Antioch University Seattle
School of Applied Psychology, Counseling, and Family Therapy

COUN 7320: Counselor Education & Clinical Training//COUC 7320: Creative Arts Therapy Counselor Education & Clinical Training

Credits: 3
Prerequisite: open only to CES/Ph.D. students
Day/Date & Time: Mondays, 11:00 – 2:00pm, date range
Quarter: Spring, year
Location: Antioch University Seattle
                        2400 – 3rd Avenue, Suite 200
                        Seattle, WA 98121
Instructor: Instructor
Contact Info: university email address
Office Hours: By appointment
Teaching Liaison: name
Contact Information: university email address

COURSE DESCRIPTION:
Explores the intersection between teaching and learning theories as they relate to the clinical training of counselors and creative arts therapy counselors; most notably the use of experiential modalities that provide for observation and assessment of the skill level of counselors-in-training.

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:

Objective1: 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 on Accreditation of Counseling and Related Educational Programs (CACREP) requires that students demonstrate proficiency in five content areas; one of which is Teaching (CACREP B3). As the third in a series of required courses focused on Teaching, this course, while touching on all standards noted below; specifically focuses on standards B.3.b, c, d, e, f, g.:
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

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

KNOWLEDGE	KEY PERFORMANCE INDICATORS (kpi)
Understand the relevant teaching approaches and learning styles that are most effective in teaching clinical skills courses (CACREP B.3,b,c,i)	Class discussions, reading, teaching philosophy statement, skills course outline.

Understand the most effective course delivery methods for designing clinical skills courses (CACREP B.3.b,d,e,h)	Class discussions, reading, skills course observationsand reflection.
Understand and implement effective evaluation and assessment of learning protocols (CACREP B.3.a,d,f,g)	Class discussions, reading, skills course observation, syllabus development including rubric.
Understand and incorporate strategies that attend to ethical, cultural and social justice issues in the training of clinical skills (CACREP B.3.a,b,h)	Class discussions, reading, teaching philosophy statement, skills course outline, skills course observation, syllabus development.

Andragogical Design

This course is a mix of both didactic and experiential learning. Students will learn via lecture, reading, discussion, demonstration and practice. Emphasis will be on understanding and learning how to design and implement clinical skills courses within a Multicultural and Social Justice context.

Course Assignments

1. Including a final copy of your teaching philosophy statement as a starting point, please create an outline for how you would approach teaching two of the following counseling skills based courses:
   a) An Introductory Counseling Skills Course
   b) A Theories of Counseling Course
   c) A Group Counseling Course
   d) A Couples Counseling Course
   e) A Family Counseling Course
   f) A Diagnostics & Treatment Planning Course
   In each course outline that you create, please include at least three learning goals for the course, and the respective knowledge and/or skills that would be obtained. Finally, include how you would assess for learning including development of a rubric. Remember, these are outlines, not fully formed syllabi. Each outline should not exceed one page. Finally, write a short summary of how you see your teaching philosophy being reflected in your course design outline, including how you are attending to cultural and/or social justice issues. In total, with your teaching philosophy statement, this assignment should not exceed 5-6 pages. **Due class 3**
2. Between 4/16 and 5/7, please arrange to observe one pre-approved skills based class in the CMHC or CFT program. Using the observation form on our resources page as a starting point, please write up your reflection on what you observed in terms of: a) course design, b) instructor approach to teaching the skills, c) student ability to practice

the skills, d) overall efficacy of the course module observed, e) what you might emulate and what you might do differently. On average 4-6 pages. **Due class 7**

3. Based on the readings, discussions, observations and in class experiences – develop a complete syllabus for one of the six skills courses noted in Assignment 1 using the AUS syllabus template (on our resources page). Make sure to include all aspects of the syllabus including required reading, course schedule, assessment rubrics, etc. as if you were going to teach this class. Upload and be prepared to share your syllabus with the class at our final class meeting on **Class 10** for discussion and feedback.

CLASS SCHEDULE AND SUMMARY OF ASSIGNMENTS

CLASS	TOPIC	READING	HOMEWORK DUE
1	-Syllabus, Introduction to Teaching Counseling Skills courses -Revisiting Androgogy/Pedagogy -Adult development & learning		
2	-Creating a skills course outline -Teaching methods & Instructional design -Curriculum design & delivery	McAuliffe & Erickson, chs. 7,8,10,17, 19	
3	-Assessing & Evaluating Counseling Skills Competencies -Use of competency assessment scales -Skills courses & Online/hybrid learning	Reicherzer et al.; Swank et al.	Assignment 1 due.
4	-Counseling Skills Competencies (cont) -Screening, remediation & gatekeeping strategies -Counseling Self-efficacy (residential & online)	Meyer; Grace et al.	
5	-Teaching Intro Counseling Skills -Basic skills assessment -Non-verbal skills training	Proctor Disser-tation; Connelly et al.	
6	-Teaching Group Counseling -Traditional & Activity Based Laboratory Learning -Pre-planning for group -Modeling Group Leader behavior	Gillam; Riva & Korinek	
7	-Teaching Group Counseling (cont) -Feedback in Groups -Teaching group online	Toth & Erwin; Kozlowski & Holmes	Assignment 2 due.
8	-Teaching Theories Courses -Teaching Theories from a Learner-Centered approach -Integrating Social Justice into Theories course	Dollarhide et al.; Luke; Brubaker et al.	

9	No Class – Memorial Day Holiday		
10	-Teaching Assessment Courses -Using role-plays and/or Case studies -Strategies for Hybrid/Online courses		
11	-Creative Strategies to Enhance Skills Development -Use of improvisation in counseling skills training - create strategies for skills courses & practicum	Farley; Shepard & Brew	Assignment 3 due.

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 Teaching Theories and application to diverse populations of counselors in training; especially related to the teaching of skills courses.

Required Competency: Demonstrates a basic understanding of Teaching Theories and application to diverse populations of counselors in training as outlined above, 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 both reflectively and critically in terms of theoretical and multicultural perspectives in teaching; especially related to skills courses.

Advanced Competency: Meets Intermediate Competency as well as demonstrating an ability to think more systemically about the role of teaching across learning needs (e.g. novice/practicum; beginner/internship; emerging professional/post-graduate) and a clear articulation of one's own teaching orientation.

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.

rEASONABLE aCCOMMODATION 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.