



Educational Leadership in Mental Health Professions

The University of Toledo
 College of Health and Human Services
 School of Intervention & Wellness
 COUN 7520
 4 Credit Hours

Instructor: Madeline Clark, PhD, LPC (VA), NCC, ACS
Office Hours: 1:30- 4 Wednesday, 12 – 2:30 on Thursday, and by appointment
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Term: Spring 2020
Location/Time: Tuesday, 4:00- 7:40pm, FH 2210
 *office located on occupied Maskwahki-asa-hina (Fox), Peoria, Bodewadmiakiwen (Potawatomi), and Miami territories (<https://native-land.ca/>)

COURSE/CATALOG DESCRIPTION

Orient students to the roles and tasks of educators and leaders in mental health professions, curricular issues of programs, professional and ethical issues and current status and future trends in higher education among mental health professions. Advanced preparation in theory pertaining to the principles and practice of individual counseling, group work and consultation.

CACREP STANDARDS/COURSE CONTENTS

This course is designed to meet some of the 2016 standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Specifically, this course addresses Doctoral Standards, Doctoral Professional Identity, Teaching (Section 6.B.3a-h):

Student Learning Outcomes	CACREP (2016) Standard	Method of Assessment
Students will understand and apply the roles and responsibilities related to educating counselors.	B.3.a. roles and responsibilities related to educating counselors	1) Weekly Reflections 2) Teaching Observation & Reflection Assignment 3) Teaching Presentation 4) Final Portfolio
Students will identify and understand pedagogy and teaching methods relevant to counselor education.	B.3.b. pedagogy and teaching methods relevant to counselor education	1) Weekly Reflections 2) Teaching Observation & Reflection Assignment 3) Teaching Presentation 4) Final Portfolio
Students will understand and apply models of adult development and learning.	B.3.c. models of adult development and learning	1) Weekly Reflections 2) Teaching Observation & Reflection Assignment 3) Teaching Presentation 4) Final Portfolio

Students will understand, identify, and apply instructional and curriculum design, delivery, and evaluation methods relevant to counselor education.	B.3.d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	1) Teaching Observation & Reflection Assignment 2) Final Portfolio
Students will be able to identify effective approaches for online instruction.	B.3.e. effective approaches for online instruction	1) Weekly Reflections
Students will be able to understand and identify screening, remediation, and gatekeeping functions relevant to teaching.	B.3.f. screening, remediation, and gatekeeping functions relevant to teaching	1) Weekly Reflections
Students will be able to understand, identify, and apply assessment of learning.	B.3.g. assessment of learning	1) Weekly Reflections 2) Teaching Observation & Reflection Assignment 3) Teaching Presentation 4) Final Portfolio
Students will understand and apply ethical and culturally relevant strategies used in counselor preparation.	B.3.h. ethical and culturally relevant strategies used in counselor preparation	1) Weekly Reflections 2) Teaching Observation & Reflection Assignment 3) Teaching Presentation 4) Final Portfolio
Students will understand and apply CACREP standards in preparation of counselor education courses.	B.5.d knowledge of accreditation standards and processes	1) Weekly Reflections 2) Final Portfolio

TEACHING STRATEGIES

This course will be taught in a traditional face-to-face format, however the course will be focused on seminar-style learning and dissemination of information. Engaged pedagogical practices will be implemented, meaning students will be expected to take an active part, along with the instructor, in co-creating an effective learning environment that meets the needs of the class. Your learning in this course will be dependent on your engagement with readings, assignments, course discussions, and course participation.

Blackboard will be used as a course enhancement tool. Students should have a computer or access to a computer running Windows XP, Vista, or 7, or a Macintosh with the latest system software and the ability to play audio and video. A high speed Internet connection with latest versions of Microsoft Internet Explorer or Mozilla Firefox are recommended as these two browsers appear to work best with Blackboard. If you have a problem accessing, reading, displaying, or playing any of the content on the Blackboard site, DO NOT contact your instructor. Instead, contact Learning Ventures (419.530.8835) for assistance.

PREREQUISITES

Master's degree in Counselor Education

REQUIRED TEXTS AND MATERIALS

McAuliffe, G. & Eriksen, K. (2011). Handbook of counselor preparation: Constructivist, Developmental, and Experiential Approaches. Thousand Oaks, CA: Sage. ISBN: 978-1412991773

Svinicki, M. & McKeachie, W.J. (2013). Strategies, research, and theory for college and university teachers. Belmont, CA: Wadsworth. ISBN: 978-1133936794

*additional readings as listed on the course schedule will be provided on blackboard.

COURSE AND INSTITUTIONAL POLICIES

Policy on late or unfinished assignments:

Late assignments are not accepted unless prior permission has been given by the instructor. **IMPORTANT:** A grade of PR will not be awarded except under extraordinary circumstances, such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately and keep the instructor abreast of the situation. If all assignments are not received by the end of the examination period the student will be awarded an Incomplete. If the assignments are not received by the end of the next semester the Incomplete will be changed to an F. No assignments will be accepted after this date, in other words, the F will stand. Cheating, submitting work other than your own, or plagiarism may result in penalties ranging from an F in the course to expulsion from the university.

The University of Toledo's Missed Class Policy: Please be sure to review the University's missed class policy.

Accommodation of student needs: Students needing special arrangements for test taking, note taking, special print, or other considerations for successful completion of the course should discuss these needs with the instructor at the beginning of the course. Every effort will be made to make reasonable accommodations to facilitate student learning and performance.

Electronic devices: Students may record lectures as long as this can be done unobtrusively. Communication devices must be turned to vibrate as a courtesy to others. Life happens, if you need to take a call please step out of the class and return as soon as you can. Laptops and tablets are to be used for course related work only. If electronic devices become an issue in this class the instructor will ask you to either (a) stow the electronic device, (b) remove yourself from the class.

Course Changes: The course schedule, requirements, procedures, content, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

Nondiscrimination on the Basis of Disability

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability – Americans with Disabilities Act Compliance](#).

Statement on Diversity and Inclusion

The counseling profession is grounded in diversity and inclusion. This class and its participants will be expected to tolerate diverse views and foster an inclusion classroom environment. Concerns about diversity and inclusion should be mentioned to the instructor immediately for rectification.

Academic Dishonesty

All students are subject to the University Policy Statement on Academic Dishonesty in the current University Catalog. Academic dishonesty will not be tolerated. Please read [The University's Policy Statement on Academic Dishonesty](#).

Copyright Notice

The materials in the course website are only for the use of students enrolled in this course for purposes associated with this course, and may not be retained or further disseminated.

GRADING POLICIES

Learners will be assessed as follows. Specific guidelines and grading criteria will be provided with each assignment. Grades and instructor feedback for each assignment will be posted to the Grade Book within one week, if not earlier, after each assignment has been completed. Assignments are described in detail, below.

Assignments/Assessments	Total Points
Weekly Reflections (10 x 2 points each)	20

Teaching Observation& Reflection	20
Individual Teaching Presentation	20
Final Portfolio	40
Total	100

Learners are expected to complete and submit all assignments by the due date listed in the Course Schedule. Late assignments and make-up tests will not be permitted unless arrangements are discussed and approved well before the required due date. Ask questions as soon as possible by email or by phone if you do not understand an assignment. Due to the nature of this course, no extra credit will be offered. Detailed Descriptions of Assignments are found below.

The grading scale for this course is as follows:

A	95-100	C	72-75.99
A-	91-94.99	C-	70-71.99
B+	86-90.99	D+	66-69.99
B	82-85.99	D	62-65.99
B-	80-81.99	D-	60-61.99
C+	76-79.99	F	59.99 or less

AMERICANS WITH DISABILITIES ACT

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course, please contact the [Student Disability Services Office](#) at 419-530-4981 (voice) or 419-530-2612 (TDD).

GENERAL ACCESSIBILITY STATEMENT ON COURSE TECHNOLOGY

In conjunction with The University's commitment to ensuring equal access to all technology-based information, this course contains technologies that learners can use regardless of age, ability or situation. The course's platform, [Blackboard Learn](#), is a certified web-accessible platform, satisfying Level AA conformance criteria of Web Content Accessibility Guidelines (WCAG 2.0). External sites used in the course, such as [Echo360](#), are compliant with Section 508 standards, and the media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software.

If any accommodations, beyond what is provided, are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's [Office of Student Disability Services](#) processes closed captioning requests for videos and other media from the instructor, which may take up to four (4) business days to complete.

ASSIGNMENT DESCRIPTIONS & RUBRICS

Weekly Course Reflections (10 at 2 points each = 20 points total); due as listed on course schedule

Weekly reflections are due as listed on the course schedule by **4pm via BB**. Please bring these reflections with you to class. These reflections are to be based on the readings assigned for that class and are graded by for completeness (1 point) and students' contribution to class discussion on that particular date (1 point). The purpose of these assignments is to ensure you are engaged in an active reading process; that is taking notes and annotating information that is meaningful to your pedagogical process as a learner and a future counselor educator.

These reflections should be about 1 page (no cover page is necessary). Students should reflect on what stood out to them from each week's readings specifically; some prompts students *may* consider to facilitate their reflections include (you do not need to do them all, and you can choose to reflect in another way, congruent with your learning):

- What did you learn from this reading? What did you already know?
- How will what you read impact you future teaching?
- Compare and contrast your current teaching methods to your future teaching methods (following the completion of this reading).
- Do you agree or disagree with the information the author(s) present(s)?

Teaching Observation and Reflection (20 points); Due 3/17 by 11:59pm via BB

Students will observe **two** different instructors teaching in higher education; **one of these instructors must be at the graduate level**. These observations must occur in traditional face-to-face learning environments. Students should expect to observe each course for approximately an hour and complete the course observation form found on black for each observation. You can observe your peers but it is suggested you observe at least one faculty member (at any institution or any field is accepted).

Following the observations students will interview one of these instructors to learn more about their pedagogical style (again, it is encouraged that students interview an individual with a well-developed pedagogical philosophy). Students are expected to gain information in this interview that relates to this instructor's: (a) philosophy of teaching, (b) goals for the class the student observed, (c) intentional activities the instructor utilized to meet those goals, (d) strengths and areas for growth as an instructor, (e) ways this instructor has developed their teaching over the course of their career and (f) how the instructor includes multiculturalism/diversity in their pedagogy.

Students will then complete a teaching observation reflection (approximately 6-8 pages in length; please utilize APA format). This reflection should include a summary of the two classes the student observed (teaching strategies utilized, pedagogical style observed, etc.), summary of the interview with one instructor, and a reflection of (a) how their observations and interview were congruent or incongruent, (b) what the student learned from these experiences, and (c) how these experiences will specifically impact their future teaching. Upload two teaching observation forms with your paper (as appendices or separate documents) to BB.

Teaching Observation and Reflection Rubric:

<p>Summary of two classes observed:</p> <ul style="list-style-type: none"> - This should include the name, type, length of course, content covered, instructor level of education/credentials, types of students in the course, and any other significant details. 	/4
<p>Summary of interview of instructor including components A-E listed above:</p> <ol style="list-style-type: none"> a. Philosophy of teaching b. Goals for class observed c. Intentional activities instructor used to meet those goals d. Instructor strengths and areas for growth e. How instructor has developed their teaching over their career f. How the instructor includes multiculturalism/diversity in their pedagogy 	/5

Reflection on how observation and interview impact personal teaching including components A-C listed above: a. Incongruence/congruence of observations and interview b. What student learned from observation and interview experiences c. How experiences will impact their future teaching	/5
Reflection paper 6-8 pages in length; properly APA formatted	/2
2 Completed teaching observation forms	/4
Total	/20

Individual Teaching Presentation (20 points); see various dates listed on course schedule

These presentations will be at least 45 minutes long on a text of the student's choosing related to pedagogy. Some examples include *Teaching to Transgress* (hooks), *Pedagogy of the Oppressed* (Friere), or *Mindset* (Dweck). Please review your text selection with Dr. Clark before beginning your presentation preparation.

The student is expected to read the entirety of the text and provide a teaching presentation on the content and impact of the text. This may include historical significance (more relevant for hooks than Dweck, perhaps). That is, students will not only review what they have learned but use their own pedagogical skills to teach the content in the text. Students may use PowerPoint, Prezi, or any other educational medium of their choice. At least three educational strategies should be utilized to teach the class the information. Students should begin the presentation with an appropriate opening set. Please leave time at the end of your presentation for inquiries from your peers.

The presentation will include content, applicability to student's teaching philosophy, applicability to counselor education, and specific teaching strategies or interventions that are related to the text. In addition to the presentation students are expected to find and provide a reading related to their theory/presentation content to the class **at least one week in advance of their presentation** (no, you cannot assign the whole book 😊).

See rubric below.

Individual Teaching Presentation Rubric:

Introduction of concept using an opening set	/2
Review of text content and pedagogical philosophy	/5
Applicability to student's teaching philosophy	/3
Applicability of philosophy to counselor education	/3
Student's teaching style and capabilities to include use to varied educational strategies (e.g., lecture, small group process, active learning strategies).	/5
Assignment of additional reading to class to prepare for class at least 1 week in advance of presentation date	/1
At least 45 minutes in length	/1
Total	/20

Final Portfolio (40 points); Due 5/5

This portfolio is a culmination of course content and students' ability to prepare for a course and articulate their pedagogical philosophy. The portfolio will contain multiple components to include: (a) APA formatted (with appropriate references) teaching philosophy paper 7-10 pages in length and (b) an example graduate level-course syllabus. Please see rubric below for specific inclusions for each item.

Final Portfolio Rubric

Teaching Philosophy Paper (20 points)	
- APA format including cover page & references (no abstract needed)	/2
- 7-10 pages in length (not including cover page or references)	/2
- A thorough review of the student's teaching philosophy to include history of the philosophy and the main components of the teaching philosophy.	/10
- Specific examples of how the student has or will utilize this teaching philosophy as a counselor educator. This should include components of course preparation, pedagogy, and assessment.	/6
Graduate Level Course Syllabus (20 points)	
- A graduate level syllabus for a CACREP core content course to include instructor name, office hours, location, course name, number, time, dates, and location.	/2
- A professional disclosure statement/background information.	/2
- Description of CACREP standards addressed in the course along with a course description, any pre-requisites, and course catalog information.	/3
- Student Learning Outcomes congruent with listed CACREP standards and assessment techniques.	/2
- Diversity and Inclusion, Accessibility, Technology, and Attendance Statements	/3
- Grading Scale	/1
- Course schedule with topic/content, assigned readings, and assignments	/3
- Thorough description of each assignment, assignment point value, and rubrics for each assignment.	/3
- Assigned textbook information	/1
TOTAL	/40

PROFESSIONAL DISCLOSURE STATEMENT

Madeline Clark, PhD, LPC (Virginia), NCC, ACS is an assistant professor, program director, and doctoral program coordinator at the University of Toledo. She earned her PhD in Counselor Education and Supervision in 2016, a MEd in Clinical Mental Health Counseling in 2013, and her BS in Sociology in 2009, all from Old Dominion University in Norfolk, Virginia. Dr. Clark researches poverty and social class issues in counseling and has multiple publications in professional counseling journals such as *Career Development Quarterly*, *Counselor Education and Supervision*, *Professional School Counseling*, *the Journal of Mental Health Counseling*, *the Journal of Counseling and Development*, and *Counseling Outcome Research and Evaluation* among other outlets and book chapters in multiple texts. Dr. Clark has won multiple awards including the Ohio Counseling Association Herman J. Peters Award and Research and Writing Award, the Association for Assessment and Research in Counseling Donald Hood Research Award, and the North Central Association for Counselor Education and Supervision Diversity Award. Dr. Clark has presented over 70 times at local, state, national, and international conferences. In her spare time, Dr. Clark enjoys CrossFit, Olympic weightlifting, her four rescue pets, painting, and spending time with her partner Victor.

Course Outline

M&E = McAuliffe & Eriksen

S&M= Svinicki & McKeachie

Week	Date	Topic
1	1/21	Syllabus Review and Logistics Introduction to Constructivism & Teaching in Higher Education M&E CH1 S&M CH 1 <i>Standards 6B.a, b, c</i>
2	1/28	Deep Learning & Guidelines for Constructivism in Counselor Education Strategies for Course Preparation Reflection 1 Due M&E CH 2 & 3 S&M CH 2 <i>Standards 6B.a, b, c, d</i>
3	2/4	Phases of Counseling Student Development Meeting a Class for the First Time Reflection 2 Due M&E CH 4 S&M CH 3 Granello, 2002 Paladino et al., 2011 <i>Standards 6B.a, b, c, d</i>
4	2/11	Pedagogical Strategies in Counselor Education Reflection 3 Due M&E CH 5 S&M CH 4-6 <i>Standards 6B.3 a, b, c, d</i>
5	2/18	Assessing Students in Counselor Education Reflection 4 Due M&E CH 23

Week	Date	Topic
		S&M CH 7-10 <i>Standards 6B.3 a, b, c, d, g</i>
6	2/25	Technology in Counselor Education Reflection 5 Due M&E CH 24 S&M CH 17 Renfro-Michel et al., 2010 <i>Standards 6B.3 a, b, c, d, e</i>
7	3/3	Implement Active Learning Strategies in Counselor Education Courses M&E CH 25 & 26 S&M CH 14- 16 <i>Standards 6B.3 a, b, c, d</i>
8	3/10	Spring Break, No Class
9	3/17	Addressing Diversity in the Classroom Teaching Observation Due S&M CH 12 & 13 Haskins & Singh, 2015 Hipolito-Delgado et al., 2011 Kress & Protivnak, 2009 Zeligman et al., 2015 <i>Standards 6B.3 a, b, c, d, h</i>
10	3/24	Motivation & Student Presentations Presentation 1 & 2 Reflection 6 S&M CH 11 and additional readings as assigned by presenters <i>Standards 6B.3 a, b, c, d, f, g</i>
11	3/31	Teaching Self-Directed Learning Presentation 3 & 4 Reflection 7

Week	Date	Topic
		S&M CH 20 and additional readings as assigned by presenters <i>Standards 6B.3 a, b, c, d, f, g</i>
12	4/7	Teaching Thinking Presentation 5 & 6 Reflection 8 S&M CH 21 and additional readings as assigned by presenters <i>Standards 6B.3 a, b, c, d, f, g</i>
13	4/14	Ethics in Teaching Presentation 7 & 8 Reflection 9 S&M CH 22 and additional readings as assigned by presenters <i>ACA Code of Ethics</i> <i>Standards 6B.3 a, b, c, d, f, g, h</i>
14	4/21	Growth and Development of Teaching Throughout Your Career Presentation 9 & 10 Reflection 10 S&M CH 23 and additional readings as assigned by presenters Carlson et al., 2006 <i>Standards 6B.3 a, b, c, d, f, g, i</i>
15	4/28	Evidenced-Based Teaching in Counselor Education Barrio Minton et al., 2014 <i>Standards 6B.3 a-i</i>
--	5/5	Portfolios due at 11:59pm on BB

**The above schedule is subject to change at the discretion of the instructor.*