I. Course Description
This course provides doctoral students with the opportunity to demonstrate their knowledge of the Counseling Profession and Counselor Education. CACREP Doctoral Standards are emphasized in this course. Doctoral students complete and critique a series of written examinations assessing core counseling topics. All examination questions are assessed through ratings. Doctoral students are expected to verbally demonstrate their knowledge of counseling and research.

II. Rationale
This is a prerequisite seminar to the comprehensive examination that provides a capstone experience for students as they progress through their doctoral studies. Students demonstrate their knowledge of the profession through written & oral discussion.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

A. School Counselor (State Adopted)
   1. Learner Centered Knowledge
   2. Learner Centered process
   3. Learner Centered Professional Development
   4. Equity in Excellence for All Learners
   5. Learner Centered

B. Professional Counselor (Academic Competencies required by Texas State board of Licensed professional Counselors)
   1. Counseling Methods/Techniques
   2. Social, Cultural, and Family Issues
   3. Ethics and Professional Issues

C. Marriage and Family therapist (Academic Areas required by the Texas State board of Examiners of Marriage and Family therapists)
   1. Assessment and treatment in family therapy
   2. Ethics and professional issues
   3. Human development
   4. Family studies

IV. TExES Competencies
A. 001 Human Development
B. 002 Environmental Influences
C. 003 Diversity
D. 004 Program Management
V. Course Objectives and Student Learning Outcomes

**Overall Objective:**

For students to demonstrate their knowledge of the content areas identified by CACREP Doctoral Standards (Section II, C, 1-7) and skills in advocacy, and counseling. (Measured by written responses to each area using a rubric).

**CACREP Standards covered in this course include the following:**

Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events. (CACREP II-C-1)

Theories and practices of counselor supervision. (CACREP II-C-2)

Instructional theory and methods relevant to counselor education. (CACREP II-C-3)

Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning. (CACREP II-C-4)

Design, implementation, and analysis of quantitative and qualitative research. (CACREP II-C-5)

Ethical and legal considerations in counselor education and supervision (e.g., ACA Code of Ethics, other relevant codes of ethics, & standards of practice). (CACREP II-C-7)

Advocacy, leadership, and counseling skills and strategies. (CACREP II-H-2 & I-1&2)

**Student Learning Outcomes**

**Students will demonstrate knowledge of topics as:**

Counseling as a profession

Ethical & legal issues in counseling

Advanced theories in counseling
Theory and practice of counselor supervision.

Pedagogy relevant to counselor education and supervision

Multicultural counseling and related concepts

Design, implementation and analysis of quantitative and/or qualitative research.

Consultation

(Students complete a series of essay questions in the above areas. Rating scales evaluate students’ responses)

VI. Course Topics
The major topics include: The Counseling Profession: Identity, Trends, Future
Ethics and legal issues in Counseling
Advanced Counseling Theory
Advanced Supervision Theory & Practice
Counselor Education Pedagogy
Multicultural Counseling & Advocacy
Research Design & Program Evaluation
Consultation Theory & Practice

VII. Instructional Methods and Activities
This is a seminar focusing on a knowledge base considered essential for students in the Ph.D. in Counselor Education. Presentation of information, discussion, and essay examinations are utilized to assess the student’s knowledge-base.

VIII. Course Policies, Evaluation and Grade Assignments:
The methods of evaluation and criteria for grade assignments are as follows:
1. Class Attendance and Participation: Class attendance is important as the instructor and students discuss, defend, and critique written responses to questions: 3 pt scale is used for participation in the 8 areas (24 pts possible)
2. Completion of eight written examinations using a rating scale of 25 pts. per question (200 pts possible)
3. Quality of resources brought to class using a 3 point scale (24 pts total)
   90% + A
   80%-89% B
   70%-79% C
3. Rating Scale for written examinations:
1. DEMONSTRATED EXPERTISE OF THE TOPIC

1 = NONE      2 = MINIMAL    3 = AT A FAIR LEVEL   4 = AT A HIGH LEVEL   5 = AT A SUPERIOR LEVEL

2. CONTENT: VARITY OF CITATATIONS, SPECIFIC RATHER THAN GENERAL, MINIMAL NUMBER OF REPETITIOUS STATEMENTS

1 = WEAK      2 = VERY BASIC   3 = MODERATE    4 = INCLUSIVE     5 = EXCELLENT

3. WRITING STYLE, GRAMMAR, SPELLING, COHERENCE

1 = UNCLEAR   2 = MINIMAL CLARITY 3 = JUST OK   4 = COHERENT     5 = PROFESSIONAL

4. EVIDENCE OF HAVING RESEARCHED THE TOPIC.

1 = NONE      2 = MINIMAL EVIDENCE 3 = SOME     4 = HIGH         5 = MUCHO

5. ANSWERED ALL PARTS OF THE QUESTION, & GAVE EQUAL TIME TO EACH PART

1 = FAILED    2 = MINIMAL       3 = MODERATE   4 = HIGH        5 = DEFINITE

6. OVERALL RATING

1 = FAIL      2 = WEAK         3 = MODERATE   4 = PASS        5 = DEFINITE PASS

Texts and Reading Materials

The most recent scholarly materials are obtained through search engines. Included are a collection of seminal articles in eight subject matter areas, recent textbooks, manuscripts, and unpublished documents.

The following texts and journals are recommended:


Professional Journals: *JCD, CES, TFJ, JMHC, MERC, JMCD, JCP, CP*

Supplemental Journals & Texts:

(All ACA and APA Journals)
A. The Blended Class Format Course Schedule CNEP 6390 Summer 2015 includes:

**Doctoral Seminar Schedule**

*Ph.D. Counselor Education & Supervision*

*Texas A&M University-Corpus Christi*

### 2015 Doctoral Seminar Assignments

Provide comprehensive answers to the following questions and post each online by Thursday prior to class.

Use the rating scale attached to guide your answers, and when you comment on answers provided by others in class.

**Due May 21**

Provide answers to the following two questions and post online by Thursday May 21. Be prepared to critique your answers as well as those of other doctoral students during the May 23rd class.

- **Advanced Counseling Theory**

  Choose three theoretical approaches to counseling, and discuss them in depth in the context of a relevant case study, chosen from your clinical practice or coursework. What are the assumptions, key concepts, therapeutic goals, and multicultural considerations when applying these approaches? Use current research to support your assertions.

- **Multicultural Counseling & Advocacy**

  Select from the following multicultural topics: Racial Microaggressions, Ageism, or Sexual Orientation. Using your selected topic:
a. Discuss the specific tenants of the topic (how is the topic outlined in the counseling literature? What issues does this specific topic present for potential clients? What does the counseling literature describe as best practices for helping client overcome the issues associated with this topic?).

b. How does your selected topic connect to the area of multicultural counseling? (Use the Multicultural Counseling Competencies), Identify best practice guidelines when applying the Multicultural Competencies as well as the American Counseling Association Advocacy Competencies.

In addition, on May 23 you will be taking two practice comprehensive questions on the following two topics:

- **Ethical & Legal Issues in Counseling and**
- **Research Design & Program Evaluation.**

Be prepared to bring support materials: one page, front and back of an annotated bibliography of key references for each of the above topics

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**Due June 4**

Provide answers to the following two questions and post online by Thursday June 4. Be prepared to critique your answers as well as those of other doctoral student during the June 6 class.

- **Counselor Education Pedagogy**

You have completed your doctorate in counselor education. You are preparing for an interview. The interviewers want you to prepare a lesson. Choose Introduction to Counseling, Career Counseling, Theories, Multicultural Counseling, or your choice. Develop a lesson plan. Include:

A. Course description
B. Student Learning Outcomes (State in behavioral terms)
C. Course topics covered
D. Instructional methods and activities
E. Course schedule, outline, and policies
F. Textbook(s) and other references

- **Professional Issues & Counselor Identity**

Professional identity in counseling has been emphasized by the American Counseling Association, CACREP, State Branches and Divisions of ACA.

(1) What is meant by professional identity in your opinion. Can you support your response with any citations? How does one demonstrate that their professional identity is in counseling—discuss. Provide appropriate citations.
(2) Discuss the fundamental principles of counseling and how the profession of counseling is different and similar to other professional groups as social work, school psychology, clinical psychology and family therapy. Discuss historic events that helped develop the counseling profession. Include seminal research.

In addition, on June 6 you will be taking two practice comprehensive questions on the following two topics:

- **Consultation: Theory and Practice**
- **Clinical Supervision: Theory, Research, and Practice**

Be prepared to bring support materials: one page, front and back, of an annotated bibliography of key references for each of the above topics

**June 27**

**Doctoral Comprehensive Examination**

**X. Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**XI. Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
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DISCUSSION/CONTRIBUTIONS/CRTIQUE
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