

Fall 2017

## CE 640 Syllabus: Orientation to Clinical Mental Health Counseling

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<b>Winona State University</b> <b>Counselor Education Department</b> <b>CE 640: Orientation to Clinical Mental Health Counseling</b> (Online; 3 credit hours)		
<b>Course Location</b>	Completely online, asynchronous, with weekly activities/requirements from August to December, 2017	
<b>Instructor</b>	Eric R. Baltrinic, Ph.D. Preferred Pronouns: <i>He, Him, His</i> Preferred Title: " <i>Dr. B</i> " or " <i>Dr. Baltrinic</i> "	
<b>Instructor Phone &amp; E-Mail</b>	(507) 457-2466; ebaltrinic@winona.edu	
<b>Program Website</b>	<a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a>	
<b>Instructor Office Location</b>	Gildemeister Hall, Room 116A	
<b>Instructor Office Hours:</b>	Onsite, Phone, & Virtual (Adobe Connect, Facetime, or Skype) by appointment (during online weeks). <i>I am not available for appointments on Tuesdays.</i>	

## I. COURSE DESCRIPTION

The purpose of the course is to examine the counseling profession including history, philosophy, theory, and professional issues. Emphasis is on different counseling populations, social justice and multicultural issues.

## II. COURSE PREREQUISITES

- Good standing with WSU/College/CED, and formal admission into the Counseling Program.
- No specific undergraduate/graduate course pre-requisites are required for the course.
- **Note:** while school counseling students may take this course, please consult with your faculty advisor before doing so to make sure this course works with your plan of study.

## III. COURSE OBJECTIVES (CO)

1. Become familiar with counseling issues in a community setting
2. Learn the philosophy of the clinical mental health counseling profession
3. Integrate theoretical information into the reality of counseling
4. Learn ethical issues within the community counseling setting
5. Integrate multicultural issues into counseling situations
6. Become familiar with economic and political issues in counseling

## IV. ONLINE COURSE EXPECTATIONS\*

### *Course Structure*

In this fully online course, students are expected to complete weekly readings and self-paced learning activities. Course activities begin on Mondays and need to be completed no later than the following Monday by 5pm. Course requirements will come in the form of readings and chapter activities, online discussion forums, surveys, quizzes, or other individual and group tasks designed to give students active, engaging, and hands-on experiences.

The time to complete the weekly self-paced activities should be about **three to five hours per week**. The prompts and materials for each week will be posted on D2L by Monday morning under the appropriately labeled content folder. Check the D2L course site newsfeed and WSU email at least once daily for any course updates or correspondences. Use the D2L Discussion forum to post course-related questions, or email the instructor directly.

Be prepared to work at least two times per week on course content and assignments. You cannot complete all of the week's assignments in one sitting and not just before the due date and time.

### *Netiquette*

Students taking online courses are subject to the communication and conduct regulations outlined in WSU policy and in the CED Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of netiquette: <http://www.albion.com/netiquette/>

It is important to be courteous and civil when communicating with classmates and instructors. Start emails with an appropriate greeting to the individual and be mindful of using appropriate writing skills. Keep writing to the point, review before sending, and do not include offensive language or technology slang used in text messages. I will do my best to respond to email *within 24 to 48 hours- Monday through Friday*. Pay close attention to the *Course Schedule* for instructor conference travel dates, as email communication may be impacted accordingly.

Consider the privacy of others, even in an online classroom. Do not share discussions or emails from classmates with others outside of the class. Do not have others or friends in the same room when we may be meeting as a class in an online environment (i.e., Adobe Connect, Skype).

### *Technology Prerequisites\**

The course requires no previous experience with online course design or delivery. However, it does assume some familiarity with instructional technology. In particular, you should know:

- How to use common tools in Desire2Learn (D2L) including content, quizzes, Dropbox, gradebook and discussion boards.
- How to create, edit, and save files using Microsoft Office tools (e.g., Word, PowerPoint, and Excel).

- How to follow instructions to create a short video clip/demonstration using MediaSpace and upload it to a D2L discussion post.
- How to organize files on your local computer, an external storage drive (e.g., flash drive, external hard drive), and your personal and department network storage drives.
- Basic email techniques used in teaching, such as sending emails to individual and multiple students, attaching files to your emails to students, and downloading file attachments sent by students.

*\*Source: Baltrinic, 2015; O'Callaghan & Bohman, 2016*

### *Technical Support*

- All technical support questions (e.g., hardware and networking problems) can be directed to the WSU Technical Support Center: [techsupport@winona.edu](mailto:techsupport@winona.edu) 507-457-5240 Option #1
- Self-help articles on how to use technology can be found at: <http://learn.winona.edu>.
- Using D2L as a student: [http://learn.winona.edu/D2L\\_for\\_students](http://learn.winona.edu/D2L_for_students)

## **V. COURSE REQUIRED TEXTS, RESEARCH BASE, & TECHNOLOGY\***

Newsome, D. H., & Gladding, S.T. (2014). *Clinical mental health counseling in community and agency settings* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson. [eTextbook available from publisher](#)

\*\*American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

American Counseling Association. (2014). American Counseling Association Code of Ethics. Available at: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

**\*Additional readings/assignments will be posted on D2L by the Instructor**

**\*\* Recommended for accurate completion of written assignments**

## **VI. METHODS OF INSTRUCTION**

- Mini lectures
- Use of technology and media including videotapes, films, and Power Points
- Internet-based learning --Asynchronous activities
- Case studies and/or responses to structured exercises
- Reflective self-evaluations and/or journaling

## VII. COURSE CONTENT AREAS

The course meets the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009) Standards for Clinical Mental Health Counseling. *Content areas, student learning objectives and the evaluation methods for CE 640 are outlined below.*

2009 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	COURSE OBJECTIVES, MODULE, & LESSON ASSOCIATED WITH CACREP STANDARDS		LOCATION OF CACREP EVALUATION	
	COURSE OBJECTIVES (CO 1-6)	Module # (M) Lesson # (L)	Discussion Posts	Quizzes
<b>FOUNDATION</b>				
<b>A. Knowledge</b>				
A1. Understands the history, philosophy, and trends in clinical mental health counseling.	1	M1, L1		X
A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	1, 4	M1, L3		X
A3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	1	M4, L14-16		X
A4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	1, 2	M1, L2		X
A5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	1, 3	M3, L10-13		X
A6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	3	M3, L12		X
A7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).	1, 2, 4	M1, L2		X
A8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.	1, 6	M4, L16		X
A9. Understands the impact of crises, disasters, and other trauma-causing events on people.	3	M2, L9		X
A10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.	3, 5, 6	M2, L9		X
<b>COUNSELING, PREVENTION, AND INTERVENTION</b>				
<b>C. Knowledge</b>				
C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	2, 3	M2, L7-8		X
C2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	3	M2, L6		X

C3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).	1, 3	M3, L10-13; M4, L14-16		X
C4. Knows the disease concept and etiology of addiction and co-occurring disorders.	3	M3, L12		X
C5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.	1, 2, 3	M3, L10-13; M4, L14-16		X
C7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	1, 3	M2, L6		X
C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	1, 3	M3, L11		X
C9. Understands professional issues relevant to the practice of clinical mental health counseling.	1, 2	M1, L1-4		X
<b>DIVERSITY AND ADVOCACY</b>				
<b>E. Knowledge</b>				
E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	1, 5	M1, L4		X
E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	5	M1, L4		X
E3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	1, 3, 5	M3, L10-13		X
E4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.	4, 5, 6	M2, L8		X
E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	5	M1, L4		X
E6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	4, 5, 6	NA		X
<b>RESEARCH AND EVALUATION</b>				
<b>I. Knowledge</b>				
I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	1, 3	M2, L8		X
I2. Knows models of program evaluation for clinical mental health programs.	1, 3	M2, L8		X
I3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	1, 3, 6	NA		X

**VIII. COURSE ASSIGNMENTS/EVALUATION SUMMARY**

<b>Assignment</b>	<b>Points</b>
Attendance, Attitude, and Participation	<b>100</b> (10 participation points for <i>each discussion post</i> x 10 discussion posts)
Discussion Posts (10)	<b>100</b> (10 discussion posts x 10 points per post)
Quizzes (4 x 50 points)	<b>200</b>
<b>400</b>	

**Grading Scale (Course):**

**A 92%-100%, B 82%-91%, C 72%-81%, D 63%-71%, and F Below 62%**

**NOTE: Due dates for all assignments are located in X. COURSE SCHEDULE below**

**A. DESCRIPTION OF ASSIGNMENTS****1. Online Attendance, Attitude, and Participation (100 points)**

Attendance and participation are essential in order for students to gain full benefit from this course. Ten participation points are given weekly\*. In order to receive all participation points, students are expected to read weekly materials, complete discussion posts and exercises by the posted due dates. Students are expected to thoughtfully contribute to online discussions, and complete online assignments.

Late assignments, discussion posts, or other requirements will result in point deductions from both attendance and participation and the overall points for the assignment. If you know you are going to be late with assignments and D2L discussions for this semester, it is better to postpone participation in this class until you are better able to meet course requirements. *Please note:* In the event of late assignments, the course instructor expects to be notified of the reasons for late work in writing (e.g., via email). Informing the instructor does not guarantee the tardiness is excused. Additional documentation may be requested at the discretion of the course instructor. Please communicate with the instructor if you are having difficulty with any aspect of this course, including meeting the aforementioned expectations. Sometimes, alternate arrangements can be worked out regarding assignment due dates. However, this is generally for emergency situations only.

**\*Note:** Each discussion post is worth *10 participation points* in addition to the points associated with the content and style of the discussion post (see 2 below). In other words, avoid completing these posts late and avoid posting superficial answers or using poor writing style.

## **2. Discussion Posts (100 points)**

Students will complete online discussion posts as posted in D2L pertaining the course material. The details of how students can best complete discussion responses for a particular assignment will also be posted in the corresponding D2L Discussion Thread, including specific instructions on the length of response, response to peers posts, use of citations. A rubric will be available as well. All discussion posts are due by the dates posted below in the *Course Schedule*.

You should plan to receive feedback and a grade of an assignment approximately 7-10 days from the instructor after the deadline of the assignment.

### **TIPS AND EXPECTATIONS FOR COMPLETING DISCUSSION POSTS:**

- Work out any potential conflicts, disagreements or issues occurring during a discussion in a respectful, solution-focused way. Professional conduct is a requirement in the counseling field, and therefore, it is expected in this course. Students are expected to ensure the online classroom is a safe and respectful environment for all students.
- Complete the assignments on time
- Be sure to respond to class members discussions when prompted to do so by the instructor. These should not responses that are evaluative (e.g., great job); rather, try to use microskills and/or group leadership skills (e.g., questioning, reflection, clarifying, linking, supporting, blocking, etc.).
- Please include citations in APA format for all references to course materials in your discussion posts, papers, etc. For example: Corey (2013) reported the three necessary conditions of person centered therapy as... If you need assistance with APA, notify the instructor ASAP.

## **3. Online Quizzes (4 x 50 points per quiz = 200 points)**

Students will complete four quizzes, which will be posted on D2L by the instructor. The purpose of the final exam is to (a) assess students' content knowledge, (b) guide students' interaction with the course textbook, (c) provide students with opportunities to interact with questions similar to those on comprehensive exams or national counselor exams, and (d) to increase students' familiarity to important terms related to clinical mental health counseling.

The text book chapters associated with each will be clearly identified, and related PowerPoint slides will be posted on D2L to assist students with successfully completing the quiz. Each quiz will consist of 25 questions worth 2 point each for a total of 50 possible points. Students will be given 2 *attempts* to complete the multiple choice questions contained on each quiz.



## IX. UNIVERSITY EXPECTATIONS & COURSE POLICIES

### A. University Expectations and Resources

**Diversity Statement:** This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

**Academic Integrity:** Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. **It is your responsibility to be aware of this policy.** You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

**Electronic Device Notice:** As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

**Laptop/PDA Policy:** Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

**Class Visitor Policy:** Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

**E-mail Policy:** You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

**Accommodations:** Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

**Commitment to Inclusive Excellence:** WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

## B. Graduate Student Resources

**General Information:** Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,  
([www.winona.edu/rochester/](http://www.winona.edu/rochester/)):

RCTC Counseling Center, UCR Room SS133; 285-7260  
([www.rctc.edu/counseling\\_career\\_center/](http://www.rctc.edu/counseling_career_center/))

UCR Learning Center, UCR Room AT306; 285-7182

**Counseling Services:** Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

**Other Support Services:** WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here:  
<http://www.winona.edu/diversity/22.asp>.

***UCR Learning Center – Rochester:*** For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

***Writing Center - Winona:*** The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

**Student Grievances:** Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:  
<http://www.winona.edu/sld/studentgrievance.asp>

**X. COURSE SCHEDULE** (This schedule is subject to change in the event of extenuating circumstances)

Week		Lesson # and Topic	CMHC CACREP Standards	Assignment Due Dates*
<b>1</b> 8/21-8/25	<b>D2L MODULE 1 (M1)</b> Chapters 1-4 Newsome & Gladding (2014)	1. Historical Overview of Counseling	D.5 (Lesson 4) A.1—10, C.1— 9., E.1—6., I.1—3	D2L Lesson 1 due by Monday, 8/28/17 at 5pm
<b>2</b> 8/28-9/1		2. Professional Identity		D2L Lesson 2 due by Monday, 9/4/17 at 5pm
<b>3</b> 9/4-9/8		3. Ethical & Legal Aspects of Counseling		D2L Lesson 3 due by 9/11/17 at 5pm <b>Note: Dr. Baltrinic in Scotland at Q conference from 9/4/17—9/12/17</b>
<b>4</b> 9/11-9/15		4. CMHC in a Diverse Society		D2L Lesson 4 due by Monday, 9/18/17 at 5pm <b>Quiz 1</b> due by 9/18/17 at 5pm
<b>5</b> 9/18-9/22	<b>D2L MODULE 2(M2)</b> Chapters 5-9 Newsome & Gladding (2014)	5. The Counseling Process	A.1—10, C.1— 9., E.1—6., I.1—3	D2L Lesson 5 due by Monday, 9/25/17 at 5pm
<b>6</b> 9/25-9/29		6. Assessment & Diagnosis including Substance-related Disorders		D2L Lesson 6 due by Monday, 10/2/17 at 5pm
<b>7</b> 10/2-10/6		7. Holistic Approaches to CMHC		D2L Lesson 7 due by Monday, 10/9/17 at 5pm <b>Note: Dr. Baltrinic in Chicago at ACES from 10/3/18—10/9/17</b>
<b>8</b> 10/9-10/13		8. Consultation, Advocacy, & Evaluation		D2L Lesson 8 due by Monday, 10/16/17 at 5pm
<b>9</b> 10/16-10/20		9. Suicide Risk, Crisis, Disasters, Stress & Burnout		D2L Lesson 9 due by Monday, 10/23/17 at 5pm <b>Quiz 2</b> due by 10/22/17 at 5pm
<b>10</b> 10/23-10/27	<b>D2L MODULE 3 (M3)</b> Chapters 10-13 Newsome & Gladding (2014)	10. Working with Groups	A.4., A.7., D.5., E.1., & E.3.	D2L Lesson 10 due by Monday, 10/30/17 at 5pm
<b>11</b> 10/30-11/3		11. Couples & Family Counseling		D2L Lesson 11 due by Monday, 11/6/17 at 5pm
<b>12</b> 11/6-11/10		12. Counseling Adults		D2L Lesson 12 due by Monday, 11/13/17 at 5pm
<b>13</b> 11/13-11/17		13. Counseling Children & Adolescents		D2L Lesson 13 due by Monday, 11/20/17 at 5pm <b>Quiz 3</b> due by 11/19/17 at 5pm
<b>14</b> 11/20-11/24	<b>D2L MODULE 4 (M4)</b> Chapters 14-16 Newsome & Gladding (2014)	14. Community Agencies, Medical Settings, & Other Specialized Clinical Settings	A.1—10, C.1— 9., E.1—6., I.1—3	D2L Lesson 14 due by Monday, 11/27/17 at 5pm
<b>15</b> 11/27-12/1		15. College & University Settings, Career Counseling & Coaching		D2L Lesson 15 due by Monday, 12/4/17 at 5pm <b>Evaluations of Teaching &amp; Learning</b> due by 12/1/17 at 5pm
<b>16</b> 12/4-12/7 <b>FINALS WEEK</b>		16. Employee Assistance Programs, Private Practice, & Managed Care		D2L Lesson 16 due by 12/7/17 at 5pm <b>Quiz 4</b> due by 12/7/17 at 5pm.

\* Assignment details for each Lesson are posted on D2L

**DISCUSSION POST RUBRIC FOR CE 640: ORIENTATION TO CMHC**

POST TYPE	CRITERIA FOR DISCUSSION POST CONTENT		
	Excellent 9-10 points	Acceptable 6-8 points	Unacceptable 5 or less points
<p><b>ORIGINAL DISCUSSION POST</b></p> <p><i>Length of post = 2-3 paragraphs maximum</i></p>	<p>___ 1. Post addresses all questions asked; is appropriate length to stimulate further discussion</p> <p>___ 2. Contribution is thoughtful, analytical, and original</p> <p>___ 3. Author makes connections between course content and personal reflection, current events, and cites references using APA formatting.</p> <p>___ 4. Response is well structured, logical, and free of grammatical/spelling errors</p>	<p>___ 1. Post is appropriate length, but ideas developed for discussion are minimal or vaguely developed</p> <p>___ 2. Contribution shows evidence of some original thought, but not to the level of an excellent post</p> <p>___ 3. Author makes some connections between course content and personal reflection or current events, but connections are not sufficient or clearly explained; no citations.</p> <p>___ 4. Response has some structure, but organization could be stronger, *or* response contains grammatical/spelling errors</p>	<p>___ 1. Post is short, does not address all questions asked, or does not develop ideas</p> <p>___ 2. Contribution relies on others' posts or lacks insight into/ shows little understanding of the questions asked</p> <p>___ 3. Author does not connect course content to personal reflection or current events</p> <p>___ 4. Post contains texting language, has no organization, and/or contains spelling and grammatical errors</p>
<p><b>REPLY TO PEERS' DISCUSSION POST</b></p> <p><i>Length of post = 1 paragraph maximum</i></p>	<p>___ 1. Reply shows insight, depth and understanding; relevant to the topic; includes supporting material.</p> <p>___ 2. Personal opinion is expressed in a respectful manner and is clearly related to the original post.</p> <p>___ 3. Shows a high level of understanding related to the original post.</p> <p>___ 4. Free of grammatical/spelling errors.</p>	<p>___ 1. Post is appropriate length, but relationship to original post is weak or unclear.</p> <p>___ 2. Personal opinion is expressed in a respectful manner, but the relationship to the original post is somewhat unclear.</p> <p>___ 3. Shows some understanding related to the original post</p> <p>___ 4. Some grammatical/spelling errors.</p>	<p>___ 1. Reply comment does not add value to the discussion; shows little understanding of the original post.</p> <p>___ 2. Does not express opinion clearly, and/or shows no relationship to the original post.</p> <p>___ 3. Written in informal language (using abbreviations or text lingo).</p> <p>___ 4. Poor spelling and many grammatical errors.</p>

## ONLINE QUIZ QUESTIONS (Examples for CACREP)

<b>Select Quiz Items</b>	<b>CACREP Standard Assessed</b>
<p>The definition of counseling reached by the task group, 20/20: A Vision for the Future of Counseling, includes all of the following <i>except</i> (Chpt 2)</p> <ul style="list-style-type: none"> <li>a. Counseling is a dynamic, lively, and engaging process</li> <li>b. Counselors promote wellness</li> <li>c. Counseling is diverse and multicultural</li> <li>d. All of the above are included in the definition</li> </ul>	A.1
<p>Which of the following is a major purpose for the 2014 ACA <i>Code of Ethics</i>? (Chpt 3)</p> <ul style="list-style-type: none"> <li>a. To clarify the nature of ethical responsibilities</li> <li>b. To support the mission of the organization</li> <li>c. To establish principles that inform best practice</li> <li>d. To assist members in constructing a course of action</li> <li>e. To serve as a basis for processing ethical complaints and inquiries</li> <li>f. All of the above are major purposes for the 2014 ACA <i>Code of Ethics</i>.</li> </ul>	A.2
<p>As defined by CACREP, _____ takes into account differences in areas such as language, social class, race, ethnicity, gender, sexual orientation, religion, and level of ability (Chpt 4)</p> <ul style="list-style-type: none"> <li>a. Culture</li> <li>b. Diversity</li> <li>c. Multiculturalism</li> <li>d. Cultural encapsulation</li> </ul>	A.4
<p>_____ provides a way for counselors to link clients' presenting problems to a treatment plan and serves to tailor interventions to specific client needs (Chpt 5).</p> <ul style="list-style-type: none"> <li>a. Case conceptualization</li> <li>b. Rapport</li> <li>c. Empathy</li> <li>d. Clarifying probes</li> </ul>	C.7
<p>All of the following are included in the definition of the term, mental disorder, <i>except</i> (Chpt 6)</p> <ul style="list-style-type: none"> <li>a. Behavioral or psychological syndrome or pattern that occurs in an individual and that is associated with present distress or disability</li> <li>b. Behavioral or psychological syndrome or pattern that occurs in an individual and that is associated with a significantly increased risk of suffering death, pain, disability, or an important loss of freedom</li> <li>c. Behavioral or psychological syndrome that is culturally sanctioned but increases the risk of suffering, death, pain, disability, or an important loss of freedom</li> <li>d. All of the above are included in the definition of the term, mental disorder.</li> </ul>	C.2

<p>_____ concentrates on making changes in systems, whereas _____ and _____ primarily focus on intrapersonal and interpersonal changes (Chpt 11)</p> <ul style="list-style-type: none"> <li>a. group counseling; individual counseling; family counseling</li> <li>b. individual counseling; family counseling; group counseling</li> <li>c. family counseling; individual counseling; group counseling</li> <li>d. none of the above</li> </ul>	C.8
<p>Which of the following therapies fosters the development of more secure attachment styles in couples by focusing on emotions? (Chpt 12)</p> <ul style="list-style-type: none"> <li>a. Rational-emotive behavior therapy</li> <li>b. Strategic-structural therapy</li> <li>c. Emotionally focused therapy</li> <li>d. None of the above</li> </ul>	E.3
<p>_____ serve as administrative behavioral health authorities that outsource treatment to a network of providers (Chpt 14)</p> <ul style="list-style-type: none"> <li>a. SAMHSAs</li> <li>b. Local management entities</li> <li>c. Community mental health centers</li> <li>d. None of the above</li> </ul>	A.8
<p>The established use of policies, laws, customs, and norms to perpetuate discrimination and prejudice is called (Chpt 4)</p> <ul style="list-style-type: none"> <li>e. Institutionalized racism</li> <li>f. Cultural racism</li> <li>g. Acculturation</li> <li>h. None of the above</li> </ul>	E.2