



The Graduate Counseling Program
Course Syllabus

Ocala Campus

Course	COUN 5635 - PR Techniques of Counseling Special Populations
Term	Fall 1, 2009 Saturday 5AM-5 PM Lecanto
Instructor	Name: Michael Robbert Phone: 352/208-7961 Email: robbertsparr@aol.com
Catalog Description	COUN 5635 Techniques of Counseling Special Populations This course focuses on the application of counseling theory to working with clients from special population groups, e.g., exceptional students, dropouts, minorities, women re-entering the labor force, and older persons
Course Level Outcome Objectives	Learning Objectives: <i>Upon successful completion of this class students will be able to:</i> 1. Demonstrate an understanding of legal and ethical trends toward multiculturalism, diversity, and disability. 2. Demonstrate understanding of the prejudices and processes of oppression and discrimination in society 3. Demonstrate understanding of the practical use of multicultural counseling competencies in school, agency, and private counseling settings 4. Demonstrate knowledge of methods to carry out the counselors' roles in social justice, advocacy and conflict resolution
Materials	Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents Edited by David Capuzzi, Douglas R. Gross – 5th Edition ISBN: 978-1-55620-275-9
Grading	<input type="checkbox"/> The Graduate catalogue provides these guidelines and grading option: Grades in the program are A, A-, B, B-, C, F, CR, I, ZF, and W A/A- Superior graduate work B+/B/B- Satisfactory graduate work C Marginal work F Unsatisfactory work CR Credit given for practica/internships

I Incomplete work
ZF Permanent grade for unfinished incomplete grade treated as F
W Withdrawn from the course
Resiliency Plans and Class Participation: 25%
Quiz #1: 15%
Quiz #2 15%
Quiz #3 15%
Presentation and Written Summary: 30%

Course Grade System:

A	92-100
A-	90-91
B+	88-89
B	82-87
B-	80-81
C	70-79

Activities

Activities

Resiliency Plans:

Students will be provided with client/family scenarios for completing 2 weekly work. Each student will choose required # and develop into a working resiliency plan. The format for the plan will be provided by the instructor during the first class. The plan scenarios will be provided by the instructor but can be embellished by individual students as seen fit. These plans will be brought to class and utilized during corresponding class periods. Plans must be thorough to ensure that individual students are prepared to be active participants in a "Prevention/Intervention Team Meeting" to outline a proposed intervention plan and present finding to the entire class. These plans will be utilized for role play activities during corresponding class periods.

Presentation and Written Summary:

Students will select and research one of the Special Populations discussed in this course. It will be very important for the application part of this assignment to have working knowledge of the ***presenting issues, prevention and intervention needs, dynamics of membership in this population, and treatment modalities/strategies that have proven effective for working with this Special Population.*** This would include understanding of how prevention and intervention strategies and counseling techniques may have to be modified due to the disability/presenting problem faced by this group.

	<p>Students will design an original or modified prevention program or intervention program that could be delivered in a school, mental health, family counseling, or community based setting. The program will follow the below format :</p> <ul style="list-style-type: none"> • 8 week group counseling program. This intervention will need to address individuals coping in at least two settings (school, community, family, work, etc) Students will determine if this was a prevention or an intervention program. Students will outline group goals, dynamics and needs of this special population, and counseling theory that are imperative to keep in mind, prevention or intervention methods utilized, and a sketch of each week's sessions. <p>Students will present a summary of their research and their original program to class members utilizing PowerPoint Technology. (If you do not have this program, please notify instructor at the start of class so other arrangement can be made.) Students will also be required to turn in 5 - 7 pages written summary of their research, program, and their own thoughts about how they would measure the outcome of their program.</p> <p>Students will be expected to utilize a "modified APA" style to allow for their own voice and reflection. Students will also need to turn a bibliography with a minimum of 10 sources – five which must be from professional journals</p>
<p>Policy Statements: University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty</p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals</p> <p>Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services</p> <p>If you have registered as a student with a documented</p>

	<p>disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p>
Course Policies	<ul style="list-style-type: none"> ▪ Students will attend all classes, be alert and responsive. No make-up tests will be issued. Students are responsible for Webster on-line accessibility ▪ Students will be open to expand their fund of knowledge about the counseling profession, be willing and amenable to examine and challenge their own belief systems, display flexibility, and generate and articulate creative thoughts. ▪ Students will actively participate in counseling simulation exercises and be open to constructive feedback from the instructor and peers as to the effectiveness and level of genuineness in the use of empathic techniques. ▪ Students will examine their own attitudes and engage in self-exploration and self-awareness of feelings and thoughts. ▪ Students are to be open and willing to improve in basic counseling skill functions as well as be receptive to feedback from peers and instructor. ▪ Students will be prepared to produce original written material and conduct themselves in a manner consistent with the expectations of a graduate level course. ▪ Students are responsible to maintain confidentiality for material shared in class. ▪ Students will be computer literate and able to use the University on line library. ▪ Students will maintain copies of all work submitted.
Weekly Schedule	<p>The syllabus is subject to change without notice.</p> <p>Assignment Prior to Week #1: Review syllabus and come prepared to discuss the assigned chapters and discussion questions.</p> <p>READING for 1st class: Capuzzi – Chapters 1-3 Discussion Questions for first week: Please be prepared to start the course with a discussion of the following questions:</p>

1. Speculate on what is meant by a special population group. Reflect on what some of the special population groups are that make up our larger educational population and population at large.
2. Describe what the author means by youth at risk. How is this similar to and potential different from the term special population?
3. What are the three types of prevention?
4. What is the difference between intervention and prevention as a guiding ideal/focus and an approach to treatment services?
5. Discuss the concept of resiliency and how it applies to working with youth at risk and special population groups.

Week #1 Morning: READING FOR 1st CLASS: Capuzzi Chapters 1-3

Class Activities: Overview of syllabus and assignments. Review federal

and state laws impacting special populations. Youth at Risk and issues of resiliency.

Assignment for Week #2: Read Capuzzi, Chapters 4 – 5.

Complete resiliency plan templates. (These will correspond to chapters assigned)

Week #1 Afternoon: Overview of classifications served in Exceptional Student

Education (ESE). Video – “How Difficult Can This Be?”

Dysfunctional Families and Low Self-Esteem. Group work on Resiliency Plans.

Assignment for Week #2: Read Capuzzi, Chapter 6-9. Complete resiliency plan templates.

Week #2 Morning: Resiliency Counseling. Deficit Disorders. Mood

Disorders and Stress and Trauma. Group work on Resiliency Plans.

Role Plays.

Week #2 Afternoon: Quiz #1. ADHD in a school setting. Diverse Youth and

Eating Disorders. Group work on Resiliency Plans. Role Plays.

Assignment for Week #3: Chapter 10-13. Complete resiliency plan templates.

Week #3 Morning: Reading and Interpreting school

based psychological reports. 504 Plans. Suicidal Behavior and Sexuality Issues. Group work on Resiliency Plans. Role Plays.
Week #3 Afternoon: Quiz #2. Self-injury and confidentiality. Gang Membership and Gay Issues. Group work on Resiliency Plans.
Role Plays.

Assignment for Week #4: Chapter 14 -15. Complete resiliency plan templates.

Week #4 Morning: Counseling Older Persons. Violence in Schools and Substance Abuse. Group work on Resiliency Plans. Role Plays.

Assignment for Week #8: Prepare for Quiz #3. Chapter 16 – 17.

Complete resiliency plan templates.

Week #4 Afternoon: Quiz #3. Adults in transition in the workforce.

Homelessness and School Dropout. Group work on Resiliency Plans. Role Plays.

Assignment for Week #5: Complete Presentation and Written Summaries.

Week #5: Class Presentations and Written Summaries are due.

Counselor as Advocate for Change.

Course Projects:

The Graduate catalogue provides these guidelines and grading option:

Grades in the program are A, A-, B, B-, C, F, CR, I, ZF, and W

A/A- Superior graduate work

B+/B/B- Satisfactory graduate work

C Marginal work

F Unsatisfactory work

CR Credit given for practica/internships

I Incomplete work

ZF Permanent grade for unfinished incomplete grade treated as F

W Withdrawn from the course

	<p>Resiliency Plans and Class Participation: 25%</p> <p>Quiz #1: 15%</p> <p>Quiz #2 15%</p> <p>Quiz #3 15%</p> <p>Presentation and Written Summary: 30%</p>
<p>Additional Information</p>	<p>Course Requirements:</p> <p><u>Course Attendance:</u> The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.</p> <p><u>Conduct:</u> Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:</p> <ol style="list-style-type: none"> 1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University. 2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises. 3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University. 4. Theft of or damage to property of the University. Students who

cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty have a contractual obligation to meet the full complement of contact/meeting hours (32 for undergraduate courses; 36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.

DETERMINATION OF GRADES IS BASED THE FOLLOWING CRITERIA:

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of "B"): *Professional Achievement*

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of

references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of "A"): *Creative Achievement*

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of "A" represents the best work of students, accomplished in a unique and professional manner.

Note:

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook.

Reviewed by: Nicki Nance

Job Title: Faculty Coordinator

Date: 7-12-09