



**VIRTUAL/TELECONFERENCE
PROFESSIONAL COUNSELOR SECTION
MARRIAGE AND FAMILY THERAPY, PROFESSIONAL COUNSELING, AND
SOCIAL WORK EXAMINING BOARD
Virtual, 4822 Madison Yards Way, Madison
Contact: Brad Wojciechowski (608) 266-2112
November 14, 2022**

The following agenda describes the issues that the Section plans to consider at the meeting. At the time of the meeting, items may be removed from the agenda. Please consult the meeting minutes for a description of the actions of the Section.

AGENDA

11:30 A.M.

OPEN SESSION – CALL TO ORDER – ROLL CALL

- A. Adoption of Agenda (1-4)**
- B. Approval of Minutes of July 19, 2022 (5-13)**
- C. Reminders: Conflicts of Interest, Scheduling Concerns
- D. Introductions, Announcements, and Recognition
- E. Administrative Matters – Discussion and Consideration**
 - 1) Department, Staff, and Section Updates
 - 2) Section Member – Term Expiration Date
 - a. Brown, Cynthia – 7/1/2023
 - b. Scheidegger, Tammy H. – 7/1/2020
 - c. Simon, Andrea L. – 7/1/2023
- F. Board Chair Meeting and Options to Address Department Resources – Discussion and Consideration**
 - 1) Review of Letter to Legislature Regarding Agency Resources
- G. Education and Examination Matters – Discussion and Consideration**
 - 1) Education Liaison Request for Board Input on LPC Approved Program Alternative Courses for Concordia University **(14-111)**
- H. Legislative and Policy Matters – Discussion and Consideration**
 - 1) 2021 Wisconsin Act 121 – Funding for Free and Charitable Clinics and Defining Telehealth
 - 2) 2021 Wisconsin Act 222 – Advanced Practice Social Workers and Independent Social Workers Treating Substance Use Disorder as a Specialty

- I. Administrative Rule Matters – Discussion and Consideration**
 - 1) Pending or Possible Rulemaking Projects **(112-113)**
- J. Public Agenda Request: Counselors Compact – Discussion and Consideration (114)**
- K. Public Agenda Request – Nicole Burden Application – Discussion and Consideration (115)**
- L. Public Agenda Request – Nicole Cook Application – Discussion and Consideration**
- M. COVID-19 – Discussion and Consideration**
- N. Discussion and Consideration on Items Added After Preparation of Agenda**
 - 1) Introductions, Announcements and Recognition
 - 2) Nominations, Elections, and Appointments
 - 3) Administrative Matters
 - 4) Election of Officers
 - 5) Appointment of Liaisons and Alternates
 - 6) Delegation of Authorities
 - 7) Education and Examination Matters
 - 8) Practice Matters
 - 9) Administrative Rule Matters
 - 10) Legislative and Policy Matters
 - 11) Liaison Reports
 - 12) Board Liaison Training and Appointment of Mentors
 - 13) Informational Items
 - 14) Division of Legal Services and Compliance (DLSC) Matters
 - 15) Presentations of Petitions for Summary Suspension
 - 16) Petitions for Designation of Hearing Examiner
 - 17) Presentation of Stipulations, Final Decisions and Orders
 - 18) Presentation of Proposed Final Decisions and Orders
 - 19) Presentation of Interim Orders
 - 20) Petitions for Re-Hearing
 - 21) Petitions for Assessments
 - 22) Petitions to Vacate Orders
 - 23) Requests for Disciplinary Proceeding Presentations
 - 24) Motions
 - 25) Petitions
 - 26) Appearances from Requests Received or Renewed
 - 27) Speaking Engagements, Travel, or Public Relation Requests, and Reports

O. Public Comments

CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85(1)(b), Stats.); to consider closing disciplinary investigations with administrative warnings (ss. 19.85(1)(b), and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85(1)(f), Stats.); and to confer with legal counsel (s. 19.85(1)(g), Stats.).

P. Credentialing Matters

- 1) **Application Reviews**
 - a. Sterlon White – PCTL Renewal Applicant **(116-133)**

b. Nicole Cook – LPC-IT Applicant **(134-137)**

Q. Deliberation on DLSC Matters

- 1) **Administrative Warnings**
 - a. 21 CPC 011 – A.J.L. **(138-139)**
- 2) **Case Closings**
 - a. 21 CPC 061 – P.M.C. **(140-146)**

R. Deliberation of Items Added After Preparation of the Agenda

- 1) Education and Examination Matters
- 2) Credentialing Matters
- 3) DLSC Matters
- 4) Monitoring Matters
- 5) Professional Assistance Procedure (PAP) Matters
- 6) Petitions for Summary Suspensions
- 7) Petitions for Designation of Hearing Examiner
- 8) Proposed Stipulations, Final Decisions and Orders
- 9) Proposed Interim Orders
- 10) Administrative Warnings
- 11) Review of Administrative Warnings
- 12) Proposed Final Decisions and Orders
- 13) Matters Relating to Costs/Orders Fixing Costs
- 14) Case Closings
- 15) Board Liaison Training
- 16) Petitions for Assessments and Evaluations
- 17) Petitions to Vacate Orders
- 18) Remedial Education Cases
- 19) Motions
- 20) Petitions for Re-Hearing
- 21) Appearances from Requests Received or Renewed

S. Consulting with Legal Counsel

- 1) **Report of Cases Delegated to Chief Legal Counsel**
 - a. Interim Order 21 CPC 044 – Kristina M. Daul, L.P.C., C.S.A.C. **(147-150)**
 - b. Proposed Stipulations and Final Decisions and Orders
 1. 19 CPC 010, 20 CPC 036 – Sylvia M. Cohen, L.P.C. **(151-155)**
 2. 20 CPC 053, 21 CPC 028 – Lauren M. Pape, L.P.C.-I.T. **(156-162)**

RECONVENE TO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION

T. Vote on Items Considered or Deliberated Upon in Closed Session if Voting is Appropriate

U. Open Session Items Noticed Above Not Completed in the Initial Open Session

ADJOURNMENT

NEXT MEETING: JANUARY 24, 2023 (TENTATIVE)

MEETINGS AND HEARINGS ARE OPEN TO THE PUBLIC, AND MAY BE CANCELLED WITHOUT NOTICE.

Times listed for meeting items are approximate and depend on the length of discussion and voting. All meetings are held virtually unless otherwise indicated. In-person meetings are typically conducted at 4822 Madison Yards Way, Madison, Wisconsin, unless an alternative location is listed on the meeting notice. In order to confirm a meeting or to request a complete copy of the board's agenda, please visit the Department website at <https://dps.wi.gov>. The board may also consider materials or items filed after the transmission of this notice. Times listed for the commencement of disciplinary hearings may be changed by the examiner for the convenience of the parties. Requests for interpreters for the hard of hearing, or other accommodations, are considered upon request by contacting the Affirmative Action Officer at 608-266-2112, or the Meeting Staff at 608-266-5439.

**VIRTUAL/TELECONFERENCE
PROFESSIONAL COUNSELOR SECTION
MEETING MINUTES
JULY 19, 2022**

PRESENT: Cynthia Brown, Tammy Scheidegger, Andrea Simon

STAFF: Brad Wojciechowski, Executive Director; Jameson Whitney, Legal Counsel; Sofia Anderson, Administrative Rules Coordinator; Katlin Schwartz, Bureau Assistant; and other DSPS Staff

CALL TO ORDER

Andrea Simon, Chairperson, called the meeting to order at 12:37 p.m. A quorum was confirmed with three (3) members present.

ADOPTION OF AGENDA

MOTION: Tammy Scheidegger moved, seconded by Cynthia Brown, to adopt the Agenda as published. Motion carried unanimously.

APPROVAL OF MINUTES OF OCTOBER 12, 2021

MOTION: Tammy Scheidegger moved, seconded by Andrea Simon, to approve the Minutes of October 12, 2021 as published. Motion carried unanimously.

INTRODUCTIONS, ANNOUNCEMENTS, AND RECOGNITION

Recognition: Kathleen Miller, Professional Counselor Section Member (Resigned: 12/15/2021)

MOTION: Tammy Scheidegger moved, seconded by Andrea Simon, to recognize and thank Kathleen Miller for her years of dedicated service to the Section and State of Wisconsin. Motion carried unanimously.

ADMINISTRATIVE MATTERS

Election of Officers

Chairperson

NOMINATION: Andrea Simon nominated Cynthia Brown for the Office of Chairperson. Cynthia Brown accepted the nomination.

Brad Wojciechowski, Executive Director, called for nominations three (3) times.

Cynthia Brown was elected as Chairperson by unanimous voice vote.

Vice Chairperson

NOMINATION: Tammy Scheidegger nominated Andrea Simon for the Office of Vice Chairperson. Andrea Simon accepted the nomination.

Brad Wojciechowski, Executive Director, called for nominations three (3) times.

Andrea Simon was elected as Vice Chairperson by unanimous voice vote.

Secretary

NOMINATION: Tammy Scheidegger nominated herself for the Office of Secretary.

Brad Wojciechowski, Executive Director, called for nominations three (3) times.

Tammy Scheidegger was elected as Secretary by unanimous voice vote.

ELECTION RESULTS	
Chairperson	Cynthia Brown
Vice Chairperson	Andrea Simon
Secretary	Tammy Scheidegger

(Andrea Simon presided as Chairperson for the duration of this meeting.)

Appointment of Liaisons and Alternates

LIAISON APPOINTMENTS	
Credentialing Liaisons	Tammy Scheidegger, Andrea Simon
Education and Examination Liaison	Tammy Scheidegger <i>Alternate:</i> Andrea Simon
Monitoring	Cynthia Brown <i>Alternate:</i> Tammy Scheidegger
Professional Assistance Procedure (PAP) Liaison	Cynthia Brown <i>Alternate:</i> Andrea Simon
Legislative Liaison(s)	Tammy Scheidegger
Travel Authorization Liaison(s)	Tammy Scheidegger
Website Liaison	Cynthia Brown

Screening Panel	Tammy Scheidegger, Cynthia Brown <i>Alternate: Andrea Simon</i>
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Delegation of Authorities

Document Signature Delegations

MOTION: Tammy Scheidegger moved, seconded by Cynthia Brown, to delegate authority to the Chairperson (or in absence of the Chairperson, the highest-ranking officer or longest serving section member in that succession) to sign documents on behalf of the Section in order to carry out its duties. Motion carried unanimously.

MOTION: Andrea Simon moved, seconded by Tammy Scheidegger, in order to carry out duties of the Section, the Chairperson (or in absence of the Chairperson, the highest-ranking officer or longest serving section member in that succession) has the ability to delegate signature authority for purposes of facilitating the completion of assignments during or between meetings. The members of the Section hereby delegate to the Executive Director or DPD Division Administrator, the authority to sign on behalf of a section member as necessary. Motion carried unanimously.

Delegated Authority for Urgent Matters

MOTION: Andrea Simon moved, seconded by Cynthia Brown, that in order to facilitate the completion of urgent matters between meetings, the Section delegates its authority to the Chairperson (or, in the absence of the Chairperson, the highest-ranking officer or longest serving section member in that succession), to appoint liaisons to the Department to act in urgent matters. Motion carried unanimously.

Delegation to Chief Legal Counsel Due to Loss of Quorum

MOTION: Tammy Scheidegger moved, seconded by Cynthia Brown, to delegate the review and authority to act on disciplinary cases to the Department’s Chief Legal Counsel due to lack of/loss of quorum after two consecutive meetings. Motion carried unanimously.

Monitoring Delegations

Delegation of Authorities for Monitoring

MOTION: Tammy Scheidegger moved, seconded by Andrea Simon, to adopt the “Roles and Authorities Delegated for Monitoring” document as presented in the July 19, 2022 agenda materials on pages 14-15. Motion carried unanimously.

Delegation of Authorities for Legal Counsel to Sign Monitoring Orders

MOTION: Andrea Simon moved, seconded by Tammy Scheidegger, to delegate to Legal Counsel the authority to sign Monitoring orders that result from Section meetings on behalf of the Section Chairperson. Motion carried unanimously.

Credentialing Authority Delegations

Delegation of Authority to Credentialing Liaison

MOTION: Tammy Scheidegger moved, seconded by Andrea Simon, to delegate authority to the Credentialing Liaison(s) to serve as a liaison between the Department and the Section and to act on behalf of the Section in regard to credentialing applications or questions presented to them, including the signing of documents related to applications. Motion carried unanimously.

Delegation of Authority to DSPS When Credentialing Criteria is Met

MOTION: Andrea Simon moved, seconded by Tammy Scheidegger, to delegate credentialing authority to the Department to act upon applications that meet all credentialing statutory and regulatory requirements without Section or Section liaison review. Motion carried unanimously.

Delegation of Authority for Predetermination Reviews

MOTION: Tammy Scheidegger moved, seconded by Andrea Simon, to delegate authority to the Department Attorneys to make decisions regarding predetermination applications pursuant to Wis. Stat. § 111.335(4)(f). Motion carried unanimously.

Delegation of Authority for Conviction Reviews

MOTION: Andrea Simon moved, seconded by Tammy Scheidegger, to delegate authority to the Department Attorneys to review and approve applications with convictions which are not substantially related to the practice of Professional Counseling. Motion carried unanimously.

Delegation to DSPS When Applicant's History Has Been Previously Reviewed

MOTION: Tammy Scheidegger moved, seconded by Andrea Simon, to delegate authority to Department staff to approve applications where criminal background checks have been approved for a previous Professional Counseling credential and there is no new conviction record. Motion carried unanimously.

Delegated Authority for Application Denial Reviews

MOTION: Andrea Simon moved, seconded by Tammy Scheidegger, to delegate authority to the Department's Attorney Supervisors to serve as the Section's designee for purposes of reviewing and acting on requests for hearing as a result of a denial of a credential. Motion carried unanimously.

Delegation of Authority for Reciprocity Reviews

MOTION: Tammy Scheidegger moved, seconded by Andrea Simon, to delegate authority to the Department Attorneys to review and approve reciprocity applications in which the out of state license requirements are substantially equivalent to the Section's requirements. Motion carried unanimously.

Pre-Screening Delegation to Open Cases

MOTION: Tammy Scheidegger moved, seconded by Andrea Simon, to delegate pre-screening decision making authority to the Department screening attorney for opening cases as outlined below:

1. OWIs of 3 or more that occurred in the last 5 years.
2. Reciprocal discipline cases.
3. Impairment and/or diversion at work that includes a positive drug/alcohol test or admission by respondent.
4. Conviction of a misdemeanor or felony that the attorney believes is substantially related and is not otherwise excluded from consideration via Wis. Stat. ch. 111.
5. No response from the respondent after intake requested a response (case would be opened for the failure to respond issue as well as the merits).

Motion carried unanimously.

Pre-Screening Delegation to Close Cases

MOTION: Andrea Simon moved, seconded by Cynthia Brown, to delegate pre-screening decision making authority to the Department screening attorney for closing cases as outlined below:

1. One OWI that is non-work related and if AODA assessment completed, assessment does not indicate dependency.
2. Complaints that even if allegations are true, do not amount to a violation of law or rules.

Motion carried unanimously.

Voluntary Surrenders

MOTION: Tammy Scheidegger moved, seconded by Andrea Simon, to delegate authority to the assigned case advisor to accept or refuse a request for voluntary surrender pursuant to Wis. Stat. § 440.19 for a credential holder who has a pending complaint or disciplinary matter. Motion carried unanimously.

Education and Examination Liaison(s) Delegation

MOTION: Tammy Scheidegger moved, seconded by Andrea Simon, to delegate authority to the Education and Examination Liaison(s) to address all issues

related to continuing education and examinations. Motion carried unanimously.

Authorization for DSPS to Provide Section Member Contact Information to National Regulatory Related Bodies

MOTION: Andrea Simon moved, seconded by Cynthia Brown, to authorize the Department staff to provide national regulatory related bodies with all section member contact information that the Department retains on file. Motion carried unanimously.

Optional Renewal Notice Insert Delegation

MOTION: Andrea Simon moved, seconded by Cynthia Brown, to designate the Chairperson (or, in the absence of the Chairperson, the highest-ranking officer or longest serving board member in that succession) to provide a brief statement or link relating to board-related business within the license renewal notice at the Section's or Section designee's request. Motion carried unanimously.

Legislative Liaison Delegation

MOTION: Andrea Simon moved, seconded by Tammy Scheidegger, to delegate authority to the Legislative Liaisons to speak on behalf of the Section regarding legislative matters. Motion carried unanimously.

Travel Authorization Liaison Delegation

MOTION: Andrea Simon moved, seconded by Cynthia Brown, to delegate authority to the Travel Authorization Liaison to approve any section member travel to and/or participation in events germane to the section, and to designate representatives from the Section to speak and/or act on the Section's behalf at such events. Motion carried unanimously.

Website Liaison

MOTION: Tammy Scheidegger moved, seconded by Cynthia Brown, to authorize to the Website Liaison(s) to act on behalf of the Section in working with Department staff to identify and execute website updates. Motion carried unanimously.

BOARD CHAIR MEETING AND OPTIONS TO ADDRESS DEPARTMENT RESOURCES

MOTION: Andrea Simon moved, seconded by Tammy Scheidegger, to delegate authority to the Legislative Liaison to draft a letter to the State Legislature in support of using the fees acquired by DSPS from licenses to increase and sustain DSPS staffing levels. Motion carried unanimously.

CLOSED SESSION

MOTION: Tammy Scheidegger moved, seconded by Andrea Simon, to convene to Closed Session to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85(1)(b), Stats.); to consider closing disciplinary investigation with administrative warnings (ss. 19.85(1)(b), and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85(1)(f), Stats.); and, to confer with legal counsel (s. 19.85(1)(g), Stats.). Andrea Simon, Vice Chairperson, read the language of the motion. The vote of each member was ascertained by voice vote. Roll Call Vote: Cynthia Brown-yes; Tammy Scheidegger-yes; and Andrea Simon-yes. Motion carried unanimously.

The Section convened into Closed Session at 1:55 p.m.

CREDENTIALING MATTERS

Application Reviews

Dayna Ramstack, LPC-TL Applicant

MOTION: Tammy Scheidegger moved, seconded by Andrea Simon, to issue an intent to deny the LPC-TL renewal of Dayna Ramstack, subject to a three-option letter. **Reason for Denial:** Pursuant to s. MPSW 11.015 (2), renewal of an LPC-TL is at the discretion of the Section. The applicant's LPC-TL was issued in 2009 when significantly different requirements for education equivalency to a master's or doctorate in professional counseling applied under MPSW 14. The applicant may take one of three actions: present evidence of completion of the currently required courses for educational equivalency under ch. MPSW 14 for consideration by the Section, withdraw the application, or request that the Section take action on the application. Motion carried unanimously.

DIVISION OF LEGAL SERVICES AND COMPLIANCE (DLSC) MATTERS

Case Closings

MOTION: Tammy Scheidegger moved, seconded by Cynthia Brown, to close the following DLSC Cases for the reasons outlined below:

1. 20 CPC 045 – A.P.S. – Prosecutorial Discretion (P7)
2. 20 CPC 054 – M.I.A. – No Violation
3. 20 CPC 060 – R.B. – Lack of Jurisdiction (L1)
4. 21 CPC 050 – B.C. – Insufficient Evidence
5. 21 CPC 057 – A.C.G. – No Violation
6. 21 CPC 065 – J.A.S.E. – No Violation
7. 21 CPC 066 – D.Y.D. – Prosecutorial Discretion (P1)

Motion carried unanimously.

Proposed Stipulations, Final Decisions and Orders

19 CPC 010, 20 CPC 036 – Sylvia M. Cohen, L.P.C.

MOTION: Andrea Simon moved, seconded by Cynthia Brown, to delegate to DSPTS Chief Legal Counsel the Section’s authority to preside over and resolve the matter concerning Sylvia M. Cohen, L.P.C., DLSC Case Number 19 CPC 010, 20 CPC 036. Motion carried unanimously.

20 CPC 019 – Jeffrey A. Ahonen, L.P.C.-I.T., C.S.A.C.

MOTION: Tammy Scheidegger moved, seconded by Andrea Simon, to adopt the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against Jeffrey A. Ahonen, L.P.C.-I.T., C.S.A.C., DLSC Case Number 20 CPC 019. Motion carried unanimously.

20 CPC 053, 21 CPC 028 – Lauren M. Pape, L.P.C.-I.T.

MOTION: Andrea Simon moved, seconded by Cynthia Brown, to delegate to DSPTS Chief Legal Counsel the Section’s authority to preside over and resolve the matter concerning Lauren M. Pape, L.P.C.-I.T., DLSC Case Number 20 CPC 053, 21 CPC 028. Motion carried unanimously.

Proposed Stipulations and Interim Orders

21 CPC 044 – Kristina M. Daul, L.P.C., C.S.A.C.

MOTION: Andrea Simon moved, seconded by Cynthia Brown, to delegate to DSPTS Chief Legal Counsel the Section’s authority to preside over and resolve the matter of the Interim Order concerning Kristina M. Daul, L.P.C., C.S.A.C., DLSC Case Number 21 CPC 044. Motion carried unanimously.

Monitoring Matters

Curt Clausen, L.P.C.

Requesting Reduction in Frequency of Psychiatric Treatment and Therapeutic Treatment to Once Every Three Months

MOTION: Tammy Scheidegger moved, seconded by Cynthia Brown, to grant the request of Curt Clausen, L.P.C., for a reduction in frequency of psychiatric treatment to once per three months and therapeutic treatment to once every three months. Motion carried unanimously.

David J. Macintyre, L.P.C.

Requesting Change in Supervision from Direct to General

MOTION: Tammy Scheidegger moved, seconded by Andrea Simon, to grant the request of David J. MacIntyre, L.P.C., for a change in supervision from direct to general. Motion carried unanimously.

Charity Nikolay, L.P.C.
Requesting Full Licensure

MOTION: Andrea Simon moved, seconded by Cynthia Brown, to grant the request of Charity Nikolay, L.P.C., for full licensure. Motion carried unanimously.

RECONVENE TO OPEN SESSION

MOTION: Andrea Simon moved, seconded by Tammy Scheidegger, to reconvene into Open Session. Motion carried unanimously.

The Section reconvened into Open Session at 2:28 p.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION

MOTION: Tammy Scheidegger moved, seconded by Andrea Simon, to affirm all motions made and votes taken in Closed Session. Motion carried unanimously.

(Be advised that any recusals or abstentions reflected in the Closed Session motions stand for the purposes of the affirmation vote.)

ADJOURNMENT

MOTION: Tammy Scheidegger moved, seconded by Andrea Simon, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 2:29 p.m.

**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Kristin Carlton, License Examination Specialist-Sr.		2) Date when request submitted: 10/03/2022 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: Professional Counselor Section-Marriage and Family Therapy, Professional Counselor and Social Work Examining Board			
4) Meeting Date: 10/19/22	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Education Liaison Request for Board input on LPC Approved Program Alternative Courses for Concordia University	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <i>(If yes, please complete Appearance Request for Non-DSPS Staff)</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed: Concordia University is a DSPS-approved 60-credit LPC Program. They submitted a set of course syllabi to be reviewed and approved for addition to their current DSPS-approved course grid. The courses have a religion-focused approach and the liaison has requested the boards input regarding whether the course content aligns with current requirements listed in Wisconsin Administrative Code MPSW § 14.01.			
11) Authorization			
Kristin A . Carlton		10/03/22	
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

CONCORDIA UNIVERSITY

Concordia University is a Lutheran higher education community committed to helping students develop in mind, body and spirit for service to Christ in the church and the world.

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

COUN 522/822 ETHICS OF THE CHRISTIAN COUNSELOR

This course adheres to the American Association of Christian Counselors code of ethics. The church worker student learns the limits of their role and expertise, as well as when to seek additional help. Issues such as liability, conflicts of interest and confidentiality are discussed. This course is taught by an ordained or commissioned minister of religion who is a licensed mental health counselor. 3 credit hours.

Credit hours: 3

Instructor:

Course Location:

Course Prerequisites: COUN 543/843

Required Resources: Corey, G., Corey, M.S., Corey, C., & Callanan, P. (2015). Issues and ethics in the helping professions. (9th ed). Belmont, CA: Thomson Brooks/Cole Publishing Company.

Access to:

American Association of Christian Counselors Code of Ethics (2014)
 American School Counseling Association Code of Ethics
 American Counseling Association Code of Ethics

Course Meeting Times and Expectations:

COUN 522 is an eight-week course that meets for 4 hours each week with outside of the classroom assignments / projects. Students will have 32 hours of instructor-student interaction and should plan on spending a minimum of twelve (12) hours per week on required readings and learning activities for the course.

COUN 822 is an eight-week collaborative online course. It is the responsibility of the student to adhere to the eight-week time frame by completing assignments in the suggested timeframe. It is also the responsibility of the student to initiate contact with his or her instructor if deadlines will not be met or accommodations need to be made. Students are expected to log into this course at least 3 or 4 times per week to stay on top of assigned content, assignments, and assessments. All student work should be submitted in the online course. Students should plan on spending a minimum of fifteen (15) hours per week on the required readings and learning activities for this course.

Teaching Strategies: The Graduate Counseling program acknowledges the autonomy of the instructor. Each instructor has the ability to present the University Wide Outcomes (UWO) in their own teaching and counseling style to meet the various needs of the students. The UWO are presented in ways to engage student learning and develop critical thinking skills while encouraging the student to develop their own counseling style.

COURSE EVALUATION AND GRADING:

Assessment:

All papers are designed to reinforce 'critical thinking' skills and allow the student to examine personal beliefs, attitudes and opinions in the light of the information covered in the weekly assigned readings. These papers are to be typed and expected to be handed in at the beginning of the class period. While references are not needed for the reaction papers, be aware of APA style.

Research papers should have at least 3 references (Wikipedia is not appropriate, nor is a reference to Dr. Oz). The specific topics should be pre-approved by the instructor (see dates previously noted). The student will provide relevant handouts to the class and also develop a realistic case study to present to the class. The content you provide in your papers will often be the springboard for class discussion.

The instructor reserves the right to lower a grade (deduct points – on a weekly basis) from each assignment that is submitted late.

The instructor reserves the right to stop reading a submission after 5 errors (Spelling, grammar, punctuation, sentence structure, etc.).

Assignments:

Week 1	3 assignments	150 points
Week 2	2 assignments	100 points
Week 3	2 assignment	100 points
Week 4	2 assignment	100 points
Week 5	3 assignments	150 points
Week 6	3 assignments	150 points
Week 7	1 assignment	50 points
Week 8	1 assignment	50 points

Participation in discussions	150 points
Journal reflections, if assigned	270 points

Total points possible: 1270

Grading Scale: 100- 93% = A; 92-90% = A-; 89-87% = B+; 86–83% = B; 82 – 80% = B-; 79-77% = C+; 76 – 73% = C; 72 – 70% = C-. Any grade below a 70% is considered failing.

A: This level of performance over the entire class approaches the best that can possibly be expected of a student. A student at this level will have mastered every essential element of the assigned material and is performing at a level well beyond the standards normally expected of the majority of the class.

B: A student at this level meets all of the requirements in a fully acceptable manner. The results achieved consistently meet the standards that are normally expected of the majority of the class.

C: A student at this level is not meeting all of the requirements of the course. Elements of the material are not mastered and require further work before the performance is satisfactory. The results achieved are below the standards that are normally expected of the majority of students.

Papers that are entirely satisfactory in every regard will not necessarily earn a grade of "A". In order to receive an "A" grade, a paper must be excellent in form and content and significantly exceed minimum requirements. Length alone will not be sufficient to merit an "A".

Graduate students must maintain a 3.0 (B) average to remain in the program and to be eligible for a school counseling practicum or professional counseling practicum / internship.

If a student earns a grade of C- or lower in a graduate counseling course, the student will be required to retake the course in order to meet graduation requirements for program completion and licensing. Students may not repeat a course more than once unless there is approval from the Program Director. If a student does not earn a C or higher in a repeated course, and the student's GPA is below a 3.0, the student may be dismissed from the Graduate Counseling Program.

COURSE POLICIES:

Attendance Policy:

The Graduate School attendance policy is that students attending on-campus and cohort classes must attend a minimum of 7 out of the 8 class sessions per course in order to receive a passing grade.

Students are expected to be at class on time. If a student has special circumstances that the student believes warrant that the instructor give special consideration regarding the Graduate School attendance policy, the student is asked to contact the instructor in advance of the class.

Habitual lateness or early departure from class will result in a lower grade. It is highly recommended that the student makes arrangements to get someone else's class notes, handouts, assignments, etc., if the student misses a class.

It is expected that students will have completed all readings prior to class so they can significantly contribute to the class content.

Each student is responsible for bringing to class their own experiences and expectations.

Email: All communication will occur via the student's Concordia University email account. Students should check this email account daily for class and program announcements, as well as other information pertinent to the program.

Policy on Children / Guests Attending Class: To ensure appropriate learning conditions for all students, as well as maintain the confidentiality of class discussion, only registered students may attend classes. Dependents and friends of students may not attend, or bring others to class. Instructors, at their discretion, may allow prospective students to attend a class. Students should talk with the instructor in advance about extenuating circumstances for which there is no option but to bring a child or another person to class.

Other remarks for the face to face class:

Students will be required to contribute to class discussions, and will be called upon to answer questions. Volunteers are welcome, but all students will be called upon to participate, regardless of whether or not they volunteer.

Please turn all pagers and cell phones to 'silent' mode. If you need to receive a call during class time, please immediately walk out of the class and take the call outside of the classroom. It is expected that students will have infrequent calls and only in emergency situations.

About the Online Format: This is a collaborative online course, so students will be expected to interact directly with the instructor as well as with their peers and classmates. Since this class will take place online, students may be expected to meet with others in the field for interviews and other related activities. Students will collaborate with one another on a variety of projects and will gain experiences working as a member of a virtual team. All enrolled students are expected to log into this course at least 3-4 times per week to stay on top of assigned content, assignments, and assessments. All student work should be submitted in the drop boxes within this course. Since this is an online course, the primary responsibility to communicate with the instructor will belong to each student; it will be the responsibility of the students to contact with instructors with any comments, questions, or concerns that they may have that related to this course or the academic term in which this course is taken.

CONCORDIA UNIVERSITY POLICIES:

Disability Policy: In accordance with the American with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. Students with a documented disability who require accommodations in order to obtain equal access to this courses should inform the instructor, and must also contact Disability Support Services:

- Mequon campus: (262) 243-4299 or <https://www.cuw.edu/Departments/lrd/dss.html>
- Ann Arbor campus: (734) 995-7552 or www.cuaa.edu/arc

Academic Integrity Policy: Concordia University expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

Cheating: Includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment, b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

Plagiarism: Includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own, b) handing in the same assignment for two different courses without the consent of the instructors.

There are two different types of plagiarism and there is a document in the COUN Graduate Counseling Corner regarding "Helpful Hints about Plagiarism" which outlines the two types to be aware of. Plagiarism, including what is known as Self-plagiarism, is not tolerated. Self-plagiarism can take many forms such as using your paper for your discussion post or vice versa as well as using words from a previously submitted assignment / paper in two separate courses or even the same course. When self-plagiarism, or any form of plagiarism, is committed a clear understanding of what you are learning is not shown. This is a huge ethical concern especially given the high ethical standards one must uphold in the counseling field or within the helping profession.

Fabrication: The forgery, alteration or misuse of any University academic document, record, or academic functions.

Sanctions: Faculty members who find evidence of academic dishonesty have sole discretion to determine the penalty, using their professional judgment. This can include a failing grade in the course, or removal of the student from the course. Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once; these sanctions may include suspension or expulsion from the university.

Title IX Policy: Concordia University is committed to fostering a safe, productive learning environment. University policy and federal law (TITLE IX) prohibit discrimination on the basis of sex, which includes, but is not limited to: Harassment, domestic and dating violence, sexual assault, and stalking. Sexual misconduct of any type is not

permitted by the university. Please see the following link for more information about CU's policies and procedures concerning sexual misconduct: <https://www.cuw.edu/academics/compliance/consumer-info/index.html>

We understand that sexual violence can undermine a student's academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience. Please note that reports made to faculty or staff must be conveyed to a Title IX Coordinator. The University has identified those who can serve as confidential individuals.

Relationship to the Curriculum: This is a required course within the Graduate Counseling program for all students. Successful completion is required before a student can be recommended to participate in the practicum / internship experience.

Connection to the Concordia University Mission: Applying a Biblical understanding of the world that includes truth, vocation, ethical principles and servant leadership, students will demonstrate: habits of the mind, body, and spirit that are rooted in an understanding of the liberal arts: ability to analyze and apply their discipline's theoretical, methodological, ethical, and practical foundations.

This course specifically addresses: Effective Communication; Health and Wellness; Creative Thinking; Research Skills; Inquiry and Lifelong Learning; Theory, Method, Ethics and Application of Counseling; Knowledge of opportunities and obligations of a citizen; Cultural Understanding and Service.

The Graduate Counseling program acknowledges the autonomy of the instructor. Each instructor has the ability to present the University Wide Outcomes in their own teaching and counseling style to meet the various needs of the students. The University Wide Outcomes are presented in ways to engage student learning and develop critical thinking skills while encouraging the student to develop their own counseling style.

Graduate Counseling Student Learning Outcomes:

The American Association of Christian Counselors (AACC) has developed a Code of Ethics (2014). The Graduate Counseling program is mindful of this code as they related to the Certificate in Christian Counseling. Coursework encompasses the eight core principles: "1) Compassion in Christian Counseling – A Call to Servanthood; 2) Competence in Christian Counseling - A Call to Excellence; 3) Consent in Christian Counseling – A Call to Integrity; 4) Confidentiality in Christian Counseling – A Call to Trustworthiness; 5) Cultural Regard in Christian Counseling – A Call to Dignity; 6) Case Management in Christian Counseling – A Call to Soundness; 7) Collegiality in Christian Counseling – A Call to Relationship; 8) Community Presence in Christian Counseling – A Call to Humanity." (AACC Y-2014 Y-2014 Code of Ethics, p. 11)

Course Outline:

UNIT I: ETHICS AND COUNSELOR SELF-CARE

This week explores the professional codes of ethics for the Christian Counselor (AACC). Further, we identify healthy ethical decision-making models. The student will learn the ethical codes and ways in which to apply ethical practices to new situations which may be encountered throughout a career. The student begins to learn some of the necessary steps in effectively dealing with suspected unethical behavior. Additionally, we explore self-care. The student explores themselves as the instrument by which they intervene with clients. The student learns ways to evaluate and care for self as that instrument to ensure that vitality is maintained as well as professional clarity in the help of others.

Mark 6:30 (ESV) And he said to them, "Come away by yourselves to a desolate place and rest a while." For many were coming and going, and they had no leisure even to eat.

Weekly Objectives:

- Identify common themes of ethics codes
- Explain the difference between law and ethics
- Recognize the steps in working through an ethical dilemma
- Describe the role of counselor self-awareness in ethical practice
- Develop a personal strategy for ongoing self-care

Readings

Chapters 1 and 2 in text

And other learning resources

ACA Preamble and Purpose

ASCA Preamble, A.1, G1 – G3

AACC Code of Ethics, Y-2014, pages 1-12

Graded Assignments:

1. In chapter 1 (pages 7-8), the authors speak of ethics fulfilling three objectives. Please describe each objective and why it is important to you as a counselor. APA style (title page and abstract not needed), 1-2 pages, 50 points
2. Also in chapter 1 (pages 17-20), the authors write about 6 moral principles. Please describe these principles and why they are important to you as a counselor. Include if you think any principle may be difficult to maintain. APA style (title page and abstract not needed), 1-2 pages, 50 points.
3. Personal reflection paper: Address the following points in a 2-3 page paper (title page and abstract not needed). (50 points)
 - a. Reasons for becoming a counselor.
 - b. Which of your personal needs may get in the way of your being a counselor?
 - c. How might you take care of yourself to ensure these needs do not interfere with your being a counselor?
 - d. How might the demands of your being a counselor affect your personal life – positively and negatively?
 - e. Explain 4 self-care practices in which you might engage. One each for the four parts of yourself (Physical, Intellectual, Emotional, Spiritual).

Discussion on the following scenario:

You work with teenagers. Your colleague Martha has been working with a 17 year old female named Isabel who has a very turbulent home environment. When they began working together 8 months ago, Isabel was using marijuana daily with her school. Martha and Isabel have worked very hard together weekly and Isabel has ceased all marijuana usage and self-cutting. She is earning C's in her classes currently, rather than failing. Isabel now reports feeling much happier, setting better boundaries at home with her family, and having a better understanding of what was driving her previous hurtful behavior. Martha is aware of the fact that there is an ethical code about having relationships with clients outside of the work environment, but feels she and Isabel have such success that they have a really special relationship. Martha brings Isabel home to meet her own boyfriend, starts confiding in Isabel about her own life and some her personal struggles. She and Isabel still see each other for counseling weekly, but they also go out together socially several times per week. Martha reported all of this to you over a social lunch at work.

Initial Post:

- What, if anything, is your ethical requirement?
- Please also discuss on what grounds you do or not
- Initial post should be at least 200 words in length

Peer Replies

- Please read as many posts from your peers as time allows
- Reply to at least three by doing one of the following:
 - Ask a clarifying question
 - Agree or disagree with a post made by your peer and justify your stance
 - Tie ideas posted by a peer to ideas found in the course text or other resource
 - Tie ideas posted from a peer to a prior experience
 - Tie ideas posted from a peer to what would be important or potentially dangerous in the practice of counseling

UNIT II: VALUES IN COUNSELING

In this week, we explore values and the helping relationship. Students clarify their own values and the role of those values in the work of a counselor. The student learns about ethical issues related to imposition of the counselor's values on the client. Exploration of resources to identify and remediate value conflicts is also addressed.

Hebrews 13:18 (ESV) Pray for us, for we are sure that we have a clear conscience, desiring to act honorably in all things.

Weekly Objectives

- Clarify how therapist's values operate in the counseling process
- Recognize when supervision may be needed to address value concerns
- Assess potential value conflicts
- Critically examine the role of spiritual/religious values in counseling

Readings

and other learning
resources:

Chapter 3 of textbook
ACA Section A
ASCA Sections A.1, F.2 and G.2
AACC ES 1: 000-300, 600 and ES3: 000-100

Graded Assignments:

1. Submit a 1-3 page paper addressing the following questions after reading the text. Please focus on pages 71-72 when responding in your paper. (50 pts)
 - a. Do you think it is ever justified to influence a client's set of values? Explain.
 - b. If you were convinced your client was making a self-destructive decision, would you express your concerns? Explain.
 - c. Do you think therapists are responsible for informing clients about a variety of value options? Explain.
 - d. Can you remain true to yourself and at the same time allow your clients the freedom to select their own values, even if they differ from yours? Explain.
 - e. How does exposing your clients to your viewpoint differ from subtly influencing them to accept your values? Explain.
2. Interview a counselor already practicing. Submit a 1-2 page summary of your interview. (50 points). The interview should be based on the following:
 - a. How would you describe your spiritual beliefs and practices? Have these beliefs and practices influenced your decision in any way to be a counselor?
 - b. Do your clients routinely ask about spirituality? How is this handled by you?

- c. How often do you review ethical codes? Are there any concerns you might anticipate when your spiritual beliefs may not match up with ethical codes? Explain.

Discussion:

Reread the "Candy" case study in your text (p. 80). Then discuss how you might address the situation. Discuss specific actions you might take, as well as 2 ethical guidelines from AACC that would be addressed.

Peer Replies

- Please read as many posts from your peers as time allows
- Reply to at least three by doing one of the following:
 - Ask a clarifying question
 - Agree or disagree with a post made by your peer and justify your stance
 - Tie ideas posted by a peer to ideas found in the course text or other resource
 - Tie ideas posted from a peer to a prior experience
 - Tie ideas posted from a peer to what would be important or potentially dangerous in the practice of counseling

UNIT III: EMBRACING CULTURE

In our current multicultural world, it is important for all counselors to adopt a multi-cultural perspective in order to serve others. The student explores the problem of cultural tunnel vision. The student also learns about the challenges of serving diverse client populations, and identifies ways in which we continually educate ourselves to become multiculturally competent.

Galatians 3: 28 (ESV) There is neither Jew nor Greek, neither slave nor free, there is no male and female, for you are all one in Christ Jesus.

Weekly Objectives:

- Acknowledge various cultural issues regarding professional ethics
- Adopt appropriate culturally sensitive terminology utilized in professional ethics
- Identify and discriminate between cultural dilemmas and one's own cultural values
- Interact meaningfully with each other as ethical discussions take place
- Develop strategies for interacting with culturally diverse populations while displaying mindful ethical practice

Readings and other learning resources:	Chapter 4 in textbook ACA Sections A-H ASCA Sections A.1, A.10, B.1, E.2 AACC ES1; 500
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Graded Assignments:

1. View the following: <http://www.youtube.com/watch?v=vG7ugzHsWT8&feature=related>
Submit a 1-2 page paper outlining aspects of the AACC codes the counselor practices or doesn't practice. (50 points)
2. Review the RESPECTFUL acronym and submit a paragraph for each letter identifying any concerns you may have with that area. (50 points)

- R Religion/spirituality. What is your religious and spiritual orientation? How does this affect you as an interviewer or counselor?
- E Economic/class background. How will you work with those whose financial and social background differs from yours?
- S Sexual identity. How effective will you be with those whose gender or sexual orientation differs from yours?
- P Personal style and education. How will your personal style and educational level affect your interviewing practice?
- E Ethnic/racial identity. The color of our skin is one of the first things we notice. What is your reaction to different races and ethnicities?
- C Chronological/lifespan challenges. Children, adolescents, young adults, mature adults, and older persons all face different issues and problems. Where are you in the developmental lifespan?
- T Trauma. It is estimated that 90% or more of the population experiences serious trauma(s) in their lives. Trauma underlies the issues faced by many of your clients. War, flood, rape, and assault are powerful examples, but divorce, loss of a parent, or being raised in an alcoholic family are more common sources of trauma. The constant repetition of racist, sexist, and heterosexist acts and comments can also be traumatic. What is your experience with life trauma?
- F Family background. We learn culture in our families. The old model of two parents with two children is challenged by the reality of single parents, gay families, and varying family structures. How has your life experience been influenced by your family history (both your immediate family and your intergenerational history)?
- U Unique physical characteristics. Become aware of disabilities, special challenges, and false cultural standards of beauty. Help clients think about themselves as physical beings and the importance of nutrition and exercise. How well do you understand the importance of the body in the interview, and how will you work with others different from you?
- L Location of residence and language differences. Whether in the United States, Great Britain, Canada, or Australia, there are marked differences between the south and north, the east and west, urban and rural. Remember that a person who is bilingual is advantaged and more skilled, not disadvantaged. What languages do you know, and what is your attitude toward those who use a different language from you?

Ivey, Ivey, and Zalaquett, (2010) Intentional Interviewing & Counseling, pages 46-47.

Discussions:

- Choose ONE of the following to present, but be able to discuss all
- Reread the 4 assumptions in the text (pages 119-124). What do you think about these assumptions, do you agree or disagree? Explain.
 - View the following, then discuss your thoughts if you were the counselor in this situation. <http://www.youtube.com/watch?v=JqQlxM7WY0w>
 - View the following, then discuss your thoughts if you were the counselor in this situation. http://www.youtube.com/watch?v=-vAbpJW_xEc

Peer Replies

- Please read as many posts from your peers as time allows
- Reply to at least three by doing one of the following:
 - Ask a clarifying question
 - Agree or disagree with a post made by your peer and justify your stance
 - Tie ideas posted by a peer to ideas found in the course text or other resource
 - Tie ideas posted from a peer to a prior experience
 - Tie ideas posted from a peer to what would be important or potentially dangerous in the practice of counseling

UNIT IV: CLIENT RIGHTS AND COUNSELOR RESPONSIBILITY

This week, the student learns about the concept of informed consent for clients, as well as the various aspects of informed consent. Discussion also focuses on ethical requirements of record keeping and online counseling. The student explores ethical and legal issues involved in working with children, adolescents and those who may require involuntary commitment. Finally the student explores malpractice liability.

Weekly Objectives:

- Explain what is involved in the informed consent process
- Describe a Christian counselor's added responsibility in the consent process
- Discuss ethical issues in working with minors
- Clarify what is involved in the concept of malpractice
- Delineate practical strategies for risk management
- Identify and discriminate between various ethical dilemmas and one's own ethical/moral values

Readings	Chapter 5 in text
And Other Learning	ACA Sections A, B, D, E, F
Resources:	ASCA Sections A.1, A.2, A.6, A.7, A.8, A.10, B.2, C.2, C.3, D.1, F.1 AACC ES1-300

Graded Assignments:

1. Submit a 1-3 page paper that summarizes the research from the state in which you are planning to practice about minors. Find out at what age a minor can sign consent for mental health care without a parent / guardian signature. What are the implications of this for you as a counselor? (50 points)
2. Interview a counselor in practice addressing the following points. Then submit a 2-3 page paper summarizing your findings. (50 points) Be sure to include the setting in which the counselor works.
 - a. What is his/her procedure for informed consent? Is it in writing or verbal?
 - b. What are the various aspects included in his/her informed consent?
 - c. Is informed consent different for developmental differences in the clients?
 - d. What might be some difficult situations that may have come up? Some pitfalls to avoid?
 - e. Submit a copy of their informed consent if you are able.

Discussion:

Reread pages 191-196 in the text. What are your thoughts about malpractice lawsuits?

Initial Post:

- What are your thoughts about malpractice lawsuits?
- These pages discuss reasons for malpractice suits: Please write a 2-3 paragraph post summarize and give your reasons to 2 of these 3 reasons

Peer Replies

- Please read as many posts from your peers as time allows
- Reply to at least three by doing one of the following:
 - Ask a clarifying question
 - Agree or disagree with a post made by your peer and justify your stance
 - Tie ideas posted by a peer to ideas found in the course text or other resource

- Tie ideas posted from a peer to a prior experience
- Tie ideas posted from a peer to what would be important or potentially dangerous in the practice of counseling

UNIT V: CONFIDENTIALITY: ETHICAL AND LEGAL

This week, the student explores the ethical and legal issues of confidentiality, privileged information, and privacy in the counseling relationship. The student also explores of special privacy issues with telecommunication devices and requirements of HIPAA. Duty to warn and duty to protect are discussed, as well as any special issues associated with HIV / AIDS and end of life issues.

Proverbs 11:13 (ESV) Whoever goes about slandering reveals secrets, but he who is trustworthy in spirit keeps a thing covered.

Weekly Objectives:

- Differentiate between confidentiality, privacy and privileged communication
- Identify privacy issues with electronic communication devices
- Explain the implications of HIPAA for mental health providers
- Explain the distinction between duty to warn and duty to protect
- Recognize landmark court cases and implications for practice
- Evaluate ethical and legal duties pertaining to suicide
- Explain the duty to protect children, dependent adults, and the elderly from harm

Readings:

Chapter 6 in textbook

And Other Learning

ACA Sections A.6, A.7, A.9, A.11, A.12, B, C.6, C.7a, D.1, Resources:

D.2, E.1, E. 3, E.4, E.13, F.1, G.2, G.4, H.2

ASCA Sections A.2, A.5, A.6, A.7, A.8, A.9, A.9, A.10, A.10, B.1, B.2, C.1, C.2, C.3, D.1, D.2, F.1

AACC ES 1-400

HIPAA regulations on www.hhs.gov

Graded Assignments:

1. In a 1-2 page paper, explain in your own terms, (as if you were explaining to a client) the following terms: confidentiality, privileged communication, privacy, duty to warn and duty to protect. (50 points)
2. Utilizing the HIPAA document, submit a 2-3 page paper describing why counselors need to be aware of this document and what you might highlight in the document to your clients. Is there anything you would add for HIV/AIDS clients or clients at the end of their life? (50 points)
3. Reread pages 235-237 in the text on assessing suicidal behavior. Keeping those guidelines in mind, submit a 1-2 page paper outlining how you might respond to the following scenario. (50 points)
 - Carey is an 18 year old male who has seen you 3 times. Carey was referred to you by one of his friends who told you he was talking about hurting himself. Carey has tried committing suicide once before. He is currently struggling with homosexual feelings and the process of sharing this with his parents. As your fourth session ends, he tells you he doesn't see the point of going on because he won't be able to love who he wants without being judged by others. He feels being gay is sinful. He indicates he is not sure whether he can keep himself safe, he may attempt suicide again, but assures you not to worry.

Discussion:

Confidentiality issues can be difficult. Discuss areas of concern you may have in your future career as counselor.

UNIT VI: MANAGING BOUNDARIES AND MULTIPLE RELATIONSHIPS

This week addresses boundaries counselors establish. The possible encroachment of boundaries are discussed, as well as how multiple relationships can best be managed. The role of the counselor in the “advocacy processes needed to address institutional and social barriers that impede access, equity and success for clients” (CACREP p. 10) is addressed. Diversity issues (disabilities, family therapy, cultural differences, etc.) are also addressed.

Exodus 23: 8 (ESV) And you shall take no bribe, for a bribe blinds the clear-sighted and subverts the cause of those who are in the right.

Weekly Objectives:

- State the ethical guidelines regarding dual or multiple relationships
- Identify factors to consider before entering into a multiple relationship
- Differentiate between boundary crossings and boundary issues
- Identify ethical challenges in managing multiple relationships in small communities
- Formulate guidelines on receiving gifts from clients/congregants
- Articulate guidelines for dealing with sexual attractions and sexual misconduct

Readings

Chapter 7 in text

And Other Learning

ACA Sections A, D, F1, F2, F3, F4, F10, G3

Resources:

ASCA Sections A1, A4, A5, A11, C1, C2, C3, D1, D2, F1, F2

AACC ES1 – 100 and ES4 - 020

Graded Assignments:

1. You work in a community in which you may run into clients, or their families outside of your office (in church, at the grocery store, etc.). In a 1-2 page paper, address how you would inform the client of this possibility and how you would handle the situation if it did occur. (50 points)
2. The text (pages 283-292) makes recommendations for addressing feelings of sexual attraction toward clients. In a 1-2 page paper explain how you would incorporate those recommendations in your practice, as well as the importance of following those recommendations. (50 points)
3. Advocacy is a part of counseling. However, it may be misconstrued or lead to boundary issues. In a 1-2 page paper, explain the need to advocate for a client. You may want to address the circumstances in which this may occur and how to ensure you do not cross any boundaries in doing so. (50 points)

Discussion:

Discuss two or three ways you are able to advocate for those in your current or future place of work that you haven't already begun.

UNIT VII: PROFESSIONAL COMPETENCE AND TRAINING

This week focuses on issues associated with supervision, while a student, and as a professional. Best practices in interviewing, writing treatment notes, treatment plans, collaboration, consultation and communication with others is reviewed. A review of credentialing processes for both initial licensure and continued licensure is addressed.

Readings

And Other Learning Resources: Chapters 8, 9 in text
 ACA Sections A9, A.11, C.1, C.2, C.4, D.2, E.2, F.1, F.2, F.3, F.4, F.6, F.9
 ASCA Sections C1, E1, F1, F2, F3, F4
 AACC ES1 – 700, 800; ES2 – 000, 100; ES4 – 000, 100

Graded Assignments:

In a 2-3 page paper address the following topics. (50 points)

- Name and explain 2-3 ways in which counselor competency can be ensured in counselor training programs.
- State why you think these 2-3 ways may be helpful or insufficient in the development of a counselor.
- What are some ways in which Concordia has shaped its program to ensure ethical education and competence in future counselors?
- In the use of lay care givers in a congregational setting, how might you ensure ethical and competent supervision of caregivers?

Discussion:

Reread the case of 'Melinda' (pages 348-349) and respond to the questions at the end of the case study.

UNIT 8: ISSUES IN THEORY AND PRACTICE

This week, we explore the exiting process of developing your counseling style and deciding on a division of labor within the counseling relationship. Further, we explore the ethical and legal aspects of assessment, testing, diagnosis and treatment planning with clients. Additionally, we will discuss the sometimes challenging issues of practicing within a managed care environment. Finally, we will discuss ways to inform our practice by being aware of 'what works' – evidenced based treatment.

John 4: 7-10 (ESV) A woman from Samaria came to draw water. Jesus said to her, "Give me a drink." (For his disciples had gone away into the city to buy food.) The Samaritan women said to Him, "How is it that you, a Jew, ask for a drink from me, a woman of Samaria?" (For Jews have no dealings with Samaritans.) Jesus answered her, "If you knew the gift of God, and who it is that is saying to you, 'Give me a drink', you would have asked Him and He would have given you living water."

"You don't get paid for the hour. You get paid for the value you bring to the hour." – Jim Rohn

Readings

And Other Learning Resources: Chapters 10 and 13
 ASCA Sections A3, A6, A7, A10, A11, B1, B2, C1-C3, D1, D2
 AACC ES5 – 000 – 300 and PR6 – 000 - 600

Graded Assignments:

Submit a 1-2 page paper addressing the following: (50 points)

- What are some ethical issues to keep in mind when diagnosing a client
- How will you practice multicultural sensitivity in your diagnostic practice
- What might be some ethical issues in the assessment process? Keep in mind qualifications needed to assess, confidentiality of results, informed consent.
- How might a church setting affect your assessment process and treatment planning?
- How does being a counselor, who is a follower of Christ, affect your connection to the community and the concept of social change?

Discussion:

Present a summary of the above paper submission.

Jmh 6/2017

CONCORDIA UNIVERSITY

Concordia University is a Lutheran higher education community committed to helping students develop in mind, body and spirit for service to Christ in the church and the world.

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

Concordia University's Graduate Counseling Program prepares its graduate to be ethical servant leaders who value the diversity of God's children and embrace social justice with compassion. Graduates help others to lead purposeful and fulfilling lives in mind, body and spirit.

COUN 544/844 Scripture and the Christian Counselor

This course will use a Lutheran Church Missouri Synod (LCMS) scriptural worldview in the integration of faith-based principles into a holistic counseling approach. 3 credit hours.

Instructor(s):
various

Course Location: TBD

Course Prerequisites: Graduate standing and preferred background in working with individuals in a Christian setting.

This certificate program is specifically designed for individuals who currently hold a Master's degree in school counseling, professional counseling, social work or in the process of completing a Master level program in one of these areas. Pursuit of this graduate certificate requires a Master's degree from an accredited University with a GPA of 3.0 or, for a CUW graduate counseling student, approval must be obtained from the CUW graduate counseling director.

Course Meeting Time and Expectations:

COUN 844 is an eight-week collaborative online course. It is the responsibility of the student to adhere to the eight-week time frame by completing assignments in the suggested timeframe. It is also the responsibility of the student to initiate contact with his or her instructor if deadlines will not be met or accommodations need to be made. Students are expected to log into this course at least 3 or 4 times per week to stay on top of assigned content, assignments and assessments. All student work should be submitted in the online course. Students should plan on spending a minimum of fifteen (15) hours per week on the required readings and learning activities for this course.

Required Resources:

Eyer, R. (1994). *Pastoral care under the cross*. St. Louis, MO: Concordia Publishing House.

Johnson, E. & Myers, D. (2010). *Psychology and Christianity: 5 views* (2nd ed.). Downers Groves, IL: InterVarsity Press.

McMinn, M. (1996). *Psychology, Theology and Spirituality*. Wheaton, IL: Tyndale House.

Other Learning Resources:

Becker, E. (1973). *The denial of death*. The Free Press.

Bonhoeffer, D. (1954). *Life together*. New York, NY: Harper & Row.

Capps, D. (1993). *The poet's gift*. Louisville, KY: Westminster

Dobson, J. (1996). *Love must be tough: New hope for marriages in crisis*. Dallas, TX: Word Publishing.

Friedman, E. (1985). *Generation to generation*. New York, NY: Guilford Press

Fromm, E. (1956). *The art of loving*. New York, NY: Harper & Row.

- Kollar, C. (1997). *Solution focused pastoral counseling*. Grand Rapids, MI: Zondervan Publishing.
- McGoldrick, M., & Gerson, R. (1985). *Genograms in family assessment*. New York, NY: W.W. Norton.
- McManus, M. (1995). *Marriage savers*. Grand Rapids, MI: Zondervan.
- Nouwen, H. (1972). *The wounded healer*. New York, NY: Doubleday.
- Peterson, E. (1980). *Five smooth stones for pastoral work*. Grand Rapids, MI: Eerdmans.
- Peterson, E. (1997). *Subversive spirituality*. Grand Rapids, MI: Eerdmans.
- Peterson, M. (1992). *At personal risk: Boundary violations in professional-client relationships*. New York, NY: W. W. Norton & Company.
- Tugwell, S. (1980). *The beatitudes: Soundings in Christian tradition*. Springfield, IL: Templegate Publishers.
- Vitz, P. (1977). *Psychology as religion (2nd ed.)*. Grand Rapids, MI: Eerdmans.

Teaching Strategies: The Graduate Counseling program acknowledges the autonomy of the instructor. Each instructor has the ability to present the program objectives in their own teaching and counseling style to meet the needs of the students. The program objectives are presented in ways to engage student learning and develop critical thinking skills while encouraging the student to develop their own counseling style.

COURSE EVALUATION AND GRADING

Assessment:

All papers are designed to reinforce 'critical thinking' skills and allow the student to examine personal beliefs, attitudes and opinions in the light of the information covered in the weekly assigned readings. These papers are to be typed and expected to be handed in at the beginning of the class period. While references are not needed for the reaction papers, be aware of APA style.

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The instructor reserves the right to lower a grade (deduct points – on a weekly basis) from each assignment that is submitted late.

The instructor reserves the right to stop reading a submission after 5 errors (Spelling, grammar, punctuation, sentence structure, etc.).

Assignments:

Week 1	1 assignment	50 points
Week 2	1 assignment	50 points
Week 3	1 assignment	50 points
Week 4	1 assignment	50 points
Week 5	1 assignment	50 points
Week 6	1 assignment	50 points
Week 7	1 assignment	50 points
Week 8	1 assignment	100 points

Discussions 10 points each discussion (100) total

Total points possible: 550

Grading Scale: 100- 93% = A; 92-90% = A-; 89-87% = B+; 86–83% = B; 82 – 80% = B-; 79-77% = C+; 76 – 74% = C. Any grade below a 74% is considered failing.

A: This level of performance over the entire class approaches the best that can possibly be expected of a student. A student at this level will have mastered every essential element of the assigned material and is performing at a level well beyond the standards normally expected of the majority of the class.

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Papers that are entirely satisfactory in every regard will not necessarily earn a grade of "A". In order to receive an "A" grade, a paper must be excellent in form and content and significantly exceed minimum requirements. Length alone will not be sufficient to merit an "A".

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COURSE POLICIES:

Attendance Policy:

- Students are expected to log into the course on the university LMS at least 3 -to- 4 times per week to stay on top of assigned content, assignments, and assessments.
- Students are expected to submit assignments on time weekly. In the event a student is not able to submit an assignment, he or she is expected to contact the instructor prior to the due date of the assignment. Late assignments will not be accepted without prior permission of the instructor. Submission of late assignments may result in a lower assignment grade. Please contact the instructor at any point during the course when you have questions or concerns.
- Written assignments are due by Sunday evening at 11:59 PM (EST). Initial discussion posts are due on Thursday by 11:59 PM (EST) with responses due by Sunday, 11:59 PM (EST). Late discussion posts will not be accepted.
- All communication will occur via the student's Concordia University email account. Students should check this email account daily.

CONCORDIA UNIVERSITY POLICIES:

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Fabrication: The forgery, alteration or misuse of any University academic document, record, or academic functions.

Sanctions: Faculty members who find evidence of academic dishonesty have sole discretion to determine the penalty, using their professional judgment. This can include a failing grade in the course, or removal of the student from the course. Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once; these sanctions may include suspension or expulsion from the university.

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Connections to the Concordia University Mission and Global Ends: University graduates are well developed in mind, body and spirit, fulfill their vocations and serve Christ in the Church and in the world. Our graduate: integrate evidence-based counseling theories, techniques and interventions into professional practice; adhere to professional and ethical standards; actively engage in self-reflection and lifelong learning; serve clients according to their unique diverse needs; and help clients to lead purposeful and fulfilling lives in mind, body and spirit.

Global Ends: Our graduates demonstrate proficiency in:

- GE1: Christian Faith
- GE2: Service and Global Citizenship
- GE3: Integrated Disciplinary Knowledge
- GE4: Critical Thinking and Creative Problem Solving
- GE5: Communicative Fluency

GE6: Analytical Fluency

Through meeting our Graduate Counseling Program Outcomes:

PO1: Integrate evidence-based counseling theories, techniques and interventions into professional practice

PO2: Adhere to professional and ethical standards

PO3: Actively engage in self-reflection and lifelong learning

PO4: Serve clients according to their unique diverse needs

PO5: Help clients to lead purposeful and fulfilling lives in mind, body and spirit.

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Graduate Counseling Student Learning Outcomes:

Council for Accreditation of Counseling and Related Educational Programs (CACREP) has established standards and procedures in the accreditation process for counselor preparation programs. The Wisconsin Department of Regulation and Licensing, as well as the National Counseling Exam, are based on these CACREP standards. The Concordia University Wisconsin Graduate Counseling Program continually works on aligning course content and program standards with the standards that have been established by CACREP, but has not participated in the formal accreditation process.

This course specifically addresses: CACREP 2a, b, d; 3a, d, g; 5a-g, 6 a-e; 7b, f, g; 8a

PI 34 – The Wisconsin Department of Public Instruction has established performance standards in the initial licensing and license renewal process for teachers, pupil service workers (counselors) and administrators. Concordia University Wisconsin has embedded the pupil service performance standards within the coursework and graduation requirements of the Graduate Counseling Program and has established multiple measures to assess student demonstrated knowledge, skills and dispositions related to these performance standards.

This course specifically addresses: PI 34.04 (1 – 7)

The American Association of Christian Counselors (AACC) has developed a Code of Ethics (2014). The Graduate Counseling program is mindful of this code as they relate to the Certificate in Christian Counseling. Coursework encompasses the eight core principles: “1) Compassion in Christian Counseling – A Call to Servanthood; 2) Competence in Christian Counseling – A Call to Excellence; 3) Consent in Christian Counseling – A Call to Integrity; 4) Confidentiality in Christian Counseling – A Call to Trustworthiness; 5) Cultural Regard in Christian Counseling – A Call to Dignity; 6) Case Management in Christian Counseling – A Call to Soundness; 7) Collegiality in Christian Counseling – A Call to Relationship; 8) Community Presence in Christian Counseling – A Call to Humanity” (AACC Y - 2014 Code of Ethics, p. 11).

Course Objectives:

To introduce the student to a basic Biblical view of counseling. The Law/Gospel principle will remain in the foreground of class thinking throughout the course.

Course Outline:

Week 1: Scripture, Counselor, and Theology of the Cross

This week is designed for students to compare and contrast their background as therapists with that of being theologians of the cross. Christ centered, scriptural counselors are unique in that we “say what a thing is,” as Luther has said. Students will consider what this means regarding presenting problems, diagnosing mental health issues etc. What does this mean regarding the big terms found in the scriptures: sin and grace?

Week Objectives:

- Understand the relationship between man’s sinfulness by nature (and his active sinfulness) and emotional illness and other problems faced in life
- to apply God’s Work to persons in counseling situations

Readings:

Eyer – Pastoral Care Under the Cross
PowerPoint – Theological Culture

Assignment:

1. Submit a paper discussing your understanding of your reading and PowerPoint and how this information adds to your understanding of working with individuals in a counseling setting (50 points)

Discussion:

Discuss with your colleagues “You as a Unique Therapist”

Week 2: Digging Deeper Into Our Identity as Christian Counselors

Students will begin to compare/contrast the differences between a therapist who has no biblical understanding or resources verses one who does. Also, at this point, students will begin to develop their own understanding of whom they are, their strengths, concerns, growth areas.

Week Objectives:

- Understand the importance of both Law and Gospel in the healing process
- Recognize the symptomatology of both spiritual and emotional illness

Readings:

McMinn – Psychology, theology and Spirituality
PowerPoint – How Jesus Related to People
PowerPoint – Guidelines for a Healthy Ministry

Assignment:

1. Submit a paper discussing your understanding of your reading and PowerPoint and how this information adds to your understanding of working with individuals in a counseling setting (50 points)

Discussion:

Participate in the discussion: The Scriptural Counselor

Week 3: Developing Your Own Language

This week students will begin the hard work of understanding “levels of explanation and how science/psychology can be integrated appropriately with respect to each discipline. Also, a therapeutic language is discussed. Students will begin to think about their own words and how their language can help or hurt them as therapists.

Weekly Objectives:

- Understand and apply various methodologies employed in Biblical counseling as well as the philosophical theological presuppositions of the various counseling methodologies

Readings:

Johnson & Myers – Psychology and Christianity (Chapters 1 and 2)
PowerPoint – Therapeutic Language
PowerPoint – Ten Mandates
YouTube – Why do we read and write poetry?

Assignment:

1. Submit a paper discussing your understanding of your reading and PowerPoint and how this information adds to your understanding of working with individuals in a counseling setting (50 points)

Discussions:

Participate in the following discussion topics:

- What therapeutic language might you utilize and why?
- What did you learn from the Ten Mandates PowerPoint

Week 4: Relationships are Everything

This week is scripture time, students will be examining the temptations of Christ and what it means for them and for the counseling practice. Jesus was tempted to place his trust, not in the father, or the Word, but in things of this life and himself. Each temptation addressed a different issue for our Lord, even as each temptation addresses us as well.

Weekly Objectives:

- Explore the various possibilities open to a Christian counselor
- Learn to frame one’s counseling techniques, skills and theory under the over-arching guidance of the Word of God

Readings:

PowerPoint – Hallmarks of Biblical Counseling (5 parts)

1. Assignment:

Submit a paper discussing your understanding of the PowerPoint and how this information adds to your understanding of working with individuals in a counseling setting (50 points)

Discussions:

Participate in the following discussion topics:

- Temptations
- Handling Conflict

Week 5: Steps to Soul Care

This week will focus on spiritual DNA and the strategies God provides for overcoming problems and difficulties. This week, students will spend time in self-reflection as they focus on their own spiritual life and what that means for them as a therapist.

Weekly Objective:

- Realize the importance of the personal equation in counseling

Readings:

PowerPoint – Hallmarks of Biblical Counseling (4 parts)
PowerPoint – Scripture and Counselor

Assignment:

1. Submit a paper discussing your understanding of the PowerPoint and how this information adds to your understanding of working with individuals in a counseling setting (50 points)

Discussion:

Discussion regarding the impact of DNA on a client

Week 6: Probing Deeper into the Relationship between Psychology as a Social Science and Christianity

This week intends to force students to examine closely and critically, the appropriate/inappropriate role of psychology. It also will help students look at themselves in light of the shepherd/counselor model.

Weekly Objective:

- Recognize the contribution made by the behavioral sciences to the understanding of the human personality and its problems, remaining alert to the limitations of these sciences with respect to spiritual maturity.

Readings:

Johnson & Myers – Psychology and Christianity (Chapters 3 and 4)
PowerPoint – Shepherd / Counselor model

Assignment:

1. Submit a paper discussing your understanding of your reading and PowerPoint and how this information adds to your understanding of working with individuals in a counseling setting (50 points)

Discussion:

Discuss with your colleagues the integration of science and faith

Week 7: Creating Your Own Sense of Integration

During this week, students work to explain their desire to work in the psychological field as a Christian counselor, identifying any concerns they may have.

Weekly Objective:

- Recognizing the importance of developing a personal methodological approach to Christian counseling

Readings:

Johnson & Myers – *Psychology and Christianity* (remainder of text)

Assignment:

1. Submit a paper in which you delineate your understanding and application of the reading (50 points)

Discussion:

Discuss with your colleagues the use of a genogram with clients and share your own genogram

Week 8: Bringing It All Together

This week challenges students to develop their own views of how they will use the scripture within their counseling framework. This framework encompasses what has been learned previously in the course and merges with the current therapeutic style of the student as counselor.

Weekly Objectives:

- Develop an appreciation for the theological world view over and against a therapeutic world view
- Understand that God in Christ is the ultimate counselor

Reading:

Johnson & Myers, *Psychology and Christianity*
PowerPoint – Moving from Symptom to Cause

1. Assignments:
Submit a final 5 page paper in which you discuss your own views on how you will integrate psychology within a Christian framework. This paper can be in first person but discuss your own ideas regarding strengths, challenges, fears you may have related to the counseling field. Of all the theories you have read about in the field, have you come upon one that fits you best? If so, discuss the reasons why and the strengths but challenges you face in using it from a Biblical perspective. Use the questions at the end of the *Moving from Symptom to Cause* PowerPoint to guide your thoughts. (100 points)

CONCORDIA UNIVERSITY

Concordia University is a Lutheran higher education community committed to helping students develop in mind, body and spirit for service to Christ in the church and the world.

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

Concordia University's Graduate Counseling Program prepares its graduates to be ethical servant leaders who value the diversity of God's children and embrace social justice with compassion. Graduates help others to lead purposeful and fulfilling lives in mind, body and spirit.

COUN 545/845 Christian Care Giving

This course offers counseling professionals already working in the church, or contemplating working in a faith-based organization the opportunity to understand and apply Christian theology in their professional practice and in service to others. This course will incorporate lay ministry principles that will support the development of Christian counseling skills.

3 credit hours

Course Prerequisites:

This certificate program is specifically designed for individuals who currently hold a Master's degree in school counseling, professional counseling, social work or in the process of completing a Master level program in one of these areas. Pursuit of this graduate certificate requires a Master's degree from an accredited University with a GPA of 3.0 or for a CUW graduate counseling student approval must be obtained from the CUW graduate counseling director.

Instructor(s): Rev. Dr. John Oberdeck

Email: john.oberdeck@cuw.edu

Course Location : TBD

Course Meeting Time and Expectations:

COUN 545 is an eight-week course that meets for 4 hours each week with outside of the classroom assignments/projects. Students will have 32 hours of instructor- student interaction and should planning on spending a minimum of twelve (12) hours per week on required readings and learning activities for the course.

COUN 845 is an eight-week online collaborative learning course. It is the responsibility of the student to adhere to the eight-week time frame by completing assignments in the suggested timeframe. It is also the responsibility of the student to initiate contact with his or he instructor if deadlines will not be met or accommodations need to be made. Students are expected to log into this course at least 3 or 4 times per week to stay on top of assigned content, assignments and assessments. All student work should be submitted in the online course. Students should plan on spending a minimum of fifteen (15) hours per week on the required readings and learning activities for this course.

Required Resources:

- Eyer, R. (1994). *Pastoral care under the cross: God in the midst of suffering*. St. Louis, MO: Concordia Publishing House. ISBN 978-0-7586-4738-2
- Keller, T. (2013). *Walking with God through pain and suffering*. New York, NY: Random House. ISBN 978-0-52595245-9
- Schulz, G. (2011). *The problem of suffering: A father's hope*. St. Louis, MO: Concordia Publishing House. ISBN 978-0-7586-2662-5
- Schulz, G. (2012). *The problem of suffering: A companion and resource for pastors and caregivers CD*. St. Louis, MO: Concordia Publishing House.
- Veith, G. E., Jr (2010). *The spirituality of the cross: The way of the first evangelicals*. (2nd ed.). St. Louis, MO: Concordia Publishing House. ISBN 978-0-7586-1303-5

Other Learning Resources:

- Bonhoeffer, D. (1985). *Spiritual care*. Translated by Jay C. Rochelle. Minneapolis, MN: Fortress Press.
- Droege, T. A. (2005). *With open arms: Receiving care with grace and gratitude*. Bloomington, MN: The Youth and Family Institute.
- Eyer, R. (2007). *Marriage is like dancing*. St. Louis, MO: Concordia Publishing House.
- Eyer, R. C. (2002). *They will see His face*. St. Louis, MO: Concordia Publishing House.
- Forde, G. O. (1997). *On being a theologian of the cross: Reflections on Luther's Heidelberg disputation, 1518*. Grand Rapids, MI: Eerdmans.
- Graham, B. (1987). *Facing death and the life after*. Waco, TX: Word Books.
- Gregory, S. (1950). *Pastoral care*. New York, NY: Newman Press.
- Hulme, W. (1962). *The pastoral care of families*. New York, NY: Abingdon Press.
- Kreeft, P. (1992). *Love is stronger than death*. San Francisco, CA: Ignatius.
- Lani, M. O. (2002). *The introvert advantage*. New York, NY: Workman Publishing.
- Ludwig, D. J. & Jacobs, M. R. (2014). *Christian concepts for care: Understanding and helping people with mental health issues*. St. Louis, MO: Concordia Publishing House.
- Ludwig, G. D. (1999). *Order restored: A Biblical interpretation of health, medicine and healing*. St. Louis, MO: Concordia Publishing House.
- Marrs, R. (2014 winter). Christian counseling: The past generation and the state of the field. *Concordia Journal* (40)1, 30-36.
- Marty, M. (1983). *Health and medicine in the Lutheran tradition*. New York, NY: Crossroad Publishing.
- Meilander, G. (2005). *Bioethics: A primer for Christians* (2nd ed.). Grand Rapids, MI: Eerdmans.
- Pless, J. T. (2013). *Martin Luther preacher of the cross: A study of Luther's pastoral theology*. St. Louis, MO: Concordia Publishing House.
- Oden, T. (1978). *Kerygma and counseling*. New York, NY: Harper.
- Oden, T. (1984). *Care of souls in the classic tradition*. Philadelphia, PA: Fortress Press.
- Peterson, E. (1980). *Five smooth stones for pastoral work*. Atlanta, GA: John Knox Press.
- Tournier, P. (1964). *The whole person in a broken world*. New York, NY: Harper.
- Westberg, G. (1962). *Good grief*. Philadelphia, PA: Fortress.
- Yarhouse, M. A. & Sells, J. N. (2008). *Family therapies: A comprehensive Christian appraisal*. Downers Grove, IL: InterVarsity.

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Each week involves one written work and one discussion. Each paper is worth 50 points, each discussion is worth 15 points.

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COURSE POLICIES:

Attendance Policy:

The Graduate School attendance policy is that students attending on-campus and cohort classes must attend a minimum of 7 out of the 8 class sessions per course in order to receive a passing grade.

Students are expected to be at class on time. If a student has special circumstances that the student believes warrant that the instructor give special consideration regarding the Graduate School attendance policy, the student is asked to contact the instructor in advance of the class.

Habitual lateness or early departure from class will result in a lower grade. It is highly recommended that the student makes arrangements to get someone else's class notes, handouts, assignments, etc., if the student misses a class.

It is expected that students will have completed all readings prior to class so they can significantly contribute to the class content.

Each student is responsible for bringing to class their own experiences and expectations.

Email: All communication will occur via the student's Concordia University email account. Students should check this email account daily for class and program announcements, as well as other information pertinent to the program.

Policy on Children / Guests Attending Class: To ensure appropriate learning conditions for all students, as well as maintain the confidentiality of class discussion, only registered students may attend classes. Dependents and friends of students may not attend, or bring others to class. Instructors, at their discretion, may allow prospective students to attend a class. Students should talk with the instructor in advance about extenuating circumstances for which there is no option but to bring a child or another person to class.

Other remarks for the face to face class:

Students will be required to contribute to class discussions, and will be called upon to answer questions. Volunteers are welcome, but all students will be called upon to participate, regardless of whether or not they volunteer.

Please turn all pagers and cell phones to 'silent' mode. If you need to receive a call during class time, please immediately walk out of the class and take the call outside of the classroom. It is expected that students will have infrequent calls and only in emergency situations.

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We understand that sexual violence can undermine a student's academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience. Please note that reports made to faculty or staff must be conveyed to a Title IX Coordinator. The University has identified those who can serve as confidential individuals.

Relationship to the Curriculum: This is a required course within the Christian Counseling Certificate program.

Connections to the Concordia University Mission and Global Ends: University graduates are well developed in mind, body and spirit, fulfill their vocations and serve Christ in the Church and in the world. Our graduate: integrate evidence-based counseling theories, techniques and interventions into professional practice; adhere to professional and ethical standards; actively engage in self-reflection and lifelong learning; serve clients according to their unique diverse needs; and help clients to lead purposeful and fulfilling lives in mind, body and spirit.

Global Ends: Our graduates demonstrate proficiency in:

- GE1: Christian Faith
- GE2: Service and Global Citizenship
- GE3: Integrated Disciplinary Knowledge
- GE4: Critical Thinking and Creative Problem Solving
- GE5: Communicative Fluency
- GE6: Analytical Fluency

Through meeting our Graduate Counseling Program Outcomes:

- PO1: Integrate evidence-based counseling theories, techniques and interventions into professional practice
- PO2: Adhere to professional and ethical standards
- PO3: Actively engage in self-reflection and lifelong learning
- PO4: Serve clients according to their unique diverse needs
- PO5: Help clients to lead purposeful and fulfilling lives in mind, body and spirit.

The Graduate Counseling program acknowledges the autonomy of the instructor. Each instructor has the ability to present the program outcomes in their own teaching and counseling style to meet the various needs of the students. The program outcomes are presented in ways to engage student learning and develop critical thinking skills while encouraging the student to develop their own counseling style.

Graduate Counseling Student Learning Outcomes:

Council for Accreditation of Counseling and Related Educational Programs (CACREP) has established standards and procedures in the accreditation process for counselor preparation programs. The Wisconsin Department of Regulation and Licensing, as well as the National Counseling Exam, are based on these CACREP standards. The Concordia University Wisconsin Graduate Counseling Program continually works on aligning course content and program standards with the standards that have been established by CACREP, but has not participated in the formal accreditation process.

This course specifically addresses: CACREP 2a, b, d; 3a, d, g; 5a-g, 6 a-e; 7b, f, g; 8a

PI 34 – The Wisconsin Department of Public Instruction has established performance standards in the initial licensing and license renewal process for teachers, pupil service workers (counselors) and administrators. Concordia University Wisconsin has embedded the pupil service performance standards within the coursework and graduation requirements of the Graduate Counseling Program and has established multiple measures to assess student demonstrated knowledge, skills and dispositions related to these performance standards.

This course specifically addresses: PI 34.04 (1 – 7)

The American Association of Christian Counselors (AACC) has developed a Code of Ethics (2014). The Graduate Counseling program is mindful of this code as they relate to the Certificate in Christian Counseling. Coursework

encompasses the eight core principles: "1) Compassion in Christian Counseling – A Call to Servanthood; 2) Competence in Christian Counseling – A Call to Excellence; 3) Consent in Christian Counseling – A Call to Integrity; 4) Confidentiality in Christian Counseling – A Call to Trustworthiness; 5) Cultural Regard in Christian Counseling – A Call to Dignity; 6) Case Management in Christian Counseling – A Call to Soundness; 7) Collegiality in Christian Counseling – A Call to Relationship; 8) Community Presence in Christian Counseling – A Call to Humanity" (AACC Y - 2014 Code of Ethics, p. 11)

Course Objectives:

- Learn, understand and apply skills to approach the elderly, the dying, mourners, the mentally ill, and those facing ethical dilemmas with confidence in the power of God's Word to comfort

Course Outline –

Week One: The Core of the Christian Hope

Students will observe the finely-tuned interconnectedness of Christian doctrine. We will begin to sketch the contours of comfort offered by the Christian faith.

Weekly Objective:

- appreciate the role of faith in bringing persons through suffering

Readings:

Veith – Chapters 1-6
PowerPoint – Lutheran Spirituality

Assignment:

Submit a paper in which you summarize and apply your reading and viewing of the PowerPoint

Discussion:

Share with your colleagues your point of view on the readings and PowerPoint

Week Two: The Person of the Christian Care Giver

Students will begin to explore differences between spiritual care and psychological care. Spiritual care provides a view of the world in relationship to God whereas psychological care tends to provide a view of the world from inside the self. Second, you will work with the difference between a "Holy Perspective" that looks for God in the midst of suffering, and "Theodicy" that seeks to know the answer to the difficult question, "Why?"

Weekly Objective:

- Describe the role of theology in addressing human suffering

Readings:

Eyer – Introduction and Chapters 1-4
PowerPoint – The Seductive Nature of Theodicy

Assignment:

Submit a paper in which you summarize and apply your reading and viewing of the PowerPoint

Discussion:

Share with your colleagues your point of view on the readings and PowerPoint

Week Three: Christian Care Giving and the Problem of Evil

This week readings will take students through socio-cultural approaches, practical approaches, psychological approaches, and philosophical approaches to suffering.

Weekly Objective:

- Grapple with attempts to use the problem of evil as evidence of God's non-existence

Readings:

Keller – Introduction and Chapters 1-4
PowerPoint – Taking the Intellectual Route

Assignment:

Submit a paper in which you summarize and apply your reading and viewing of the PowerPoint

Discussion:

Share with your colleagues your point of view on the readings and PowerPoint

Week Four: Experiencing Loss and the Need for Care – Part 1

This unit exposes you to the suffering of a pastor and his wife who lose two of their children, each to its own strange disease. How does he respond when he is not the care giver but the care receiver? How does his response compare with those you have served as a counselor/therapist? How does it compare with your own worldview – or more personally – your own experience of suffering and loss?

Weekly Objective:

- Demonstrate skills necessary in showing compassion to suffering people

Readings:

Schulz – chapters 1-3
Audio – selection from Voyage of the Dawn Treader
Video – parts 1 and 2 of video conversation with Gregory Schultz

Assignment:

Submit a paper in which you summarize and apply your reading and viewing of the PowerPoint

Discussion:

Share with your colleagues your point of view on the readings and PowerPoint

Week Five: Experiencing Loss and the Need for Care – Part 2

Students will explore several facets of the Christian hope. By so doing students will once more be engaged in the “now/not yet” circumstance of the believer who desires desperately to be with loved ones, but the loved ones are already in eternity with the Lord. The pain of loss and the comfort of the Gospel are brought into sharp contrast, yet inextricably linked.

Weekly Objective:

- Define sickness, suffering and healing using Biblical categories

Readings:

Schulz – Chapters 4-6
Articles on Schulz CD
View video conversations with Gregory Schulz, parts 3 and 4

Assignment:

Submit a paper in which you summarize and apply your reading and viewing of the PowerPoint

Discussion:

Share with your colleagues your point of view on the readings and PowerPoint

Week Six: Facing the Furnace

This week readings will take students back into the teachings of the Christian faith that have a bearing on human suffering, and how comfort in the midst of suffering can be found in the Gospel of Jesus Christ. While we will continue to avoid theodicy in any given individual case, we will recognize that there is an ultimate cause behind all suffering, and that God chose to do something about it.

Weekly Objective:

- Find strength in the theology of the cross while avoiding a theology of glory

Readings:

Keller – Chapters 5-10
PowerPoint – Checking the Temperature in the Furnace

Assignment:

Submit a paper in which you summarize and apply your reading and viewing of the PowerPoint

Discussion:

Share with your colleagues your point of view on the readings and PowerPoint

Week Seven: Contexts for Christian Care Giving – Part 1

In this unit focus will be on specific contexts in which care is required. Students are exposed to the various environments and concerns of the client in which care giving may be requested and offered.

Weekly Objectives:

- Demonstrate skills necessary in showing compassion to suffering people
- Distinguish between the needs of others and your own needs

Readings:

Eyer – Part 2 Introduction
PowerPoint – Practical Pastoral Care

Assignment:

Submit a paper in which you summarize and apply your reading and viewing of the PowerPoint

Discussion:

Share with your colleagues your point of view on the readings and PowerPoint

Week Eight: Contexts for Christian Care Giving – Part 2

This final week of the course will bring the variety of beliefs, concepts and ideas that have been discussed thus far in the course together in order to examine how they play out in real life. How does one walk through the valley of the shadow and death, and fear no evil? What resources are available to the Christian, and how can they be applied? What does it mean to have hope?

Weekly Objective:

- Reflect on Christian theology as a source of strength and comfort in all instances
- Connect Christian theology with sound counseling practice dynamics

Readings:

Keller – Chapter 11 and Epilogue
PowerPoint – Hope When Things are Hopeless

Assignment:

Submit a paper in which you summarize and apply your reading and viewing of the PowerPoint

Discussion:

Share with your colleagues your point of view on the readings and PowerPoint

Jmh 9/18

CONCORDIA UNIVERSITY

Concordia University is a Lutheran higher education community committed to helping students develop in mind, body and spirit for service to Christ in the church and the world.

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

Concordia University's Graduate Counseling Program prepares its graduates to be ethical servant leaders who value the diversity of God's children and embrace social justice with compassion. Graduates help others to lead purposeful and fulfilling lives in mind, body and spirit.

COUN 546 / 846 Christian Reconciliation

This course is an introduction to Christian Reconciliation. Students will gain a basic knowledge about what causes conflict and various responses to conflicted situations. A theological framework for Christian Reconciliation will be presented that will introduce students to the concept of sin and forgiveness. Students will explore their own responses to personal conflict while learning skills to assist others who are struggling with interpersonal conflicted situations.

Instructor(s): Dr. Mark Rockenbach

Phone:

Email:

Course Prerequisites:

This is one of the courses in the Christian Counseling Certificate in Graduate Counseling program. This fifteen credit graduate certification provides coursework in some of the essential skills of a Christian Counselor. This certificate program will equip master level school counselors, professional counselors or social workers with skills in Christian reconciliation, Christian care-giving, Christian consultation and collaboration, family development and the use of Scripture in their work within a variety of Christian settings such as schools, churches and agencies. This certificate program is specifically designed for individuals who currently hold a Master's degree in school counseling, professional counseling, social work or in the process of completing a Master level program in one of these areas.

Meeting times and Expectations:

COUN 546 is an eight-week course that meets for 4 hours each week with outside of the classroom assignments/projects. Students will have 32 hours of instructor-student interaction and should plan on spending a minimum of twelve (12) hours per week on required readings and learning activities for the course.

COUN 846 is an eight-week collaborative online course. It is the responsibility of the student to adhere to the eight-week time frame by completing assignments in the suggested timeframe. It is also the responsibility of the student to initiate contact with his or her instructor if deadlines will not be met or accommodations need to be made. Students are expected to log into this course at least 3 or 4 times per week to stay on top of assigned content, assignments, and assessments. All student work should be submitted in the online course. Students should plan on spending a minimum of fifteen (15) hours per week on the required readings and learning activities for this course.

Credit Hours: 3

Required Resources:

Kober, T. (2002). *Confession & forgiveness: Professing faith as ambassadors of reconciliation*. St. Louis, MO: Concordia Publishing House.

Kober, T. (2005). *Blessed are the peacemakers: A bible study on personal peacemaking*. Billings, MT: Ambassadors of Reconciliation.

Sande, K. (2004) *The Peacemaker: A biblical guide to resolving personal conflict* (3rd ed.). Grand Rapids, MI: Baker Books, 3rd ed. 2004.

Students will need to purchase an access code that will allow them to view the videos from Ambassadors of Reconciliation.

Other Learning Resources:

Videos from Peter Coleman. These videos are free to view from the Five Percent website.

Teaching Strategies:

The Graduate Counseling program acknowledges the autonomy of the instructor. Each instructor has the ability to present the program outcomes in their own teaching and counseling style to meet the various needs of the students. The program outcomes are presented in ways to engage student learning and develop critical thinking skills while encouraging the student to develop their own counseling style.

COURSE EVALUATION AND GRADING:

Assessment:

All papers are designed to reinforce 'critical thinking' skills and allow the student to examine personal beliefs, attitudes and opinions in the light of the information covered in the weekly assigned readings. These papers are to be typed and expected to be handed in at the beginning of the class period. While references are not needed for the reaction papers, be aware of APA style.

Research papers should have at least 3 references (Wikipedia is not appropriate, nor is a reference to Dr. Oz). The specific topics should be pre-approved by the instructor. The student may be asked to provide relevant handouts to the class and also develop a realistic case study to present to the class. The content the student provides in their papers will often be the springboard for class discussion.

The instructor reserves the right to lower a grade (deduct points) from each assignment that is submitted late.

The instructor reserves the right to stop reading a submission after 5 errors (Spelling, grammar, punctuation, sentence structure, etc.).

Assignments:

Each week is a paper (25 points each), a discussion (25 points each) and a journaling project (25 points each) for a total of 600 points.

A final comprehensive written work 100 points

Total points possible: 700

Grading Scale: 100- 93% = A; 92-90% = A-; 89-87% = B+; 86–83% = B; 82 – 80% = B-; 79-77% = C+; 76 – 74% = C. Any grade below a 74% is considered failing.

A: This level of performance over the entire class approaches the best that can possibly be expected of a student. A student at this level will have mastered every essential element of the assigned material and is performing at a level well beyond the standards normally expected of the majority of the class.

B: A student at this level meets all of the requirements in a fully acceptable manner. The results achieved consistently meet the standards that are normally expected of the majority of the class.

C: A student at this level is not meeting all of the requirements of the course. Elements of the material are not mastered and require further work before the performance is satisfactory. The results achieved are below the standards that are normally expected of the majority of students.

Papers that are entirely satisfactory in every regard will not necessarily earn a grade of "A". In order to receive an "A" grade, a paper must be excellent in form and content and significantly exceed minimum requirements. Length alone will not be sufficient to merit an "A".

Graduate students must maintain a 3.0 (B) average to remain in the program and to be eligible for a school counseling practicum or professional counseling practicum / internship.

If a student earns a grade of C- or lower in a graduate counseling course, the student will be required to retake the course in order to meet graduation requirements for program completion and licensing. Students may not repeat a course more than once unless there is an approval from the Program Director. If a student does not earn a C or higher in a repeated course, and the student's GPA is below a 3.0, the student may be dismissed from the Graduate Counseling Program.

COURSE POLICIES

Attendance Policy:

The Graduate School attendance policy is that students attending on-campus and cohort classes must attend a minimum of 7 out of the 8 class sessions per course in order to receive a passing grade.

Students are expected to be at class on time. If a student has special circumstances that the student believes warrant that the instructor give special consideration regarding the Graduate School attendance policy, the student is asked to contact the instructor in advance of the class.

Habitual lateness or early departure from class will result in a lower grade. It is highly recommended that the student makes arrangements to get someone else's class notes, handouts, assignments, etc., if the student misses a class.

It is expected that students will have completed all readings prior to class so they can significantly contribute to the class content.

Each student is responsible for bringing to class their own experiences and expectations.

Email: All communication will occur via the student's Concordia University email account. Students should check this email account daily for class and program announcements, as well as other information pertinent to the program.

Policy on Children / Guests Attending Class: To ensure appropriate learning conditions for all students, as well as maintain the confidentiality of class discussion, only registered students may attend classes. Dependents and friends of students may not attend, or bring others to class. Instructors, at their discretion, may allow prospective students to attend a class. Students should talk with the instructor in advance about extenuating circumstances for which there is no option but to bring a child or another person to class.

Other remarks for the face to face class:

Students will be required to contribute to class discussions, and will be called upon to answer questions. Volunteers are welcome, but all students will be called upon to participate, regardless of whether or not they volunteer.

Please turn all pagers and cell phones to 'silent' mode. If you need to receive a call during class time, please immediately walk out of the class and take the call outside of the classroom. It is expected that students will have infrequent calls and only in emergency situations.

CONCORDIA UNIVERSITY POLICIES:

Disability Policy: In accordance with the American with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. Students with a documented disability who require accommodations in order to obtain equal access to this courses should inform the instructor, and must also contact Disability Support Services:

Mequon campus: (262) 243-4299 or <https://www.cuw.edu/Departments/lrd/dss.html>
Ann Arbor campus: (734) 995-7552 or www.cuaa.edu/arc

Recording Policy: Students may record class sessions when recording is a part of an accommodation specified by Disability Support Services. In all other circumstances, the student must obtain the written permission of the course instructor prior to recording a class.

Academic Integrity Policy: Concordia University expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

Cheating: Includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment, b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

Plagiarism: Includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own, b) handing in the same assignment for two different courses without the consent of the instructors.

There are two different types of plagiarism and there is a document in the COUN Graduate Counseling Corner regarding "Helpful Hints about Plagiarism" which outlines the two types to be aware of. Plagiarism, including what is known as Self-plagiarism, is not tolerated. Self-plagiarism can take many

forms such as using your paper for your discussion post or vice versa as well as using words from a previously submitted assignment / paper in two separate courses or even the same course. When self-plagiarism, or any form of plagiarism, is committed a clear understanding of what you are learning is not shown. This is a huge ethical concern especially given the high ethical standards one must uphold in the counseling field or within the helping profession.

Fabrication: The forgery, alteration or misuse of any University academic document, record, or academic functions.

Academic Misconduct: Intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Sanctions: Faculty members who find evidence of academic dishonesty have sole discretion to determine the penalty, using their professional judgment. This can include a failing grade in the course, or removal of the student from the course. Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once; these sanctions may include suspension or expulsion from the university.

Title IX Policy: Concordia University is committed to fostering a safe, productive learning environment. University policy and federal law (TITLE IX) prohibit discrimination on the basis of sex, which includes, but is not limited to: Harassment, domestic and dating violence, sexual assault, and stalking. Sexual misconduct of any type is not permitted by the university. Please see the following link for more information about CU's policies and procedures concerning sexual misconduct: <https://www.cuw.edu/academics/compliance/consumer-info/index.html>

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Relationship to the Curriculum: This class is a part of the Christian Counseling curriculum.

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Through meeting our Graduate Counseling Program Outcomes:

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This course specifically addresses: PI 34.04 (1 – 7)

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Course Objectives:

- Define conflict and identify the various cause of conflict.
- Distinguish between reconciliation and conflict resolution.

Course Outline:

Week One: Understanding Conflict

This week a definition of conflict will be established and discussed. There are many variables that cause conflict and being able to identify the cause will assist in determining how it is addressed. Students will also discuss the

difference between reconciliation and conflict resolution and determine what the Bible teaches about peacemaking.

Weekly Objective:

- Identify the Four G's and describe how they will be an important tool in addressing conflict.

Readings:

Confessions & Forgiveness – pages 7-37
Blessed are the Peacemakers – pages 5-8
The Peacemaker – pages 11-20 & 29-42

Assignments:

Weekly Response Paper: Every week students will write a 1-2 page single spaced paper that includes the following:

1. Brief Summary: From your perspective, summarize the main point that you learned this week
2. Personal Reflections: From your perspective, reflect upon what you learned this week. Discuss your thoughts and opinions about the topic discussed this week. Did you learn something new? Has your understanding about the topic been challenged or confirmed? What new insights did you gain?
3. Remaining Questions: What unanswered questions do you still have about the topic discussed this week?
4. Practical Application: Discuss how you will use the concepts discussed this week in your personal life, work, ministry, or community.

Discussion Question: Share what you learned, how you may be challenged moving forward, with what you learned this week.

Journal: The journal is an opportunity for the student to reflect upon a personal conflicted situation. Each week, the students will be asked to reflect upon how that week's concept of Christian reconciliation relates to their own conflicted situation. Students are expected to integrate the concepts of Christian reconciliation in to their personal conflict experience.

Week Two: Understanding Our Response to Conflict

This week students will learn about the various responses to conflict. How we respond to conflicted situations can take on many different forms. It is also important to be aware of the many different responses to conflict that are promoted and practiced in the world we live in. But there is only one response to conflict that is God pleasing.

Weekly Objective:

- Identify and describe the various responses to conflict

Readings:

Blessed are the Peacemakers – pages 9-18
The Peacemaker – pages 21- 29 & 43 - 73

Assignments:

Weekly Response Paper: Every week students will write a 1-2 page single spaced paper that includes the following:

1. Brief Summary: From your perspective, summarize the main point that you learned this week
2. Personal Reflections: From your perspective, reflect upon what you learned this week. Discuss your thoughts and opinions about the topic discussed this week. Did you learn something new? Has your understanding about the topic been challenged or confirmed? What new insights did you gain?
3. Remaining Questions: What unanswered questions do you still have about the topic discussed this week?
4. Practical Application: Discuss how you will use the concepts discussed this week in your personal life, work, ministry, or community.

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Journal: The journal is an opportunity for the student to reflect upon a personal conflicted situation. Each week, the students will be asked to reflect upon how that week's concept of Christian reconciliation relates to their own conflicted situation. Students are expected to integrate the concepts of Christian reconciliation in to their personal conflict experience.

Week Three: The Heart of Conflict

This week students will learn about three key heart issues; Fears, Desires, and Misplaced Trust. When actively listening to people talk about conflict it is important to listen for these three potential idols of the heart.

Weekly Objectives:

- Identify and describe the three opportunities provided when there is conflict
- Identify and discuss heart issues (Fear, Desire, Misplaced Trust)

Readings:

Confessions & Forgiveness – pages 26 - 32
The Peacemaker – pages 75 - 116

Assignments:

Weekly Response Paper: Every week students will write a 1-2 page single spaced paper that includes the following:

1. Brief Summary: From your perspective, summarize the main point that you learned this week
2. Personal Reflections: From your perspective, reflect upon what you learned this week. Discuss your thoughts and opinions about the topic discussed this week. Did you learn something new? Has your understanding about the topic been challenged or confirmed? What new insights did you gain?
3. Remaining Questions: What unanswered questions do you still have about the topic discussed this week?
4. Practical Application: Discuss how you will use the concepts discussed this week in your personal life, work, ministry, or community.

Discussion Question: Share what you learned, how you may be challenged moving forward, with what you learned this week.

Journal: The journal is an opportunity for the student to reflect upon a personal conflicted situation. Each week, the students will be asked to reflect upon how that week's concept of Christian reconciliation

relates to their own conflicted situation. Students are expected to integrate the concepts of Christian reconciliation in to their personal conflict experience.

Week Four: The Heart of Confession

This week students will read about the importance of confessing sin. Students will learn how to use the Seven A's of confession to guide people as they express sorrow over their sins.

Weekly Objective:

- Identify and describe the difference between material (substantive) issues and personal issues

Readings:

Confessions & Forgiveness – pages 118 - 125
Blessed are the Peacemakers – pages 19 - 22
The Peacemaker – pages 117 - 138

Assignments:

Weekly Response Paper: Every week students will write a 1-2 page single spaced paper that includes the following:

1. Brief Summary: From your perspective, summarize the main point that you learned this week
2. Personal Reflections: From your perspective, reflect upon what you learned this week. Discuss your thoughts and opinions about the topic discussed this week. Did you learn something new? Has your understanding about the topic been challenged or confirmed? What new insights did you gain?
3. Remaining Questions: What unanswered questions do you still have about the topic discussed this week?
4. Practical Application: Discuss how you will use the concepts discussed this week in your personal life, work, ministry, or community.

Discussion Question: Share what you learned, how you may be challenged moving forward, with what you learned this week.

Journal: The journal is an opportunity for the student to reflect upon a personal conflicted situation. Each week, the students will be asked to reflect upon how that week's concept of Christian reconciliation relates to their own conflicted situation. Students are expected to integrate the concepts of Christian reconciliation in to their personal conflict experience.

Week Five: Gently Restore: The Art of Addressing Sin in the Lives of Others

This week students will learn how to gently approach others who are struggling with sin and conflict.

Weekly Objective:

- Identify and discuss the significance of being approachable

Readings:

Blessed are the Peacemakers – pages 23 - 27
The Peacemaker – pages 139 – 203
Video at Ambassadors of Reconciliation website

Assignments:

Weekly Response Paper: Every week students will write a 1-2 page single spaced paper that includes the following:

1. Brief Summary: From your perspective, summarize the main point that you learned this week
2. Personal Reflections: From your perspective, reflect upon what you learned this week. Discuss your thoughts and opinions about the topic discussed this week. Did you learn something new? Has your understanding about the topic been challenged or confirmed? What new insights did you gain?
3. Remaining Questions: What unanswered questions do you still have about the topic discussed this week?
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Discussion Question: Share what you learned, how you may be challenged moving forward, with what you learned this week.

Journal: The journal is an opportunity for the student to reflect upon a personal conflicted situation. Each week, the students will be asked to reflect upon how that week's concept of Christian reconciliation relates to their own conflicted situation. Students are expected to integrate the concepts of Christian reconciliation in to their personal conflict experience.

Week Six: Go and be Reconciled: The Importance of Forgiveness

This week students will learn the significance of forgiveness for Christian reconciliation.

Weekly Objectives:

- Define and describe the benefits of forgiveness
- Describe how forgiveness is important for Christian Reconciliation

Readings:

Confessions & Forgiveness – pages 125 - 158
Blessed are the Peacemakers – pages 28 - 33
The Peacemaker – pages 204 - 224
Video at Ambassadors of Reconciliation website

Assignments:

Weekly Response Paper: Every week students will write a 1-2 page single spaced paper that includes the following:

1. Brief Summary: From your perspective, summarize the main point that you learned this week
2. Personal Reflections: From your perspective, reflect upon what you learned this week. Discuss your thoughts and opinions about the topic discussed this week. Did you learn something new? Has your understanding about the topic been challenged or confirmed? What new insights did you gain?
3. Remaining Questions: What unanswered questions do you still have about the topic discussed this week?
4. Practical Application: Discuss how you will use the concepts discussed this week in your personal life, work, ministry, or community.

Discussion Question: Share what you learned, how you may be challenged moving forward, with what you learned this week.

Journal: The journal is an opportunity for the student to reflect upon a personal conflicted situation. Each week, the students will be asked to reflect upon how that week's concept of Christian reconciliation relates to their own conflicted situation. Students are expected to integrate the concepts of Christian reconciliation in to their personal conflict experience.

Week Seven: Christian Reconciliation: Distinctively Different

This week students will be able to identify the four characteristics of Christian peacemaking. Christian reconciliation is different from other peacemaking programs or ideals in the secular society. This also impacts what makes us approachable or non-approachable.

Weekly Objectives:

- Identify and describe how to use the Seven A's of Confession
- Identify and discuss the four characteristics of Christian peacemaking

Readings:

Confessions & Forgiveness – pages 36 - 93

Assignments:

Weekly Response Paper: Every week students will write a 1-2 page single spaced paper that includes the following:

1. Brief Summary: From your perspective, summarize the main point that you learned this week
2. Personal Reflections: From your perspective, reflect upon what you learned this week. Discuss your thoughts and opinions about the topic discussed this week. Did you learn something new? Has your understanding about the topic been challenged or confirmed? What new insights did you gain?
3. Remaining Questions: What unanswered questions do you still have about the topic discussed this week?
4. Practical Application: Discuss how you will use the concepts discussed this week in your personal life, work, ministry, or community.

Discussion Question: Share what you learned, how you may be challenged moving forward, with what you learned this week.

Journal: The journal is an opportunity for the student to reflect upon a personal conflicted situation. Each week, the students will be asked to reflect upon how that week's concept of Christian reconciliation relates to their own conflicted situation. Students are expected to integrate the concepts of Christian reconciliation in to their personal conflict experience.

Week 8: Addressing The Five Percent Problem

This week students will learn about different kinds of negotiation and how to approach conflicted situations that seem impossible to reconcile.

Weekly Objectives:

- Distinguish the difference between gently restoring and confronting
- Identify and describe the two approaches to conflict negotiation.

Readings:

Confessions & Forgiveness – pages 159 - 174

The Peacemaker – pages 225 - 261

Videos: watch the four short videos by Peter Coleman at: <http://fivepercentbook.com/videos.html>

Assignments:

Weekly Response Paper: Every week students will write a 1-2 page single spaced paper that includes the following:

1. Brief Summary: From your perspective, summarize the main point that you learned this week
2. Personal Reflections: From your perspective, reflect upon what you learned this week. Discuss your thoughts and opinions about the topic discussed this week. Did you learn something new? Has your understanding about the topic been challenged or confirmed? What new insights did you gain?
3. Remaining Questions: What unanswered questions do you still have about the topic discussed this week?
4. Practical Application: Discuss how you will use the concepts discussed this week in your personal life, work, ministry, or community.

Discussion Question: Share what you learned, how you may be challenged moving forward, with what you learned this week.

Journal: The journal is an opportunity for the student to reflect upon a personal conflicted situation. Each week, the students will be asked to reflect upon how that week's concept of Christian reconciliation relates to their own conflicted situation. Students are expected to integrate the concepts of Christian reconciliation in to their personal conflict experience.

Final Case Study (100 points)

Throughout this course students will be reading a case study. In the final paper students will assume the characters in the case study have come to them for Christian reconciliation. Throughout the course students have discussed some ways to approach "Jack". In this final paper students are to use the work already completed with "Jack" and expand upon it as needed. However, students will also discuss how to assist the other characters with Christian Reconciliation. Students are allowed to create made-up facts about the characters or assume things that are not printed in the case study in order to demonstrate their understanding of the process and concepts of Christian Reconciliation.

The assignment should be a six to ten page single spaced paper. Students are to discuss how to help this family using the Christian Reconciliation concepts that have learned in the course. Below is an outline that will help organize the paper.

1. Introduction
 - a. Based upon your understanding of the situation describe the situation.
 - b. Give an overview of how you plan on helping the parties with Christian Reconciliation.
2. Understanding the Conflict
 - a. Discuss, in your opinion, what has caused this conflict among the parties.
 - b. Discuss what steps the parties have taken toward conflict reconciliation or conflict resolution.
 - c. Discuss how the Four G's would be helpful in addressing the conflict.
3. Understanding Their Response To The Conflict
 - a. Discuss the various responses to the conflict that each party is displaying, keeping in mind the "Slippery Slope of Conflict."
 - b. Discuss what opportunities the parties have in the midst of this conflict, keeping in mind Ken Sande's discussion about opportunities.
4. The Heart of Conflict

- a. Discuss what are the material and personal issues of each of the parties.
 - b. Discuss what heart issues needs to be addressed by each party.
5. The Heart of Confession
 - a. Discuss how you would use the Seven A's of Confession to help the parties express Godly sorrow?
 - b. Discuss what challenges each party may face concerning the Seven A's of Confession.
6. Gently Restore
 - a. Discuss how you plan on approaching the parties so that you can encourage them to be honest about their heart issues.
 - b. Discuss how you will lead them to approach each other with gentleness.
7. Go and be Reconciled
 - a. Assuming the parties confess to their sins, how would you bring comfort to them with words of forgiveness?
 - b. Discuss how you would help the parties to reconcile.
 - c. Discuss your approach if Ruth and Jack refused to reconcile.
8. Conclusion
 - a. Summarize your approach to Christian Reconciliation.
 - b. Discuss the challenges that this family may face.
 - c. Discuss the potential blessings that might take place if there is reconciliation.

Jmh 9/2018

CONCORDIA UNIVERSITY

Concordia University is a Lutheran higher education community committed to helping students develop in mind, body and spirit for service to Christ in the church and the world.

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

Concordia University's Graduate Counseling Program prepares its graduates to be ethical servant leaders who value the diversity of God's children and embrace social justice with compassion. Graduates help others to lead purposeful and fulfilling lives in mind, body and spirit.

COUN 553/853 SOCIAL / CULTURAL THEOLOGICAL FOUNDATIONS

Social / Cultural Theological Foundations an exploration of diversity issues that impact the church and the world beyond. How the Christian church-worker supports those of different backgrounds and ministers to those individuals while increasing their own understanding of various cultures and beliefs. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor.

3 credit hours

Instructor:

Phone:

Email:

Prerequisites: Graduate standing

Course Meeting Times and Expectations:

COUN 552 is an eight-week course that meets for 4 hours each week with outside of the classroom assignments / projects. Students will have 32 hours of instructor-student interaction and should plan on spending a minimum of twelve (12) hours per week on required readings and learning activities for the course.

COUN 852 is an eight-week collaborative online course. It is the responsibility of the student to adhere to the eight-week time frame by completing assignments in the suggested timeframe. It is also the responsibility of the student to initiate contact with his or her instructor if deadlines will not be met or accommodations need to be made. Students are expected to log into this course at least 3 or 4 times per week to stay on top of assigned content, assignments, and assessments. All student work should be submitted in the online course. Students should plan on spending a minimum of fifteen (15) hours per week on the required readings and learning activities for this course.

Textbook: Hays, P. (2013). *Connecting Across Cultures: The Helper's Toolkit*. Los Angeles, CA: Sage Publishing.

The student may also want to review "Cultural Formation" section of the DSM V, pages 749 – 759.

The student may also want to obtain a copy of a study guide they will use to review for the NCE. The units for this course are arranged according to the main areas to be assessed by the NCE under the topic: Social and Cultural Diversity.

The student should also be able to access: ACA ethical guidelines, ASCA ethical guidelines, AACC ethical guidelines and APA writing style guidelines.

Teaching Strategies: The Graduate Counseling program acknowledges the autonomy of the instructor. Each instructor has the ability to present the program outcomes in their own teaching and counseling style to meet the various needs of the students. The program outcomes are presented in ways to engage student learning and develop critical thinking skills while encouraging the student to develop their own counseling style.

COURSE EVALUATION AND GRADING:

Assessment:

All papers are designed to reinforce 'critical thinking' skills and allow the student to examine personal beliefs, attitudes and opinions in the light of the information covered in the weekly assigned readings. These papers are to be typed and expected to be handed in at the beginning of the class period. While references are not needed for the reaction papers, be aware of APA style.

Research papers should have at least 3 references (Wikipedia is not appropriate, nor is a reference to Dr. Oz). The student will provide relevant handouts to the class and also develop a realistic case study to present to the class. The content you provide in your papers will often be the springboard for class discussion.

The instructor reserves the right to lower a grade (deduct points) from each assignment that is submitted late.

The instructor reserves the right to stop reading a submission after 5 errors (Spelling, grammar, punctuation, sentence structure, etc.).

Assignments:

Week 1	2 assignments	40 points
Week 2	3 assignments	60 points
Week 3	3 assignment	60 points
	In class presentation	150 points
Week 4	2 assignments	40 points
Week 5	1 assignment	100 points
	In class presentation	150 points
Week 6	1 assignment	60 points
Week 7	1 assignment	100 points
	In class presentation	150 points
Week 8	4 assignments	160 points
Assignments		620 points
In class presentations		450 points (if applicable)
Participation in discussions		120 points

Grading Scale: 100- 93% = A; 92-90% = A-; 89-87% = B+; 86-83% = B; 82 - 80% = B-; 79-77% = C+; 76 - 73% = C; 72 - 70% = C-. Any grade below a 70% is considered failing.

A: This level of performance over the entire class approaches the best that can possibly be expected of a student. A student at this level will have mastered every essential element of the assigned material and is performing at a level well beyond the standards normally expected of the majority of the class.

B: A student at this level meets all of the requirements in a fully acceptable manner. The results achieved consistently meet the standards that are normally expected of the majority of the class.

C: A student at this level is not meeting all of the requirements of the course. Elements of the material are not mastered and require further work before the performance is satisfactory. The results achieved are below the standards that are normally expected of the majority of students.

Papers that are entirely satisfactory in every regard will not necessarily earn a grade of "A". In order to receive an "A" grade, a paper must be excellent in form and content and significantly exceed minimum requirements. Length alone will not be sufficient to merit an "A".

Graduate students must maintain a 3.0 (B) average to remain in the program and to be eligible for a school counseling practicum or professional counseling practicum / internship.

If a student earns a grade of C- or lower in a graduate counseling course, the student will be required to retake the course in order to meet graduation requirements for program completion and licensing. Students may not repeat a course more than once unless there is approval from the Program Director. If a student does not earn a C or higher in a repeated course, and the student's GPA is below a 3.0, the student may be dismissed from the Graduate Counseling Program.

COURSE POLICIES:

Attendance Policy:

The Graduate School attendance policy is that students attending on-campus and cohort classes must attend a minimum of 7 out of the 8 class sessions per course in order to receive a passing grade.

Students are expected to be at class on time. If a student has special circumstances that the student believes warrant that the instructor give special consideration regarding the Graduate School attendance policy, the student is asked to contact the instructor in advance of the class.

Habitual lateness or early departure from class will result in a lower grade. It is highly recommended that the student makes arrangements to get someone else's class notes, handouts, assignments, etc., if the student misses a class.

It is expected that students will have completed all readings prior to class so they can significantly contribute to the class content.

Each student is responsible for bringing to class their own experiences and expectations.

Email: All communication will occur via the student's Concordia University email account. Students should check this email account daily for class and program announcements, as well as other information pertinent to the program.

Policy on Children / Guests Attending Class: To ensure appropriate learning conditions for all students, as well as maintain the confidentiality of class discussion, only registered students may attend classes. Dependents and friends of students may not attend, or bring others to class. Instructors, at their discretion, may allow prospective students to attend a class. Students should talk with the instructor in advance about extenuating circumstances for which there is no option but to bring a child or another person to class.

Other remarks for the face to face class:

Students will be required to contribute to class discussions, and will be called upon to answer questions. Volunteers are welcome, but all students will be called upon to participate, regardless of whether or not they volunteer.

Please turn all pagers and cell phones to 'silent' mode. If you need to receive a call during class time, please immediately walk out of the class and take the call outside of the classroom. It is expected that students will have infrequent calls and only in emergency situations.

CONCORDIA UNIVERSITY POLICIES:

Disability Policy: In accordance with the American with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. Students with a documented disability who require accommodations in order to obtain equal access to this courses should inform the instructor, and must also contact Disability Support Services:

- Mequon campus: (262) 243-4299 or <https://www.cuw.edu/Departments/lrd/dss.html>
- Ann Arbor campus: (734) 995-7552 or www.cuaa.edu/arc

Recording Policy: Students may record class sessions when recording is part of an accommodation specified by Disability Support Services. In all other circumstances, the student must obtain the written permission of the course instructor prior to recording a class.

Academic Integrity Policy: Concordia University expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

Cheating: Includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment, b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

Plagiarism: Includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own, b) handing in the same assignment for two different courses without the consent of the instructors.

There are two different types of plagiarism and there is a document in the COUN Graduate Counseling Corner regarding "Helpful Hints about Plagiarism" which outlines the two types to be aware of. Plagiarism, including what is known as Self-plagiarism, is not tolerated. Self-plagiarism can take many forms such as using your paper for your discussion post or vice versa as well as using words from a previously submitted assignment / paper in two separate courses or even the same course. When self-plagiarism, or any form of plagiarism, is committed a clear understanding of what you are learning is not shown. This is a huge ethical concern especially given the high ethical standards one must uphold in the counseling field or within the helping profession.

Fabrication: The forgery, alteration or misuse of any University academic document, record, or academic functions.

Academic Misconduct: Intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Sanctions: Faculty members who find evidence of academic dishonesty have sole discretion to determine the penalty, using their professional judgment. This can include a failing grade in the course, or removal of the student from the course. Additional sanctions will be imposed when a student is found to have

violated the academic integrity policy more than once; these sanctions may include suspension or expulsion from the university.

Title IX Policy: Concordia University is committed to fostering a safe, productive learning environment. University policy and federal law (TITLE IX) prohibit discrimination on the basis of sex, which includes, but is not limited to: Harassment, domestic and dating violence, sexual assault, and stalking. Sexual misconduct of any type is not permitted by the university. Please see the following link for more information about CU's policies and procedures concerning sexual misconduct: <https://www.cuw.edu/academics/compliance/consumer-info/index.html>

We understand that sexual violence can undermine a student's academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience. Please note that reports made to faculty or staff must be conveyed to a Title IX Coordinator. The University has identified those who can serve as confidential individuals.

Relationship to the Curriculum: This is an elective course within the Graduate Counseling program and Christian Counseling Certificate.

Connections to the Concordia University Mission and Global Ends: University graduates are well developed in mind, body and spirit, fulfill their vocations and serve Christ in the Church and in the world. Our graduate: integrate evidence-based counseling theories, techniques and interventions into professional practice; adhere to professional and ethical standards; actively engage in self-reflection and lifelong learning; serve clients according to their unique diverse needs; and help clients to lead purposeful and fulfilling lives in mind, body and spirit.

Global Ends: Our graduates demonstrate proficiency in:

- GE1: Christian Faith
- GE2: Service and Global Citizenship
- GE3: Integrated Disciplinary Knowledge
- GE4: Critical Thinking and Creative Problem Solving
- GE5: Communicative Fluency
- GE6: Analytical Fluency

Through meeting our Graduate Counseling Program Outcomes:

- PO1: Integrate evidence-based counseling theories, techniques and interventions into professional practice
- PO2: Adhere to professional and ethical standards
- PO3: Actively engage in self-reflection and lifelong learning
- PO4: Serve clients according to their unique diverse needs
- PO5: Help clients to lead purposeful and fulfilling lives in mind, body and spirit.

The Graduate Counseling program acknowledges the autonomy of the instructor. Each instructor has the ability to present the program outcomes in their own teaching and counseling style to meet the various needs of the students. The program outcomes are presented in ways to engage student learning and develop critical thinking skills while encouraging the student to develop their own counseling style.

Graduate Counseling Student Learning Outcomes:

Council for Accreditation of Counseling and Related Educational Programs (CACREP) has established standards and procedures in the accreditation process for counselor preparation programs. The Wisconsin Department of Regulation and Licensing, as well as the National Counseling Exam, are based on these CACREP standards. The Concordia University Wisconsin Graduate Counseling Program continually works on aligning course content and program standards with the standards that have been established by CACREP, but has not participated in the formal accreditation process.

This course specifically addresses: CACREP 1c,e,l; 2a – h; 3 f-l; 5a-n; 6 f-g; 7i, j,l, m; 8a, j

PI 34 – The Wisconsin Department of Public Instruction has established performance standards in the initial licensing and license renewal process for teachers, pupil service workers (counselors) and administrators. Concordia University Wisconsin has embedded the pupil service performance standards within the coursework and graduation requirements of the Graduate Counseling Program and has established multiple measures to assess student demonstrated knowledge, skills and dispositions related to these performance standards.

This course specifically addresses: PI 34.04 (1, 2, 6, 7)

The American Association of Christian Counselors (AACC) has developed a Code of Ethics (2014). The Graduate Counseling program is mindful of this code as they relate to the Certificate in Christian Counseling. Coursework encompasses the eight core principles: “1) Compassion in Christian Counseling – A Call to Servanthood; 2) Competence in Christian Counseling – A Call to Excellence; 3) Consent in Christian Counseling – A Call to Integrity; 4) Confidentiality in Christian Counseling – A Call to Trustworthiness; 5) Cultural Regard in Christian Counseling – A Call to Dignity; 6) Case Management in Christian Counseling – A Call to Soundness; 7) Collegiality in Christian Counseling – A Call to Relationship; 8) Community Presence in Christian Counseling – A Call to Humanity” (AACC Y - 2014 Code of Ethics, p. 11)

Course Objectives:

By the completion of this course, the successful student will have:

1. Gained an understanding of the need for culturally sensitive counseling
2. Gained knowledge about social and cultural diversity
3. Developed an awareness of his/her own assumptions, values and biases
4. Developed an appreciation for individual differences
5. Demonstrated comfort and ease in response to counseling situations involving clients of a different background
6. Demonstrated skills in which to work with clients of different backgrounds.

Course Outline:

UNIT I: INTRODUCTION TO SOCIAL AND CULTURAL DIVERSITY

The students begin to develop an “understanding, knowledge and appreciation of the differences and similarities among individuals, groups and societies, as they have unfolded over time and through cultural expression” (CUW, Core Competencies). This unit helps the student identify the major categories which are identified as ‘cultural’ groups. These categories are: race; ethnicity; socioeconomic status; sex and gender; sexual orientation; spirituality; disability. The student is challenged to identify cultural category (categories) with which s/he is unfamiliar and/or ill-at-ease.

Week Objectives:

Upon completion of this week, the student will:

- Develop an awareness of his/her own assumptions, values and biases
- Challenge the current world view

While, the Bible does not explicitly command us to be self-aware, there is a need for use to face the trust about ourselves in relation to God, our inter-personal relationships, and the implications of our cognitions/behavior are a constant theme:

- In Genesis 32:22-31, Jacob's wrestling with a shadowy adversary is all about his need to face the truth about who he is so that God may transform him.
- Many of Jesus' interactions with people are about inviting them to face the truth about themselves:
 - o Mark 10: 17-23: the rich young man
 - o John 4: 1-42: the Samaritan woman at the well
 - o Luke 7: 36-50: Jesus' dinner with Simon the Pharisee
- Romans 12:3 calls us to think realistically of ourselves from the perspective of what God thinks is important
- 1 Corinthians 13:12 looks forward to the time when our knowledge of ourselves in relation to God is as clear as God's knowledge of us
- James 1:22-25 tells us that obeying the word of God is like looking in the mirror, taking note of the picture it shows us and then living in the light of what we have seen.

In what ways can you use Scripture to be critically self-aware as Christian counselors?

Readings: Chapters 1, 2

Graded Assignments:

- 1) View the movie "CRASH" submit a 1-2 page reflection of any reaction you may have (positive or negative). 20 points
- 2) How do you define yourself using the "I AM" exercise 2.1? (20 points)
- 3) "Your Culture Sketch" Exercise 2.2 (20 points)

Discussion topics:

Provide a one-two sentence introduction of yourself then identify two learning goals you have for the class.

What might you do, as a counselor, to work with a client who represents one or more cultural group categories to find out more about their culture? Keep in mind you do not want to identify the client solely by their cultural group category.

Any comments on "Crash"?

UNIT II: SOCIAL JUSTICE CONCEPTS

The focus of this unit is on social justice. The ideas of 'privilege' and 'oppression', as well as 'prejudice' and 'racism' are discussed. The student is challenged to reflect upon his / her own ideas and experiences.

Week Objectives:

- Understand the various concepts related to social justice
- Apply concepts of mindfulness and micro aggression
- Incorporate resilience into counseling

"The human heart is like a ship on a stormy sea driven about by winds blowing from all four corners of heaven" (Martin Luther). Christian counselors must empathically attend to and be aware of social justice in dyadic counseling relationships with minority clients. But given the multiple contexts and use of social justice, how does a Christian counselor define social justice in keeping with God's will? What, then, is the Christian view of social justice?

- Scripture reveals that God is justice and that “all his ways are justice” (Deuteronomy 32: 4). Moreover, Scripture supports the notion of social justice where concern and care are shown to the difficulties of the poor and downtrodden (Deuteronomy 10:18; Isaiah 1:17; Proverbs 31:9; Romans 12: 15-18; Matthew 5:3; 19:21; 2 Corinthians 8:11). There are references in the Bible concerning the fatherless, the widows, and the sojourners – in other words, people who had additional challenges or injustices with little or no support. God commanded his chosen people, Israel, to care for society’s less fortunate, and their eventual failure to do so was partly the reason for their judgment and expulsion from the land (Deuteronomy 24:17; 27:19).
- In the prospective nature of Jesus: Olivet Discourse, he encourages caring for the “least of these” (Matthew 25:40). The epistle of James, further, expounds on the sanctification in the lives of believers by addressing what is “true religion” (James 1:27). God in His infinite wisdom knows that in this sinful world there would be a continuum of widows, fatherless and sojourners or basically any social out-groups. Therefore, He made provisions in the old and new covenants to care for these social out-groups. The model of such behavior is Jesus Himself, who reflected God’s sense of justice by bringing the gospel message to all the social out-groups.
- For Christians, God’s love is the motivation for the practice of multicultural diversity. Therefore, since He first loved us, we are able to love others (1 John 4:19). As the Father and Creator of all, God’s providence and love rests on all, even upon those who reject Him. He, therefore, calls all believers to imitate His love in its world-wide embrace (Ephesians 5:1). “Some cultures have been more deeply impacted by the Christian gospel than others. Nonetheless, within every culture and every age, some patterns of living are rooted more in human sinfulness than in the Cultural Mandate. (Genesis 1:28). These sinful patterns do not provide an excuse for Christians to despise the people who practice them. Rather, even while hating sin, we must love sinners, just as God has loved us despite our sins. This calling presents an ever-present challenge to the Christian community” (<http://www.geneva.edu/about-geneva/diversity-print>).

Readings: Chapters 3, 4

Graded Assignments:

- 1) Summarize how various social justice concepts were represented in the movie “CRASH” (it might be helpful to use micro aggression terminology). Explain the ramifications and how events may have been different if privilege and oppression were not so apparent. (20 points)
- 2) Share your “Culture Sketch” (20 points)
- 3) Complete “Your Privilege Constellation” (Exercise 4.1) (20 points)
- 4) Define your community and explain how you might become involved in working toward social justice in that community. (20 points)

Discussion Topics:

How have you been personally affected by prejudice and/or discrimination in your life?

Explain how you might be involved in working toward social justice in your community?

How might resilience be incorporated into your future career as a counselor?

UNIT III: CULTURAL IDENTITY DEVELOPMENT / CONCERNS / CAUTIONS

This unit helps the student continue to develop their own cultural awareness, and to promote cultural awareness in their practice. The student examines the development of their own cultural identity. In addition, the student is challenged to examine barriers, stereotypes, and cautions working with clients who may not share their own cultural background, however defined.

Week objectives:

- Explore the development of his/her own identity
- Examine barriers that might be met in the counseling milieu

God's will for humankind – As our Creator, God teaches us in His word that the human race is one. This same teaching is reflected in Paul's message to the Athenian, "From one man God made every nation of the human race, that they should inhabit the whole earth" (Acts 17:26). So, it is within this greater context of unity that humanity's diversity rightly appears.

Our Savior Jesus Christ tore down the walls of hostility that divide Jew from Gentile, making former enemies into friends and equals in the faith. (Ephesians 2:14-16) This fundamental redemptive quality is well expressed in Galatians 3: 28, where the apostle writes, "There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus." Again, the blessedness of multicultural reconciliation does not mean obliterating cultural distinctions or forming a new and monolithic "Christian" culture. The Book of Acts emphasis the cultural diversity of the Antioch church, because it was here that the disciples were first called Christians (11:26).

In what ways can a Christian counselor use the universality of the Christian church?

Reading: Chapter 5

Graded Assignments:

- 1) Complete "Recognizing Your Culture Scripts" Exercise 5.2. Did you have any 'aha' moments? (20 points)
- 2) Identify any possible concerns, misunderstandings, questions you may have about each of the areas identified in your culture scripts. Be honest with yourself! (20 points)
- 3) Identify and explain which theories you might utilize in working with clients who do not share your cultural identity. Be honest, and be specific. (20 points)
- 4) Oral presentations – Cultural Diversity (150 points)

Discussion Topic

Discuss one area of cultural identity with which you may have difficulty working and explain why this may be a concern for you. Also, include what you might do to better understand that culture (other than 'research', which is assumed).

UNIT IV: MODELS OF COUNSELING AND ASSESSMENT

This unit explores how the basic models of counseling might be utilized for various cultural / ethnic groups. The various theories of counseling will be examined in light of various cultural groups. The student also explores how assessment might be biased with various clients, and how to best assess clients.

Week Objectives:

- Explore theories in relation to multicultural counseling
- Examine concerns with communication styles

A clear commonality when you compare the 21st century people and the people from the Biblical world is that we all, just like them, come from distinctive cultures and identities. While the contemporary culture and identity is different from the Biblical world, we share a parallel process of culture and identity development. Within the New Testament, the language of cultural specificity and religious uniqueness takes on a similar tone. Even though some early Christians saw their missionary activity as being inclusive of the whole world (Matthew 28:19; Acts 1:8), cultural identity in early Christian groups was often maintained by dividing the world into two parts – God’s chosen people (the elect, understood as the church) and outsiders, who are often described as the ‘other’ nations (the “Gentiles”).

How do you use culture and identity today?

Readings: Chapters 6, 7, 8
DSM

Graded Assignments:

- 1) How might you, as a future counselor, address some of these concerns based on your knowledge of your preferred theory. What theory might you want to find out more about in light of what group of clients you may be working with in your future practice? Prepare a handout for your classmates. (20 points)
- 2) Complete Exercise 8.1, “Questioning Mind” and explain how this reflection may impact your future practice. (20 points)

Discussion Topic:

Present your current theoretical orientation and how you might make accommodations for various clients you may be working with in your future practice.

UNIT V: COUNSELING RACIAL AND ETHNIC GROUPS

This unit is intended to expose the student to various racial and ethnic mores. The student is encouraged to explore groups with which they are not familiar, and learn more about all racial and ethnic groups.

Week Objectives:

- Develop awareness of various racial and ethnic groups
- Apply current knowledge of theory to practice

While the Bible does not use the word “race” to reference people, it does describe all human beings as beings of “one race” (Acts 17:26). The racial-genetic model has historically been used to categorize human beings. However, there is no empirical evidence to support this theory/model. From a biological standpoint, there is only one race of humans with basic genetic differences typically around 0.2 percent (“One Race One Blood”, Ham & Ware, 2011). Phenotypical differences between human beings (i.e., skin color, eye shape, etc.) account for only 0.012 percent of variability in human biology (Ham & Ware, 2011). In a recent article from the Journal of Counseling and Development (Cameron and Wycoff, 1998), researches posited that the construct of “race” is basically meaningless and offers no real tangible utility. In other words, “race is a social construct derived mainly from perceptions conditioned by events of recorded history” (as cited in Ham & Ware, 2011). Since the curse of the tower of Babel, there are many sociological implications.

So, what are those implications?

Readings: Internet searches, and interviews which give information about the following groups: 1) African Americans, 2) American Indians and Alaska Natives, 3) Asian Americans and Pacific Islanders, 4) Latinos, 5) Individuals of Multiracial Descent

Graded Assignments:

- 1) Briefly summarize differences and similarities between your cultural group and each group mentioned above. (20 points per group - 100 points)
- 2) Share cultural interviews and turn in the written responses (150 points)

Discussion Topic:

Which groups might you be working with in your future practice? Any concerns? How might you address those concerns?

UNIT VI: COUNSELING OTHER CULTURAL GROUPS

A continuation of Unit 5, the student explores other cultural groups, which may not be in the 'main stream' of society. The student is challenged to think about their future career and various groups with whom they may work in a counseling setting.

Week Objectives:

- Become more cognizant of other groups considered to be in the minority
- Apply information learned to future work as a counselor.

Building upon written assignment in week 5, use Jesus and the Samaritan woman (Jun 4: 1-42) as the model for counseling with each of the groups covered in the chapters to be read for this unit.

How would you approach a referral who is a different religion and ethnicity? What things would you want to prepare for or be aware of?

Readings: Internet searches, and interviews which give information about the following groups: 1) Arab and Muslim Americans, 2) Jewish Americans, 3) Immigrants and Refugees

Graded Assignments:

- 1) Briefly summarize key points in working with each of the groups mentioned above. (20 points each group – 60 total points)

Discussion Topic:

Which groups might you be working with in your future practice? Any concerns? How might you address these concerns?

UNIT VII: OTHER MULTICULTURAL POPULATIONS

Culture is not identified solely by ethnicity or race. There are other cultural concerns which may be a part of the individual's identity. This week, we look at other 'minority' groups and how being associated with that group may impact counseling and the client's identity.

Week Objectives:

- Become more cognizant of other groups considered to be in the minority

- Apply information learned to future work as a counselor.

Once again, using Jesus as a model, but not limited to a single instance in his ministry – how would you approach a referral from a professional and/or clinical standpoint?

Readings: Internet searches and interviews which give information about the following groups: 1) LGBT individuals, 2) Older Adult Clients, 3) Women, 4) Clients Living in Poverty, 5) Persons with Disabilities

Graded Assignments:

- 1) Briefly summarize key points in working with each of the groups mentioned above. (20 points each group – 100 total points)
- 2) Share new cultural experience and submit one page reflection (150 points)

Discussion Topic:

Which groups might you be working with in your future practice? Any concerns? How might you address these concerns?

UNIT VIII: CRISIS, TRAUMA, SPECIALIZED INTERVENTIONS AND CONTINUED COMMUNICATION

Crisis and trauma can be experienced in many circumstances by a variety of individuals. Survivors of these events may need specialized intervention. Crisis intervention, conflict resolution, basic trauma counseling, addictions counseling, as well as forgiveness, are covered in this unit, as well as the importance of continued communication and connections.

Week Objective:

- become more cognizant of those in crisis
- Awareness of the importance of communication
- Apply information learned to future work as a counselor

READ: Chapters 9, 10

Using internet / reliable media resources, research current crises, disasters and other trauma-causing events in your area.

Review NCE terms specific to this week.

Graded Assignments:

- 1) Complete Exercise 10.1 "Recognizing Your Values", explain how this exercise might impact your work as a counselor. (20 points)
- 2) Complete Exercise 11.1 "Reflection Question", and briefly share your reflections. (20 points)

Discussion Topics:

Are there any reservations / concerns you may have in working with a client who is in crisis or who is a survivor of a trauma?

Are there any concerns moving forward as you look toward your career as a counselor?

What will you take from this course?

Final Exam:

Integrate what you have learned according to your respective professional context or future context.

Answer both questions. For each questions, you are welcome to refer to the Bible, your textbook and any other readings you might find useful to support your answer. Each response should be no more than 5 pages, double spaced, APA style). Each question is work 50 points.

1. This is a prospective question in the sense that it may be useful to think about things that you might observe or encounter in the course of a single day. Use principles of social / cultural to describe at least 5 things that happened (e.g., you thought about or did, observed someone else do or say, etc.) today. For each item describe what transpired and how this relates to a specific aspect of social cognition.
2. Many of the ideas we discussed this semester have clear implications for practice. Consider how three aspects of social/ cultural foundations inform your own practice-based and/or theoretical interests or aspirations. In your response, you should explain the specific aspect of social cognition and it's Scriptural, practical and/or theoretical implication(s).

JMH 9/2018

Concordia University Mission

Concordia University is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and in the world.

School of Education Mission

The School of Education equips and inspires individuals to pursue integrity and excellence as Christian servant leaders in the delivery of educational services within professional and lifelong learning throughout the world.

Course Number and Name:

COUN 563 / 863 REL Current Support Issues for Christian Pastors and Church Workers

Course Description:

This course will look at a range of topics such as physical and sexual abuse, pornography, various addictions, Christian reconciliation and other topics that churches and Christian agencies experience in their service to members and non-members. 3 graduate credits

Instructor(s):

Rev. Jeff Meyers
jmeyers@cuw.edu
(913) 345-9700

Course Location:

COUN 563 REL – face-to-face
COUN 863 REL – Online

Credit Hours:

3 credit hours

Course Meeting Time and Expectations:

COUN 563 REL is an eight-week face-to-face course. Students can expect to spend approximately 15 hours per week completing readings and learning activities for each of the eight weeks.

COUN 863 REL is an eight-week online collaborative learning course. The course has weekly readings, assignments, activities and discussions.

Course Prerequisites:

A Christian Church Worker or Pastor

Required Resources:

Curran, Linda (2013). *101 Trauma-Informed Interventions*. Eau Claire, WI: PESI, Inc.

Preston, J. D., O'Neal, J. H., Talaga, M. C. (2013). *Handbook of Clinical Psychopharmacology* (7th ed.). Oakland, CA: New Harbinger Publications, Inc.

Solof, B. (2013). *The Therapist's Guide to Addiction Medicine*. Las Vegas, NV: Central Recovery Press.

Van Der Kolk, B. (2014). *The Body Keeps Score: Brain, Mind, and Body in the Healing of Trauma*. New York, NY: Penguin Books.

Other Learning Resources:www.istss.orgwww.truamapro.netwww.emdr.comwww.brainspotting.prowww.aa.orgwww.na.orgwww.gamblersanonymous.orgwww.ptsd.va.gov**Teaching Strategies:**

This is a cohort style learning course. Students will be working with the instructor and classmates in a regularly paced course. This type of course takes a special measure of discipline and initiative. The course is designed to be completed in eight weeks. The primary method of learning will be readings from the assigned texts and pertinent Internet sites. The readings will generate the material for interactive discussion and the basis for the assigned papers.

Course Evaluation and Grading:

Discussion: Students will respond to weekly discussion topics. Students are to make an initial post by Wednesday midnight and respond to 3 classmates by Sunday midnight. Discussion requirements include the following:

- Keep your messages clear and concise. This is not the same as short. Read your message carefully before your post it.
- Use a Web writing style that:
 - States your main point first
 - Employs short sentences
 - Has a conversational and friendly tone
 - Makes use of bullets or lists in longer messages
- Be respectful of varying opinions
- Be an active group member, contributing with substance in developing ideas.
- If you have an unrelated question, email your instructor

Written papers:

2 Research papers – 4-5 pages

3 Faith and Practice papers 2-4 pages

3 Reaction papers 2-3 pages

Writing Standards: Students are expected to use graduate-level writing skills when submitting written assignments. Students are to submit their best work including attention to spelling, grammar, and punctuation. Written assignments must:

- Use APA Format for all papers
- Be Concise and clear. When I ask for a 5-page paper, I'm looking for a 10 page paper written in 5 pages. Edit, edit, edit. Get rid of any sentence that does not clearly move your paper forward.
- Creativity counts. Draw me into your work, make me want to read more. I thoroughly enjoy reading well written work.
- Integrate your faith and theology into your work. We will be working with spiritual matters in this course. You don't have to force the scripture into your point, but don't hold back when it seems appropriate.

All papers are designed to reinforce 'critical thinking' skills and allow the student to examine personal beliefs, attitudes and opinions in light of the information covered in the weekly assigned readings. These

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papers are to be typed and expected to be handed in at the beginning of the class period. While references are not needed for reaction papers, be aware of APA style.

Research papers should have at least 3 references (Wikipedia is not appropriate, not is a reference to Dr. Oz, for example). Writing style, as well as the ability to utilize APA format, is included in the assessment process.

The student may be asked to provide relevant handouts to the class and also develop a realistic case study to present to the class. The content the student provides in their paper will often be the springboard for class discussion.

The instructor reserves the right to lower a grade (deduct points – on a weekly basis) from each assignment that is submitted late.

Category	Percentage
Discussion	10%
Research papers (2)	40%
Faith and Practice papers (3)	30%
Reaction papers (3)	20%

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	0-59%

A: This level of performance over the entire class approaches the best that can be expected of a student. A student at this level will have mastered every essential element of the assigned material and is performing at a level well beyond the standards normally expected of the majority of the class.

COUN 583 REL / 863 REL Current Support Issues for Christian Pastors and Church Workers

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B: A student at this level meets all of the requirements in a fully acceptable manner. The results achieved consistently meet the standards that are normally expected of the majority of the class.

C: A student at this level is not meeting all of the requirements of the course. Elements of the material are not mastered and require further work before the performance is satisfactory. The results achieved are below the standards that are normally expected of the majority of students.

Papers that are entirely satisfactory in every regard will not necessarily earn a grade of "A". In order to receive an "A" grade, a paper must be excellent in form and content and significantly exceed minimum requirements. Length alone will not be sufficient to merit an "A".

Graduate students must maintain a 3.0 (B) average to remain in the program and to be eligible for a school counseling practicum or professional counseling practicum / internship.

Course and Instructor Policies:

Policy on late work: Complete and submit all work on or before the due dates. If you are unable to complete your work on time, please contact me at least 48 hours ahead of the due date to arrange a reasonable extension. Any assignments submitted after a due date or after an extension date are subject to a 10% deduction. Any assignments more than two weeks late are subject to a 30% deduction.

Program/Department Policies:

Attendance Policy:

The Graduate School attendance policy is that students attending on-campus and cohort classes must attend a minimum of 7 out of the 8 class sessions per course in order to receive a passing grade. Students are expected to be at class on time. If a student has special circumstances that the student believes warrant that the instructor give special consideration regarding the Graduate School attendance policy, the student is asked to contact the instructor in advance of the class.

Habitual lateness or early departure from class will result in a lower grade. It is highly recommended that the student makes arrangements to get someone else's class notes, handouts, assignments, etc., if the student misses a class.

It is expected that students will have completed all readings prior to class so they can significantly contribute to the class content.

Each student is responsible for bringing to class their own experiences and expectations.

Other remarks for the face to face class:

Students will be required to contribute to class discussions, and will be called upon to answer questions. Volunteers are welcome, but all students will be called upon to participate, regardless of whether or not they volunteer.

Please turn all pagers and cell phones to 'silent' mode. If you need to receive a call during class time, please immediately walk out of the class and take the call outside of the classroom. It is expected that students will have infrequent calls and only in emergency situations.

Concordia University Policies:

Disability Policy: In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination

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and assured services and accommodations that provide equal access to the activities and programs of the university. Students with a documented disability who require accommodation in order to obtain equal access to this course should inform the instructor, and must also contact Disability Support Services:

- Mequon campus (262) 243-4299 or www.cuw.edu/dss
- Ann Arbor campus (734) 995-7552 or www.cuaa.edu/arc

Academic Integrity Policy: Concordia University expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

Cheating: includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

Plagiarism: includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b) handing in the same assignment for two different courses without the consent of the instructors.

Fabrication: the forgery, alteration, or misuse of any University academic document, record, or instrument of identification.

Academic Misconduct: intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Sanctions: Faculty members who find evidence of academic dishonesty have sole discretion to determine the penalty, using their professional judgment. This can include a failing grade in the course, or removal of the student from the course. Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once; these sanctions may include suspension or expulsion from the university.

Relationship to the Curriculum:

This is a required course for the individual pursuing a Pastoral / Church Worker Helping Relationship Skills Certificate.

Connection to Concordia University Mission:

Applying a Biblical understanding of the world that includes truth, vocation, ethical principles, and servant leadership, students will demonstrate: habits of the mind, body, and spirit that are rooted in an understanding of the liberal arts; ability to analyze and apply their discipline's theoretical, methodological, ethical and practical foundations; a readiness to embrace their opportunities and obligations as citizens in a complex world: Specifically: Effective Communication; Theological Understanding; Health and Wellness; Creative Thinking; Research Skills; Inquiry and Lifelong Learning; Theory, Method, Ethics and Application of Helping Relationships; Understanding of Lutheran Concept of Vocation; Knowledge of Opportunities and Obligations of a Citizen; Cultural Understanding; Stewardship; Service; and Servant Leadership.

The Graduate Counseling program acknowledges the autonomy of the instructor. Each instructor has the ability to present the University Wide Outcomes (UW) in their own teaching and counseling style to meet the various needs of the students. The UWO are presented in ways to engage student learning and develop critical thinking skills while encouraging the student to develop their own counseling style.

Program/Department Student Learning Outcomes:

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has established standards and procedures in the accreditation process for counselor preparation programs. The Wisconsin Department of Safety and Professional Services, as well as the National Counseling

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Exam, are based on these CACREP standards. The Concordia University Graduate Counseling Program continually works on aligning course content and program standards with the standards that have been established by CACREP but has not participated in the formal accreditation process nor are CACREP accredited.

CACREP 1: a-j; 2: a-f; 3: c, d, f, g, h; 5: a-g

The American Association of Christian Counselors (AACC) has developed a Code of Ethics (2014). The Graduate Counseling programs are mindful of these codes as they relate to the Certificates offered in Christian Counseling. Coursework encompasses the eight core principles: "1) Compassion in Christian Counseling – A Call to Servanthood; 2) Competence in Christian Counseling – A Call to Excellence; 3) Consent in Christian Counseling – A Call to Integrity; 4) Confidentiality in Christian Counseling – A Call to Trustworthiness; 5) Cultural Regard in Christian Counseling – A Call to Dignity; 6) Case Management in Christian Counseling – A Call to Soundness; 7) Collegiality in Christian Counseling – A Call to Relationship; 8) Community Presence in Christian Counseling – A Call to Humility." (AACC Y-2014 Code of Ethics, p. 11).

Course Objectives:

- Express a basic knowledge and terminology of neurophysiology, brain structures, and pharmacokinetics.
- Discuss in writing therapeutic decision making particularly with regard to referral issues and medication treatments.
- Develop a Biblical respect for the creation of the human brain and respect for the various vocations that support the brain's functioning and healing.
- Explore and express the effects of traumatic stress on the brain and the body in different populations and to determine what treatments work for whom.
- Discuss in writing methods that utilize the brain's own natural neuroplasticity to help survivors feel fully alive in the present and move on with their lives.
- Examine the efficacy of different forms of treatment in a Biblical context.
- Express essential basic biological and medical knowledge that a counselor should have to work effectively with addicts.
- Develop a basic guide to assist in helping people recover from the disease of addiction.
- Demonstrate a knowledge of addiction as a spiritual disease in the context of a Bible Study.

Class Schedule:

Week 1: Understanding Psychopharmacology and Clinical Syndromes

- Students will explore an overview of the usage of medication and move into a basic understanding of neurobiology. This week may be a challenge for most, it's important for you to develop an understanding of basic brain structures and what they do. We will move on to an introduction of clinical syndromes related to the brain structures.

Week 2: Medication Usages

- Students will focus on classes of psychopharmaceuticals, including dosage, choice of medication, side effects, and mechanism of action. We will look at the counselor's role in monitoring medication effects and guidelines for educating people and their families about medications.

Week 3: The Effects of Trauma

- This week students will study the current neuroscience related to trauma. Students will study it through the fascinating work of Bessel Van Der Kolk, M.D. Students will build on the neurobiology we learned in the previous two weeks. Also, students will see the prevalence of this tragedy and the likelihood that all counselors will encounter trauma in the people they see.

Week 4: The Pathway to Trauma Recovery

- Students will look at current therapeutic techniques in trauma recovery. They will examine how these therapeutic techniques relate to the brain structures studied. Also, students will visit some

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websites about these current techniques and what is available to pursue expertise in trauma recovery.

Week 5: Trauma Interventions

- This will be a more practical week. Students will examine specific techniques and interventions used for trauma recovery. They will identify those interventions where they feel most comfortable using. These will then be put into a Christian context.

Week 6: Addiction Medicine Part 1

- This week will also build on the previous study of basic brain structures and neurotransmitters as related to addiction. Students will dig deeper into medical treatments for addiction. Also, they will look at addiction as related to other psychiatric disorders. Further, students will begin a basic study into the medical effects of addiction.

Week 7: Addiction Medicine Part 2

- This week students will walk through other medical issues with addiction including Infectious diseases and sleep disturbance. Also, students will look at adolescents and addiction. Finally, they will cover process addictions.

Week 8: Addiction Recovery

- Students will start where 12 Step groups began, the Big Book of Alcoholics Anonymous. Using the Big Book and various websites students will look at recovery. They will discuss and examine what it means to have a spiritual disease in a Biblical context.

Week	Required Content	Assignments
One	<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Preston, O’Neal, & Talaga – pp. 1-169, and Appendix A 	<ul style="list-style-type: none"> • 1.1 Reaction Paper • 1.2 Discussion
Two	<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Preston, O’Neal, & Talaga – pp. 170-338 	<ul style="list-style-type: none"> • 2.1 Discussion • 2.2 Faith and Practice Paper
Three	<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Van Der Kolk – pp. 1-201 	<ul style="list-style-type: none"> • 3.1 Discussion • 3.2 Reaction Paper
Four	<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Van Der Kolk – pp. 201-358 • Look through the following websites: <ul style="list-style-type: none"> ○ www.istss.org ○ www.traumapro.net • Examine some of the video content from the following websites: <ul style="list-style-type: none"> ○ www.emdr.com ○ www.brainspotting.pro ○ www.ptsd.va.gov 	<ul style="list-style-type: none"> • 4.1 Discussion • 4.2 Research Paper
Five	<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Curran – pp. 1-226 	<ul style="list-style-type: none"> • 5.1 Discussion • 5.2 Faith and Practice Paper
Six	<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Solof – pp. 1-159 	<ul style="list-style-type: none"> • 6.1 Discussion • 6.2 Reaction Paper
Seven	<ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ Solof – pp. 160-258 	<ul style="list-style-type: none"> • 7.1 Discussion • 7.2 Research Paper
Eight	<ul style="list-style-type: none"> • Read: 	<ul style="list-style-type: none"> • 8.1 Discussion

	<ul style="list-style-type: none">○ <i>The Big Book of Alcoholics Anonymous</i> read from <i>Doctor's Opinion</i> through <i>A Vision for You</i>• Review the following websites<ul style="list-style-type: none">○ www.aa.org○ www.na.org○ www.gamblersanonymous.org	<ul style="list-style-type: none">• 8.2 Faith and Practice Paper
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CONCORDIA UNIVERSITY

Concordia University is a Lutheran higher education community committed to helping students develop in mind, body and spirit for service to Christ in the church and the world.

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

Concordia University's Graduate Counseling Program prepares its graduates to be ethical servant leaders who value the diversity of God's children and embrace social justice with compassion. Graduates help others to lead purposeful and fulfilling lives in mind, body and spirit.

COUN 565 / 865 Consultation Strategies within the Church

This course is designed to give the church worker skills and insight into the various roles a consultant may play, as well as how to improve consultation within the community and organization. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor.

This course is part of the Christian Counseling certificate program.

Instructor:
Various

Course Meeting Times and Expectations:

COUN 864 is an eight-week collaborative online course. It is the responsibility of the student to adhere to the eight-week time frame by completing assignments in the suggested timeframe. It is also the responsibility of the student to initiate contact with his or her instructor if deadlines will not be met or accommodations need to be made. Students are expected to log into this course at least 3 or 4 times per week to stay on top of assigned content, assignments, and assessments. All student work should be submitted in the online course. Students should plan on spending a minimum of fifteen (15) hours per week on the required readings and learning activities for this course.

Text: Dougherty, A. Michael (2014) Psychological Consultation and Collaboration in School and Community Settings (6th ed.). Belmont, CA: Brooks / Cole. ISBN-13: 978-1285098562

The student should also be able to access:

- ACA ethical guidelines
- ASCA ethical guidelines
- APA writing style guidelines
- AACC ethical guidelines

Teaching Strategies: The Graduate Counseling program acknowledges the autonomy of the instructor. Each instructor has the ability to present the program outcomes in their own teaching and counseling style to meet the various needs of the students. The program outcomes are presented in ways to engage student learning and develop critical thinking skills while encouraging the student to develop their own counseling style.

COURSE EVALUATION AND GRADING:

Assessment:

All papers are designed to reinforce 'critical thinking' skills and allow the student to examine personal beliefs, attitudes and opinions in the light of the information covered in the weekly assigned readings. These papers are to be typed and expected to be handed in at the beginning of the class period. While references are not needed for the reaction papers, be aware of APA style.

Research papers should have at least 3 references (Wikipedia is not appropriate, nor is a reference to Dr. Oz). The specific topics should be pre-approved by the instructor (see dates previously noted). The student will provide relevant handouts to the class and also develop a realistic case study to present to the class. The content you provide in your papers will often be the springboard for class discussion.

The instructor reserves the right to lower a grade (deduct points) from each assignment that is submitted late.

The instructor reserves the right to stop reading a submission after 5 errors (Spelling, grammar, punctuation, sentence structure, etc.).

Assignments:

Week 1	3 assignments	90 points
Week 2	3 assignments	80 points
Week 3	4 assignments	165 points
Week 4	4 assignments	105 points
Week 5	5 assignments	115 points
Week 6	3 assignments	115 points
Week 7	3 assignments	115 points
Week 8	2 assignments	215 points

Discussions 120 points

Total points possible: 1120

Grading Scale: 100- 93% = A; 92-90% = A-; 89-87% = B+; 86-83% = B; 82 – 80% = B-; 79-77% = C+; 76 – 74% = C. Any grade below a 74% is considered failing.

A: This level of performance over the entire class approaches the best that can possibly be expected of a student. A student at this level will have mastered every essential element of the assigned material and is performing at a level well beyond the standards normally expected of the majority of the class.

B: A student at this level meets all of the requirements in a fully acceptable manner. The results achieved consistently meet the standards that are normally expected of the majority of the class.

C: A student at this level is not meeting all of the requirements of the course. Elements of the material are not mastered and require further work before the performance is satisfactory. The results achieved are below the standards that are normally expected of the majority of students.

Papers that are entirely satisfactory in every regard will not necessarily earn a grade of "A". In order to receive an "A" grade, a paper must be excellent in form and content and significantly exceed minimum requirements. Length alone will not be sufficient to merit an "A".

Graduate students must maintain a 3.0 (B) average to remain in the program and to be eligible for a school counseling practicum or professional counseling practicum / internship.

If a student earns a grade of C- or lower in a graduate counseling course, the student will be required to retake the course in order to meet graduation requirements for program completion and licensing. Students may not repeat a course more than once unless there is approval from the Program Director. If a student does not earn a C or higher in a repeated course, and the student's GPA is below a 3.0, the student may be dismissed from the Graduate Counseling Program.

COURSE POLICIES:

- Students are expected to log into the course on the university LMS at least 3 -to- 4 times per week to stay on top of assigned content, assignments, and assessments.
- Students are expected to submit assignments on time weekly. In the event a student is not able to submit an assignment, he or she is expected to contact the instructor prior to the due date of the assignment. Late assignments will not be accepted without prior permission of the instructor. Submission of late assignments may result in a lower assignment grade. Please contact the instructor at any point during the course when you have questions or concerns.
- Written assignments are due by Sunday evening at 11:59 PM (EST). Initial discussion posts are due on Thursday by 11:59 PM (EST) with responses due by Sunday, 11:59 PM (EST). Late discussion posts will not be accepted.
- All communication will occur via the student's Concordia University email account. Students should check this email account daily.

CONCORDIA UNIVERSITY POLICIES:

Disability Policy: In accordance with the American with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. Students with a documented disability who require accommodations in order to obtain equal access to this courses should inform the instructor, and must also contact Disability Support Services:

- > Mequon campus (262) 243-4299 or <https://www.cuw.edu/departments/lrc/index.html>
- > Ann Arbor campus (734) 995-7552 or www.cuaa.edu/arc

Recording Policy: Students may record class sessions when recording is part of an accommodation specified by Disability Support Services. In all other circumstances, the student must obtain the written permission of the course instructor prior to recording a class.

Academic Integrity Policy: Concordia University expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

Cheating: Includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment, b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

Plagiarism: Includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own, b) handing in the same assignment for two different courses without the consent of the instructors.

There are two different types of plagiarism and there is a document in the COUN Graduate Counseling Corner regarding "Helpful Hints about Plagiarism" which outlines the two types to be aware of. Plagiarism, including what is known as Self-plagiarism, is not tolerated. Self-plagiarism can take many forms such as using your paper for your discussion post or vice versa as well as using words from a previously submitted assignment / paper in two separate courses or even the same course. When self-plagiarism, or any form of plagiarism, is committed a clear understanding of what you are learning is not shown. This is a huge ethical concern especially given the high ethical standards one must uphold in the counseling field or within the helping profession.

Fabrication: The forgery, alteration or misuse of any University academic document, record, or academic functions.

Academic Misconduct: Intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Sanctions: Faculty members who find evidence of academic dishonesty have sole discretion to determine the penalty, using their professional judgment. This can include a failing grade in the course, or removal of the student from the course. Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once; these sanctions may include suspension or expulsion from the university.

Title IX Policy: Concordia University is committed to fostering a safe, productive learning environment. University policy and federal law (TITLE IX) prohibit discrimination on the basis of sex, which includes, but is not limited to: Harassment, domestic and dating violence, sexual assault, and stalking. Sexual misconduct of any type is not permitted by the university. Please see the following link for more information about CU's policies and procedures concerning sexual misconduct: <https://www.cuw.edu/academics/compliance/consumer-info/index.html>

We understand that sexual violence can undermine a student's academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience. Please note that reports made to faculty or staff must be conveyed to a Title IX Coordinator. The University has identified those who can serve as confidential individuals.

Relationship to the Curriculum: This is an elective course within the Christian Counseling Certificate program.

Connections to the Concordia University Mission and Global Ends: University graduates are well developed in mind, body and spirit, fulfill their vocations and serve Christ in the Church and in the world. Our graduate: integrate evidence-based counseling theories, techniques and interventions into professional practice; adhere to professional and ethical standards; actively engage in self-reflection and lifelong learning; serve clients according to their unique diverse needs; and help clients to lead purposeful and fulfilling lives in mind, body and spirit.

Global Ends: Our graduates demonstrate proficiency in:

- GE1: Christian Faith
- GE2: Service and Global Citizenship
- GE2: Integrated Disciplinary Knowledge
- GE3: Critical Thinking and Creative Problem Solving
- GE4: Communicative Fluency
- GE5: Analytical Fluency

Through meeting our Graduate Counseling Program Outcomes:

- PO1: Integrate evidence-based counseling theories, techniques and interventions into professional practice
- PO2: Adhere to professional and ethical standards

- PO3: Actively engage in self-reflection and lifelong learning
- PO4: Serve clients according to their unique diverse needs
- PO5: Help clients to lead purposeful and fulfilling lives in mind, body and spirit.

The Graduate Counseling program acknowledges the autonomy of the instructor. Each instructor has the ability to present the program outcomes in their own teaching and counseling style to meet the various needs of the students. The program outcomes are presented in ways to engage student learning and develop critical thinking skills while encouraging the student to develop their own counseling style.

Graduate Counseling Student Learning Outcomes:

Council for Accreditation of Counseling and Related Educational Programs (CACREP) has established standards and procedures in the accreditation process for counselor preparation programs. The Wisconsin Department of Regulation and Licensing, as well as the National Counseling Exam, are based on these CACREP standards. The Concordia University Wisconsin Graduate Counseling Program continually works on aligning course content and program standards with the standards that have been established by CACREP, but has not participated in the formal accreditation process.

This course specifically addresses: CACREP 1 b, c; 2 d, h; 3 f – l; 4 d, f – l; 5 c – e, j – m; 6 e – g; 8 a - j

PI 34 – The Wisconsin Department of Public Instruction has established performance standards in the initial licensing and license renewal process for teachers, pupil service workers (counselors) and administrators. Concordia University Wisconsin has embedded the pupil service performance standards within the coursework and graduation requirements of the Graduate Counseling Program and has established multiple measures to assess student demonstrated knowledge, skills and dispositions related to these performance standards.

This course specifically addresses: PI 34.04 (5, 6, 7)

The American Association of Christian Counselors (AACC) has developed a Code of Ethics (2014). The Graduate Counseling program is mindful of this code as they relate to the Certificate in Christian Counseling. Coursework encompasses the eight core principles: "1) Compassion in Christian Counseling – A Call to Servanthood; 2) Competence in Christian Counseling – A Call to Excellence; 3) Consent in Christian Counseling – A Call to Integrity; 4) Confidentiality in Christian Counseling – A Call to Trustworthiness; 5) Cultural Regard in Christian Counseling – A Call to Dignity; 6) Case Management in Christian Counseling – A Call to Soundness; 7) Collegiality in Christian Counseling – A Call to Relationship; 8) Community Presence in Christian Counseling – A Call to Humanity" (AACC Y - 2014 Code of Ethics, p. 11)

Course Objective:

Understand the importance of consultation and collaboration

Course Outline:

Some of the assignments may be slightly revised from the syllabus in the online version of the course. See assignment directions in the weekly content folders on the university LMS.

Week 1 Introduction to Consultation and the Mental Health Model

This week students will focus on the meaning and history of consultation, as well as understanding the principles involved with consultation. Differences between consultation and other professional helping roles are explored. Collaboration is explored as another important part of being a counselor. The mental health approach is discussed as a foundational model of psychological consultation.

Weekly Objective: Understand the importance of consultation

Readings:

Chapters 1 & 9

Assignments:

1. Consultations Journal Reflection: Share the insights about consultation you have gained during each week of the course. Each reflection should be 1-2 paragraphs. Begin by thinking of where you have seen consultations – either in your work or your personal life. Use the definition of consultation where one person (the consultant) helped another person (the consultee) solve a problem with an area of their work or personal life. Choose one such situation to describe in your journal. (Look for consultee problems that relate to helping other people as much as possible.) Then, write a paragraph describing the situation, including who the consultee was and what kind of person they sought as a consultant for help. (15 points)
2. Submit a one page paper in which you respond to one of the questions for reflection at the end of chapter 1. Be sure to identify to which question you are responding. (25 points)
3. Submit a one page paper in which you discuss what in the history of consultation has influenced what consultation has become. (25 points).
4. Watch demonstration of a consultation session: https://youtu.be/dP4Tbn_ZhNc
 - a. Submit a one page paper in which you share your reaction to this demonstration. You may want to address who the session was similar / dissimilar to a counseling session, how the demonstration did / did not fit the definition of consultation, and/or which of the four types of consultation in the mental health approach the consultant seemed to use. (25 points)

Discussion: Share with the class what you learned this week

Week 2 Major Models of Consultation

This week we examine more of the major theoretical approaches to consultation, including the strengths and weakness of each approach. You will evaluate the approaches based on your own counseling background and develop your own theoretical approach to consultation.

Weekly Objective: Gain exposure to various methods of consultation.

Readings:

Chapters 10 and 11, pp. 277-278

Readings on Adlerian model connection.ebscohost.com/.../9403210371/adlerian-consultation-model

Adlerian Consultation PowerPoint

Assignments:

1. Consultation Journal: continue watching for examples of consultation. Describe the situation you have observed in 1-2 paragraphs. (15 points)
2. Submit a 2-3 page paper describing the main focus of each of the three models of consultation (mental health, behavioral, organizational) and briefly summarize the main concepts of each. In addition, address which model appeals to you the most as a basis for your practice of

- consultation and why? (50 points)
3. Respond to the story (found below) as if you were the consultant in this situation. Describe in a two-three page paper how you would use some of the techniques from your preferred model (or combination of models) as a consultant. (50 points)

The Situation: You are a private practice therapist who has been asked by a family to help with their six year old son who is in the first grade at a neighborhood public school. Michael is very reluctant to go to school. It is now October and the parents have struggled each day to get their son to go to school. Once he is there he cries and says he wants to go home. On a couple of occasions he has run out of school and started on the way home before the staff could catch him. He spends a good part of the school day in the health room or office because he refuses to stay in his classroom, and the parents have been called to take him home three times because he was so upset. When the school counselor and principal talk to him, he only says he misses his parents and wants to be with them.

Background : The parents are both employed at local factories as office and production workers. They say their child had a hard time getting used to kindergarten, but eventually accepted it. They have no idea why he has such a tough time this school year. The mother's father passed away during the previous summer. They need to solve this problem quickly because the calls from school are affecting their work.

4. Consultation role-playing: (For face-to-face sessions) students demonstrate appropriate consultant behavior in a simulated professional setting. This could be their current work setting or a setting related to their possible future work. We will do some inter-personal skill-building activities in class to prepare for these role plays. (50 points)

Discussion:

What did you learn from the role-playing exercise?
Share your thoughts about Michael's situation.
Share your thoughts about the models on consultation.

Week 3 Stages in the Consultation Process

We look at a broad set of stages that occur in the consultation process and consider the important objectives to be accomplished in each stage. Critical issues for successful consultation are considered for each stage.

Weekly Objective: Understand the processes and stages of consultation

Readings:

Chapters 3, 4, 5, 6, pp. 133-136, & pp. 146-153

Assignments:

1. Consultation Journal: continue watching for examples of consultation. Describe the situation you have observed in 1-2 paragraphs. (15 points)
2. Four Stages of Consultation: Submit a 2-3 page paper describing the major tasks that need to be accomplished by a consultant in each of the four stages. Do your best to apply these tasks to your current or future role as a counselor. (50 points)
3. Research paper: Submit the topic for your research project (Due the last week of class). You choose your own topic, but your topic should be helpful to your individual growth as a consultant. Whether you choose to base your paper on your own experience as a consultant, or

researching an area of consultation of interest to you, you should have at least three references for your work (other than the textbook). One of the resources may be an interview with someone, but at least two of your references must be from a current professional journal or book. (15 points)

Possible topics:

- Observations of the use of consultation in a particular setting
- Special issues or techniques for a particular model of consultation
- Observations from your experience as a consultee & how it would influence your work as a consultant
- Report from shadowing and/or discussing consultation with a current practitioner
- Researching the use of consultation in an area of interest to you

Discussion:

Share your topic with others in the class for their insights / suggestions / comments. Share your major tasks at each stage with others in the class.

Week 4 Roles and Skills of the Consultant

This week the various roles of the consultant (educator, expert, facilitator, etc.) are discussed. Important consultant interpersonal and problem-solving skills are examined.

Weekly Objective: Learn appropriate skills for efficient and effective consultation
Develop an awareness of challenges inherent in the consultation process

Readings:

Chapter 2
Cultural Competency PowerPoint

Assignments:

1. Consultation Journal: continue watching for examples of consultation. Describe the situation you have observed in 1-2 paragraphs. (15 points)
2. Submit a 2-3 page paper describing how you perceive yourself in the various roles you may need to fill as a consultant. Explain what skills you will need to gain or reinforce as you move into a consultant's role. (50 points)
3. Submit three references you will be using for your research paper (15 points)
4. Respond to the following scenario. You may use bullet points to outline a suggested program for use at the hospital and how you might work with the head of nursing (25 points)

Situation: You work as a staff member in the human resources department of an urban hospital. Your supervisor has told you to consult with the head of nursing the hospital regarding conflicts within her department that have led to recent resignations of several nurses and a shortage of nurses in the hospital. Your task is to help the nursing supervisor improve morale among the nurses and deal with infighting regarding the responsibilities of nurses within different areas of the hospital.

Background: The head of nursing has a 35 year long career as a nurse and nursing supervisor, and she has worked at the hospital for 20 years. She is widely regarded as an expert on nursing but lacks some skills in dealing with administrative supervision of personnel. She refused to seek help with her employee issues until she was directed to by the hospital CEO.

Discussion:

Share your thoughts about the various roles you may fill as a consultant.
Share how you responded to the hospital scenario.

Week 5: Different Applications of Consultation

We examine the use of consultation with different groups of people, such as congregation members. We consider how different settings and consultees require different approaches by the consultant.

Weekly objective: Appreciate and demonstrate interpersonal sensitivity when working with different groups.

Readings:

Chapter 12 (13 is optional)
Working with Consultants PowerPoint

Assignments:

1. Consultation Journal: continue watching for examples of consultation. Describe the situation you have observed in 1-2 paragraphs. (15 points)
2. Submit a 2-3 page paper addressing the following questions: (50 points)
 - a. Using the ideas in the text (and other research), what could you do to help make the consulting process more successful for a consultee who is resistant or uncomfortable with consultation?
 - b. Describe some ideas from the text (and other research) that could help make teacher and parent consultation more effective.
 - c. What might you do as a professional counselor to make connections with in the community, including those who may be working with the church and/or school.
3. After watching the "Consulting with Teachers" video, share a 2-3 page reaction paper to the consulting styles of Jon Carlson vs. William Glasser. Consider which one you found more effective and why. You might also comment on the consulting approach they seemed to be using. Do you think one style would become more predominant with your personal style and why? (50 points)

Discussion:

What was your reaction to the video?
Share your ideas from your paper.

Week 6 Use of Data in Consultation

This week we look at the rationale for using data in consultation and the various kinds of data that may be collected. We look at various methods of collecting data and the use of data to improve consultation outcomes.

Weekly Objective: Understand the importance of data and its use in consultation

Readings:

pp. 136 – 145 and review pp. 87-96 Data Use in Consultation PowerPoint

Assignments:

1. Consultation Journal: continue watching for examples of consultation. Describe the situation you have observed in 1-2 paragraphs. (15 points)
2. In a 2-3 page paper, describe some kinds of data (questionnaire, observation, testing, etc.) that you think would be needed for the consultation setting in which you would like to practice in the future. Be sure to explain why this particular data is useful. Also describe summative evaluations you feel would be most helpful in evaluating the success of the consultations. (50 points)
3. Submit a 2-3 page paper entitled "My roles in counseling as consultant and collaborator". In this paper, you should detail your basic personal and/or theoretical related positions as a consultant and/or collaborator, and what models you are most likely to employ as a consultant and collaborator. (50 points)

Discussion:

- Share with the class what how you would use data in your practice.
- Share with the class how you view your personal role as a consultant and collaborator.

Week 7 Ethical and Legal Considerations in Consultation

We take a look at the special ethical and legal challenges in consultation and consider principles to guide the work of a consultant, including use of ethical codes from counseling organizations. Guidelines for avoiding ethical and legal problems are discussed.

Weekly Objective: Appreciate and demonstrate ethical considerations inherent in

consultation Readings:

Chapter 14
Legal and Ethical Issues PowerPoint

Assignments:

1. Consultation Journal: continue watching for examples of consultation. Describe the situation you have observed in 1-2 paragraphs. (15 points)
2. Submit a 2-3 page paper describing ethical or legal concern that could come up as a consultant and how you might avoid those possible concerns. (50 points)
3. Respond, in a 2-3 page paper, to the following: (50 points)

Background: The story concerns consulting in a military setting, which is based on the real experience of a therapist. Discuss the ethical concerns provide a couple of steps the consultant could use as a guideline to avoid an ethical misstep.

Consulting with the Military: Suppose you have taken a short-term assignment to consult with military families concerning family issues they are having related to repeated deployments of one of the spouses overseas. After you have been on the assignment two weeks, a colonel calls you into his office and says he is concerned about the emotional ability of one of his lower-ranking officers to return to overseas duty. He has seen you talking to the officer in the dining area and wonders if you have any thoughts about the emotional state of this officer.

Additional background: This is your first assignment working with the military and thus far it has gone well. You met this colonel when you first started the assignment and he struck you as as pretty

demanding person who didn't tolerate a lack of cooperation well. The officer he's asking about does indeed have family problems which have put a great deal of stress on him.

Discussion:

Share some ethical / legal concerns you may have in working as a consultant

Week 8 Review and Application of Consultation Knowledge

You are asked to explain the key concepts of consultation learned in this course through an exam and apply your knowledge in the construction of a hypothetical consultation case in which you are the consultant.

Weekly Objective: Demonstrate appropriate consultation skills as well as multicultural and interpersonal sensitivity.

Readings:

None

Assignments:

1. Consultation Journal: continue watching for examples of consultation. Describe the situation you have observed in 1-2 paragraphs. (15 points)
2. Submit research paper (100 points)
3. Hypothetical consultation: Each student submits a written paper describing a consultation including all the needed stages. (50 points)

Discussion:

Share a summary of your research paper with the class.

About the Assignments

Instructor Discussion/Question - Each week the instructor will give students enrolled in COUN 864 some information related to the assignments that will be due during the week or a subsequent week. The instructor will also post a Bible verse or thoughts for students to consider during the week. In addition, this discussion page may be used by students to post course related questions, information or make a prayer request. Information posted in this section will not be a part of graded assignments.

Checking for Understanding-A Part of Weekly Written Assignment Grades

These assignments contain open-ended questions, where you will be expected to demonstrate your understanding of key concepts, terms, and theories, through 2-3 paragraph written responses for each question.

Consultation Journal- A Part of Weekly Written Assignment Grades

You will keep track of where you observe consulting at your work or in your personal life. You could fill the role of the consultant or consultee for this activity, or you may document times when you have observed others participating in a consultation. Please document all observations by creating a diary- style entry. A few sentences or a paragraph should suffice for each entry.

Reflections -A Part of Weekly Written Assignments

You will be asked to complete two reflections in this course. In your reflections, you will summarize key concepts, and your written work should be 2-3 pages in length for each.

Discussion: Story from the Field -A Part of Discussion Grades

For these activities, you will be provided with a short story from the field. Then, you will work with your classmates to discuss the questions for each story in the discussion board tool. Each story will provide an example of a time where a consultation may be needed. You and your classmates will attempt to describe the way that the consultant may help resolve the problems in the given situation.

Research Paper -A Part of Research Project Grades

You will be asked to write one research paper during this course. You will have approximately five weeks to work on this paper. You will choose your own topic for the research paper, but topics should be helpful to your individual growth as a consultant. Whether you choose to base your paper on your own experience as a consultant, or researching an area of consultation of interest to you, you should have at least three references for your work (other than the course textbook). One of your references may be an interview with someone, but at least two of your references must be from another professional journal or book.

Papers should be five-six pages in length, and follow APA guidelines. Be sure to use all of your references in your paper. Keep these three criterion in mind:

Write clearly and concisely. In this paper I am looking for a ten page paper written in 5 pages.

Creativity matters. Keep my interest.

Integrate faith and theology into this paper. Feel free to reference the Bible and your faith walk as it informs and influences your consultation.

Consultation Strategies Culminating Essay-A Part of Culminating Assignment and Exam Grades- The essay will be an opportunity for you to pull together the concepts from this course into the construction of a hypothetical consultation that would take several sessions.

The consultation should include the following parts:

A description of the setting where it takes place and the positions that the consultant and consultee hold

An explanation of the presenting concern of the consultee, followed by a description of how the problem is assessed, diagnosed, and what goals are established

A discussion of possible interventions, and decision on an intervention plan

An explanation of how the consultant supports the intervention plan, and how the success of the plan is evaluated

A description of the resolution of the consultee's problem, final evaluation of the consultation, and ending of the consultation

This essay should be 2-3 pages in length.

Jmh 9/18

Concordia University

Concordia University is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and in the world.

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

Concordia University's Graduate Counseling Program prepares its graduates to be ethical servant leaders who value the diversity of God's children and embrace social justice with compassion. Graduates help others to lead purposeful and fulfilling lives in mind, body and spirit.

COUN 577 /877 Models and Methods of Christian Family Counseling

This course will offer the student opportunities to explore various aspects of family development and family dynamics. The role of the church worker with traditional and nontraditional families will be discussed, as well as current research in the church regarding the dynamics of a family. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor.

This is a course within the Christian Counseling Certificate program.

Instructor:
various

Course Location:
COUN 877 is a collaborative online course.

Credit Hours: 3

Course Meeting Times and Expectations:

COUN 877 is an eight-week collaborative online course. It is the responsibility of the student to adhere to the eight-week time frame by completing assignments in the suggested timeframe. It is also the responsibility of the student to initiate contact with his or her instructor if deadlines will not be met or accommodations need to be made. Students are expected to log into this course at least 3 or 4 times per week to stay on top of assigned content, assignments, and assessments. All student work should be submitted in the online course. Students should plan on spending a minimum of fifteen (15) hours per week on the required readings and learning activities for this course.

Course Prerequisites: Preferred: COUN 543/843; COUN 584/884

Textbook: Gladding, S (2015). Family Therapy: History, Theory, and Practice (6th ed.). Boston, MA: Pearson. ISBN-13: 978-0133488906

Teaching Strategies: The Graduate Counseling program acknowledges the autonomy of the instructor. Each instructor has the ability to present the program outcomes in their own teaching and counseling style to meet the various needs of the students. The program outcomes are presented in ways to engage student learning and develop critical thinking skills while encouraging the student to develop their own counseling style.

COURSE EVALUATION AND GRADING:

Assessment:

All papers are designed to reinforce 'critical thinking' skills and allow the student to examine personal beliefs, attitudes and opinions in the light of the information covered in the weekly assigned readings. These papers are to be typed and expected to be handed in at the beginning of the class period. While references are not needed for the reaction papers, be aware of APA style.

Research papers should have at least 3 references (Wikipedia is not appropriate, nor is a reference to Dr. Oz). The student will provide relevant handouts to the class and also develop a realistic case study to present to the class. The content you provide in your papers will often be the springboard for class discussion.

The instructor reserves the right to lower a grade (deduct points) from each assignment that is submitted late.

The instructor reserves the right to stop reading a submission after 5 errors (Spelling, grammar, punctuation, sentence structure, etc.).

Assignments:

Week 1	2 assignments	100 points
Week 2	2 assignments	100 points
Week 3	1 assignment	100 points
Week 4	2 assignments	100 points
Week 5	2 assignments	100 points
Week 6	2 assignments	100 points
Week 7	2 assignments	50 points
Week 8	2 assignments	50 points

Each discussion – 25 points (10 total discussions)

Total points possible: 1050

Grading Scale: 100- 93% = A; 92-90% = A-; 89-87% = B+; 86–83% = B; 82 – 80% = B-; 79-77% = C+; 76 – 74% = C.
Any grade below a 70% is considered failing.

A: This level of performance over the entire class approaches the best that can possibly be expected of a student. A student at this level will have mastered every essential element of the assigned material and is performing at a level well beyond the standards normally expected of the majority of the class.

B: A student at this level meets all of the requirements in a fully acceptable manner. The results achieved consistently meet the standards that are normally expected of the majority of the class.

C: A student at this level is not meeting all of the requirements of the course. Elements of the material are not mastered and require further work before the performance is satisfactory. The results achieved are below the standards that are normally expected of the majority of students.

Papers that are entirely satisfactory in every regard will not necessarily earn a grade of "A". In order to receive an "A" grade, a paper must be excellent in form and content and significantly exceed minimum requirements. Length alone will not be sufficient to merit an "A".

Graduate students must maintain a 3.0 (B) average to remain in the program and to be eligible for a school counseling practicum or professional counseling practicum / internship.

If a student earns a grade of C- or lower in a graduate counseling course, the student will be required to retake the course in order to meet graduation requirements for program completion and licensing. Students may not repeat a course more than once unless there is approval from the Program Director. If a student does not earn a C or higher in a repeated course, and the student's GPA is below a 3.0, the student may be dismissed from the Graduate Counseling Program.

COURSE POLICIES:

Attendance Policy:

- Students are expected to log into the course on the university LMS at least 3 -to- 4 times per week to stay on top of assigned content, assignments, and assessments.
- Students are expected to submit assignments on time weekly. In the event a student is not able to submit an assignment, he or she is expected to contact the instructor prior to the due date of the assignment. Late assignments will not be accepted without prior permission of the instructor. Submission of late assignments may result in a lower assignment grade. Please contact the instructor at any point during the course when you have questions or concerns.
- Written assignments are due by Sunday evening at 11:59 PM (EST). Initial discussion posts are due on Thursday by 11:59 PM (EST) with responses due by Sunday, 11:59 PM (EST). Late discussion posts will not be accepted.
- All communication will occur via the student's Concordia University email account. Students should check this email account daily.

CONCORDIA UNIVERSITY POLICIES:

Disability Policy: In accordance with the American with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. Students with a documented disability who require accommodations in order to obtain equal access to this courses should inform the instructor, and must also contact Disability Support Services:

- Mequon campus: (262) 243-4299 or <https://www.cuw.edu/Departments/lrc/index.html>
- Ann Arbor campus: (734) 995-7552 or www.cuaa.edu/arc

Recording Policy: Students may record class sessions when recording is part of an accommodation specified by Disability Support Services. In all other circumstances, the student must obtain the written permission of the course instructor prior to recording a class.

Academic Integrity Policy: Concordia University expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

Cheating: Includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment, b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

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- PO5: Help clients to lead purposeful and fulfilling lives in mind, body and spirit.

Graduate Counseling Student Learning Outcomes:

Council for Accreditation of Counseling and Related Educational Programs (CACREP) has established standards and procedures in the accreditation process for counselor preparation programs. The Wisconsin Department of Regulation and Licensing, as well as the National Counseling Exam, are based on these CACREP standards. The Concordia University Wisconsin Graduate Counseling Program continually works on aligning course content and program standards with the standards that have been established by CACREP, but has not participated in the formal accreditation process.

This course specifically addresses: CACREP 1 i; 2 a-h; 31, d, e, f, l; 4 b; 5 a-n; 6 a-g; 7 b, c d, e, j; 8a

PI 34 – The Wisconsin Department of Public Instruction has established performance standards in the initial licensing and license renewal process for teachers, pupil service workers (counselors) and administrators. Concordia University Wisconsin has embedded the pupil service performance standards within the coursework and graduation requirements of the Graduate Counseling Program and has established multiple measures to assess student demonstrated knowledge, skills and dispositions related to these performance standards.

This course specifically addresses: PI 34.04 (2, 3, 6, 7)

The American Association of Christian Counselors (AACC) has developed a Code of Ethics (2014). The Graduate Counseling program is mindful of this code as they relate to the Certificate in Christian Counseling. Coursework encompasses the eight core principles: “1) Compassion in Christian Counseling – A Call to Servanthood; 2) Competence in Christian Counseling – A Call to Excellence; 3) Consent in Christian Counseling – A Call to Integrity; 4) Confidentiality in Christian Counseling – A Call to Trustworthiness; 5) Cultural Regard in Christian Counseling – A Call to Dignity; 6) Case Management in Christian Counseling – A Call to Soundness; 7) Collegiality in Christian Counseling – A Call to Relationship; 8) Community Presence in Christian Counseling – A Call to Humanity” (AACC Y - 2014 Code of Ethics, p. 11)

COURSE OBJECTIVES:

As a result of this course, the successful student will:

- Become familiar with terminology utilized in family counseling
- Develop an understanding of the various models of family counseling
- Develop attitudes to successfully work with traditional and non-traditional families
- Recognize the boundaries of practice for the professional and school counselor
- Understand the role of church worker in working with families
- Apply Scripture when working with families

COURSE OUTLINE:

WEEK 1 The History of Family Counseling and Understanding the Context of Family Therapy

This unit introduces the student to the history of family counseling within the field of mental health counseling. In addition, basic information about family development, life cycles of families and basic theory of family work is introduced.

Readings: Chapters 1, 2

Assignment: Think about how you might be working with families in your future role as a counselor, in the context of a Church Worker. Given what you have just read in these chapters, what are your initial thoughts about how you might approach this work? Submit a proposal (power point, brochure, bullet points, written paper, etc.) of how you may be working with families. (50 points)

Assignment: Respond to the "Family Reflection: 1 (50 points)

Discussion: Share what you discovered about yourself and your family with the class. You may also want to share how you perceive your future practice (remember you are not going to be licensed as a Marriage and Family Therapist, you are a church worker).

WEEK 2 Understanding Family Dynamics

The student is introduced to various types of families and how families may function. The student continues to explore how they may address working with various family dynamics. The student is also challenged to anticipate how they may view strengths, challenges and approaches in working with various family concerns.

Readings: Chapters 3, 4

Assignment: Each of the chapters addresses different dynamics that make up a family. Submit a 1-2 page summary paper for each chapter in which you:

- 1) address any biases / preconceived notions that may have changed after reading the chapter (why and how)
- 2) any approaches you may take in finding out more about the family with whom you are working (you may want to pay particular attention to the various tables in the book), and
- 3) how your current counseling theory may work with the family issues
- 4) are there any Scripture that you might utilize in working with some of these issues.

2 papers, 50 points each, 100 points total

Discussion: Share what you have learned with the class, what did you learn about yourself, do you view your family of origin any differently?

WEEK 3 Cultural Diversity and Special Issues in Working with Families

The cultural identify of a family member, and the influence of culture may impact how a family functions. This unit looks at dynamics which may be factors in how a counselor works with a family. Special issues which the church worker may encounter are addressed. Issues such as Alcohol and Other Drug Abuse (AODA), poverty, neglect, violence, as well as appropriate community agencies with whom with the church worker may collaborate, are discussed.

Readings: Chapters 5, 15, 16

Assignment: Submit a 2-3 page paper in which you honestly discuss which issues addressed in the chapters you read may cause you concern as a church worker when working with others. How will you personally work through the concerns you may have and work objectively with the client? What might you do to be more open to these issues, or with whom would you collaborate? Be as honest and specific as possible. (50 points) You may want to use the reflections (pages 116, 125, 129, 133, 365, 367, 368, 372, 379, 381) as talking points.

Discussion: Share your concerns with the class, as well as how you might work through those concerns

Assignment: Submit a 2-3 page paper in which you outline, as specifically as possible, how you might utilize research to: 1) inform yourself, and 2) collect information about your client and their progress? (50 points)

Discussion: Share your collected information with the class.

WEEK 4 Ethical, Legal and Professional Issues / Research and Assessment

The American Counseling Association and the American Association of Christian Counselors ethical codes for the counselor, as well as underpinning legal considerations in the area of family counseling are discussed. How a church worker / counselor may assess families, both formally and informally, is addressed as well as research related to best practice in working with families.

Readings: Chapters 6, 7

Assignment: Keeping in mind you are not being trained to be a Family Therapist, rather a counselor /church worker who may work with families in the community or church setting. How do the ethical considerations and codes delineated in chapter 6 align with ACA or AACC guidelines? (50 points)

Discussion: Are there any ethical considerations that you had not thought about previously that pertain specifically to working with families? Any ethical concerns that you may be concerned about?

Assignment: Comment upon Family Reflection on page 180, include how you might structure the sessions for a family with whom you may work in the future. This could be a paper, power point, poster, brochure, etc.. Be sure to verify with your instructor what you plan to do. (50 points)

Discussion: What concerns do you have as you anticipate working with a family?

WEEK 5 Therapeutic Approaches – Part I

Specific techniques for marriage/couples enrichment and marriage/couples therapy are introduced as well as various theoretical approaches in working with families. Students will explore their own family of origin by learning how to use a specific technique.

Readings: Chapters 8, 9

Assignment: Delineate which theoretical approach you might take when working with a couple or someone in a relationship. Be as specific as possible about why you would choose this approach, and base your decision on when/ in what context you may be working with a couple or someone in a relationship. (50 points)

Assignment: Submit a 2-3 page paper (Chapter 9) that shows a genogram for your family. Discuss any patterns you may see, as well as anything new you may have learned. (50 points)

Discussion: Share what you learned with the class, you do not need to share specifics about your family. Keep in mind confidentiality agreements when discussing your own family.

WEEK 6 Therapeutic Approaches – Part I

This unit continues the discussion of various theoretical approaches while working with families. The unit discusses the theory, as well as specific treatment techniques within those theories, and the role of the counselor / church worker.

Readings: Chapters 10, 11

Assignment: Submit a 2-3 page paper (Chapter 10) explaining which theory, or aspects of theories you like, which techniques you may use as well as, when and why you would use the theory and technique. (50 points)

Assignment: Choose 5 techniques (Chapter 11), explain the techniques in your own terms, and how you would use them in working with families. This can be done with a paper, power point, brochure, poster, etc.. Be sure to verify with your instructor what you plan to do. (50 points)

Discussion: Share your approach and rationale for the approach/techniques you will use in the future.

WEEK 7 Therapeutic Approaches – Part III

This unit is a continuation of the previous unit. Additional theories, as well as specific treatment techniques within those theories, and the role of the counselor are discussed.

Readings: Chapters 12, 13

Assignment: Choose 5 techniques (Chapter 12), explain the techniques in your own terms, and how you would use them in working with families. This can be done with a paper, power point, brochure, poster, etc.. Be sure to verify with your instructor what you plan to do. (50 points)

Assignment: Which basic theory (Chapter 13) most aligns with your current theory of counseling? Explain why and how you might integrate that theory into your future practice. (This can be done with a paper, power point, brochure, poster, etc.. Be sure to verify with your instructor what you plan to do). (50 points)

Discussion: Share your thoughts with the class, be sure to focus on why you would choose a specific theory and / or technique and share the context (school or professional) in which you would use these techniques.

WEEK 8 Therapeutic Approaches – Part IV

This unit continues exploring various therapeutic approaches that can be used in marriage or couples counseling. The role of the counselor / church worker, as well as specific theory and corresponding techniques, are explored.

Readings: Chapter 14

Assignment: Which aspects of the theories presented in Chapter 14 do you think you may integrate into your future work? Remember to explain how and why. (50 points)

Discussion: Which aspects of the theories presented in chapters 13 and 14 did you appreciate and hope to use in the future?

Discussion: At the end of this course, what do you think may be some challenges you may face moving forward?

How has your family of origin impacted you and your future interactions with clients?

Final Project: Submit a professional / personal disclosure statement to be used in your future work which delineates your role as a church worker / counselor who works with families versus a marriage and family therapist. Be sure to include any specific state guidelines in this statement / brochure. You may want to use page 178 in your text as a model.

Jmh 9/18

CONCORDIA UNIVERSITY

Concordia University is a Lutheran higher education community committed to helping students develop in mind, body and spirit for service to Christ in the church and the world.

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

Concordia University's Graduate Counseling Program prepares its graduates to be ethical servant leaders who value the diversity of God's children and embrace social justice with compassion. Graduates help others to lead purposeful and fulfilling lives in mind, body and spirit.

COUN 578/878 Christian Trauma Counseling

This course affords the student the opportunity to explore how the church worker can best minister to those who have survived a traumatic experience. Topics include self-care for the church worker, post-traumatic stress disorder, trauma in children and families, and the power of forgiveness. This class will be taught by an ordained or commissioned minister of religions who is a licensed mental health counselor.

Instructor:

Various

Credit Hours: 3

Course Meeting Time and Expectations:

COUN 878 is an eight-week collaborative online course. It is the responsibility of the student to adhere to the eight-week time frame by completing assignments in the suggested timeframe. It is also the responsibility of the student to initiate contact with his or her instructor if deadlines will not be met or accommodations need to be made. Students are expected to log into this course at least 3 or 4 times per week to stay on top of assigned content, assignments and assessments. All student work should be submitted in the online course. Students should plan on spending a minimum of fifteen (15) hours per week on the required readings and learning activities for this course.

Course Prerequisites: COUN 593/893; and/or COUN 594/894

Required Resources:

Textbooks: Briere, J., & Scott, C. (2015). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*. (2nd ed.). – revised and expanded) Thousand Oaks, CA: Sage. ISBN-13: 978-1483351247

Curran, Linda (2013). *101 trauma-informed interventions: Activities, exercises and assignments to move the client and therapy forward*. Eau Claire, WI : PESI, Inc. ISBN: 978-1-93612-842-6

Van Der Kolk, Bessel (2014). *The body keeps score: Brain, mind, and body in the healing of trauma*. New York, NY: Penguin Books. ISBN-13: 978-0670785933

The student should also be able to access:

- ACA ethical guidelines
- ASCA ethical guidelines
- AACC ethical guidelines
- APA writing style guidelines

DSM - current edition

Teaching Strategies: The Graduate Counseling program acknowledges the autonomy of the instructor. Each instructor has the ability to present the program outcomes in their own teaching and counseling style to meet the various needs of the students. The program outcomes are presented in ways to engage student learning and develop critical thinking skills while encouraging the student to develop their own counseling style.

Course Evaluation and Grading:

Assessment:

All papers are designed to reinforce 'critical thinking' skills and allow the student to examine personal beliefs, attitudes and opinions in the light of the information covered in the weekly assigned readings. These papers are to be typed and expected to be handed in at the beginning of the class period. While references are not needed for the reaction papers, be aware of APA style.

Research papers should have at least 3 references (Wikipedia is not appropriate, nor is a reference to Dr. Oz). The specific topics should be pre-approved by the instructor (see dates previously noted). The student will provide relevant handouts to the class and also develop a realistic case study to present to the class. The content you provide in your papers will often be the springboard for class discussion.

Students are expected to submit assignments on time weekly. In the event a student is not able to submit an assignment, he or she is expected to contact the instructor prior to the due date of the assignment. Late assignments will not be accepted without prior permission of the instructor. Submission of late assignments may result in a lower assignment grade. Please contact the instructor at any point during the course when you have questions or concerns.

The instructor reserves the right to lower a grade (deduct points) from each assignment that is submitted late.

The instructor reserves the right to stop reading a submission after 5 errors (Spelling, grammar, punctuation, sentence structure, etc.).

Assignments:

Week 1	1 assignments	100 points
Week 2	1 assignment	100 points
Week 3	1 assignment	100 points
Week 4	1 assignment	100 points
Week 5	1 assignment	100 points
Week 6	1 assignments	100 points
Week 7	1 assignment	100 points
Week 8	1 assignment	100 points

Participation in discussions 160 points

Total points possible: 960

Grading Scale: 100- 93% = A; 92-90% = A-; 89-87% = B+; 86-83% = B; 82 - 80% = B-; 79-77% = C+; 76 - 74% = C. Any grade below a 74% is considered failing.

A: This level of performance over the entire class approaches the best that can possibly be expected of a student. A student at this level will have mastered every essential element of the assigned material and is performing at a level well beyond the standards normally expected of the majority of the class.

B: A student at this level meets all of the requirements in a fully acceptable manner. The results achieved consistently meet the standards that are normally expected of the majority of the class.

C: A student at this level is not meeting all of the requirements of the course. Elements of the material are not mastered and require further work before the performance is satisfactory. The results achieved are below the standards that are normally expected of the majority of students.

Papers that are entirely satisfactory in every regard will not necessarily earn a grade of "A". In order to receive an "A" grade, a paper must be excellent in form and content and significantly exceed minimum requirements. Length alone will not be sufficient to merit an "A".

Graduate students must maintain a 3.0 (B) average to remain in the program and to be eligible for a school counseling practicum or professional counseling practicum / internship.

Course and Instructor Policies:

- Students are expected to log into the course on the university LMS at least 3 -to- 4 times per week to stay on top of assigned content, assignments, and assessments.
- Students are expected to submit assignments on time weekly. In the event a student is not able to submit an assignment, he or she is expected to contact the instructor prior to the due date of the assignment. Late assignments will not be accepted without prior permission of the instructor. Submission of late assignments may result in a lower assignment grade. Please contact the instructor at any point during the course when you have questions or concerns.
- Written assignments are due by Sunday evening at 11:59 PM (EST). Initial discussion posts are due on Thursday by 11:59 PM (EST) with responses due by Sunday, 11:59 PM (EST). Late discussion posts will not be accepted.
- All communication will occur via the student's Concordia University email account. Students should check this email account daily.

Concordia University Policies:

Disability Policy: In accordance with the American with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of the university. Students with a documented disability who require accommodations in order to obtain equal access to this courses should inform the instructor, and must also contact Disability Support Services:

- Mequon campus: (262) 243-4299 or <https://www.cuw.edu/Departments/lrd/dss.html>
- Ann Arbor campus: (734) 995-7552 or www.cuaa.edu/arc

Recording Policy: Students may record class sessions when recording is part of an accommodation specified by Disability Support Services. In all other circumstances, the student must obtain the written permission of the course instructor prior to recording a class.

Academic Integrity Policy: Concordia University expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

Cheating: Includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment, b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

Plagiarism: Includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own, b) handing in the same assignment for two different courses without the consent of the instructors.

There are two different types of plagiarism and there is a document in the COUN Graduate Counseling Corner regarding “Helpful Hints about Plagiarism” which outlines the two types to be aware of. Plagiarism, including what is known as Self-plagiarism, is not tolerated. Self-plagiarism can take many forms such as using your paper for your discussion post or vice versa as well as using words from a previously submitted assignment / paper in two separate courses or even the same course. When self-plagiarism, or any form of plagiarism, is committed a clear understanding of what you are learning is not shown. This is a huge ethical concern especially given the high ethical standards one must uphold in the counseling field or within the helping profession.

Fabrication: The forgery, alteration or misuse of any University academic document, record, or academic functions.

Academic Misconduct: Intentionally or recklessly interfering with teaching, research, and/or academic functions.

Sanctions: Faculty members who find evidence of academic dishonesty have sole discretion to determine the penalty, using their professional judgment. This can include a failing grade in the course, or removal of the student from the course. Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once; these sanctions may include suspension or expulsion from the university.

Title IX Policy: Concordia University is committed to fostering a safe, productive learning environment. University policy and federal law (TITLE IX) prohibit discrimination on the basis of sex, which includes, but is not limited to: Harassment, domestic and dating violence, sexual assault, and stalking. Sexual misconduct of any type is not permitted by the university. Please see the following link for more information about CU’s policies and procedures concerning sexual misconduct:
<https://www.cuw.edu/academics/compliance/consumer-info/index.html>

We understand that sexual violence can undermine a student’s academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience. Please note that reports made to faculty or staff must be conveyed to a Title IX Coordinator. The University has identified those who can serve as confidential individuals.

Relationship to the Curriculum: This is an elective course in the Christian Counseling Certificate program.

Connections to the Concordia University Mission and Global Ends: University graduates are well developed in mind, body and spirit, fulfill their vocations and serve Christ in the Church and in the world. Our graduate: integrate evidence-based counseling theories, techniques and interventions into professional practice; adhere to professional and ethical standards; actively engage in self-reflection and lifelong learning; serve clients according to their unique diverse needs; and help clients to lead purposeful and fulfilling lives in mind, body and spirit.

Global Ends: Our graduates demonstrate proficiency in:

GE1: Christian Faith

GE2: Service and Global Citizenship

GE2: Integrated Disciplinary Knowledge
GE3: Critical Thinking and Creative Problem Solving
GE4: Communicative Fluency
GE5: Analytical Fluency

Through meeting our Graduate Counseling Program Outcomes:

PO1: Integrate evidence-based counseling theories, techniques and interventions into professional practice
PO2: Adhere to professional and ethical standards
PO3: Actively engage in self-reflection and lifelong learning
PO4: Serve clients according to their unique diverse needs
PO5: Help clients to lead purposeful and fulfilling lives in mind, body and spirit.

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This course specifically addresses: CACREP 1 b, c; 2 1; 3 e-i; 5 a-n; 6 a-g; 7 a – e; 8 1-e

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Course Objectives:

- Know and understand the various aspects of trauma counseling
- Learn to appreciate the ministry of working with survivors and victims of trauma through the integration of Christian principles and course content
- Integrate a Biblical spiritual understanding of the foundation of traumatic experience

- Appreciate the Biblical response to trauma and recovery, as well as abuse prevention

Course Outline:

Week 1 The Face of Trauma: Definitions, Effects, and Experience

In this unit, students will begin to grasp the physical, psychological, and spiritual dimensions of trauma. The class will begin to look at diagnostic criteria. Students will also look at the manifestation of the effects of trauma in the experiences of clients.

Readings: Briere & Scott – Chapters 1 & 2
 Van Der Kolk – Chapters 1 & 2

Weekly Objectives:

- Become acquainted with the terminology utilized in crisis, disaster or other trauma-related events
- Comprehend the concepts and practices of trauma counseling

Graded Assignments:

Reaction paper (100 points)

Discussion:

Share with the class what you learned this week

Week 2 Assessing the Trauma Oriented Brain

This week students will study the current neuroscience related to trauma through the eyes of Van Der Kolk. Students will also begin to develop diagnostic and assessment skills related to PTSD and related disorders. Finally, students will begin to look at how these are related to clients.

Readings: Briere & Scott – Chapter 3
 Van Der Kolk – Chapters 3 – 6
 www.ptsd.va.gov

Weekly Objectives:

- Demonstrate a clinical understanding of trauma effects and criteria for those effects
- Expand and explain a basic knowledge of neurological and physiological effects on trauma

Graded Assignments:

Reaction paper (100 points)

Discussion:

Share with the class what you learned this week and how you would apply to your future practice

Week 3 Children and Trauma

This week students will look at the effects of trauma on children. Students will examine attachment theory, neglect and safety, helplessness and blame, and how they influence childhood development. Finally students will focus on some strategies for use in the therapeutic setting.

Readings:

Van Der Kolk – Chapters 7 – 10
ACE report at: <http://www.cdc.gov/ace/index.htm>
http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families:FFF-Guide/Posttraumatic-Stress-Disorder-PTSD-070.aspx

Weekly Objectives:

- Demonstrate basic diagnostic criteria for trauma in children
- Explain developmental issues related to trauma in children

Graded Assignments:

Presentation (50 points) with Handout (50 points)

Discussion:

What might some challenges be in working with children?

Week 4: Trauma: Imprint, Intervention and Education

This week students will look deeper at the imprint of trauma through memory. Students will then begin a journey into treatment and recovery with a simple survey of techniques and psychoeducational introduction.

Readings:

Briere & Scott – Chapters 4 - 6
Van Der Kolk – Chapters 11 & 12

Weekly Objectives:

- Identify and discriminate between various aspects of trauma, trauma reactions and appropriate functioning
- Develop and demonstrate the ability to assess trauma reactions

Graded Assignments:

Preparing for Therapy (100 points)

Discussion:

What are some techniques you might use when educating clients about trauma?

Week 5: Trauma and Psychological First Aid

This week, students will learn how to provide psychological first aid in acute traumatic situations. We will also consider the use of psychopharmacueticals in the treatment of PTSD.

Readings:

Briere & Scott – Chapters 11 & 12
<http://www.ptsd.va.gov/professional/materials/manuals/psych-first-aid.asp>

Weekly Objectives:

- Develop attitudes which allow the student to freely interact with all individuals, keeping in mind the client's history of crisis, disaster or other trauma-causing event
- Understand the use of medications, prescribed or not, in the treatment of PTSD

Graded Assignments:

Submit an analysis of how you might be working with clients in your current job, be sure to address psychological first aid. (100 points)

Discussion:

Share the traumatic events you have encountered in your current position and how you addressed them, and how that might now change given what you have learned to date in this class.

Week 6: Therapeutic Interventions

Students will examine various therapeutic interventions used in trauma recovery. They will identify interventions they feel most comfortable adapting. Students will also look at the importance of spirituality in healing from trauma.

Readings:

Briere & Scott – Chapters 6 - 10
Curran – pages 1-96

Weekly Objectives:

- Application of basic therapeutic techniques in working with children and teens
- Application of basic therapeutic techniques in working with adults and elderly

Graded Assignments:

Submit an outline what techniques you might use in working with children and teens, submit another outline of what techniques you might use in working with adults and the elderly. Be as specific as possible. (100 points)

Discussion:

Share one technique you might use with each of the four groups.

Week 7: Therapeutic Interventions 2

This week students continue the study of therapeutic interventions for trauma recovery. Students will look at interventions through the eyes of renowned trauma therapist Bessel Van Der Kolk. As his work and clients are encountered, student will begin to develop their own clinical ideas and direction.

Weekly Objectives:

- Understand the counselor's roles and responsibilities as a member of an interdisciplinary emergency management response team
- Integrate known theories with own theoretical perspective

Readings:

Van Der Kolk – Chapters 13 – 20
Curran – pages 97-226

Graded Assignments:

Submit a realistic scenario which you may encounter in your work. Be sure to give demographic information about the client, information about the scenario, as well as how you respond to the situation. (100 points)

Discussion:

Share your scenario with the class

Week 8 New Frontiers in Trauma Therapy

Students conclude this class with a journey into some of the newest trauma treatment options. Students will explore reliable sources in research. Students need to develop an appreciation for innovative and effective treatments. But also need to develop a professional ability to examine the soundness of new approaches.

Weekly Objectives:

- Appreciate how new techniques and research may enhance the student's ability to work with clients

Readings:

Eye Movement Desensitization and Reprocessing
Brainspotting

Graded Assignments:

EMDR and Brainspotting - explain the training needed to use these effectively and if you might pursue the training. (50 points)

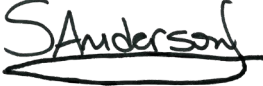
Discussion:

Share your thoughts about EMDR and Brainspotting

Jmh 9/2018

**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM


1) Name and title of person submitting the request: Sofia Anderson, Administrative Rules Coordinator		2) Date when request submitted: 10/05/2022 Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting	
3) Name of Board, Committee, Council, Sections: Professional Counselor Section of the Marriage and Family Therapy, Professional Counseling, and Social Work Examining Board			
4) Meeting Date: October 19, 2022	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Administrative Rule Matters – Discussion and Consideration 1. Pending or Possible Rulemaking Projects.	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <i>(If yes, please complete Appearance Request for Non-DSPS Staff)</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: Attachments: <ul style="list-style-type: none"> • Professional Counselor Section Rule Projects chart 			
11) Authorization			
		10/05/2022	
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

**Professional Counselor Section of the MPSW Examining Board
Rule Projects (updated 10/05/2022)**

Clearinghouse Rule Number	Scope #	Scope Expiration	Code Chapter Affected	Relating clause	Synopsis	Current Stage	Next Step
	064-22	01/25/2025	MPSW 1 to 20	Telehealth Comprehensive Review	The Board requested to do a comprehensive review of all their chapters while implementing 2021 WI Act 121.	Preliminary Public Hearing on October 18, 2022.	If no changes, implement scope and draft of rule.


**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Brad Wojciechowski		2) Date when request submitted: 11/02/2022 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: Professional Counselor Section			
4) Meeting Date: 11/14/2022	5) Attachments: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	6) How should the item be titled on the agenda page? Public Agenda Request: Counselors Compact – Discussion and Consideration	
7) Place Item in: <input type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <i>(If yes, please complete Appearance Request for Non-DSPS Staff)</i> <input type="checkbox"/> Yes <Appearance Name(s)> <input type="checkbox"/> No	9) Name of Case Advisor(s), if applicable: <Click Here to Add Case Advisor Name or N/A>	
10) Describe the issue and action that should be addressed: https://counselingcompact.org/tool-kit/			
11) Authorization			
		11/02/2022	
Signature of person making this request		Date	
Supervisor (Only required for post agenda deadline items)		Date	
Executive Director signature (Indicates approval for post agenda deadline items)		Date	
Directions for including supporting documents: 1. This form should be saved with any other documents submitted to the Agenda Items folders. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and title of person submitting the request: Brad Wojciechowski		2) Date when request submitted: 11/04/2022 <small>Items will be considered late if submitted after 12:00 p.m. on the deadline date which is 8 business days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: Professional Counselor Section			
4) Meeting Date: 11/14/2022	5) Attachments: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	6) How should the item be titled on the agenda page? Public Agenda Request – Nicole Burden Application	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session	8) Is an appearance before the Board being scheduled? <i>(If yes, please complete Appearance Request for Non-DSPS Staff)</i> <input checked="" type="checkbox"/> Yes Nicole Burden <input type="checkbox"/> No	9) Name of Case Advisor(s), if applicable: <Click Here to Add Case Advisor Name or N/A>	
10) Describe the issue and action that should be addressed: <Click Here to Add Description>			
11) Authorization			
 Signature of person making this request		11/04/2022 Date	
Supervisor (Only required for post agenda deadline items)		Date	
Executive Director signature (Indicates approval for post agenda deadline items)		Date	
Directions for including supporting documents: 1. This form should be saved with any other documents submitted to the Agenda Items folders. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			