CEPD 9185-N01 Syllabus
DOCTORAL COUNSELING SEMINAR

Semester/Year        Summer 2014
Time/Location        Fully asynchronous online
Instructor           Julia L. Whisenhunt, Ph.D., LPC, NCC
Office Location      241 Education Annex
Office Hours         Mondays & Wednesdays 12:00-5:00;
                      Also by email and phone (by appointment when outside of
                      office hours)
Telephone            Direct Line: 678-839-6116
                      Department Line: 678-839-6554
Email                 jwhisenh@westga.edu
Online Support       D2L-D2L Home Page
                      https://westga.view.usg.edu/?logout=1
                      D2L-D2L Help & Troubleshooting
                      online@westga.edu / 678-839-6248 - (UWG)Online helpdesk M-F 8-5pm
                      http://uwgonline.westga.edu/its/ (24 hour help)
                      UWG Distance Learning
                      http://distance.westga.edu/
                      UWG On-Line Connection
                      http://www.westga.edu/~online/
                      Distance Learning Library Services
                      http://westga.edu/~library/depts/offcampus/
                      Ingram Library Services
                      http://westga.edu/~library/info/library.shtml
                      University Bookstore
                      http://www.bookstore.westga.edu/

COURSE DESCRIPTION

This course is a special topics seminar structured to address current issues and trends in counseling. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and activities.
CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. CACREP standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

This course will be delivered 100% online. This requires the online equivalent of 1350 minutes of instruction (seat-time) and an additional 1350 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
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<tbody>
<tr>
<td>Online Readings</td>
<td>200 minutes</td>
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<tr>
<td>Narrated Presentations, Webinars, &amp; Podcasts</td>
<td>650 minutes</td>
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<tr>
<td>Discussion Posts</td>
<td>500 minutes</td>
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COURSE OBJECTIVES

Students will:

1. demonstrate understanding of current issues and trends in professional counseling; (Corey & Corey, 2007; Kottler & Brown, 2000; Martin, 2002; Young, 2005) (Knowledgeable, CACREP Doctoral Standards II.I.5)

2. demonstrate advanced knowledge about ethical, legal, and multicultural considerations related to counseling and supervision in a global society (Corey, Corey, & Callahan, 2007; Remley & Herlihy, 2005; Wheeler & Bertram, 2008) (Knowledgeable; CACREP Doctoral Standards II.C.7; IV.A.4; II.K.3)

3. demonstrate the ability to prepare a manuscript suitable for publication in a peer reviewed professional journal (Knowledgeable, CACREP Doctoral Standards II.F.3)

4. demonstrate the ability to develop and submit a program proposal for presentation at a professional counseling conference (Knowledgeable, CACREP Doctoral Standards II.F.4)
TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:


Required Instructional Resource: TK20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campustoolshigred/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

References:


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

**Activities and Assessments (always refer to separate assignment guidelines and rubrics)**

1. **Discussion Board Posts:** Over the course of the semester, there will be 14 online discussion boards (DBs). Participation on these boards is required. You are responsible for thoughtfully responding to questions regarding the assigned materials for each respective DB; this includes responding to at least two peer posts. The minimum requirement for each question (not including responses to peers) is 200 words. **15@2 points each=30 points, Course Objectives 1, 2**

2. **Policy Review:** Working individually, you will conduct a critical review of the policies in your agency that disadvantage the population with whom you work. You will provide a description and history of the policy (i.e., when it was developed and the rationale behind it) and a proposal for policy change. For example, in a school setting, 10 unexcused absences may result in a student receiving zero course credit; this may be a social justice issue for students who come from a migrant worker family or students who are in foster care. Your paper should be written in compliance with APA style and should not exceed 2 pages. Upload your document in Word format via the D2L dropbox. **10 points, Course Objectives 1, 2**

3. **Current Social Justice Issue:** Working as part of an assigned group, you will prepare an you will conduct a literature review and select four or more current journal articles or a current popular press (newspaper, blog, magazine) articles related to social justice (to the best of my ability, I will try to match students based on interest). From this, you will create a brief narrated presentation, not to exceed 10 minutes in length, in which you will “teach” your peers about this issue/topic and what professional counselors can do to address the issue/topic. Your narrated presentation should include your interest in/reasons for choosing this issue, a critical discussion of the articles’ major points as they relate to social justice, a critique of the impact this issue/topic has on the field of professional counseling, and implications for practice. The topic for this presentation will serve as the basis for your Advocacy Intervention and Advocacy Manuscript assignments. Post a copy of the articles as an attachment with your narrated presentation on both the respective D2L discussion board (for peer review) and dropbox (for grading). You are expected to read and respond to at least two peer presentations as part of the
requirement for successful completion of this assignment. **15 points, Course Objectives 1, 2**

4. **Advocacy Intervention:** Working as part of your assigned group, you will prepare an advocacy intervention that brings awareness to and helps to address a critical social justice issue. You will discuss this intervention in your Advocacy Manuscript (within Implications for Practice). So, the topic for this intervention and your manuscript will be parallel. The formal write-up of this intervention will include the following: (a) definition of the issue, (b) data to support this need, (c) rationale for why professional counselors are well-suited for addressing this issue, (d) description of the goals for this intervention, and (e) description of the steps for implementation of this intervention. This paper should not exceed 3 pages. Upload your document in Word format via the D2L dropbox with all group members’ names indicated. **15 points, Course Objectives: 1, 2**

5. **Advocacy Manuscript:** Working in your assigned groups, you will prepare a professional manuscript that is suitable for publication. Individual components of this manuscript are described within the assignment rubric. However, it is important to note that groups are expected to provide sufficient data to support their rationale. Groups will not collect data for the purposes of this assignment, but will rather analyze existing data sets. One data resource is the Annie E. Casey Foundation. For the purposes of this assignment, students will be expected to adhere to the author guidelines, as established by the Journal of Multicultural Counseling and Development (JMCD). These specific guidelines are provided in the “Syllabus, Schedule, Rubrics” D2L module (online at JMCD). However, students who wish to seek formal publication for their manuscript will need to adapt the manuscript to meet the unique author guidelines that are established by the journal to which they will be submitting. Submission for publication is NOT a requirement for this course, although it is strongly encouraged. Upload your document in Word format via the D2L dropbox with all group members’ names indicated. **30 points, Course Objectives:1-3**

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Evaluation Procedure</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Discussion Board Posts</td>
<td>30</td>
<td>Rubric</td>
<td>2 per week; refer to course schedule</td>
</tr>
<tr>
<td>Policy Review</td>
<td>10</td>
<td>Rubric</td>
<td>6-12-14</td>
</tr>
<tr>
<td>Social Justice Issue</td>
<td>15</td>
<td>Rubric</td>
<td>6-15-14 &amp; 6-9-14 (DB)</td>
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<tr>
<td>Advocacy Intervention</td>
<td>15</td>
<td>Rubric</td>
<td>7-10-14</td>
</tr>
<tr>
<td>Advocacy Manuscript</td>
<td>30</td>
<td>Rubric</td>
<td>6-22-14; 7-6-14; 7-20-14</td>
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<td><strong>100 Total</strong></td>
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**Grading Policy:**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- F = 69% or below

Grades are based on completion of all course assignments and quality of work. An incomplete (“I”) can be granted only in cases of extreme emergency, such as death in family or illness. Prior permission from the instructor is required. Assignments are to be turned in on time. A grade of A will not be assigned to any assignment turned in after the due date. Absences, tardiness, inappropriate classroom behavior and/or non-participation may result in a reduction in assigned grade.
CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Diversity: The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Clinical and Professional Studies (CPS) is committed to fostering an educational environment in which diversity is embraced. As such, CPS will not tolerate discrimination against any persons.

Professional Conduct: Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

Student Review: CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate
accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Extra Credit:** Opportunities for extra credit are not provided for this class. Work completed for another class is not acceptable for this class.

**Late Work:** Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late work, when approved, must be submitted within 7 days of the initial deadline. Late assignments, if accepted, are subject to a penalty of half credit.

**Professional Conduct:**
1. Punctuality and attendance are hallmarks of a professional. They demonstrate respect for the instructor and colleagues and promote classroom instruction. Excessive tardiness or absences may reduce the final grade. If your schedule will lead to missing class or being tardy, you should strongly consider “withdrawing” from this class.

2. Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:
   a) participating in interactions and class activities in a positive manner;
   b) collaborating and working equitably with classmates, especially on group assignments;
   c) turning in assignments on time;
   d) arriving to and leaving class punctually;
   e) treating others with respect in and out of the classroom;
   f) eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
   g) producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

**Changes to The Syllabus:** This syllabus is subject to change.
# CEPD 9184 – DOCTORAL COUNSELING SEMINAR TENTATIVE SCHEDULE - SUMMER 2014

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Topics</th>
<th>Class Activities</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Week 1 June 2-8</strong></td>
<td>Module 1: Leadership Development</td>
<td><strong>Readings:</strong> (a) Chang et al, chpts. 2 &amp; 3, Appendix B, (b) Leadership and the Profession of Counseling Webinars, Podcasts, Videos: Principles and Practices of Leadership Excellence_CSI webinar</td>
<td>Group Registration (6-5-14); Discussion Board Post (6-8-14); Life Values Inventory (6-8-14; will not submit)</td>
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<tr>
<td><strong>Week 2 June 9-15</strong></td>
<td>Module 2: Advocacy Competency (both Professional and Client)</td>
<td><strong>Readings:</strong> (a) Chang et al, chpts. 5 &amp; 6, 8 &amp; 9, Appendix D, (b) Ratts et al., chpts. 2 &amp; 3, Appendix B Webinars, Podcasts, Videos: Professional Advocacy Models_CSI webinar</td>
<td>Discussion Board Post (6-12-14) Policy Review (6-12-14);</td>
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<td>Module 3: Social Justice</td>
<td><strong>Readings:</strong> (a) Chang et al, chpt. 7, (b) Ratts et al., chpt. 1, (c) Social Justice, A National Imperative Webinars, Podcasts, Videos: What does social justice mean to you? video</td>
<td>Discussion Board Post (6-15-14); Social Justice Issue (6-15-14)</td>
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<td><strong>Week 3 June 16-22</strong></td>
<td>Module 4: Using Data to Support Advocacy</td>
<td><strong>Readings:</strong> (a) Chang et al, chpt. 13, (b) Advocacy and Policy Eval_10 Lessons Learned Webinars, Podcasts, Videos: (a) Atomic Learning SPSS Tutorials; (b) Neha Karkara on the Evaluation Advocacy Toolkit video</td>
<td>Discussion Board Post (6-19-14); Social Justice Issue Discussion (6-19-14)</td>
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<td><strong>Week 4 June 23-29</strong></td>
<td>Module 6: LGBTQ Advocacy</td>
<td><strong>Readings:</strong> (a) Ratts et al., chpt. 4 Webinars, Podcasts, Videos: (a) Sexual Minority Advocate podcast, (b) Counseling GLBT Youth [for community counselors] OR The LGBTQ Supportive School [for school counselors] podcast</td>
<td>Discussion Board Post (6-26-14)</td>
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<td>Module 7: Advocacy Based on SES</td>
<td><strong>Readings:</strong> (a) Ratts et al., chpt. 5; (b) Homelessness Report_2012 Webinars, Podcasts, Videos:</td>
<td>Discussion Board Post (6-29-14)</td>
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<tr>
<td>Week</td>
<td>Module</td>
<td>Readings</td>
<td>Webinars, Podcasts, Videos</td>
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<td>5</td>
<td>Module 8: Multiculturalism, Diversity, and Advocacy</td>
<td>(a) Ratts et al., chpts. 6 &amp; 7</td>
<td>(a) Multiculturalism and Diversity podcast, (b) Microcounseling, Multiculturalism, Social Justice, and The Brain podcast</td>
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<tr>
<td>5</td>
<td>Module 9: Advocacy and Immigration</td>
<td>(a) Yakushko, et.al._Stress Coping...Immigrants, Refugees-Couns_2008, (b) Yakushko_Xenophobia-Understanding Roots...Immigrants_2008</td>
<td>(a) Transcultural Counseling podcast, (b) Counseling from a Bahamian Perspective podcast</td>
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<td>6</td>
<td>Module 10: Spirituality, Religion, and Advocacy</td>
<td>(a) Ratts et al., chpt. 8</td>
<td>Spirituality in Counseling podcast</td>
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<tr>
<td>6</td>
<td>Module 11: Accessibility Advocacy</td>
<td>(a) Focusing on Ability, Not Disability_ACA Article, (b) Models of Disability</td>
<td>Disability Awareness podcast</td>
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<td>7</td>
<td>Module 12: Advocacy with Older Clients</td>
<td>(a) Ratts et al., chpt. 10</td>
<td>Elder Issues podcast</td>
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<td>7</td>
<td>Module 13: Advocacy with Other Populations</td>
<td>(a) Ratts et al., chpt. 9</td>
<td>Choose two podcasts from D2L, based on your interests</td>
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<tr>
<td>8</td>
<td>Module 14: Advocacy in Clinical Supervision</td>
<td>(a) Chang et al, chpt. 11, (b) Ratts et al., chpt. 14, (c) Discrimination Model_School, (d) IDM and SLQ-R_cut off scores</td>
<td>Bernard’s Discrimination Model of Supervision video, (b) Supervision Process podcast</td>
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- Any readings or podcasts contained with D2L that are not listed in the course schedule are considered optional and are NOT required for successful completion of this course, but are strongly encouraged.