



SEATTLE

School of Applied Psychology, Counseling, and Family Therapy

Ph.D. Counselor Education & Supervision Program

COUN 7300: Instructional Design and Adult Learning

Credits: 3
Prerequisite: Open only to CES/Ph.D. students
Day/Date & Time: Mondays, 11am - 2pm; **date range**
Quarter: Winter, **year**
Location: Antioch University Seattle
2400 3rd Avenue, Suite 200
Seattle, WA 98121

Instructor: **name**
Contact Info: **University email address**
Office Hours: By appointment
Faculty Teaching **name**
Liaison:
Contact Info: **University email address**

COURSE DESCRIPTION:

This course focuses on various models, perspectives, research, and techniques pertaining to learning to teach in counselor preparation programs in higher education. Issues related to values, beliefs, pedagogical techniques, learning styles, as well as how to structure, deliver, and evaluate instruction will be covered. Students will develop essential concepts and strategies related to organizing and presenting concepts in a practical and effective style applicable to all domains of knowledge.

PROGRAM COMPETENCIES AND OUTCOMES

The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. To meet CACREP 2016 Doctoral Standards, students must demonstrate proficiency in five core areas: Teaching, Supervision, Research, Counseling, and Leadership & Advocacy. As such, the AUS CES program is designed with curricula that specifically addresses these five areas across multiple required courses as outlined in the student handbook and Ph.D./CES plans of study. Additionally, the AUS CES program specifically addresses expectations for student learning and competency via the following program objectives:

Objective 1: Diversity and Change. Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to the needs of, a constantly changing population of clients and students

whose cultures, experiences, and personal characteristics may be marginalized in the mainstream society.

Objective 2: Counselor Education. Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality Masters-level instruction as well as student assessment and program evaluation.

Objective 3: Supervision. Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.

Objective 4: Advanced Practice. Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education and/or counseling supervision.

Objective 5: Research. Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.

Objective 6: Engagement and Advocacy. Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

Objective 7: Creative Arts Cognate. Students in this cognate are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists

COURSE AND STUDENT LEARNING OBJECTIVES:

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that, for doctoral students, learning experiences in Teaching and Counselor Education must meet the following:

CACREP Doctoral Professional Identity Standards 6.3.:

- a. roles and responsibilities related to educating counselors
- b. pedagogy and teaching methods relevant to counselor education
- c. models of adult development and learning
- d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education

- e. effective approaches for online instruction
- f. screening, remediation, and gatekeeping functions relevant to teaching
- g. assessment of learning
- h. ethical and culturally relevant strategies used in counselor preparation
- i. the role of mentoring in counselor education

As such, the AUS Ph.D./CES program is designed with courses to cover the necessary Teaching material. In this first course, *Instructional Design and Adult Learning*, all areas will be touched on. Additional courses in *Counselor Education and Clinical Training*, *Global Mental Health Issues and Professional Sustainability* and a student-focused *Advanced Special Topics Seminar* will supplement learning in this domain.

KNOWLEDGE AND SKILLS OUTCOMES

By successfully completing the requirements for this course, students will be able to understand and demonstrate:

KNOWLEDGE	KEY PERFORMANCE INDICATORS (KPI)
Examine and analyze current trends and perspectives in higher education that impact college teaching. (CACREP 6.3.a,b,c)	Demonstrate ability to discuss and evaluate the impact of current trends on current/future roles as counselor educators.
Evaluate the relation between teaching strategies and effective class design. (CACREP 6.3.d,e)	Apply course concepts and strategies in articulating understanding of adult development and learning.
Synthesize and evaluate how an instructor's character, knowledge, problem-solving strategies, and assessment of learning outcomes relate to successful college teaching. (CACREP 6.3.a,f,g, i)	Apply course concepts and strategies in articulating and operationalizing a teaching philosophy.
Modify teaching methods to address diversity in learners. (CACREP 6.3.h)	Demonstrate understanding of learning styles and cultural implications via class discussion and development of course syllabi and lesson plans.
Understand formative and summative methods of evaluation and feedback for students (CACREP 6.3.d,f,g)	Applying course readings and classroom observations in course discussions.

<p>Develop and implement course lesson plans and activities relevant to course content in a counselor preparation course. (CACREP 6.3.d,e)</p>	<p>Develop a lesson plan for a teaching presentation.</p>
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ANDRAGOGICAL DESIGN

This course is a mix of both didactic and experiential learning. Students will learn via lecture, reading, discussion, and demonstration. Emphasis will be on understanding and learning about the role of teaching in Counselor Education across the CACREP curriculum.

REQUIRED TEXTS AND READING RESOURCES

- McAuliffe, G. & Eriksen, K. (eds.) (2011). *Handbook of Counselor Preparation: Constructivist, Developmental, and Experiential Approaches*. Thousand Oaks, CA: Sage/ACES (ISBN 978-1-4129-9177-3)
- West, J.D., Bubenzer, D.L., Cox, J.A., & McGlothin, J.M. (eds.) (2013). *Teaching in Counselor Education: Engaging Students in Learning*. Alexandria, VA: ACES (ISBN 978-1-55620-329-9)

Additional articles will be available in the “resources” page on our Sakai site.

Assignments:

Assignment 1: Adult Learning Theory in Counselor Education -- Conduct a brief review of some of the literature on the major **adult learning theories**. Include at least three of the following that speak to you:

1. Malcolm Knowles' concept of "andragogy"
2. Kolb and Fry's experiential learning model
3. Merriam and Caffarella's transformational learning
4. Jarvis's Learning Process
5. Mezirow's transformative learning model
6. Dewey's critique of the Transmission Model
7. Kohlberg's Developmental Alternative

Write a synthesis of the most important concepts that you gathered from your review and then describe the practical applications of these concepts to teaching in counselor education. Cite a minimum of three sources. This is the beginning of developing your personal teaching philosophy. Due in the Sakai assignments page for class 4. ~5-7 pages.

Assignment 2: Teaching/Classroom Observations – Between 1/8/18 & 2/19/18 you will choose a current winter term class in the CMHC program to observe; contact the

instructor for permission and sit in on one class. You will then write up a reflective report on the following:

- a) observations and impressions of how student learning was facilitated,
- b) how the course was structured,
- c) how the lesson plan facilitated instructor-student interaction,
- d) what strategies and techniques you would emulate,
- e) what were student responses to the instructor

Include what you might do differently in your own classroom. Due in the Sakai Assignments page for class 7. ~3-5 pages

Assignment 3: Teaching Demonstration – You will be randomly assigned to read two of the chapters (6-22) in the McAuliffe & Erickson text outlining course construction suggestions for the major CACREP content areas. No student will read the same two. Choose one of your two content areas and develop a 30 minute teaching demonstration of some aspect of that content. You should incorporate two different techniques or strategies of teaching the same topic to address the differences in learning styles. Include one general goal and two specific outcome objectives for the demonstration that must be submitted to the instructor prior to your demonstration (via drop box). Demonstrations will be scheduled for the last class.

COURSE SCHEDULE AND SUMMARY OF ASSIGNMENTS

CLASS	TOPIC	READING	HOMEWORK DUE
1.	No class/New Year's Holiday		
2.	-Current Trends in Teaching in Higher Ed/Roles & Responsibilities -Pedagogy v Andragogy -Constructivism & Social Constructivism -Deep Learning -Models of Developmental Learning -Contextual Teaching & Learning – Discussion of teaching observations	McAuliffe & Erickson Chs. 1,2,3; Granello article	
3.	No Class – MLK Day		
4.	Foundations continued: -Phases of Counselor Development -Strategies for Teaching & Effective Class Design -Taking the Teaching Perspectives Inventory	McAuliffe & Erickson Chs. 4, 5; West et al Ch. 1	

5.	-Creating syllabi and preparing lectures -ACA/ACES syllabi clearinghouse -Ethical and Cultural consideration & strategies	West et al Chs. 2, 3; Murdock et al article	Assignment 1 due
6.	-Seminars, Experiential learning and out-of-class activities	West et al Chs. 4,5,6	
7.	-Constructing courses: The framework for Counselor Education	West et al Chs. 9,12 &	Choose two chapters from McAuliffe & Ericksen 6-22 as part of your final assignment to be discussed in class
8.	-Technology and Distance Education -Online vs. On-Campus -Effective Approaches to Online Education -Addressing the Technology Gap	McAuliffe & Ericksen Ch. 24; West et al Chs. 7,8; Burt et al article	
9.	-Screening, remediation & gatekeeping functions of the counselor educator -Assessment of student learning	McAuliffe & Ericksen Ch. 23; West et al Chs. 10,11; Patterson & Levitt article	Assignment 2 due
10.	-Mentoring as a Counselor Educator -Narrative & Post-Modern Perspectives and Bringing it all together	McAuliffe & Ericksen Chs. 25,26; West et al Ch. 13	Teaching Demonstrations
11.	Final Class wrap-up and evaluation		Teaching Demonstrations

Assessment Criteria for Ph.D. Students:

Ph.D. students are assessed in 9 areas across 4 competency levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall *required level of competency*.

Definitions of Competency Areas:

Critical Thinking - shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

Verbal Communication - articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of group dynamics and awareness of own impact on the group.

Oral Presentation - able to present ideas in a well-organized format; open and able to respond to questions.

Written Communication - writes clearly, presents ideas and information in an organized format; demonstrates technical writing skills including appropriate punctuation, spelling, quotations, grammar, and APA style.

Cultural Awareness and Responsiveness - understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and worldviews.

Social Responsibility - aware of social, political, and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations.

Emotional Maturity - willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change.

Ethical Conduct - demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity.

Interpersonal Skills - demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.

Below Competency: Fails to meet the minimum course requirements as outlined in this syllabus. This includes attendance, class participation, and successful completion of all assignments in a manner which demonstrates a basic understanding of Adult Learning Theories, Instructional Design elements and current trends in adult education.

Required Competency: Demonstrates a basic understanding of Adult Learning, Instructional Design elements and current trends in adult learning, and by meeting all of the minimum requirements for the class, as outlined in the syllabus.

Intermediate Competency: Meets Required Competency as well as demonstrating an ability to think critically in terms of theoretical and multicultural perspectives in Adult Learning and Instructional Design. This includes attention to strengths, limitations, contraindications, and multicultural implications.

Advanced Competency: Meets Intermediate Competency as well as demonstrating a flexible stance and openness to feedback, a comfortable facility with educational technology and integration of personal teaching philosophy in both written work and practical demonstration.

COUNSELOR COMPETENCY AND FITNESS

Antioch University is obligated, as a CACREP institution, to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association *Code of Ethics*, in Section F.5.b, states in part, “Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of profession impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.” Section F.9.b states in part, “Counselor educators, throughout ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.”

In this course you will be required to demonstrate competencies that cannot be adequately evaluated based on written assignments and classroom discussion alone. Therefore a passing grade for this course requires successful performance on nine factors that have been established as essential for performance as a competent and ethical counselor (Wiggins-Frame & Stevens-Smith, 1995*). You are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. You are encouraged to seek professional assistance and notify your supervisor if you feel that your work is being compromised.

ANTIOCH UNIVERSITY EVALUATION PROCEDURES

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor. E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.
5. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students. Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

AUDIO OR VIDEO RECORDING OF CLASSES

Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

ANTIOCH UNIVERSITY POLICIES

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/

Questions about policies may be directed to: Erica Holmes, Associate Provost
eholmes@antioch.edu

REASONABLE ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact: Jill Haddaway, Disability Support Services Coordinator 206.268.4151 dss.aus@antioch.edu.

LIBRARY SERVICES AND RESEARCH SUPPORT

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you'll find books carefully vetted to help you in your academic pursuits. In addition, you'll also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://www.antiochseattle.edu/library>. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206.268.4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206.268.4507 or bstuart@antioch.edu.

WRITING SUPPORT AT ANTIOCH UNIVERSITY

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for **free writing support**:

AUS Writing Lab (room 323 Library/CTL): Formerly the Academic Support Lab. The Writing Lab offers *free* peer-based writing consultation, both in-person and via webcam, phone, or messaging. Students can schedule directly online at www.antiochseattle.edu/tutoring, call: 206.268.4416 or email: writinglab.aus@antioch.edu. We offer drop-in hours as well as workshops and other resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by AUS students. Check the website for future workshops on topics related to academic writing.

The Virtual Writing Center (VWC): The VWC is located on the AU Drive at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwc@antioch.edu.

The Writers' Exchange (WEX): Fee-based writing support: The [Writers' Exchange](#) (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.