques, conceptually sound practice, and other factors critical to constructive group dynamic-building. In addition to the facilitation, you will bring in an outline of your preparation (e.g., identifying your theory, its major tenants, and your proposed application during this session) – 1 to 2 pages. This outline should include the following: group purpose, goals, techniques and strategies, activities and schedule, how to work with particular types of group members, expected outcomes for this session, and other elements of the group process that are relevant to your theoretical choice and generic group processes. This experiential activity will be video recorded to be turned in as part of the assignment evaluation. These tapes will be turned in to the course instructor the final week of class. You should watch these tapes during the time between taping and turning in the tape. As such time, you will be expected to compile a 1 page reflective summary to accompany your outline and tape. **30 Points**
4. You will write a short (2 - 3 pages) paper in which you will critically explore your experiences in group participation, namely an **Integrative Project**. More specifically, detail the venue where you experienced group dynamics as described in chapters 3 through 8 of the text. Answer the following questions: Describe the group(s) of which you have been a member (remember to think very broadly about the definition of a group). What are the 2-3 most important groups to which you belong? Which groups have shaped your life most? What did you learn about groups from those settings that you bring to this *class and group* experience? What of that learning do you want to keep, and what would you like to change? How will you bring about that change? **10 Points**
5. Midterm **30 Points**
6. You will write a **comprehensive proposal*** for a group therapy, counseling, or psychoeducational experience for your target population (not a lecture or classroom setting). You will cite at least 5 current professional journal articles (from ACA-affiliates journals) and use APA format. In your proposal, you will address each of the following topics:
 - a. Your leadership style, potential techniques, and theory of choice with that population, & a rationale for how people change/grow in groups (2 - 3 pages maximum);
 - b. The topic of your group. Your topic must focus on prevention, intervention, or therapy to enhance client developmental success (explain level and how this level for this topic helps clients be more successful) (2 pages max);

- c. A plan for eight meetings. This would be presented in a chart with Session topics or issues, Specific interventions/Leader Actions for beginning, middle, and end of each meeting, and Expected Reactions from members for each intervention or leader action (~2-3 pages as a chart);

Session	Session Topics/Issues	Specific Interventions/Leader Actions	Expected Member Reactions
One	Introductions Group Norms Build Cohesion	a. Beg: Interview pairs, introduce partner... b. Mid: c. End:	a. Beg: Increased comfort in group... b. Mid: c. End:
Two
Three....			

- d. Informed consent document (1 page);
e. Logistics (open/closed, length of sessions, duration of group, ideal meeting place, other logistical issues) (2 pages);
f. Selection criteria (recruitment methods, specific criteria and rationale for each, plus the selection process detailed) (1-2 pages);
g. Research support of interventions & relevance to populations (1-2 page)
h. Evaluation methods (1 page, see instructors template)
i. Ethical, legal, & cultural issues germane to group & a proposal for best practice (2-3 pages).
20 Points

Grading Rubric:

Grades for specific assignments indicated with an asterisk (*) above will be assessed on the basis of rubrics which will be distributed prior to the due date of the assignment. In general, grades will be assigned on the basis of the following rubric:

*An A paper includes **all** of the following:

- On time
- Correct grammar
- Correct formatting per APA (if required; if not, here is your chance to practice!)
- Refers to class material
- Refers to printed material as directed (book, professional literature) with correct in-text
- cites and references as outlined in APA
- Presents creative or personalized applications of class material
- Answers **all** questions posed in the assignment.

*A/B paper includes all of the above but contains serious errors in one of the categories.

*A/C paper includes all of the above but contains serious errors in two of the categories.

Any paper with more than two serious errors will be returned as unacceptable.

Students who have a documented disability are invited to discuss appropriate accommodations with the instructor.

Final Grades

Final grades will be determined on the basis of the following percentages:

Journal:	10 %
Midterm:	30 %
SCTG Facilitation:	30 %
Group proposal:	20 %
<u>Integrative project:</u>	<u>10 %</u>
TOTAL:	100%

Grading scales (100 points)

Grade	Points
A	90
B+	85-89
B	80-84
C+	75-79
C	70-74
D+	65-69
D	60-64
F	Below 60

Student Outcomes:

By the time the student has completed the course, s/he will have demonstrated mastery of all following topics, as demonstrated through the corresponding learning activities:

TOPIC	LEARNING ACTIVITY
Theoretical and experiential understanding of groups	Group experience (time and personal investment), Journal, Integrative Project
Purpose, dynamics, process, stages, roles and behaviors, therapeutic factors	Group experience, Mid-term, Proposal for group for your professional population, Interview of group facilitator
Leadership characteristics, styles, and behaviors	Leadership of group based on theory of choice, Proposal for group for your professional population
Theories and theoretically congruent counselor interventions	Group experience, Proposal for group for your professional population
Appropriate selection methods and criteria	Proposal for group for your professional population
Methods of evaluation	Proposal for group for your professional population, Leadership of group based on theory of choice
Types of group work for professional population, with a focus on prevention, intervention, and therapy to enhance client developmental success	Proposal for group for your professional population
Ethical and legal considerations, including professional preparation	Proposal for group for your professional population

REFERENCES:

- Association for Specialists in Group Work (2000). Professional standards for the training of group workers. *Group Worker*, 28(3), 1-10.
- Brigman, G. & Goodman, B. E. (2001). *Group counseling for school counselors: A practical guide* (2nd ed.). Portland, ME: Walch.
- Council for Accreditation of Counseling and Related Educational Programs (CACREP) (2001). *CACREP Accreditation Manual*. Alexandria, VA: Author.
- Gladding, S.T. (2007). *Group work: A counseling specialty* (5th ed.). Upper Saddle River, NY: Merrill-Prentice Hall Publications.
- Rapin, L., & Keel, L. (2000). Association for Specialists in Group Work: Best Practice Guidelines. *Group Worker*, 28(3), 1-5.

CNS ED 6200: Foundations of School Guidance

Summer 2007 (June 12 - August 2)

210 South Campus, Tuesdays & Thursdays (2:30- 5:10 pm)

Instructor: Matthew Lemberger, Ph.D.

Office Hours & Location: Tuesdays & Thursdays 10 – 11:30, 408 Marillac Hall

Contact Information: (314) 516 – 6079, lebergerm@umsl.edu

Required Text:

Dollarhide, C. D., & Saginak, K. A. (2008). *Comprehensive school counseling programs: K-12 delivery systems in action*. Boston, MA: Allyn & Bacon.

Gysbers, N., Bunch, L.K., Magnunson, C., and Starr, M. (2002). *Missouri Comprehensive Guidance Program Manual*. Columbia, MO: Instructional Materials Lab. Available online at: <http://missouricareereducation.org/curr/cmd/guidanceplacementG/mcgp.html>

Suggested & Supplemental Reading(s):

American School Counselor Association (ASCA). (2006). *The ASCA National Model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

Brown, D., & Trusty, J. (2005). *Designing & leading comprehensive school counseling Programs: Promoting student competence & meeting student needs*. Belmont, CA: Thomson Brooks/Cole.

Supplemental reading will be posted on MyGateway by the instructor.

Catalogue Description & Prerequisites: The purpose of this course is to give students a foundation for understanding the history, philosophy, and development of school guidance programs. The role functions of the school counselor within a developmental, comprehensive program are examined, along with communication skills necessary for consultation with students, parents, school support staff, and resource people in the community nonacademic needs. Prerequisites: CNS ED 6000 with a grade of B or better.

Instructional Methods: Lecture, dialogue, presentations, experiential activities, & exams.

Competencies/Objectives (CACREP Competencies [CACREP, 2001] & MOSTEP Standards):

By the end of this course, students will be expected to demonstrate the following competencies relative to the field of professional school counseling, as defined by the American School Counselor Association (ASCA):

1. The history, philosophy and trends in school counseling, including the relationship of school counseling to the academic and student services program of the school through identification of academic, career, and personal/social competencies and the implementation of processes and activities to assist students to achieve these competencies vis-a-vis the role/function of the school counselor coordinated with those of other school professionals (CACREP SC A1, 2, 3, B2, & C1d; MOSTEP 1.4.2.1, 1.4.2.2, 1.4.2.3);

2. The school setting and environment, and pre-K-12 curriculum, including the three developmental foundations of academic development, personal/social development, and career development as articulated in the ASCA National Model (2006) and the Missouri Comprehensive School Counseling Model, integrating the program into the total curriculum, and providing support, information, and training to assist students in maximizing their total development. This is reflected in action planning and time management that are structured on professionally relevant priorities (CACREP SC A6, B3, C1e; MOSTEP 1.4.2.1, 1.4.2.2, 1.4.2.3, & 1.4.2.4);
3. The current policies, laws, legislation, ethical and legal issues relevant to school counseling, including the need for continuous professional development and reflection (CACREP SC A7, A11; MOSTEP 1.4.3.1 & 1.4.4.1);
4. The role of diversity in terms of equity and access issues, development, and learning in schools across cultural qualities and abilities (CACREP SC A8; MOSTEP 1.4.2.1, 1.4.2.2, 1.4.2.3, 1.4.2.4);
5. Community, environmental, and institutional opportunities and barriers that influence student success and development, methods of prevention and crisis intervention strategies that create a safe, healthy school climate, and referral and advocacy for all children and adolescents (CACREP SC A9, B1, 7);
6. Prevention & intervention strategies, consisting of individual & group counseling & classroom developmental curriculum, to address developmental assets, transitions, & negative issues that may effect student development in order to foster school success through holistic development for students. This includes systems approaches to partnering with persons within the school (teachers, administrators, etc) & with persons outside the school (parents, guardians, community) in order to promote academic success (CACREP SC C2a, C2b, C2c, C2d, C2e, C2f, C2g, C2h);
7. Methods of planning, developing, implementing, monitoring, and evaluating a comprehensive school counseling program utilizing technology and holding a systemic view of students, to implement and evaluate specific strategies designed to meet program goals and objectives in terms of student competencies, and implementation of activities/processes to assist students in the achievement of those competencies (CACREP SC B6, C1c, & C1d);
8. Leadership and advocacy practices that result in improved overall school environment for students, including the use of research, needs assessments, student data, technology, and institutional assessments for improving comprehensive school counseling programs, recommending systemic changes that will improve learning and development for all students (CACREP SC A4, A10, B2, B4, B10, C1a, C1b, C1g);
9. Leadership and advocacy for counseling, students, families, and schools, in collaboration and teaming with teachers, parents, support personnel, and community, to support school counseling and student development; planning, presenting, and promoting counseling / educational programs for students, administrators, parents, teachers and the community (CACREP SC A4, B1, B4, B5, C1f), including strategies for exploring alternative funding.

Course Schedule:

The following topics are not viewed as absolute; the instructors reserve the right to change the topics scheduled based on the needs of the class. *PLEASE READ ASSIGNED MATERIALS PRIOR TO CLASS.*

DATE	TOPIC	READINGS	ASSIGNMENT DUE	
1 6/12	School Counseling Philosophy	Syllabus; Introductions; School Counseling (SC) Advising at UMSL; Portfolios		
2 6/14		PROFESSION OF SCHOOL COUNSELING: History & philosophy of education; history & philosophy of School Counseling	Chs. 1 & 2	
3 6/19	School Counseling Models	6 Qualities of Comprehensive school counseling; Professional Identity and Vitality	Chs. 3 & 4	
4 6/21		ASCA National Model; MO Model; DAP model	Chs. 5 & 6	
5 6/26	School Counseling Systems	Programs for student partners Curricular Development (Groups & Classrooms)	Chs. 7 & 8	
6 6/28		Systemic view of families, schools, communities; safe schools & school climate Consultation in the schools	Chs. 9 & 10	
7 7/3	School Counseling Intervention & Accountability	Developmental assets and challenges; Prevention/Intervention/Treatment	Chs. 11, 12, & 13	
8 7/5		Management Systems and Accountability Systems	Brown & Trusty, Ch. 7**	• Brochure of Program
9 7/10	School Counseling Behaviors	SC Techniques; Brief Interventions; & Referral <i>Visit: Professional School Counselor (for Evaluation Plan)</i>	Brown & Trusty, Pgs 292 - 301**	
10 7/12		Administrative & Coordinating Duties (e.g., IEPs, 504, Special School District, Career & Education Planning, Care Team Meetings, Testing)	Instructor Packet**	
11 7/17	Student Issues	Laws and ethics of school counseling; supervision, professional development; Collaboration w/others	Ch. 14	
12 7/19		Diversity; values of students and families	Erford Ch. 5**	• Evaluation Plan
13 7/24	Student Issues	Depression; Diagnosis (AD/HD); Drug Abuse Prevention and intervention	Instructor Packet**	
14 7/26		Crisis; Child Abuse; Additions; School Violence & Bullying; Suicide Prevention and intervention	Brown & Trusty, Pgs 302 - 326**	
15 7/31		Professional Identity; Working with Educational Colleagues & Administrators; Grant Building; Interviewing	Ch. 16	• Shadowing Reflection
16 8/2		Wrap-Up, Projects Discussion, & Goal-Setting for the Profession		• Portfolio Building

Note: ** indicates additional reading materials to be read as supplied by the instructor by means of MyGateway

Course Requirements:

1. **Attendance:** Students are expected to attend all classes. Per the University policy, “excessive absences” will result in a failing grade in this course. Any more than 3 absences will be considered excessive.
2. **Late Coursework:** Any course work that is not turned in at the beginning of the class session that it is due will not be accepted for credit. In cases of emergency, please make arrangement with the instructor. While certain accommodations will be made, in most cases a late or missing assignment will not be considered.
3. **Assignments:** Each assignment should be turned in prior to the start of class and should reflect the expectations of graduate-level performance. All materials should be typed, readied with appropriate spelling and grammar, and in accord with APA Standards (or as designated by course instructor). Your expected coursework is as follows:
 - a) **Class attendance and participation**
This is a seminar-type course, and student attendance & participation is integral & expected. As a graduate student, you are expected to *participate verbally* in discussions & respond to questions; graduate school is about learning & extending your knowledge through discussion with others. Therefore, students are required to have read the assigned material prior to each class session. Materials presented in class are designed to supplement, not duplicate, the assigned readings, & thus students are responsible for all assigned material, as well as information presented in class. If you will not be present, please inform Dr. Lemberger a.s.a.p..
 - b) **Brochure of Program**
You will design a brochure describing your comprehensive school counseling program, organized by persons you are serving (students, families, colleagues in the schools, colleagues in the community). This brochure will be designed for parents, teachers, and administrators. Your audience is adults, not students. Grades will be determined based on evidence of the 6 QUALITIES OF A CSCP. You should include *at least* the following: (a) program philosophy; (b) services offered; (c) statement of professional ethics (e.g., informed consent); (d) contact information; & (e) limitations. Appendices should include (a) A template of your duties rotation; (b) 1 example of a small group counseling curriculum & 1 unit [2-3 sessions] for classroom guidance; & (c) collaborative & consultation mechanisms [graded, 20 points; approximately 5 pages].
 - c) **Evaluation Plan**
In class you will perform a group interview of a school counselor. From this interview you are to collect information relative to the profession and, moreover, gather data to construct an evaluation plan (accountability measure) relative to the comprehensive school counseling program for that school. Your product should include each of the following [graded, 20 points]:
 - a. Summarize the context of the school in terms of all of the following: grade levels, # of students, # of counselors, SES of students (paragraph form, ½ page).
 - b. Conduct an ABBREVIATED Program Audit from the National Model in which you will evaluate each of the major headings (NOT the Criteria) in your report. Based on your observations of that school and what has been discussed in the class this semester, identify way(s) to improve the program in each major heading (chart format; Use headings: Major Category, Status of Existing Program; Improvement Needed).
 - c. Describe what quantitative & qualitative mechanisms you will use to evaluate this program.
 - d. Based upon the information from part c., describe how you would promote these findings to administration.
 - e. In your conclusions, imagine you are hired at this school. Outline a 1-year plan using systemic strategies for change to address the top 3 tasks you identify from your chart in part b.

d) **Portfolio-Building**

Students in the school counseling program will begin to accumulate artifacts which demonstrate competencies in school counseling, as defined by the MOSTEP Standards. This portfolio will be a work in progress throughout the student's professional training and will be valuable both as a process in itself and as a supplement to application materials when eventually seeking a position as a school counselor.

Create a document of no more than 20 pages, with appropriate sections (approximately 4) and proper headings, suitable for a portfolio. There is no mandated order or form for this paper—simply be sure that you have addressed these areas adequately and clearly within the document. Use information from your textbooks, class discussion, lectures, class activities, readings, the Internet, national counseling associations, and state and national standards. Cite all material drawn from other sources appropriately [40 points].

- 1) Explanation of, and thoughts about, a comprehensive, developmental guidance model (including explanation of what “comprehensive” and “developmental” mean)
- 2) How the comprehensive, developmental guidance model fits into the history of school counseling (how is it different from how school counseling was conceptualized in earlier decades)
- 3) What “proactive” and “preventive” mean in regard to school counseling programs
- 4) What an appropriate “posture” (counselor attitude, strategies, relational concerns) is regarding working with school administrators, teachers, staff, and parents; what are appropriate roles for the school counselor in the school
- 5) What appropriate approaches to individual counseling in the schools are
- 6) What appropriate approaches to small-group counseling in the schools are
- 7) What appropriate approaches to large-group guidance and interventions in the schools are
- 8) What appropriate approaches to career development in the schools are
- 9) What appropriate approaches for working with families in the schools are
- 10) What kinds of duties are appropriate, and what kinds of duties are not, for a school counselor, and suggestions for dealing effectively with inappropriate duties
- 11) Beliefs about needs assessments, program evaluations, and accountability in general for school counselors
- 12) What an appropriate posture is regarding working with the community, including relationship with various community resources
- 13) What the most important ethical concerns (separate from ethical principles) are as related to work in the schools (i.e., how does one behave ethically, what does one always keep in mind, and what guides the counselor's actions)
- 14) What an appropriate posture is regarding making referrals
- 15) What *consultation* and *collaboration* mean in the work of a school counselor
- 16) What *advocacy* and *leadership* mean in the work of a school counselor

e) **Special Topics Classroom Guidance Activity**

Each student will be expected to lead classroom guidance unit based upon a selected reading relevant to school counseling, as conferred upon with the instructor. The readings should be derived from one of the ACA-affiliated professional journals and a topic germane to school counseling &/or adolescent/children issues. The classroom guidance unit should include both a short ice-breaker and some stratagem to engage and educate your peer trainees. Include typed copies of the lesson and a brief narrative to turn in to the instructor and to share with your colleagues [no more than 5-10 minutes total; 10 points]

f) **Professional School Counselor Shadowing**

Each student will contact a professional school counselor who works in a K-12 school and make an appointment to “shadow” (watch) at least one direct service activity that the school counselor performs and conduct a brief follow-up interview of that counselor. The follow-up interview should consist of questions about the job duties, approaches to working with children & adolescents, limitations & strengths, resources, etc. You will write a minimum of 3 pages in summary of the observation and interview.

GRADES AND EVALUATION:

Brochure of Programs	20%
Evaluation Plan	20%
Portfolio-Building	40%
Special Topics Classroom Guidance Activity	10%
School Counselor Shadowing	<u>10%</u>
	100%

A = 93% and up	B+ = 87-89%	C+ = 77-79%	F = below 70%
A- = 90-92%	B = 83-86%	C = 73-76%	
	B- = 80-82%	C- = 70-72%	

Note: Please note the due dates. All assignments are to be turned in at the beginning of class on the day they are due. Late assignments will be penalized 3% of the grade for the assignment per day the assignment is late. Problems with meeting deadlines should be discussed with Dr. Lemberger.

ACADEMIC INTEGRITY

As a graduate student in the Division of Counseling, you will be held to the highest standards of academic conduct. Academic misconduct will be dealt with according to University Policy as stated in the Student Handbook (see Student Code of Conduct).

All your work in this class should be original to you and to this class. Of course you are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. Also recycling papers from other classes is not acceptable. You can certainly continue to explore an area of interest, but you must do new or additional research and writing. The bottom line is ALWAYS (on exams, on papers, on projects, on presentations) do your own, original work, give credit to others for their ideas, and if in doubt ask your professor!

According to the Publication Manual of the American Psychological Association (2001), plagiarism involves presenting the work of another as if it were your own work. Work can refer to the written words of another, or their ideas. It is very important that you give appropriate credit to others when you use their work. If you use the exact words of an author in constructing a sentence or paragraph, you must use quotation marks around those words and give the page number in the citation. If you paraphrase someone else's work, you must also give them credit with a citation. Paraphrasing involves rewriting someone else's words to say what they said. It is best to use your own words when paraphrasing, but you can rearrange the order of words in an author's sentence AND change some of the words and this would be considered paraphrasing. A good rule of thumb to follow is that any time you use more than 3 words in a row from an author, put those words in quotes. All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. If plagiarism exists, it is a violation of the APA Ethical Standards, regardless of whether the plagiarism was intentional or not.

INSTRUCTIONAL MODIFICATION

Students who have a disability or condition that may impair their ability to complete assignments or otherwise satisfy course requirements are encouraged to meet with the professor to identify, discuss, and document any feasible instructional modifications or accommodations. Students should notify the professor no later than the end of the second week of the semester or as soon as possible if the condition is diagnosed during the semester.

Course Readings & Selected References

- Adelman, H.S. & Taylor, L. (1994). *On understanding intervention in psychology and education*. Westport, CT: Praeger.
- Adelman, H.S. & Taylor, L. (1998). Reframing mental health in schools and expanding school reform. *Educational Psychologist*, 33, 135-152.
- American Counseling Association. (1995). *Code of ethics and standards of practice*. Alexandria, VA: Author.
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- Bilynsky, N.S. & Vernaglia, E.R. (1999). Identifying & working with dysfunctional families. *Professional School Counseling*, 2, 305-313.
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- Brigman, G., Webb, L., & Campbell, C. (2007). Building skills for school success: Improving the academic and social competence of students. *Professional School Counseling*, 10, 279-288.
- Caffery, T., Erdman, P., & Cook, D. (2000). Two systems/one client: Bringing families and schools together. *The Family Journal: Counseling and Therapy for Couples and Families*, 8, 154-160.
- Casey-Cannon, S., Hayward, C., & Gowen, K. (2001). Middle school girls' reports of peer victimization: Concerns, consequences, & implications. *Professional School Counseling*, 5, 138-147.
- Daniels, J. A. (2002). Assessing the threats of school violence: Implications for counselors. *Journal of Counseling & Development*, 80, 215-218.
- Dollarhide, C. T., & Lemberger, M. E. (2006). No child left behind: Implications for school counselors. *Professional School Counseling*, 9, 295-304.
- Elliott, D. S. (1998). *Prevention programs that work for youth: Violence prevention*. Boulder, CO: Center for the Study and Prevention of Violence.
- Espelage, D., Bosworth, K., & Simon, T. (2000). Examining the social context of bullying behaviors in early adolescence. *Journal of Counseling and Development*, 78, 326-333.
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- Flaherty, L. T., Garison, E. G., & Waxman, R. (1998). Optimizing the roles of school mental health professionals. *Journal of School Health*, 68, 420-424.
- Guerra, N. G. & Williams, K. R. (1996). *A program planning guide for youth violence prevention: A risk-focused approach*. Boulder, CO: Center for the Study and Prevention of Violence.
- Hatch, T. & Bowers, J. (2000, May/June). The block to build on. *School Counselor*, 39(5), 12-19.
- Hawkins, J.D. & Catalano, R.F. (1992). *Communities that care: Action for drug abuse prevention*. Jossey-Bass.
- Hazler, R. J. & Carney, J. V. (2000). When victims turn aggressors: Factors in the development of deadly school violence. *Professional School Counseling*, 4, 105-112.
- Higgins, G. O. (1994). *Resilient adults: Overcoming a cruel past*. San Francisco, CA: Jossey-Bass.
- Keys, S., Bemak, F., & Lockhart E.J. (1998). Transforming school counseling to serve the mental health needs of at-risk youth. *Journal of Counseling and Development*, 76, 381-388.
- King, P.M. & Kitchener, K.S. (1994). *Developing reflective judgement: Understanding and promoting intellectual growth and critical thinking in adolescents and adults*. San Francisco, CA: Jossey-Bass.
- Lapan, R. T., Gysbers, N. C., & Petroski, G. F. (2001). Helping 7th graders be safe and successful: A statewide study of the

- impacpe of comprehensive guidance and counseling programs. *Journal of Counseling & Development*, 79, 320-330.
- Litterst, J. & Eyo, B. (1993). Developing classroom imagination: Shaping and energizing a suitable climate for growth, discovery, and vision. *Journal of Creative Behavior*, 27, 270-282.
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- Teicher, M. H. (2002). Scars that won't heal: The neurobiology of child abuse. *Scientific American*, 286(3), 68-75.
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- United States Department of Education. (1998). *Early warning, timely response: A guide to safe schools*. Washington, DC: Author.
- Walsh, M.E. & Buckley, M.A. (1999). School counselors in school-community partnerships: Opportunities and challenges. *Professional School Counseling*, 2, 349-355.

CNS ED 6404 Seminar: Adlerian Counseling
Winter Intersession 2008
Mon – Thurs, 5 – 8pm Blocks: 1/2, 1/3, 1/7, 1/8, 1/9, & 1/10
Sat, 9 am – 3pm Blocks: 1/5 & 1/12

Instructor: Matthew Lemberger, Ph.D.
E-mail: lebergerm@umsl.edu **Telephone:** (314) 516 - 6079
Office Location: Marillac Hall 413 **Office Hours:** TBA

I. COURSE GOALS

This course will provide students with an overview of Individual Psychology (also known as Adlerian Psychotherapy) and offer students an opportunity to learn and practice advanced counseling skills from this theoretical paradigm. Specially, this course will cover an array of applications (e.g., counseling children and adolescents, family and couples therapy, consultation, group counseling, play therapy, crisis intervention) and techniques. Through reading, discussion, written exercises, role-play, observation, feedback, and out-of-class practice experiences, students will acquire an understanding of the counseling experience and the use-of-self in the counseling process.

II. COURSE OBJECTIVES (CACREP Standards, 2001), Students will be able to:

- 1) Discuss the role of values in the counseling process: CACREP II. K 5b.
- 2) Identify and demonstrate the use of basic attending and nonverbal skills to accurately develop therapeutic rapport and facilitate client communication: CACREP II. K 5a, 5b.
- 3) Identify and demonstrate the use of active listening and reflecting skills to accurately develop therapeutic rapport and facilitate client communication: CACREP II. K 5a, 5b.
- 4) Demonstrate familiarity with the philosophic tenets and applications of a theoretical orientation
- 5) Identify and demonstrate the use of counseling responses to work with clients across the continuum of cooperation/resistance and termination skills to adequately prepare client to end the counseling relationship
- 6) Accurately assess one's own level of skill development: CACREP II. K 5a, 5b.
- 7) Explore their values, beliefs, biases, personal characteristics, strengths and weaknesses in order to strengthen their identities as helpers and define their own helping styles: CACREP II. K 5b.
- 8) Generate a range of counselor responses to work effectively with multicultural clients: CACREP II. K 2c, 5a.
- 9) Explain the role that culture and diversity play in the counseling process: CACREP II. K 2c, 5a.
- 10) Identify the ethical responsibilities to maintain appropriate professional boundaries CACREP II. K 1h, 2f, 3e, 4i, 5g, 6g, 7i, 8f.

III. TEXTS AND READINGS

Required Text:

Carlson, J. Watts, R. E., & Maniaci, M. (2006). *Adlerian Therapy: Theory & practice*. Washington DC: APA Press.

Supplemental Readings to be posted on MyGateway by the course instructor

IV. METHODS OF DELIVERY

Methods used to deliver the content of this course may include, but not necessarily be limited to: Class lectures and discussions, assigned readings, role-playing, case analysis, videotaping, audiovisual presentations, writing assignments, research, and written response.

V. ADMINISTRATIVE REQUIREMENTS

1. **Attendance Policy:** Students are expected to attend all class meetings and to be present for the entire class meeting. For each class beyond two that the student misses, 5 points will be deducted from the final grade. *If a student misses two partial classes or has two tardies, this will count as one complete absence.* Except for emergencies due to hospitalization or death in the immediate family.
2. All assignments are due on the assigned due date. For each day an assignment is late, 5 points will be deducted until the assignment is turned in to the instructor.
3. Read all chapters and additional assigned readings before each class.
4. Grading will be on a point basis. (See "Evaluation and Grading" for details)
5. Students are expected to observe high standards of academic conduct, ethics, and integrity as stated in the UMSL Student Handbook. No student shall engage in any form of fraudulent, deceitful, dishonest, or unfair conduct with respect to examinations, papers, presentations, or other academic endeavor. The consequences of this conduct will result in academic sanctions against the student in violation.
6. **INSTRUCTIONAL MODIFICATION:** Students who have a disability or condition that may impair their ability to complete assignments or otherwise satisfy course requirements are encouraged to meet with the professor to identify, discuss, and document any feasible instructional modifications or accommodations. Students should notify the professor no later than the end of the second week of the semester or as soon as possible if the condition is diagnosed during the semester.
7. Maintaining confidentiality is the primary ethical principle of counselors. In the interaction between class members self-disclosure and personal examination will occur. All interactions in this class fall under the same umbrella of confidentiality as client/counselor relationships. If a student fails to maintain the confidentiality of clients or classmates, he or she will be referred to the Counseling Faculty Review Board for possible disciplinary action, including dismissal from the program.

VI. REQUIREMENTS

1. **Reading Assignments:** Reading assignments may not directly parallel the experiential portions of the class. You are, however, expected to read the required textbook prior to the first meeting session and integrate the content into your in-class counseling sessions. Additionally, you will be expected to read each of the supplemental materials posted on MyGateway prior to each meeting.
2. **Tapes/Listening Skills Practice Sessions** - Each meeting you will be required to make a videotape to demonstrate the skills you are learning. Videotaping will involve role-plays with other class members; therefore, it is critical that you are comfortable with nature of these role-plays as counselor, client, & observer (i.e., the purpose of this course is not for extensive psychotherapy; instead, the desired outcome is to practice advanced application of theoretical integration & application). In class you will have access to a video recorder, but you will need to supply your own mini-DV tapes (I recommend purchasing more than 1 for the class). You will be graded on your mastery of the skills at the end of the semester via videotaped demonstration that will be shared in a "group supervision" (i.e., with peers & instructor). *50 points*

3. **Journaling:** Each class meeting you will be expected to participate in a series of role-plays, exchanging between roles of counselor, client, & observer. As observer, you will be expected to take copious notes of the session and offer critical feedback to the counselor you are watching. You will be expected to give this feedback to the peer-counselor. As counselor, you will be expected to read each of these journals and use them to improve your subsequent sessions. Also, you will be expected to write a **Summative Journal** to be turned in on the final day of class; this Summative Journal will be a 3-4 page reflective manuscript describing your evolution throughout the course. Your Summative Journal should briefly mention selected issues from the daily journals and how you used the feedback in your development. *30 Points*

4. **Response to Videos:** You will be expected to watch each of the videos posted on MyGateway. These videos contain example counseling sessions performed by leading Adlerians. You will write a 7-10 page response to one or more of these videos. Your manuscript should be a critical reflection of the session, including (but not limited to or demanding) the following: the counselor's usage of a particular technique, case conceptualization, effectiveness or "blind spot", relevance of techniques, theoretical application, cultural competence, etc. Additionally, you will be expected to mention your own feelings, reactions, preferred approaches, etc. relative to this video(s). *20 Points*

VII. EVALUATION AND GRADING PROCEDURES

A = 93 – 100 points
 A- = 90 – 93 points

B+ = 89 – 86 points
 B = 85 - 83
 B- = 82 - 80

C+ = 79 – 76 points
 C = 75 - 72
 F = below 72

VIII. CLASS SCHEDULE

Meeting	Date(s)	Class Session Topic	Assignment Due
	Dec. 24 – 31		<ul style="list-style-type: none"> • Read Carlson et. al text • Watch Adlerian training videos • Online discussion with professor & colleague (TBA)
1	Jan. 2	Syllabus & Getting to Know You ☺ Mutual Goal-setting Adlerian Philosophy & Theory Application of Techniques	<ul style="list-style-type: none"> • Experiential Activity • Supplemental Reading 1
2	Jan. 3	Culture, Phenomenology, Creativity, & Style of Life Case Conceptualization Lifestyle Assessment Relationship Building (i.e., social interest)Basic	<ul style="list-style-type: none"> • Experiential Activity • Journal 1 • Supplemental Reading 2
3	Jan. 5	Advanced Techniques: Transtheoretical Techniques Teleology (acting as if) The Question Social Interest Socratic Dialogue	<ul style="list-style-type: none"> • Experiential Activity • Journal 2 • Supplemental Reading 3
4	Jan. 7	Cultural considerations and applications of IP	<ul style="list-style-type: none"> • Experiential Activity • Journal 3 • Supplemental Reading 4
5	Jan. 8	Advanced techniques: Family Constellation Early recollections Paradoxical Intention Spitting in Soup Etc.	<ul style="list-style-type: none"> • Experiential Activity • Response to Videos • Supplemental Reading 5
6	Jan. 9	Advanced Techniques for group & family Advanced trans-theoretical techniques (e.g., Gestalt, Existential)	<ul style="list-style-type: none"> • Experiential Activity • Journal 4 • Supplemental Reading 6
7	Jan. 10	IP and Advanced therapies (e.g., structural, narrative, constructivist, etc.)	<ul style="list-style-type: none"> • Experiential Activity • Journal 5 • Supplemental Reading 7
8	Jan. 12	Group Supervision of Counseling Skill IP and applications to varying clinical settings & client types	<ul style="list-style-type: none"> • Counseling Skills Video • Summative Journal

**CNS ED 7030: Counselor Education & Supervision
Fall 2006 (Wednesdays, 5:30 - 8:10)**

Instructor: Matthew Lemberger, Ph.D.
E-mail: lebergerm@umsl.edu **Telephone:** (314) 516 - 6079
Office Location: Marillac Hall 408 **Office Hours:** M-Thurs, 11 am – 2 pm

Text & Reading Materials:

Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of clinical supervision* (3rd ed.). New York: Pearson Education, Inc.

Additional reading (e.g., Borders & Brown, 2005) will be posted on MyGateway by the course instructor and you will be expected to read these materials as assigned.

It is recommended that you procure a copy of the practicum manual since your supervisees will have one & it will guide the writing of your supervision contracts.

Course Description:

The purpose of this course is to help the supervisor in training (SIT) formulate knowledge and skills necessary for the administration and supervision of the practice of counseling. SIT's will study supervision models and theories for clinical practice. Emphasis will be given to supervisory roles and responsibilities, supervisory relationship, supervisory skills needed to facilitate counselors' growth, skills for counselor evaluation, and ethical and legal issues in supervision. SIT's will also receive one hundred clock hours of supervised practice in supervision to provide the opportunity for SIT's to pragmatically integrate and process materials, theories, techniques, and methodologies as they are applied in clinical supervision of counselors in training.

Course Objectives:

By the end of the course, students should be able to:

1. Explain the purpose and importance of supervision
2. Understand the theories & practices of counselor supervision (CACREP, 2001; Section II, C. 2.)
3. Describe the roles & responsibilities of supervisors
4. Explain, compare, and contrast theories and related models of supervision.
5. Describe and apply specific techniques of supervision.
6. Demonstrate understanding of ethical and professional issues related to supervision (CACREP, 2001; Section II, C. 8.)
7. Understand multicultural issues and their impact on the supervisory relationship and client care.
8. Demonstrate supervision skills with assigned supervisees (see attached Supervisor-in-Training Evaluation)

Instructional Methods:

Course objectives will be achieved through supervision practice, individual and group supervision, assigned readings, lectures, demonstrations, video-taping, and in-class experiential training.

Course Requirements:

1. Professional Liability Insurance. Obtain and maintain professional liability insurance prior to beginning supervision with any supervisees. Insurance can be obtained through the American Counseling Association for student members.

2. Supervision Case Load. Carry a supervisee caseload sufficient to satisfy the 100-hour requirement of this course. Please note that 40 hours must involve direct supervisee service. All supervision sessions must be videotaped. **For all supervisees, you will be required to keep a file and write a supervisory progress note after every session. In addition, for all supervisees you will write up and give them a formal midterm and final evaluation. The form will be provided.**

**NOTE: All videotapes and records are to be maintained in a client case file kept in the Counseling Lab Office and be brought to class each week.*

3. Weekly Activity Logs. Keep track of your supervision activities on a weekly basis using the Weekly Activity Log. This sheet will be used to document completion of the 100-hour requirement. Each log will account for 1 point up to 10 points total.

4. Group Supervision and Case Presentations. Group supervision will take place during the class period. Group supervision will occur once per week for 1 ½ hours. For those students assigned to present, be to show portions of your supervisory session videotapes and discuss your cases with the supervisory group. This will involve “presenting” the supervisee to the group (background information, issues, goals) and then showing relevant portions of your tape. You will formally present 2 cases during the semester. Each session demonstration and presentation will constitute 20 points for a total of 40 points.

5. Individual Supervision Sessions. Meet with your assigned supervisor for individual supervision once per week for one hour.

6. Supervision Case Conceptualization. Write a 6-8 page supervision case conceptualization and supervision plan for one of the supervisees you have been working with. The supervision case conceptualization should be presented in an organized fashion and should reflect and integrate your supervision readings and class discussions. (See Supervision of Supervision Case Presentations for ideas on specific questions to address in your paper). The paper should clearly demonstrate who this supervisee is (while protecting anonymity), what her/his current strengths and areas for growth are, what you have been working on during your supervision sessions, and how your supervisory theory/model helps you understand this supervisee. Be sure to include an analysis of your own development as a supervisor in training, including your experiences and feelings as a supervisor in training over the semester, your supervisory strengths and area for growth, and your goals for further development. (20 points)

7. Supervision Manuscript or Model. You will be expected to turn in one of two possible manuscript options. Option 1: In groups of 3, perform an empirical or qualitative-based study around your chosen supervision sessions (and model application). Your group will turn in a publishable manuscript to be submitted to a professional journal. Option 2: Compose a 10-page manuscript, in APA format, detailing your supervisory orientation. This option will compel the writer to detail their chosen supervision model or theory and how they operationalize this with supervisees. (30 points)

Grading Scale:

A	93-100	B-	80-82
A-	90-92	C+	77-79
B+	87-89	C	73-76
B	83-86	C-	70-72
Below 70 – F			

Notes:

1. Please note the due dates. All assignments are to be turned in at the beginning of class on the day they are due. Late assignments will be penalized 10 points. Problems with meeting deadlines should be discussed with your professor as soon as possible.

2. In the interaction between class members, self-disclosure and personal examination will occur. All interactions fall under the same umbrella of confidentiality as do client/counselor relationships. Any violations of the ethical standards will be dealt with accordingly. Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, the student will be given an automatic failing grade in the course. In addition, the instructor will refer the breach of confidentiality to the Counseling Faculty Review Board for disciplinary action, including probable dismissal from the program.

3. The Counseling faculty recognizes that supervisory effectiveness cannot be assessed in the same manner as academic performance as in typical university classes. Students completing this course should demonstrate marked progress toward the course objectives as noted above as well as be able to write coherently about supervision theories and techniques. **Therefore, a student may complete all course specific "paper" assignments with high grades, yet receive a lower or an unacceptable (less than B) final grade based on the professor's evaluation of the student's clinical skill development and attainment. A grade of less than B indicates that serious clinical skill deficiencies must be remedied before the student can progress through his or her program of study. Any Counselor Education student receiving a final grade of C+ or lower must meet with the instructor to discuss program standing.**

Attendance and Class Participation:

The majority of class will be spent in group and individual supervision of your supervision cases. Toward that end, it is essential that you come to class and be prepared to present your cases and discuss your supervision sessions and to participate in the supervision of your fellow supervisors in training.

Attendance is expected and required. Absences will, therefore, result in a significant loss of learning which will not be recouped through borrowing a classmate's notes. Absences will result in the loss of points (1 absence = 0 points; 2 absences = 5 points; 3 absences = 10 points; 4 absences = 20 points, etc.). If you will be absent, please inform your professor as soon as possible.

Academic Integrity:

As a graduate student in the Division of Counseling, you will be held to the highest standards of academic conduct. Cheating, plagiarism, and sabotage only cheapen your education and will not be tolerated. Academic misconduct will be dealt with according to University Policy as stated in the Student Handbook (see Student Code of Conduct).

All your work in this class should be original to you and to this class. Of course, you are expected to explore, analyze, and discuss the ideas of others but you must give them proper credit through citations and references. Using someone else's words or ideas without acknowledging them is plagiarism. Also, recycling papers from other classes is not acceptable. You can certainly continue to explore an area of interest, but you must do new or additional research and writing. The bottom line is ALWAYS (on exams, on papers, on projects, on presentations) do your own, original work, give credit to others for their ideas, and if in doubt ask your professor!

Instructional Modification:

Students who have a disability or condition that may impair their ability to complete assignments or otherwise satisfy course requirements are encouraged to meet with the professor to identify, discuss, and document any feasible instructional modifications or accommodations. Students should notify the professor no later than the end of the second week of the semester or as soon as possible if the condition is diagnosed during the semester.

Required Readings and Class Schedule:

The following is a tentative schedule of main topics to be used in preparing for classes.
Deviations from the schedule may occur as needed.

Date	Topics Covered & Content	Reading	Supervision	Assignment Due
Aug. 23	<ul style="list-style-type: none"> • Course Introduction & Overview • Paperwork, Paperwork & More Paperwork • Purpose & Importance of Supervision • Basic Supervision Strategies • Ethical & Legal Issues in Supervision 	Ch. 1 & 3		•
Aug. 30	<ul style="list-style-type: none"> • Roles & Responsibilities of Supervisors • The Supervisory Relationship • The First Supervisory Session 	Ch. 5, 6, & 7		<ul style="list-style-type: none"> • Proof of liability insurance due • Contact Supervisee
Sept. 6	<ul style="list-style-type: none"> • Methods & Models of Supervision • Multicultural Issues in Supervision 	Ch. 4		•
Sept. 13	<ul style="list-style-type: none"> • Organizing the Supervision Experience 	Ch. 8	Session 1	• Begin videotaping sessions
Sept. 20	<ul style="list-style-type: none"> • Managing Crisis Situations • Supervision Interventions • Group Supervision 	Ch. 9 & 10	Session 2	• Log 1
Sept. 27	<ul style="list-style-type: none"> • Evaluation in Supervision 	Ch. 2	Session 3	• Log 2
Oct. 4	<ul style="list-style-type: none"> • Individual supervision meeting with instructor 	**	Session 4	• Log 3
Oct. 11	<ul style="list-style-type: none"> • Supervision Presentation (2) 	**	Session 5	<ul style="list-style-type: none"> • Midterm evaluations due • Log 4
Oct. 18	<ul style="list-style-type: none"> • Supervision Presentation (2) 	**	Session 6	• Log 5
Oct. 25	<ul style="list-style-type: none"> • Supervision Presentation (2) 	**	Session 7	• Log 6
Nov. 2	<ul style="list-style-type: none"> • Supervision Presentation (2) 	**	Session 8	• Log 7
Nov. 9	<ul style="list-style-type: none"> • Supervision Presentation (2) 	**	Session 9	• Log 8
Nov. 16	<ul style="list-style-type: none"> • Termination Issues 	**	Session 10	• Log 9
Nov. 23	No Class, Thanksgiving Break ☺			
Nov. 30	<ul style="list-style-type: none"> • Supervision Presentation (2) 	**	Session 11 (if necessary)	<ul style="list-style-type: none"> • Final Evaluation Due • Log 10
Dec. 7	<ul style="list-style-type: none"> • Individual supervision meeting with instructor 			• Manuscript/Model Due

Note: ** indicates additional reading materials to be read as supplied by the instructor by means of MyGateway