# University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

# The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission**: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision**: To develop and promote transformative educational experiences that optimize human potential.

**Goals**: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer’s applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates’ bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

# CTC Pupil Personnel Services Generic Program Standards

* **Standard 1 Program Design, Rationale and Coordination:** Coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.
* **Standard 2 Growth and Development:** Acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.
* **Standard 3 Socio-Cultural Competence:** Display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.
* **Standard 4 Assessment:** Knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.
* **Standard 5 Comprehensive Prevention and Early Intervention for Achievement:** Display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.
* **Standard 6 Professional Ethics and Legal Mandates:** Display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.
* **Standard 7 Family-School Collaboration:** Display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.
* **Standard 8 Self-esteem and Personal and Social Responsibility:** Assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.
* **Standard 9 School Safety and Violence Prevention:** Understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
* **Standard 10 Consultation:** Demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.
* **Standard 11 Learning Theory and Educational Psychology:** Display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.
* **Standard 12 Professional Leadership Development:** Display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.
* **Standard 13 Collaboration and Coordination of Pupil Support Systems:** Collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.
* **Standard 14 Human Relations:** Demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.
* **Standard 15 Technological Literacy:** Demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.
* **Standard 16 Supervision and Mentoring:** Demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

# CTC Pupil Personnel Services School Counseling Credential Specialization Standards

**I. Core Knowledge Base and Foundations**

* **Standard 17 Foundations of the School Counseling Profession:** Knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.
* **Standard 18 Professionalism, Ethics & Legal Mandates:** Understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

**II. Professional Skills and Training**

**A. Domains of School Counseling and Guidance**

* **Standard 19 Academic Development:** Understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.
* **Standard 20 Career Development:** Knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.
* **Standard 21 Personal and Social Development:** Apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

**B. Themes of School Counselor Preparation**

* **Standard 22 Leadership:** Know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.
* **Standard 23 Advocacy:** Demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.
* **Standard 24 Learning, Achievement and Instruction:** Know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

**C. Functions of School Counselors**

* **Standard 25 Individual Counseling:** Demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.
* **Standard 26 Group Counseling and Facilitation:** Understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.
* **Standard 27 Collaboration, Coordination and Team Building:** Apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.
* **Standard 28 Organizational and System Development:** Understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.
* **Standard 29 Prevention Education and Training:** Know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.
* **Standard 30 Research, Program Evaluation and Technology:** Knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

**III. Field Experience and Competency Evaluation**

* **Standard 31 Field Experience:** Demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.
* **Standard 32 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# CTC Pupil Personnel Services School Psychology Credential Specialization Standards

**I. Core Knowledge Base and Foundation**

* **Standard 17 Psychological Foundations:** Foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.
* **Standard 18 Educational Foundations:** Foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.
* **Standard 19 Legal, Ethical and Professional Foundations:** Knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

**II. Professional Skills and Training**

* **Standard 20 Collaborative Consultation:** Positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.
* **Standard 21 Wellness Promotion, Crisis Intervention and Counseling:** Design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils’ development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.
* **Standard 22 Individual Evaluation and Assessment:** Versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).
* **Standard 23 Program Planning and Evaluation:** Understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.
* **Standard 24 Research, Measurement, and Technology:** Know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

**III. Field Experience and Practica**

* **Standard 25 Practica:** Engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.
* **Standard 26 Culminating Field Experience:** Demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.
* **Standard 27 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# Course Description

This course will offer in depth consideration of assessment, diagnosis, development of treatment plans, examining the spectrum of Mental Health interventions in educational settings, from Whole School Environment prevention and intervention, (MTSS), as well as Restorative practices and Mindfulness approaches. The course will offer more in-depth teaching of individual and group counseling techniques as conducted in educational settings. Advanced counseling and psychotherapeutic theories and techniques will be included, with emphasis on the application of counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics.

# Professional Standards Alignment

|  |  |  |
| --- | --- | --- |
| **California School of Education (CSOE)** | **California Commission on Teacher Credentialing****Pupil Personnel Services Program Standards** | **Supporting Assessment** |
| **Course Learning Outcomes (CLO)** | **Conceptual Framework** | **Generic** | **School Counseling Credential Specialization****(as applicable)** | **School Psychology Credential Specialization****(as applicable)** | **Assessment Title**  |
| **CLO1**: Analyze counseling theories and related techniques for use in an educational counseling environment.  | Engagement | Standards 3 & 6 | Standards 1 & 25 | Standard 17 | Week 2 Assignment |
| **CLO2**: Relate normal and abnormal behavior along human growth and development across the lifespan.  | Engagement | Standards 2, 3, 4, & 5 | Standards 21, 25, & 26 | Standards 21 & 25 | Week 1 Discussion |
| **CLO3**: Analyze the principles of the diagnosis process, including assessment and differential diagnosis.  | Application | Standards 2, 3, & 4 | Standard 21 | Standards 19 & 22 | Week 2 Assignment |
| **CLO4**: Determine the role of multicultural counseling techniques in an educational counseling environment.  | Engagement | Standards 3, 6, 7, 10, & 14 | Standards 21, 23, 25, 26, & 27 | Standards 19 & 20 | Week 8 Discussion |
| **CLO5**: Evaluate the appropriate use of assessment for treatment and placement within the continuum of care for various populations.  | Application | Standards 2, 3, 10, & 13 | Standard 21 | Standards 22 & 24 | Week 6 Assignment |

# Student Expectations

**Respectful Speech and Actions**: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior**: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

# Required Course Materials

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5*. (5th ed.). American Psychiatric Association.

ISBN: 9780890425541

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2018). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques*. (3rd ed.). John Wiley & Sons P&T.

ISBN: 9781119473312

***Alliant Library***

Capuzzi, D., & Stauffer, M. D. (Eds.). (2016). [*Human growth and development across the lifespan: Applications for counselors*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=4405838). ProQuest Ebook Central.

Prout, H. T., & Fedewa, A. L. (2015). [*Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings: theory and practice for school and clinical settings*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1889212). ProQuest Ebook Central.

Herman, K. C., Reinke, W. M., Frey, A., & Shepard, S. (2013). [*Motivational interviewing in schools: Strategies for engaging parents, teachers, and students*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1578285). ProQuest Ebook Central.

Alfano, C. A., & Beidel, D. C. (Eds.). (2014). [*Comprehensive evidence based interventions for children and adolescents*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1716121). ProQuest Ebook Central.

Jongsma, A. E. J., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). [*The child psychotherapy treatment planner: Includes dsm-5 updates*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1589134). ProQuest Ebook Central.

Schultz, B. K. (2015). [*A practical guide to implementing school-based interventions for adolescents with ADHD*](https://0-link-springer-com.library.alliant.edu/book/10.1007/978-1-4939-2677-0). Springer.

Kaduson, H., & Schaefer, C. (2010). [*101 favorite play therapy techniques*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1032024). ProQuest Ebook Central.

Oster, G. D., & Gould, C. P. (2004). [*Using drawings in assessment and therapy: A guide for mental health professionals*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=199784). ProQuest Ebook Central.

**Recommended Materials**

Erford, B. (2019). 45 techniques every counselor should know. (3rd ed.). Pearson.

 ISBN: 9780134694894

Palmiotto, K. (2020). Expressive therapies for kids: An art, music, play and drama toolbox for school-based counseling. PESI Publishing & Media.

 ISBN: 9781683732495

Curry, J., & FazioGriffith, L. (Eds.). (2014). [*Integrating play techniques in comprehensive school counseling programs*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=3315899). ProQuest Ebook Central.

Murphy, J. J. (2014). [*Solution-focused counseling in schools*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1895270). ProQuest Ebook Central.

# University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

**Course Overview**

[Week 1: Human Development & Counseling 16](#_Toc65850788)

[Week 2: Choosing Counseling Theories for Targeted Counseling 18](#_Toc65850789)

[Week 3: Theories & Techniques in Early & Elementary Education 20](#_Toc65850790)

[Week 4: Theories & Techniques in Secondary Education 22](#_Toc65850791)

[Week 5: Using Techniques with Specific Populations 24](#_Toc65850792)

[Week 6: Developing Appropriate Treatment Plans 26](#_Toc65850793)

[Week 7: Using the Expressive Arts in Counseling 28](#_Toc65850794)

[Week 8: Restorative Practices 30](#_Toc65850795)

# Course Grading

Grading is in accordance with the academic policies of Alliant International University.

|  |  |
| --- | --- |
| **Percentage** | **Letter Grade** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 61-63 | D- |
| < 61% | F |

Final grades will be determined as follows based on the points obtained in the following categories:

|  |  |
| --- | --- |
| **Assignment Categories** | **% of Grade** |
| Discussion | 40 |
| Assignment | 60 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** |  |  |  |
|  | Discussion: Disruption in Development |  | Discussion | 50 |
|  | Discussion: Counseling Assessment & Intervention |  | Discussion | 50 |
| **Week 2** |  |  |  |
|  | Discussion: Counseling Theory |  | Discussion | 50 |
|  | Assignment: Counseling Scenario |  | Assignment | 75 |
| **Week 3** |  |  |  |
|  | Discussion: Counseling a Student or Client with ADHD |  | Discussion | 50 |
|  | Assignment: Specific Counseling Technique |  | Assignment | 75 |
| **Week 4** |  |  |  |
|  | Discussion: Motivational Interviewing |  | Discussion | 50 |
|  | Assignment: School Counseling Lesson Plan |  | Assignment | 75 |
| **Week 5** |  |  |  |
|  | Discussion: Cognitive Behavioral Therapy |  | Discussion | 50 |
|  | Assignment: Techniques with Specific Populations |  | Assignment | 75 |
| **Week 6** |  |  |  |
|  | Discussion: Treatment Plan Elements |  | Discussion | 50 |
|  | Assignment: Treatment Plan |  | Assignment | 75 |
| **Week 7** |  |  |  |
|  | Discussion: Expressive Therapies |  | Discussion | 50 |
|  | Assignment: Expressive Arts in Counseling |  | Assignment | 75 |
| **Week 8** |  |  |  |
|  | Discussion: Restorative Practice not Justice |  | Discussion | 50 |
|  | Assignment: Restorative Practices |  | Assignment | 75 |
| **Total Points** |  |  | **975** |

Week 1: Human Development & Counseling

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify the key components of human development across ages.
 | CLO2 |
| * 1. Analyze how cognitive and social emotional development impacts mental health and behavior.
 | CLO2 |
| * 1. Analyze how various theories of human development can assist in counseling assessment and intervention.
 | CLO2, CLO3, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** |  |
| ***Alliant Library*** Capuzzi, D., & Stauffer, M. D. (Eds.). (2016). [*Human growth and development across the lifespan: Applications for counselors*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=4405838). ProQuest Ebook Central.* Ch. 1: Human Development: Counseling the Ever-Changing Person in Context
* Ch. 8: Early Childhood: Emotional and Social Development
* Ch. 10: Middle Childhood: Emotional and Social Development
* Ch. 12: Adolescence: Emotional and Social Development
 |
| ***Online Resources***[Effects of Poverty, Hunger and Homelessness on Children and Youth](https://www.apa.org/pi/families/poverty) from the American Psychological Association. **View** the following videos from YouTube: * “[How does 'toxic stress' of poverty hurt the developing brain?](https://youtu.be/KdTiPGVZNes)” [9:36].
* “[How childhood trauma affects health across a lifetime | Nadine Burke Harris](https://youtu.be/95ovIJ3dsNk)” [16:02].
 |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Disruption in Development** | 1.1, 1.2 |
| **Respond** to the following prompt in the Disruption in Development discussion forum by Wednesday: How might disruption in development, such as poverty, abuse, or neglect impact a child and adolescent’s behavior? Mental health?**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Discussion: Counseling Assessment & Intervention** | 1.1, 1.3 |
| **Respond** to the following prompt in the Counseling Assessment & Intervention discussion forum by Friday: How might different developmental levels impact how you approach students or clients in your mental health practice? **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

Week 2: Choosing Counseling Theories for Targeted Counseling

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine the most appropriate counseling theory to use in specific counseling client cases.
 | CLO1, CLO3 |
| * 1. Explain Cognitive Behavioral Therapy in counseling.
 | CLO1, CLO3 |
| * 1. Explain Family Systems Theory in counseling.
 | CLO1, CLO3 |
| * 1. Explain Behavioral Theory in counseling.
 | CLO1, CLO3 |
| * 1. Explain solution-focused therapy in counseling.
 | CLO1, CLO3 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 2.1, 2.2, 2.3, 2.4, 2.5 |
| ***Counseling and Psychotherapy Theories in Context and Practice*** * Ch. 7:
* Ch. 8:
* Ch. 12:
 |
| ***Alliant Library*** Prout, H. T., & Fedewa, A. L. (2015). [*Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings: theory and practice for school and clinical settings*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1889212). ProQuest Ebook Central. * Ch. 5:
* Ch. 8:
* Ch. 9:
 |
| ***Alliant Library***Hackney, H., & ERIC Clearinghouse on Counseling and Personnel Services, A. A. M. (1992). [*Differentiating between Counseling Theory and Process*](http://0-web.b.ebscohost.com.library.alliant.edu/ehost/SmartLink/OpenIlsLink?sid=9a034f23-61a7-4aba-9503-cc0c20279b8b@pdc-v-sessmgr03&vid=4&sl=smartlink&st=ilslink_new&sv=sdbn%253Deric%2526pbt%253DERIC%2520Publications%2526issn%253DERICRIE0%2526ttl%253D%2526stp%253DC%2526asi%253DY%2526ldc%253DFull%252520Text%252520from%252520ERIC%2526lna%253DERIC%252520Full%252520Text%2526lca%253DfullText%2526lo%255Fan%253DED347485&su=https%3A%2F%2Feric%2Eed%2Egov%2Fcontentdelivery%2Fservlet%2FERICServlet%3Faccno%3DED347485%26%3F)*. ERIC Digest*. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Counseling Theory** | 2.2, 2.3, 2.4, 2.5 |
| **Respond** to the following prompt in the Counseling Theory discussion forum by Wednesday: How can the various counseling theories be used in collaboration with clients? **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: Counseling Scenario** | 2.1 |
| **Consider** the following scenario: *Jamie is a 12-year-old girl who has been referred to you due to anxiety and inattention. She has great difficulty focusing in class and home reports indicated that she often has panic attacks at night before bed. She reports that she is starting to feel like the panic attacks will happen at school and her anxiety is becoming more of a problem each day. Teachers indicated that her grades have recently slipped, and she often is out of class due to anxiety. Jamie has friends and often uses them as a support network but has minimal alternatives for coping strategies. She does not have any formal diagnoses and has not seen a therapist or counselor in the past.* **Write** a one-to two-page paper describing how you would approach counseling this student: * What theory would you use?
* Why did you choose that theory?

**Submit** your paper as a Word document by Sunday.  |

Week 3: Theories & Techniques in Early & Elementary Education

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine effective techniques specific to externalizing behaviors.
 | CLO1, CLO2 |
| * 1. Determine effective techniques specific to internalizing behaviors.
 | CLO1, CLO2 |
| * 1. Analyze factors associated with counseling and special education in elementary education.
 | CLO1, CLO2, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 3.1, 3.2, 3.3 |
| ***Alliant Library*** Schultz, B. K. (2015). [*A practical guide to implementing school-based interventions for adolescents with ADHD*](https://0-link-springer-com.library.alliant.edu/book/10.1007/978-1-4939-2677-0). Springer. Ch. 3: Counseling Adolescents with ADHDAlfano, C. A., & Beidel, D. C. (Eds.). (2014). [*Comprehensive evidence based interventions for children and adolescents*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1716121). ProQuest Ebook Central. * Ch. 7: Anxiety Disorders in Adolescents
* Ch. 9: Depressive Disorders in Children
 |
| ***Online Resource***Hamilton, N. J. & Astramovich, R. L. (2014). [Counseling Children with ADHD: Three Focus Areas for Professional Counselors](https://www.counseling.org/knowledge-center/vistas/by-subject2/vistas-families/docs/default-source/vistas/article_71). *VISTAS Online*.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Counseling a Student or Client with ADHD** | 3.3 |
| **Respond** to the following prompt in the Counseling a Student or Client with ADHD discussion forum by Wednesday: What approaches would you consider when counseling with a student or client with ADHD? **Provide** justification for your response by referencing our readings or other reliable sources. **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: Specific Counseling Technique** | 3.1, 3.2, 3.3 |
| **Create** a three-to four-minute video where you demonstrate a specific counseling technique for the following areas: * Externalizing behavior such as anger or physical aggression
* Internalizing behavior such as anxiety or depression

**Include** the following information in your video: * Description of the technique
* The theory that supports the technique
* How the technique is helpful for the targeted issue
* Model the use of the technique

**Submit** a link to your video by Sunday.  |

Week 4: Theories & Techniques in Secondary Education

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine effective techniques specific to secondary education for externalizing behaviors.
 | CLO1, CLO2 |
| * 1. Determine effective techniques specific to secondary education for internalizing behaviors.
 | CLO1, CLO2 |
| * 1. Interpret factors associated with counseling and special education in secondary education.
 | CLO1, CLO2, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 4.1, 4.2, 4.3 |
| ***Alliant Library*** Herman, K. C., Reinke, W. M., Frey, A., & Shepard, S. (2013). [*Motivational interviewing in schools: Strategies for engaging parents, teachers, and students*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1578285). ProQuest Ebook Central. * Ch. 1: Background and Rationale
* Ch. 2: Getting Your Foot in the Door: The Context of Motivation
* Ch. 3: Motivational Interviewing Principles and Strategies
* Ch. 6: Motivational Interviewing with Students

Alfano, C. A., & Beidel, D. C. (Eds.). (2014). [*Comprehensive evidence based interventions for children and adolescents*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1716121). ProQuest Ebook Central.* Ch. 8: Anxiety Disorders in Adolescents
* Ch. 10: Depressive Disorders in Adolescents

**View** the following videos from Psychotherapy.net: * “[Group Counseling with Adolescents: A Multicultural Approach](http://0-www.psychotherapy.net.library.alliant.edu/stream/alliant/video?vid=259)” [6:25:02].
* “[Motivational Interviewing with Adolescents: Core Concepts](http://0-www.psychotherapy.net.library.alliant.edu/stream/alliant/video?vid=391)” {2:56:39].

**Note**. If the direct links to the videos do not work, navigate to the Alliant Library and search for the video using the title. You will want the resource that takes you to Psychotherapy.net.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Motivational Interviewing** | 4.1, 4.2, 4.3 |
| **Respond** to the following prompts in the Motivational Interviewing discussion forum by Wednesday: * How might you adapt motivational interviewing with students that have been diagnosed or are eligible for special education under the category of Autism?
* What factors might you need to consider when using this technique?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: School Counseling Lesson Plan** | 4.1, 4.2, 4.3 |
| **Review** the ASCA standards for Mindsets and Behaviors for Student Success: American School Counselor Association (2014). Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student. Alexandria, VA: Author.**Develop** a lesson plan for a small group of high school students with the focus on understanding and managing anxiety using the ASCA standards. **Use** the School Counseling Lesson Plan template. **Submit** your template by Sunday.  |

Week 5: Using Techniques with Specific Populations

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze the effective application of evidence-based interventions for various behaviors and disorders.
 | CLO1, CLO4 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 5.1 |
| ***Counseling and Psychotherapy Theories in Context and Practice*** Ch. 10:  |
| ***Alliant Library*** Alfano, C. A., & Beidel, D. C. (Eds.). (2014). [*Comprehensive evidence based interventions for children and adolescents*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1716121). ProQuest Ebook Central.* Ch. 12: Evidence-Based Treatment of Attention-Deficit/Hyperactivity Disorder in Children and Adolescents
* Ch. 13: Treatment of Conduct Problems and Disruptive Behavior Disorders
* Ch. 14: Autism Spectrum Disorders

Rotheram-Fuller E., Hodas R. (2015) [Using CBT to Assist Children with Autism Spectrum Disorders/Pervasive Developmental Disorders in the School Setting](https://0-link-springer-com.library.alliant.edu/chapter/10.1007/978-1-4939-1972-7_10). In: Flanagan R., Allen K., Levine E. (eds) Cognitive and Behavioral Interventions in the Schools. Springer, New York, NY.  |
| ***Online Resources**** [Behavioral Treatment for Kids With Anxiety](https://childmind.org/article/behavioral-treatment-kids-anxiety/) from Child Mind Institute.
* [Resources for Clinicians for the Treatment of Depression in Children & Adolescents](https://www.apa.org/depression-guideline/resources/children-adolescents) from the American Psychological Association.

Novotney, A. (2019). [Better ways to combat anxiety in youth](https://www.apa.org/monitor/2019/12/combat-anxiety). *Monitor on Psychology*, 50(11), 20. Neubacjer, K. (2015). [Evidence-Based and Evidence-Informed Psychological Treatments for Childhood Disorders](https://www.dhhs.nh.gov/dcyf/adoption/documents/evidence-based-tx-for-children.pdf). *Dartmouth Trauma Interventions Research Center*. PracticeWise. (2020). [Evidence-Based Child and Adolescent Psychosocial Interventions](https://www.aap.org/en-us/documents/crpsychosocialinterventions.pdf). *American Academy of Pediatrics*.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Cognitive Behavioral Therapy** | 5.1 |
| **Respond** to the following prompts in the Cognitive Behavioral Therapy discussion forum by Wednesday: How might Cognitive Behavioral Therapy (CBT) address the needs of a child with Autism?**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: Techniques with Specific Populations** | 5.1 |
| **Create** an infographic, poster, or brochure about the factors you should consider when choosing a technique or approach for each of the following: * ADHD
* Autism
* Anxiety
* Depression

**Use** an online tool such as Canva, or another tool you are familiar with, to create your infographic or poster. **Submit** a link to your infographic or poster by Sunday.  |

Week 6: Developing Appropriate Treatment Plans

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify the elements of an effective treatment plan.
 | CLO1, CLO3, CLO5 |
| * 1. Analyze different ways to incorporate techniques into treatment.
 | CLO1, CLO3, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** |  |
| ***Alliant Library*** Jongsma, A. E. J., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). [*The child psychotherapy treatment planner: Includes dsm-5 updates*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1589134). ProQuest Ebook Central.**Review** the book as needed.**View** the “[Evidence-Based Treatment Planning for General Anxiety Disorder](http://0-www.psychotherapy.net.library.alliant.edu/stream/alliant/video?vid=297)” video [1:07:06] from Psychotherapy.net: **Note**. If the direct link to the video does not work, navigate to the Alliant Library and search for the video using the title. You will want the resource that takes you to Psychotherapy.net. |
| Online Resources Bartholomew, N. G., Dansereau, D. F., & Simpson, D. D. (2007). [Mapping Your Treatment Plan: A Collaborative Approach](https://ibr.tcu.edu/wp-content/uploads/2013/09/TMA07May-TrtPlans.pdf). *TCU Institute of Behavioral Research*. Ackerman, C. E. (2021). [Mental Health Treatment Plans: Templates, Goals, & Objectives](https://positivepsychology.com/mental-health-treatment-plans/). *PositivePsychology.com*.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Treatment Plan Elements** | 6.1 |
| **Respond** to the following prompts in the Treatment Plan Elements discussion forum by Wednesday: What are the most important elements to include in a treatment plan for children and teens?**Provide** justification for your response by referencing our readings or other reliable sources. **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: Treatment Plan** | 6.2 |
| **Develop** a written treatment plan, using the Treatment Plan template, for an elementary and secondary age student with a specific targeted mental health issue such as Anxiety, ADHD, Social Skills, or Depression. **Include** the following:* Name and description of student or client
* Identifying features of the problem including diagnostic features and severity - diagnosis
* Long term goal
* Short term objectives paired with treatment interventions

**Submit** your completed Treatment Plan by Sunday.  |

Week 7: Using the Expressive Arts in Counseling

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify the various types of expressive therapies.
 | CLO1, CLO5 |
| * 1. Analyze various ways to utilize expressive therapies with different populations.
 | CLO1, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 7.1, 7.2 |
| ***Alliant Library*** Kaduson, H., & Schaefer, C. (2010). [*101 favorite play therapy techniques*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=1032024). ProQuest Ebook Central. Section 7: OtherOster, G. D., & Gould, C. P. (2004). [*Using drawings in assessment and therapy: A guide for mental health professionals*](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/detail.action?docID=199784). ProQuest Ebook Central.* Ch. 1: Clinical Uses of Drawings
* Ch. 4: Using Drawings During Individual Psychotherapy
 |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Expressive Therapies** | 7.1 |
| **Respond** to the following prompts in the Expressive Therapies discussion forum by Wednesday: Which expressive therapies would best fit with the population you work with regularly?**Provide** justification for your response by referencing our readings or other reliable sources. **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: Expressive Arts in Counseling** | 7.2 |
| **Create** an infographic, poster, or brochure about one expressive therapy you would consider for each of the following: * ADHD
* Autism
* Anxiety
* Depression

**Use** an online tool such as Canva, or another tool you are familiar with, to create your infographic or poster. **Submit** a link to your infographic or poster by Sunday. |

Week 8: Restorative Practices

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain the rationale behind the theory of restorative practices.
 | CLO1 |
| * 1. Analyze the connection between restorative practices and counseling theories and techniques.
 | CLO1 |
| * 1. Analyze the impact of restorative practices on ethnically diverse populations.
 | CLO4 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 8.1, 8.2, 8.3 |
| ***Online Resources*** [Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools](http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf) from Schott Foundation for Public Education. [Restorative Practice Resource Project: Tools and Successful Practices for Restorative Schools Supporting Student Achievement and Well Being](https://www.iirp.edu/images/pdf/ObqnNj_38e965_ad7507e9e2474f8aaa3b903afcb1ecf7_2.pdf) from the International Institute for Restorative Practices. Miguel, C. & Gargano, J. (2017). [Moving Beyond Retribution: Alternatives to Punishment in a Society Dominated by the School-to-Prison Pipeline](http://www.fixschooldiscipline.org/wp-content/uploads/2020/09/1.Moving_Beyond_Retibution.2017.pdf). *Humanities*, April. Retrieved from FixSchoolDiscipline.org. **Explore** the following webpages: * [Restorative Practices: A Guide for Educators](http://schottfoundation.org/restorative-practices) from Schott Foundation for Public Education.
* [What is Restorative Practices?](https://www.iirp.edu/restorative-practices/what-is-restorative-practices) From the International Institute for Restorative Practices.
 |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Restorative Practice not Justice** | 8.3 |
| **Respond** to the following prompts in the Restorative Practice not Justice discussion forum by Wednesday: Based on what you know about multicultural counseling techniques, why might some families take issue with the term ‘restorative justice’ but not ‘restorative practice’?**Provide** justification for your response by referencing our readings or other reliable sources. **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |

|  |  |
| --- | --- |
| **Assignment: Restorative Practices** | 8.1, 8.2 |
| **Create** a 7-to 10-minute video about the theory of restorative practices and counseling theories and techniques that support restorative practices: **Address** the following in your video: * What counseling techniques are used in restorative practices?
* In your opinion, what counseling theory does restorative practices align with?
* What prep work would you need to do with the participants before engaging them in a restorative conversation?

**Include** a reference slide at the end of your video. **Submit** a link to your video by Sunday.  |

# Rubrics

**Discussion Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **Exceeds Requirements****100%** | **Meets Requirements****75%** | **Approaches Requirements****68%** | **Below Requirements****35%** |
| **Initial Response to the Forum Topic** 30 points  | Topic is addressed thoughtfully, supported by citations in APA format to experts and personal experience, and builds on prior posts.  | Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.  | Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.  | Topic is addressed superficially and without evidence that prior posts were considered.  |
| **Feedback to Peer’s Response to the Forum Topic** 20 points  | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.  | Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.  | Feedback was thoughtful but did not include specific suggestions and references for improvement.  | Feedback was superficial and did not cover all levels of the RISE model.  |

**Assignment Rubric–Generic**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Requirements****100%** | **Meets Requirements****88%** | **Approaches Requirements****75%** | **Below Requirements****68%** |
| **Elements** 10 points | Demonstrates an above average level of knowledge of the required elements.  | Knowledge of the required elements is proficient.  | Knowledge of the required elements is not yet proficient.   | Knowledge of the required elements is introductory.  |
| **Application** 40 points | Demonstrates an above average level of knowledge of the connection between research and practice. Explicit details are stated with corresponding citations. | Knowledge of the connection between research and practice is proficient. Specific details are stated with general citations.  | Knowledge of the connection between research and practice is not yet proficient. General details are stated with some citations.  | Knowledge of the connection between research and practice is introductory. Vague details are stated with no connections to citations. |
| **Format** 25 points | Format, citations, and references are consistent with APA style guidelines. There are no errors made. Follows proper structure, grammar, and spelling. Little to no errors throughout the work product. | Format, citations, and references are consistent with APA style guidelines. There are little, to no errors made. Follows proper structure, grammar, and spelling. Few errors are shown. | Format, citations, and references are consistent with APA style guidelines; however, there are a few errors. Contains a few errors in structure, grammar, and spelling.  | Minimal sources used and inconsistently follows APA style guidelines required by the college. Follows some proper structure, grammar, and spelling but contains enough errors to distract.  |