



Professional Education Unit

Foundational and Graduate Studies in Education

SEMINAR IN GUIDANCE COUNSELING

EDGC 674 (Online)

Spring 2012

Professor: Dr. Lynn Kell Spradlin

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Required Field Experience Hours: 0

Course Description:

This course explores provides the opportunity for candidates to work as a group to study and discuss individually researched problems having special significance to the field of guidance and counseling. This course is conducted completely **ONLINE**. Course objectives will be accomplished through students' sharing of research; discussion of significant contemporary issues and trends in the field of counseling; completion of a case study analysis; and participation in asynchronous online discussions on Blackboard (Bb).

All educators must have expertise in working effectively with diverse students. They must have intercultural competence which involves knowledge of various cultural groups' values, beliefs and worldviews; knowledge of different cultural groups' histories in the U.S.; willingness to learn about different cultural groups; and the ability to seek out and attend to information about different cultural groups for the purpose of accommodating that knowledge so that it results in new insight and ways of looking at the world. For students to become interculturally competent, they also must be knowledgeable about their own cultural identities and committed to developing into advocates for all students including those whose cultural backgrounds may differ from their own.

Conceptual Framework: (CF)

Community Engagement: A Light to and from the Mountains

The Professional Education Unit at Morehead State University delivers rigorous, high quality instruction that is informed by best practice, national and international research and scholarship, literature, and experiences specific to Appalachia-preparing professionals to improve schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College and Unit, but it also incorporates the conceptual framework that guides all activities.

Conceptual Framework Outcomes: (CFO)s

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1.) master the content knowledge, professional and the twenty – first century skills needed to make an optimal contribution to “whole” student learning in education settings;
- 2.) are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning;
- 3.) demonstrate professional dispositions;
- 4.) are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students; and
- 5.) engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes: (SLO)s

Through course activities candidates will be able to:

1. Identify contemporary issues and trends in the field of counseling,
2. Observe, record, describe and interpret human behavior,
3. Apply research in the examination and explanation of patterns of human behavior,
4. Display an understanding of major theories of counseling,
5. Demonstrate an understanding of oppression and cultural influences on human behavior,
6. Use technology in research, analysis, synthesis and presentation of information, and
7. Employ effective writing skills using APA format citation and referencing of relevant sources of information.

KYS/KERA/NCATE/ EPSB/Counselor Standards Alignment of CFO's and SLO's:

<p>Course→ Assessments Aligned with</p> <p>Course Assessment → (Percent Values)</p>	<p>Kentucky Teacher Standards (KYS)</p> <p>http://kyepsb.net/teacherprep/standards.asp</p>	<p>Kentucky Core Academic Standards (KCAS)</p> <p>http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+Studies/Crosswalk+-+Common+Core+State+Standards+%28CCSS%29+Comparison+to+Kentucky+State+Standards.htm</p>	<p>National Council for the Accreditation of Teacher Education (NCATE)</p> <p>www.ncate.org</p>	<p>Education Professional Standards Board (EPSB)</p> <p>http://kyepsb.net/</p>	<p>Kentucky Standards for Guidance Counseling Programs</p> <p>approved by the 2005 EPSB and derived from CACREP Standards</p>
<p>Discussion Board Assignments 1, 2 3 & 4 (33%)</p> <p>CFO: 1,3,4,5 SLO: 1,2,5,6,7</p>	<p>1.1,1.2,1.4, 1.5, 2.1,2.2,2.3,2.4, 2.5,3.1,3.2,3.3, 3.4,3.5, 4.1,4.3, 4.4,4.5,5.4, 5.5,5.6, 6.1,6.2</p>	<p>CC. 11-12. L.1,2,3,4,5,6 CC. 11-12. R. L. 2,3,4 CC. 11-12 R. L. 7 CC.11-12. W. 6</p>	<p>1,4</p>	<p>Literacy, Assessment, Diversity</p>	<p>A.7, A.8. A.10, B.1,B.4, C.2.a.,C.2.b.,C.2.d, Program Objectives and Curriculum: 2.a,2.b,2.c,2.d, 2.e,2.f</p>
<p>Counseling Problem/Issue Study and Analysis (67%)</p> <p>CFO: 1,2,3,4,5 SLO: 1,2,3,4,5,6,7</p>	<p>1.1,1.2,1.4, 1.5, 2.1,2.2,2.3,.2.4, 2.5, 3.1,3.2,3.3, 4.1,4.3,4.4,4.5, 5.3,5.4,5.4,5.5, 5.6, 6.1,6.2,6.3</p>	<p>CC. 11-12. L.1,2,3,4,5,6 CC. 11-12. R. L. 2,3,4 CC. 11-12 R. L. 7 CC.11-12. W. 6,7,8</p>	<p>1,4</p>	<p>Literacy, Assessment, Diversity, Closing the Achievement Gap</p>	<p>A.7,B.1, Program Objectives and Curriculum: 2.a,2.b,</p>

	<p>Brief Assignment Descriptions (See detailed assignment descriptions and scoring rubrics on pps. 10-12 of the syllabus).</p>
<p>Discussion Board Assignments 1-4</p>	<p>Candidates will complete four discussion board short answer assignments in response questions which query ideas found in content contained in course readings and reply to classmates' posts. Discussion board assignments will also have an experiential exercise component that will require students to explore diversity concepts in their environment.</p>
<p>Counseling Problem/Issue Study and Analysis</p>	<p>This two-part assignment is intended to allow candidates the opportunity to research a question or problem from a broad array of topics in the field of counseling that has practical significance for themselves and/or clients. It entails investigating and summarizing research that addresses the question or problem and presenting research-based applications to aid in the understanding and analysis of the problem/issue.</p>

Required Text

Kottler, J. A. (1992). *Compassionate therapy*. San Francisco : Jossey-Bass.
 Sklare, G. (2007). *Brief counseling that works*. Thousand Oaks, CA: Corwin Press.

Required Readings

Provided in the *Course Documents* folder on the Bb course site throughout the semester.

Note. All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to <http://www.folio180.com/msuky/coe>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Recommended Readings

- Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: New Press.
- Fordham, S. (1993). "Those loud black girls": (Black) women, silence, and gender "passing" in the academy. *Anthropology and Education Quarterly*, 24, 3–32.
- Oakes, J. (1985). *Keeping track: How schools structure inequality*. New Haven, CT: Yale University.
- Ogbu, J. U. (1992). Understanding cultural diversity and learning. *Educational Researcher*, 21, 5–24.
- Spradlin, L.K. (2012). 2e. Diversity matters: Understanding diversity in schools. Belmont, CA: Cengage Thomson Wadsworth.
- Tatum, B.D. (1992). *Talking about race, learning about racism: The application of racial identity development theory in the classroom*. Harvard Educational Review, 62, 1-24.
- Tatum, B. D. (1997). *"Why are all the black kids sitting together in the cafeteria?" and other conversations about race. A psychologist explains the development of racial identity*. New York: Basic Books.
- Willis, P. (1981). *Learning to labor: How working-class kids get working-class jobs*. New York: Columbia University.

Course Evaluation and Grading Criteria

Point Distribution for Assignments

		Grading Criteria (percentages)	
1. Four (4) Discussion Board Entries and Responses (25 points each)	100 pts.	90-100 %	= A
		80-89.5 %	= B
2. Counseling Problem/Issue Study and Analysis	200 pts.	70- 79.5 %	= C
		60-69.5 %	= D
		59% and below	= E
TOTAL POINTS POSSIBLE	300 pts.		

Attendance Policy

This completely ONLINE course will utilize the university **e-mail** and **Blackboard systems** to communicate with class members and for delivery of all course materials. It is students' responsibility to make sure that their university e-mail account is in working order and to use it effectively including checking it daily. Only the University Blackboard system and email addresses will be used for course announcements and individual communications between professor and students. However, students are encouraged to call for additional information when needed or desired.

All graded assignments must be submitted electronically to the following e-mail address: l.spradlin@moreheadstate.edu **unless** they are discussion board assignments. Discussion board assignments are submitted on the class discussion board in the correct topical forum. All assignments should be checked for correct grammar, syntax, and spelling before being submitted for a grade. Deductions will be assessed for written clarity, grammar, and spelling errors. All required assignments must be submitted in order to pass the class. Assignments are due by 10pm on stated (See the Tentative Class Schedule at the end of this syllabus for assignment due dates and times.) assigned due dates. Papers received after the due date will receive a 20% reduction in points unless the reason for late submission qualifies for an excused absence that has been brought to the attention of and approved by the professor or if relevant circumstances and plans have been discussed and worked out with the professor at least one week prior to the assignment due date. No assignments will be accepted for credit more than FIVE (5) calendar days past the due date listed for that assignment unless other due date arrangements are made with the professor within that time period. In addition, should there be an interruption of attendance/class participation due to illness or other

relevant condition, it is the responsibility of the student to contact the professor at the earliest possible opportunity to identify strategies for satisfactorily completing the course requirements without receiving a penalty to the final grade.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188, or e.day@moreheadstate.edu

Campus Safety Statement

Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary when on campus. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at

<http://www.moreheadstate.edu/emergency>

**Spring 2012 - EDGC 674 301
Tentative Class Schedule**

(Note. If changes to the schedule occur, they will be announced on the Blackboard *Announcements* class site. Please check it daily throughout the semester.)

Due Date	Topics	Assignment(s)
Thurs. Jan. 19th	Read Course Syllabus/Course Overview	DB Intro to Class
Thurs., Jan. 26 th	ACA Ethical Decision-Making Model: Counseling Problem-Solving Exploration	Reading: ACA Ethical Decision-Making Model <i>(Posted in Course Documents Folder)</i>
Thurs., Feb. 2 nd	Candidates Counseling Question/Problem/Issue Study Topics Identified	Counseling Issue Broad Topics List <i>(Sample Ideas Posted in Course Documents Folder)</i> DB #1
Thurs., Feb. 9 th	Candidates research causes of and influences and consequences of their identified questions/problems/issues and post links or documents for classmates to read and formulate feedback to help guide further research and problem-solving.	Reading: DSM 5 Changes Ahead <i>(Posted in the Course Documents folder)</i>
Thurs., Feb. 16 th	Candidates research causes of and influences and consequences of their identified questions/problems/issues and post links or documents for classmates to read and formulate feedback to help guide further research and problem-solving.	Determine Interviewees and Survey Sample Participants and Design Interview and Survey Instruments/Questions
Thurs., Feb. 23 rd	Exploring Counseling Questions/Problems/Issues from Multiple Perspectives and Identifying Questions that Effectively Query Its Complexities and Dimensions	Interview Questions Posted for Class Member Feedback DB #2
Thurs., Mar. 1 st	Applying Solution-Focused Counseling Theory in the Analysis of Counseling Problem/Issue Studies	Reading: Sklare Text

Due Date	Topics	Assignment(s)
Thurs., Mar. 8th	Candidates summarize research they intend to use in their paper in the form of an annotated bibliography.	Conduct Research to Identify Research Findings Relevant to Counseling Problem/Issue
Thurs., Mar. 15th	Candidates summarize research they intend to use in the paper in the form of an annotated bibliography.	Conduct Research to Identify Research Findings Relevant to Counseling Problem/Issue
Thurs., Mar. 22nd	Spring Break	
Thurs., Mar. 29th	Counseling Questions/Problems/Issues Causes, Influences and Consequences Explored	Annotated Bibliographies Posted for Sharing with and Comment from Class Members
Thurs., Apr. 5th	Candidates discuss their conclusions about their identified questions/problems/issues with the class for feedback.	Reading: Compassionate Therapy DB #3
Thurs., Apr. 12th	Candidates provide rationales for the usefulness of two counseling theories for addressing counseling questions/problems/issues.	Review Counseling Theories and their Effectiveness for Addressing the Counseling Problem/Issue
Thurs., Apr. 19th	Candidates provide feedback about class members' counseling theory-based recommendations.	Counseling Problem/Issue Study and Analysis Posted
Thurs. Apr. 26th	Directions for Further Study	DB #4
Thurs., May 3rd	Last Day of Classes	Course Evaluation

Course Format

This online course which provides an advanced focus on contemporary counseling issues and trends is conducted primarily through the sharing of student research, assigned readings, and asynchronous online class discussion. Additionally, candidates are required to collect, interpret, synthesize, and evaluate observed data and information through interviews and research in the examination of a counseling case study. This course is conducted entirely **ONLINE**. A Blackboard site is established for this course for dissemination of information, assignments, announcements, and the acquisition of supplementary additional readings. Students will be enrolled on *Blackboard* for the course. It is the student's responsibility to obtain and maintain regular access to the site. In particular, class announcements should be checked daily for course updates and guidance throughout the semester.

Students in this course are responsible for studying text materials, participating in all assigned activities as well as participating in assigned online discussions, and reading all assigned readings as required. Course assignments measure students' understanding of and ability to apply material explored in the course readings, student research, and class discussions.

.Implementation of Technology

Students at MSU are provided with varied educational resources including electronic communications. This completely ONLINE course will utilize the university **e-mail system** and **Blackboard** to communicate with class members and for delivery of all course materials. It is your responsibility to make sure that your university e-mail account is in working order and to use it effectively including checking it daily. Only the University system and email addresses will be used for course announcements and communications between the professor and students.

Written Work Policy

All graded assignments must be submitted electronically to the following e-mail address: l.spradlin@moreheadstate.edu unless they are class or group discussion board assignments. All assignments should be checked for correct grammar, syntax, and spelling before being submitted for a grade. Deductions will be assessed for written clarity, grammar, and spelling errors. All required assignments must be submitted in order to pass the class.

Late Work Policy

Assignments are due by 10pm on assigned due dates as stated in the class schedule. Papers received after the due date will receive a 20% reduction in points unless the reason for late submission qualifies for an excused absence that has been brought to the attention of the professor or if relevant circumstances have been discussed with the professor at least one week prior to the assignment due date. No assignments will be accepted for credit more than FIVE (5) calendar days past the due date listed for that assignment unless other due date arrangements are made with the professor within that time period. In addition, should there be an interruption of attendance/class participation due to illness or other relevant condition, it is the responsibility of the student to contact the instructor at the earliest possible opportunity to identify strategies for satisfactorily completing the course requirements without receiving a penalty to the final grade.

Detailed Guidelines for Completing Required Course Assignments:

1. Four (4) Discussion Board Entries and Responses (25 points each/100 points total)

Four (4) sets of questions or topics will be posted on class or group discussion boards throughout the semester. Students must respond thoughtfully to each posting. If postings have multiple parts, please be careful to respond to each part. In addition to addressing the postings, you are required to respond to at least one classmate’s posting in stating agreement or disagreement with her/his points stated in his/her discussion board entry.

Entries and responses will be graded based on their depth and clarity. Students must provide reasons for the points they make. In order to receive maximum credit, students should link their discussion board statements/positions to theories or concepts explored in this course. In so doing, identify associated theorists or concepts by underlining them (i.e., “Like Vygotsky, I agree that humans are largely social beings who learn by sharpening their skills through interaction with others. That is why I believe...”).

Discussion board entries are due by the 10pm on the stated assigned due date and responses to classmates’ posts are due by 10pm on the following day. *Please state your views clearly and directly in acknowledging and respecting classmates’ rights as diverse individuals without denigrating any individual or group of individuals in any way.*

Discussion Board Scoring Rubric

Points Earned	21- 25 points	16-20 points	15 points	10-14 points	Below 10 pts.
Post exhibits an understanding of and ability to apply theories and/or principles presented in the required reading <u>and</u> effective analysis.	<u>All</u> aspects of the required DB question(s) are successfully addressed exhibiting effective analysis supported by theories and/or principles from the required reading.	Most but <u>not all</u> parts of the required DB question(s) are successfully addressed exhibiting effective analysis supported by theories and/or principles from the required reading.	Most but <u>not all</u> parts of the required DB question(s) are successfully addressed exhibiting effective analysis supported by theories and/or principles from the required reading.	Some but <u>not all</u> parts of the required DB question(s) are successfully addressed exhibiting effective analysis supported by theories and/or principles from the required reading.	Some but <u>not all</u> parts of the required DB question(s) are successfully addressed exhibiting effective analysis supported by theories and/or principles from the required reading.
Use of theoretical support from the reading	Information gained from the required reading is referenced and integrated into the response such that it reflects a <u>full</u> awareness and understanding of appropriate theories and/or principles contained in the required reading.	Information gained from the required reading is referenced and integrated into the response such that it reflects <u>at least a partial</u> awareness and understanding of appropriate theories and/or principles contained in the required reading.	Information gained from the required reading is referenced and integrated into the response that <u>may not</u> reflect an awareness and understanding of appropriate theories and/or principles contained in the required reading.	Information gained from the required reading is referenced and integrated into the response that <u>may not</u> reflect an awareness and understanding of appropriate theories and/or principles contained in the required reading.	Information gained from the required reading is referenced and integrated into the response that <u>may not</u> reflect an awareness and understanding of appropriate theories and/or principles contained in the required reading.

<p>Response to Peer Posts</p>	<p>At least one post in response to a peer's post exhibits an understanding of and ability to apply theories and/or principles presented in the required reading in narrative <u>or question</u> form <u>and</u> effective analysis in responding to comments made by a peer.</p>	<p>At least one post in response to a peer's post exhibits effective analysis in responding to comments made by a peer <u>but the response does not integrate or reference</u> theories and/or principles presented in the required reading in <u>narrative or question</u> form. Peer response(s) may <u>share experience only</u> or state support for a peer's situation or point of view <u>without adding</u> to the discussion of theories and/or principles presented in the required reading.</p>	<p><u>No response to a peer post is present.</u></p>	<p>No response to a peer post is present or peer response(s) share experience only or state support for a peer's situation or point of view without adding to the discussion of theories and/or principles presented in the required reading.</p>	<p>No response to a peer post is present or peer response(s) share experience only or state support for a peer's situation or point of view without adding to the discussion of theories and/or principles presented in the required reading.</p>
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2. Counseling Problem/Issue Study and Analysis (200 points)

(Note. Candidates must acquire professor approval of your topic before beginning this assignment.) This assignment must be **posted on the whole class discussion board** in the forum provided in addition to submitting an electronic copy to the professor via e-mail so that all classmates may benefit from reading your data and analyses.

This two-part assignment is intended to allow candidates the opportunity to research a question or problem/issue from a broad array of topics in the field of counseling that has practical significance for themselves and/or clients/students.

Part I: Candidates conduct an interview or set of interviews to investigate their identified question or problem. Candidates' question or problem may involve a classroom, school, counseling agency, community, or society.

Part II: Candidates summarize important research addressing the question or problem and present research-based applications to aid in the understanding and analysis of the problem/issue. Within the body of the 5-7 page paper (written entirely in 3rd person), candidates should include a section describing reasons for selecting the topic/problem/issue, a concise yet thorough summary of available research on the topic/problem/issue, an application section summarizing conclusions about the cause, influences on and consequences resulting from the question/problem/issue, and a section describing appropriate recommendations for addressing the question/problem/issue that integrates relevant counseling theory.

Morehead State University

Counseling Program

EDGC 674 Seminar in Guidance and Counseling

Spring 3012

Initial each statement indicating that you've read the statement and understand it. **Place your advisor's name in the space provided.** Place your name on the signature line to serve as your electronic signature signifying your awareness of its contents and attach in an email message to l.spradlin@moreheadstate.edu by **10pm on Jan. 19, 2012.**

I have read the entire syllabus for this course.

I am aware of course requirements, expectations, assignment criteria, due dates and times.

I understand what constitutes plagiarism and the potential outcomes for plagiarism in this course.

I am aware of the expectation that I will exhibit professional dispositions in coursework including: 1) a belief that all students can learn and improve; 2) an appreciation for diverse perspectives, cultures, and values; 3) an understanding that global contexts of ideas and behaviors are significant and that my actions and attitudes have effects that extend beyond immediate contexts; and 4) a belief in the value of working with others to accomplish professional and academic goals and social justice achievement.

I have checked my email address found in Blackboard (Bb) and have either corrected it so that I will receive course communications emanating from Bb or verified that it is correct.

I am aware of the university's campus safety and emergency protocol.

I know the name of my advisor and aware that I am to be in contact with her in order to seek assistance and guidance as needed.

Advisor's Name: _____

I understand that I must receive approval from my advisor to enroll in practicum/advanced practicum (if not in the counseling program, please leave blank.).

I understand that in order to be recommended for completion of the Masters in School Counseling or Rank I in School Counseling, I must apply for and pass an exit exam (if not in the counseling program, please leave blank.).

Signature

Date