



Course Syllabus
Developmental Interventions COUNSELING F627
On-Line Full Summer Version 18 May – 7 August 2020
Thursdays 4:30 pm – 7:30 pm

Instructor: Sally J. Rall, PsyD

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Telephone: 571-236-6823; will take text and voice mail.

Office hours: Thursdays before class: Please text 571-236-6823 and I will call 2:00pm to 4:00pm. Any other time is by appointment. Office hours will be via Zoom, FaceTime, Telephone due to the ongoing Public Health Crisis of Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) known as COVID19. The requirement for physical distancing, sheltering and closure of UA System is observed.

NOTE: As individuals and as a class, we will maintain current information regarding the health and safety of our Alaska Community. THE FIRST PRIORITY is your health and safety, details of classroom work can be adjusted accordingly. Our Mission is reciprocal benefice and respect.

Audio Call-In: Remain Flexible: Anticipate use of phone, online, Zoom, Blackboard.

Video: Remain Flexible: Anticipate phone, online, Zoom, Blackboard.

Course Description: This course is designed to provide opportunities to explore the program development of CACREP training, the practicalities of providing service to children/youth based on theory, best practices, developmental timelines and individual as well as systemic considerations. Emphasis is placed on case conceptualization, treatment planning, skills development and creativity. Counselor self-care and ethical decision making will be woven into the class. In consideration of the current COVID19 challenges to and changes in usual academic/community routine, time will be provided to clarify and explore related situational resources, practice demands, law, ethics, governmental and multi-disciplinary impacts on the counseling profession.

Prerequisite: F623 Counseling Theories and Applications

Syllabus: This information is presented as the contract between instructor and student for this class. The syllabus contains the essential tasks and competencies from which a graduate student in the Counseling profession will benefit at this point in their professional development. The syllabus is also a dynamic document that may be changed based on class needs, for example order of assignments, rearrangement of dates, benefice due to exigent circumstances. Any adjustments to the Syllabus will be in accordance with the University of Alaska System and CACREP Standards.

Course Objectives: At the completion of this course, students will be able to describe their understanding as a Class and Individually regarding the application of the 2016 CACREP Standards to Program Development and Accreditation (Counselors thrive best when they are able to integrate the history, current and future hopes of their craft.). Further, students will have the opportunity to explore the currently in-process 2023 CACREP Standards; The Class is invited to and will have time to communicate with the 2023 CACREP Standards Task Force and offer perspectives and suggestions. This activity contributes to professionalization (f.1.c)

COUNSELOR LEARNING TASKS referenced to the CACREP 2016 Standards
(*Many Thanks to Dr. McMorrow who created this Standards Reference Guideline.*)

1. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (f.1.c)
2. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (f.3.g)
3. A general framework for understanding differing abilities and strategies for differentiated interventions (f.3.h)
4. A systems approach to conceptualizing clients (f.5.b)
5. Developmentally relevant counseling treatment or intervention plans (f.5.h)
6. Evidence-based counseling strategies and techniques for prevention and intervention (f.5.j)
7. Strategies for personal and professional self-evaluation and implications for practice (f.1.k)
8. Suicide prevention models and strategies (f.5.l)
9. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (f.5.m)
10. Procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide (f.7.c)
11. Procedures for identifying trauma and abuse and for reporting abuse (f.7.d)
12. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (f.8.a)
13. Identification of evidence-based counseling practices (f.8.b)
14. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CMHC c.1.d)
15. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CMHC c.2.d)

16. Potential for substance use disorder to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CMHC c.2.e)
17. Impact of crisis and trauma on individuals with mental health diagnoses (CMHC c.2.f)
18. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CMHC c.2.h)
19. Cultural factors relevant to clinical mental health counseling (CMHC c.2.j)
20. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC c.2.m)
21. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (SC g.2.e)
22. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (SC g.2.g)
23. Common medications that affect learning, behavior, and mood in children and adolescents (SC g.2.h)
24. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (SC g.2.i)

Required Texts: NOTE: If student access to texts are delayed or not available due to COVID19 Crisis impact on supply chain, Dr. Rall will adjust assignments, readings and presentations. Dr. Rall will provide information and references available in the texts.

James, R.K. & Gilliland, B.E. (2017). *Crisis intervention strategies* (8th ed.). Brooks/Cole Cengage Learning: Belmont, CA.
ISBN- 13: 978-1-305-27147-0

McWhirter, J.J., McWhirter, B.T., McWhirter, E.H., & McWhirter, R.J. (2017). *At risk youth, A comprehensive response for counselors, teachers, psychologists, and human service professionals* (6th ed.). Brooks/Cole Cengage Learning: Belmont, CA.
ISBN-13: 978-1-305-67038-9

Required Readings: Courtesy of Dr. Rall

SPECIAL TOPIC: SIG E CAPS: Screening for signs of mood difficulties: Sleep, Interest, Guilt, Energy, Concentration, Appetite, Psychomotor, Suicidal Ideation. Referenced to University of Nebraska Medical Center (UNMC.edu). Google and read for professional growth.

Dr. Rall will make available the protocol sheets. This reading maps to Class Week 3, 4 June.

SPECIAL TOPIC: Attachment Theory (and Application) read Classic Research of Interest to you regarding Human Attachment and Behaviors written by John Bowlby, M.D, (1940, 1944, 1949, 1951, 1958, 1959, 1960) and Mary Ainsworth, PhD (Strange Situation, 1970).

Also of possible interest: Origins of Attachment Theory: John Bowlby and Mary Ainsworth written by Inge Bretherton (Developmental Psychology (1992), 28, 759-775.) Google and Read for professional growth. This topic informs the discussion of child and youth interventions. This topic

also informs experiential conversations about pet facilitated therapy. Pet facilitated therapy via Pet Invitation to Zoom is an interactive experience meant to enliven the online classroom. Dr. Rall will make available Attachment Behaviors Identification Sheets. This reading maps to Class Week 6, 25 June. Dr. Rall will bring “cj CAT” to Zoom on 25 June. Students are invited to Zoom with their pets on that day as well. Details to be determined.

SPECIAL TOPIC: COLUMBIA SUICIDE SEVERITY RATING SCALE. (CSSRS). Google the Topic and read for professional growth – we will practice using the various scales in class. There are specific protocols for Adults, Adolescents and Children. Referenced to joint effort by Columbia University, University of Pennsylvania, University of Pittsburg and New York University. Dr. Rall will make available the protocol sheets. This reading maps to Class Week 10, 23 July 2020.

Required Readings: Courtesy of Dr. McMorrow: SELECT FROM THESE READINGS FOR Reflections on Readings Assignment.

- Alexander, C. M., Hutchison, A. N., Clougher, K. M., Davis, H. A., Shepler, D. K., & Ambroise, Y. (2014). Adolescent dating violence: Application of a U.S. primary prevention program in St. Lucia. *Journal Of Counseling & Development*, 92(4), 489-498. doi:10.1002/j.1556-6676.2014.00175.
- Bugge, K. E., Darbyshire, P., Røkholt, E. G., Haugstvedt, K. S., & Helseth, S. (2014). Young children's grief: Parents' understanding and coping. *Death Studies*, 38(1), 36-43. doi:10.1080/07481187.2012.718037
- Craigen, L. M., & Foster, V. (2009). "It was like a partnership of the two of us against the cutting": Investigating the counseling experiences of young adult women who self-injure. *Journal Of Mental Health Counseling*, 31(1), 76-94.
- Foster, J. M. (2014). Supporting child victims of sexual abuse: Implementation of a trauma narrative family intervention. *Family Journal*, 22(3), 332-338. doi:10.1177/1066480714529746
- Kress, V. E., Adamson, N. A., Paylo, M. J., DeMarco, C., & Bradley, N. (2012). The use of safety plans with children and adolescents living in violent families. *Family Journal*, 20(3), 249-255. doi:10.1177/1066480712448833
- Patchell, B. A., Robbins, L. K., Lowe, J. A., & Hoke, M. M. (2015). The effect of a culturally tailored substance abuse prevention intervention with Plains Indian adolescents. *Journal Of Cultural Diversity*, 22(1), 3-8.
- Psychiatric Medications for Children and Adolescents. (2005). *Brown University Child & Adolescent Behavior Letter*, 21(9), 9-10.

Recommended Texts:

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington DC: American Psychological Association.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Tool Box Texts (Suggestions to Include in Your Professional Toolbox)

Stephen M. Stahl, M.D. series on psychopharmacology.

A variety of books, papers all available on line.

Stahlonline.cambridge.org

John Preston, Psy.D. and James Johnson, M.D. Psychopharmacology made Ridiculously Simple, 9th Edition, 2019, ISBN 978-1935660408

Ewing, J.A., (1984). Detecting Alcoholism, The CAGE Questionnaire. JAMA 252: 1905-1907.

C.A.G.E. quick assessment for alcohol abuse:

Have you ever, felt you needed

- 1. to Cut down on your drinking?**
- 2. felt Annoyed by people criticizing your drinking?**
- 3. felt Guilty about your drinking?**
- 4. an Eye opener to start the day?**

Efficiency of C.A.G.E. is that it can be woven into a supportive narrative.

Recommended Story:

Dr. Rall will bring books to the on line meetings throughout the course of the term to share. Students can earn up to 4 points of participation extra credit by also contributing to “Story Quarter-Hour.” This format is meant to facilitate and demonstrate positive social connection and elicit creativity. Books may be chosen from the developmental timeline of ages 0 months to 21 years within the category of Current Whimsical to Classic Favorites. Books can also be practice related and chosen from the categories of Change, Leadership and Personal/Professional Growth. Please present the “story” in 15 minutes and invite class interactions. The specific time requirement and invitation to interact provides students with the experience of engaging others in settings with time, developmental, and situational constraints (f.5.h, f.1.k). Please identify the CACREP 2016 standard that informs your “story.” Extra credit is added directly to the earned grade when final grades are calculated. Please share the ISBN Number, Author and Title of the Book with the Class.

Recommended Web Sites:

ALASKA DEPARTMENT OF HEALTH AND SOCIAL SERVICES: COVID19 Alerts:
coronavirus.alaska.gov

Alaska Department of Health and Social Services; Office of Children’s Services: Report Child Abuse in Alaska: <http://dhss.alaska.gov/ocs/Pages/childrensjustice/reporting/welcome.aspx>

American Counseling Association (ACA): <http://www.counseling.org/>

American Academy of Child and Adolescent Psychiatry:

http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Psychiatric-Medication-For-Children-And-Adolescents-Part-I-How-Medications-Are-Used-021.aspx

American Psychological Association (APA): <https://www.apa.org>

American Psychological Association Services (APA Services): <https://www.apaservices.org>

American Red Cross – Disaster Recovery Guides: <http://www.redcross.org/get-help/disaster-relief-and-recovery/recovery-guides>

American School Counselor Association (ASCA): <http://www.schoolcounselor.org>

Center for Disease Control and Prevention (CDC): <https://www.cdc.gov>

Department of Justice (DOJ) Civil Rights Division: <https://www.doj.gov>

Federal Emergency Management Agency (FEMA): <https://www.fema.gov>

National Association for Addiction Professionals (NAADAC): <http://www.naadac.org>

National Institute of Mental Health: www.nimh.nih.gov/

National Alliance on Mental Illness (NAMI): <http://www.nami.org/>

Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov/>

Instructional Methods/Delivery Format:

Traditional, presentation by instructor and students of readings and papers will be part of class. However, this Class will be an Online Community due to the safety issues associated with COVID19. Flexibility is key. It is anticipated that technologies such as Blackboard, Zoom, Facetime, email, texting and phone will contribute to Class interactions.

**DO NOT MEET CLASSMATES PERSON TO PERSON FOR THIS CLASS!
THIS CLASS IS ONLINE FOR YOUR SAFETY AND THE SAFETY OF THOSE MOST
VULNERABLE IN OUR ALASKA COMMUNITY. THANK YOU FOR YOUR
ASSISTANCE!**

Class session is a combination of didactic and experiential activities. As the Class will be in an online, virtual format instructor and students will be called upon to creatively innovate case conceptualization exercises and presentations in order to ‘bring alive’ the experience. Currently, there are many activities offered by celebrities, musicians, actors, religious leaders, kids, pets, families that demonstrate physical distancing for safety while promoting socially interactive enrichment. While this class focuses on child/youth development, we will find ourselves naturally contributing activities that are uplifting for adults as well. As an example, please watch short episodes by pinkfong, Baby Shark series found on youtube.com. (Bonus: Students earn 1 point total extra credit for reporting which “color” and which family member of the Baby Shark Family teaches the “color” to others. Color Report can be turned in by email to Dr. Rall).

Course Process:

Students will be evaluated based on participation and specific assignments. Participation and Assignments are designed to further develop the communication skills, compassionate approach and scientific rigor that are the hallmarks of the Counseling Profession.

It is understood that unpredictable events occur; that students have responsibilities in addition to classroom requirements. The number one requisite for making it through the class with the acquisition of knowledge that you need and the grade you want *is to continue to communicate with Dr. Rall.*

Grading Style: IMPORTANT NOTE: Grading is on a 100 points scale. Every assignment matters and is crucial to counselor development. Extra credit points are awarded once the final grade has been calculated; extra credit points are awarded based on the Student's own briefly written assessment of their effort as part of the Final.

Hint: The Class Goal is growth in knowledge, process, courage and integrity – not perfection.

PARTICIPATION and ASSIGNMENTS

Didactic Reflections 4 points earned for each article TOTAL OF 12 POINTS POSSIBLE

Blackboard or Zoom System Reflections: Reflections are on 3 of the assigned readings which Dr. McMorrow provided. Please write 3 crisp 100 word paragraphs for each of the 3 reflections you choose to address. Take your time, these assignments can be turned in on any Wednesday to be discussed on Thursdays up until the Thursday class of **30 July 2020!**

4 points – Discussion board responses:	0 points – Discussion board responses:
1. Time Due: Available 1 day before class meeting. Due anytime on Wednesday.	<u>No Attempt Made</u>
2. <u>Applicability:</u> Your future practice, community welfare, crisis management. <u>CITE 2016 CACREP STANDARD</u>	<u>No Attempt Made</u>
3. <u>Practicality:</u> Realistic intervention, yes or no and why.	<u>No Attempt Made</u>
4. What is the next step? What are you curious about because of this reading/topic? What is your idea?	<u>No Attempt Made</u>

- 1. Journal Article Critiques: Total of 8 Points Possible.** Please prepare a **1 (one)** page synopsis and critique of **two peer reviewed** journal articles of your choice. The topic is any area of child and adolescent best practice interventions for a developmental challenge or mental health diagnosis. If technically possible, submit a copy of the original article along with the critique to the Zoom or Blackboard assignments link. For technical challenges, the backup plan is to email a PDF of the article and your paper to instructor and students. Please keep your submission to One Page so that those students who wish to do so can compile the pages into an efficient best practice guide for future use. Feel free to provide additional “notes” orally during your presentation as a method of audience engagement. **There are 4 Points per critique, total of 8 points possible.**

2. **Video Analysis Assignment: Total of 10 Points Possible.** Students may choose a topic of interest from any point in history, from any discipline as long as there is a relevancy to future work as a professional counselor. Work of a professional counselor includes, but is NOT limited to program development, treatment and assessment, multi-disciplinary interventions, governmental consultation as well as the provision of services to individual and group clients. Please submit the video for Instructor review, prior to beginning your work. Grounding your analysis with theory and research as well as your own observations and insights is required. Remember to cite the 2016 CACREP Standard that relates to your work. If you wish to use a Statement Analysis Approach to this assignment you may do so, however references will need to include citations from the Statement Analysis Literature. Method of presentation to the Class will be designed by instructor and students together. Please complete this assignment in a total of 10 pages, to include appropriate APA formatting. Choose a date to present a 10 minute synopsis of this task for the class.

3. **Individual Formal Paper & Group Presentation: Total of 20 Points Possible.**
 - a. Please write a formal Evidence Based paper on an intervention topic of your choice which is focused on children and/or youth. The paper should overview the problem, review the current literature, discuss any associated diagnoses or diagnostic characteristics, evaluate possible interventions (including recommended medications offered by CDC, NIMH, psychiatric literature, pharmaceutical industry), and discuss dimensions involved in counseling children or adolescents presenting with this specific issue. Pick a specific age or if applicable age range (Hint: Refer to DSM-5) to ground your research and bound your literature review. Make sure to include qualitative and quantitative evidence for intervention efficacy or lack of efficacy. Additionally, please integrate diversity, culture, socioeconomic status, geographical and parental influences into the assessment). REMEMBER TO INCLUDE DIFFERENTIAL DIAGNOSIS and how that process impacts intervention choice and delivery. A brief discussion of how dual diagnosis will impact intervention delivery is also recommended. Be sure to describe in rich specific detail how you would or would not use this information to inform your treatment; explain why.
 - b. This is a formal research paper, so current basic, applied and clinical research should be reviewed and appropriately cited – a minimum of 10 sources should be utilized. The paper is to be approximately 10 - 12 pages which is an acknowledgement that individuals have a variety of written communication styles. Title, Abstract and Reference pages ARE NOT included in the 10-12 pages of content.
 - c. Group Presentation: Students will be given time during class to discuss among themselves how they want to integrate portions of their paper into a Group Presentation; this is an opportunity to leverage technology. HINT: Students may wish to observe the State of Alaska Zoom Meetings as a current, actual venue which integrates State of Alaska health care, University of Alaska Center for Human Development, ECHO resources and multi-discipline providers into an integrated presentation format. Go to: echo@alaskachd.org to get started. Registration is free. Students as a Group will present their information prior to 6 August 2020. Deciding on the presentation day and group format is part of this assignment.

4. **Personal Reflection Exercise: Total of 10 Points Possible.** This assignment is meant to provide the student a private opportunity to deepen their personal understanding of the impact the career of counseling will have on their personal and professional development. This assignment also introduces the student to the process of Collegial Supervision and Collegial Consultation (informed conversation with another, NOT therapy). A professional counselor, faces challenges of boundary, science, engagement and communication in sensitive and personable ways with clients and systems. This exercise is NOT graded, because it is representative of individual process. This exercise is REQUIRED and 10 points are earned toward the final grade for the class. There are two parts to this assignment: Part 1. Engage with Dr. Rall during two Virtual Office Hours; first to specifically present your approach to this assignment; then to discuss the process during or on completion of the assignment. It is understood that counselor education necessarily elicits cognitive and emotional process; Participation in office hours provides a respectful safety net for this assignment. Part 2. Using any medium you choose, such as journal, formal paper, art, music, exercise, dance, screenplay address your topic. Topics traditionally involve those an early career professional counselor finds most challenging and most illuminating through a countertransference, self-care and professional responsibility lens. In order, for Dr. Rall to document your 10 points earned, please provide 2 APA format citations of peer reviewed research that informed the personal topic you chose to explore and provide 4 citations of the 2016 CACREP STANDARDS that relate to your task. (f.1.c,f.3.h,f.1.k) Your personal reflection is for your personal use as you move forward. There are **10 Points earned based on documentation of this task as described.**

5. **Final Exam: Total of 40 Points Possible.** The final will be a comprehensive examination and will be completed on the last day of class 6 August during the Online Class meeting time. You may have any amount of paper references or online reference material AND you may designate ONE individual to be your consultation resource for a ONE time consultation about the elements of the case study final. Students may also individually have ONE opportunity to text Dr. Rall with consultation questions. Should the class pre-arrange with Dr. Rall, that they would like to consult with her as a Group, they may do so. Group Consultation has a 10 minute time cap. This task is meant to be comprehensive and realistic as consistent excellence in client/patient care is directly related to consultation opportunities. (Georgetown University Center for Child and Human Development, access through iecmhc.org). All questions will be specifically derived from the material presented in class by students and instructor. The case will require integration, creativity and intellectual/emotional resilience as there WILL BE ONE clinical element that is surprising – much like the experience of providing professional counseling in real life.

Grading: Your course grade will be determined on a 100 points system; as a Graduate Student the relevant grades are as stated, please see Dr. Rall if you assess that your grade is falling below a “B” (3.0). Dr. Rall will also monitor. “Plus” and “Minus” Descriptors can be awarded to better describe a letter grade. This Guidance is based on the current UAF Graduate Catalog Academic Standards which can be found at catalog.uaf.edu.

Grading Scale based on 100 points

97-100	4.0	A Plus
93-96	4.0	A
90-92	3.7	A Minus
87-89	3.3	B Plus
83-86	3.0	B
80-82	2.7	B-

Course Policies

Students are required to obtain a university-issued username for use of email, Blackboard and this term Zoom. If the university server is not your primary email address, you are expected to set it up so that all emails are forwarded from the university server account. Additionally, students are required to access Blackboard or Zoom regularly for announcements, documents, and other postings.

Incomplete Grades: Per University Policy, an incomplete grade (I) will be assigned only if two conditions have been met. First, the student must have completed the majority of course work, written assignments, presentation, and examinations, and earned a grade of "C" or better. Normally, a grade of "I" will be given only when there has been participation until at least the last three weeks of the semester. Second, documented evidence must be submitted to substantiate the fact that course completion was prevented because of unavoidable or emergent problems. Failing to complete the course, whether due to negligence or indifference, will result in a grade of "F" unless there has been an official course Withdrawal. If an "I" is assigned, completion of all course work is the responsibility of the student. All course work must be completed within one year following the semester that the "I" was given.

NOTE: If a student has concerns about completing this course, PLEASE contact Dr. Rall early in the term so that a proper decision can be made with regard to the student's welfare. **LAST DAY TO SUBMIT FOR A “W” by student or instructor is Tuesday 7 July 2020.**

Disability Services: CALL FIRST !! EMAIL FIRST !! MOST ON CAMPUS OFFICES ARE CLOSED TO ENHANCE PUBLIC HEALTH DURING COVID19 PANDEMIC.

Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (907-474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact the instructor regarding the necessary accommodations. Please contact Dr. Rall for assistance as needed.

Support Services: CALL FIRST !! Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available via distance. Please contact Dr. Rall for assistance as needed.

Plagiarism. Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

Please notice, Dr. Rall directly credited Dr. McMorrow on this syllabus for the work contributed from the prior UAF Counseling F627 class.

Dr. McMorrow directly by citation and through conceptual ideas in the Spring Term syllabus informed the Online syllabus being used for the Summer Term 2020.

IMPORTANT: The below stated Policy includes Online Classes.

REMEMBER TO CALL FIRST !!

The University of Alaska Board of Regents has clearly stated in Board of Regents (BOR) Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 907-474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 907-474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 907-474-7721.

Please contact Dr. Rall if further assistance is needed.

Class Schedule, Required Readings, Assignment Due Dates
This schedule may be adapted in order to meet programmatic requirements.

Class Week	Class Content	Readings	Assignments	CACREP 2016 Standards
1 21 May	<i>Course Overview</i> <i>Introductions</i> Overview of the Ecology of At-Risk Youth; Environmental/ Societal Factors that Contribute to Risk Legal/Ethics, Trauma Disaster	Syllabus McWhirter Chapter 1 and 2 James CH 15 and 17	15 MIN STORY Dr. Rall (A Great Book !) Brainstorm for Contact with CACREP 2023 Standards Task Force: What is important to you ?	<i>f.3.g, f.3.h, f.5.b; ff.5.h, SC g.2.g</i> <i>f.1.k,f.1.c,f.3. SCg.2.e</i>
2 28 May	Approaching Crisis Intervention; Culturally Effective Helping; Treatment Framework	James Chapter 1 and 2; McWhirter Chapter 11	Open Forum: 15 Minute Story OPTIONAL TIME SLOT STUDENT USE	<i>f.5.h, f.5.m; CMHC c.2.f; CMHC c.2.j</i>
3 4 June	Intervention and Assessment Models; Characteristics of High and Low-Risk Children; Prevention and Early Intervention Program Components	James Chapter 3; McWhirter Chapter 5 and 12; Psychiatric Medications (2005)	SPECIAL TOPIC: SIG E CAPS	<i>f.3.h, f.5.b, f.5.h, f.5.j, f.8.b, SC g.2.h; SC g.2.g; SC g.2.h; CMHC c.2.h; CMHC c.2.m</i>
4 11 June	Tools of the Trade; Crisis Case Handling; Telephone and Online Crisis Counseling	James Chapter 4, 5, and 6	OPTIONAL TIME SLOT STUDENT USE	<i>f.5.j, f.8.b</i>
5 18 June	School Issues that Relate to At-Risk Children; School Dropout; Peer Interventions	McWhirter Chapter 4, 6 and 13	OPTIONAL TIME SLOT: STUDENT USE.	<i>f.3.h, f.5.j, f.8.b</i>

6 25 June	Family Problems and Interventions; Family Crisis Intervention	McWhirter Chapter 3 and 14; James Chapter 11	SPECIAL TOPIC: ATTACHMENT THEORY ZOOM WITH PETS !!!	<i>f.5.j, f.8.b</i>
7 2 JULY Holiday Weekend	4 TH of July Holiday Add onto Week 8: Substance Use and Addiction	McWhirter Chapter 7; Patchell (2015) NIH: CAGE 4 Questions. See Tool Box Suggestions	THE FOUR DEFINITIVE QUESTIONS: Brainstorm Adaptations or Children/Youth	<i>f.5.j, f.8.b, SC g.2.g; SC g.2.i; CMHC c.1.d, CMHC c.2.d, CMHC c.2.e;</i>
8 9 July	Teen Pregnancy, STIs and Risky Sexual Behavior; Sexual Assault	McWhirter Chapter 8; James Chapter 9; Foster (2014)	OPTIONAL TIME SLOT STUDENT USE	<i>f.5.j, f.7.d; f.8.b, SC g.2.g; CMHC c.2.f</i>
	Begin MUST SCHEDULE PRESENTATIONS			
9 16 July	PTSD; Partner Violence	James Chapter 7 and 10; Alexander (2014)	Presentation Time Slots	<i>f.3.g, f.5.j, f.7.c; f.8.b, SC g.2.g; SC g.2.e; CMHC c.2.e; CMHC c.2.f</i>
10 PART 1 23 July	Personal Loss, Bereavement and Grief	James Chapter 12; Bugge (2014)	Presentation Time Slots Special Topic:CSSRS	<i>f.5.j, f.8.b, SC g.2.g</i>
10 PART 2 23 July	Youth Suicide; Crisis of Lethality	McWhirter Chapter 10; James Chapter 8; Craigen (2009)	Presentation Time Slots	<i>f.1.k, f.5.j, f.5.l, f.7.c, f.8.b, SC g.2.e; SC g.2.g</i>
11 30 July	Juvenile Delinquency and Youth Violence; Crisis in Schools	McWhirter Chapter 9; James Chapter 13; Korenis (2014)	Presentation Time Slots	<i>f.1.c, f.5.j, f.7.c; f.8.b, SC g.2.g; SC g.2.e</i>
11 30 July	Violent Behavior in Institutions; Human Service Workers in Crisis	James Chapter 14 and 16	Optional Time Use, Presentations, Coordination	<i>f.7.c; f.8.b, CMHC c.2.m</i>
12 6 August	FINAL ONLINE CLASS MEETING	Refer to Syllabus For Discussion of FINAL Process	IN CLASS FINAL !!!!	<i>Meets CACREP Standards for SC and CMHC</i>

12 August	Dr. Rall TURN IN GRADES	THANK YOU	FOR YOUR	HARD WORK!!
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Evaluation Component	CACREP 2016 Standard Assessed
Participation by way of Zoon, Blackboard and Posting (pdf emailing if there is a technology problem).	<i>f.1.c, f.3.g., f.3.h, f.5.b, f.5.j, f.5.l., f.5.m., f.7.c., f.7.d., f.8.b, CMHC c.1.d., CMHC c.2.e, CMHC c.2.h, CMHC c.2.j., CMHC c.2.m, SC g.2.e, SC g.2.g, SC g.2.h, SC g.2.i</i>
Journal Critiques	<i>f.8.a, f.3.h., f.5.h, f.5.j, f.8.b,</i>
Video Analysis	<i>f.1.k, f.3.h, f.5.h, f.5.j, f.5.m, f.8.b</i>
Group Presentation Coordination, Integration	<i>f.3.h., f.5.h, f.5.j, f.8.b, CMHC c.2.j, SC g.2.g</i>
Formal Paper/Presentation as part of the integrated Group Presentation.	<i>f.3.h., f.5.h, f.5.j, f.8.b., CMHC c.2.d, CMCHC c.2.f, CMHC c.2.h, SC g.2.g, SC g.2.h</i>
Personal Reflection Following the Steps for this Activity.	<i>f.1.k</i>
Final Exam worked on during On Line Class Time.	<i>f.5.j., f.5.l, f.7.c., f.7.d, f.8.b, CMHC c.1.d, CMHC c.2.e, SC g.2.g, SC g.2.i</i>

Course Rubrics

Use: Guide Instructor and Student in meeting the Competencies required for Graduate Work in Professional Counseling in Mental Health and School Settings
Shared by Dr. McMorrow

Attendance and Participation

	EMERGING	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
ATTENDANCE	Is often late for class and leaves early without prior arrangement.	Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.	Attends all classes. No missed classes without prior arrangement.	Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.
LARGE GROUP PARTICIPATION	Does not ask questions or make comments that indicate familiarity with class topics.	Rarely asks questions or makes comments that indicate familiarity with the class topics.	Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.	Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.
SMALL GROUP PARTICIPATION	Does not participate actively in small groups.	Rarely participates actively in small groups.	Participates in small groups.	Actively participates in small groups and is adequately prepared to discuss the class topics.
BLACKBOARD PARTICIPATION	Does not open Blackboard to access information.	Rarely opens Blackboard to access information.	Regularly uses Blackboard to enhance the classroom experience.	Actively uses Blackboard to enhance the classroom experience.
COUNSELING SESSIONS	Misses one or more counseling sessions and/or does not come prepared to sessions with previous paperwork/prep completed (e.g. Inventory required not completed)	Completes all counseling sessions, but does not adequately engage in sessions as the counselor and client.	Completes all counseling sessions, completing all paperwork and prep, and engages adequately with partner as the counselor and the client.	Completes all counseling sessions, completing all paperwork and prep, and engages exceptionally with partner as the counselor and the client.

Papers

	EMERGING	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized. It communicates essential knowledge and understandings of the topic.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc. No demonstration of theoretical knowledge of interventions.	Many parts of the paper include colloquial expressions, the use of first person, etc. Limited demonstration of theoretical knowledge of interventions.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc. Shows some theoretical knowledge of interventions.	The paper is written for scholar/ practitioners. It applies theoretical knowledge to formulate interventions that are developmentally appropriate.
COMPLETENESS	The paper does not address all the areas required by the assignment. Shows no connection to research based interventions.	The paper addresses most of the areas required by the assignment. Shows little connection to research based interventions.	The paper addresses all of the areas required by the assignment. Shows some connections to research based interventions.	The paper addresses all of the areas required by the assignment in an engaging manner. Utilizes research to support proposed interventions.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 6 th Edition.	The paper has some departures from the APA Publication Manual	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

Class Presentation

	EMERGING	DEVELOPING	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
KNOWLEDGE OF MATERIAL	The presenters appear to lack a basic understanding of the topic.	The presenters have a basic understanding of the topic.	The presenters have a very good understanding of the topic.	The presenters have an excellent understanding of the topic and include extra information in the presentation.
AUDIENCE ENGAGEMENT	The audience is not engaged and appears bored during the presentation.	The audience is minimally engaged, paying attention at times and not paying attention at other times.	The audience is engaged throughout the presentation.	The audience is actively engaged and appears to enjoy the presentation.
PRESENTER PARTICIPATION	Some members of the presentation team do not appear to participate.	All members of the presentation team participate, but some are not as involved as others.	All member of the presentation team participate equally.	All members of the presentation team present equally and the members appear to work as a team.
USE OF TEACHING TOOLS	Only one teaching tool is used.	More than one teaching tool is used but there is a lack of cohesion between the two tools.	Two or more teaching tools are used together effectively.	Two or more teaching tools are used together with a high level of audience response.
COLLABORATION	Collaboration is not evident between partners, with little to no cohesion and preparedness.	Collaboration is less than adequate between partners, with little cohesion and preparedness.	Collaboration is adequate between partners, with cohesion and preparedness.	Collaboration is exceptional between partners, with advanced cohesion and preparedness.