TO: The Executive Committee
FROM: The Committee on Instruction and Curriculum (CIC)
SUBJECT: 13-14 CIC 21: Educational Psychology Application for GE credit, EPSY courses 3000/3001
ACTION REQUESTED: For approval by the Academic Senate; effective Spring 2014

BACKGROUND: At CIC’s March 3, 2014 meeting, the committee reviewed the request for Educational Psychology’s application for D4 GE credit for their courses, EPSY 3000/EPSY 3001: Introduction to the Counseling Profession. Educational Psychology Department Chair Jack Davis attended CIC’s meeting; CIC voiced concern regarding incorrect number of 45, as opposed to the correct number of 35, as quoted in the request for maximum enrollment. Dr. Davis noted the mistake and will fix the documents.

ACTION REQUESTED: CIC unanimously passed the request for Educational Psychology’s GE application, and asks that the Academic Senate consider approving the request; effective Spring 2014.
Memorandum

To:       GE Sub Committee via Sally Murphy
From:     Jack Davis
Date:     November 13, 2013
RE:       Upper Division GE application for EPSY 3000: The Helping Relationship

Application for General Education Credit
for Upper Division Social Science Course (Area D4)

Course title: The Helping Relationship    Course number: EPSY 3000
Maximum Enrollment: 35

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible in your explanations, describing topics, readings, assignments, activities and assessments that illustrate how the course supports students’ acquisition of the learning outcomes. Remember, there may be no one on the review committees who has any knowledge of your discipline. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template to address ALL of the following learning outcomes.

D4 Goal: Courses meeting this requirement must apply the research findings of the social sciences to significant contemporary problems and emphasize advanced writing and information literacy skills.

SLO - Demonstrate an understanding of and ability to accurately apply disciplinary concepts of the social or behavioral sciences to the study of human behavior.

1. Students will demonstrate an understanding of and ability to accurately apply disciplinary concepts of the social or behavioral sciences to the study of human behavior, individually and in society:
   Explain and use at least two standard or basic theories and models
   Define and use key disciplinary terms
   Explain and critique professional applications of disciplinary concepts

The Helping Relationship course requires students to understand and apply both the Cognitive-Behavioral (CBT) and Client-Centered (Humanist) theories of counseling as they relate to non-professional helping relationship roles. Students will be required to demonstrate understanding of self awareness and the ABC model of thought identification and behavioral change (CBT) as well as empathy and unconditional
positive regard (client centered theories). Students will explore and practice helping skills as related to the application of these theories both orally and in writing. Students will complete individual written assignments and examinations, participate in group discussions and demonstrations, as well as present the findings of in-depth research into the professional applications of concepts learned.

2. Students will demonstrate an understanding of and the ability to effectively conduct or plan research using an inquiry method of the social or behavioral sciences.

   **SLO-** Demonstrate an understanding of and the ability to effectively conduct or plan research using an inquiry method of the social or behavioral sciences.

   *Identify key research issues and conduct an appropriate literature review*

   *Write research-based hypotheses or research questions*

   *Collect data or use existing data to address important social issues*

   *Analyze data or describe how data should be analyzed*

Students will be required to obtain and critically evaluate information and data from peer reviewed journals, current literature and interviews with para-professionals (non-licensed) in the field; apply it to the employment setting of their choice and present their findings to the class. Each presentation will have a literature review and will identify key issues and terms as well as current data regarding evidence-based practices and outcomes of helping-relationship interventions. Students will then analyze and interpret the data and present their conclusions about which theoretical approaches are most effective in the setting of their choice.

3. Students will explain in writing, using examples, how human diversity and the diversity of human societies influence our understanding of individual and collective human behavior.

   **SLO-** Explain in writing, using examples, how human diversity and the diversity of human societies influence our understanding of individual and collective human behavior.

Through class readings, research, guest lectures, and group discussions students will explore how culture, socio-economic status, gender, and ability impact beliefs, behaviors, and communication styles of groups and individuals which impact the success of the helping relationship. Students will then analyze and practice implementing best-practices for effectively helping members of these different groups and incorporate these into their culminating presentation.

Current literature suggests that the most effective means of combating stigma is through exposure; therefore, students will be required to listen to lectures from, interact with, and
interview members of diverse groups as a key part of their assignments. The rich cultural diversity of our campus will also be utilized in this endeavor by having students engage in written, on-line discussions and debates as well as dyad demonstrations with other students from different backgrounds.

4. Students will demonstrate advanced skills in oral and written argument in the social or behavioral sciences. (Possible topic areas include: biomedical and health issues, socio-economic class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad, poverty, race, technology.) See description of writing components below.

   **SLO-** Develop advanced skills in oral and written argument in the social or behavioral sciences.

Students will demonstrate through written assignments and oral presentations advanced skills by analyzing, comparing and contrasting information gathered from peer reviewed journals, lecture and interviews with paraprofessionals regarding the application of, success and barriers to the helping relationship. Students will gain an understanding of how the dynamic of one’s own perspectives on socioeconomic status, culture, race, and religion can impact or contrast with another’s, thereby determining the effectiveness of the helping relationships.

5. Applicants should describe how the course will assist students in developing advanced information competence (See outcomes attached.)

At the end of this course, students will be able to identify and define the various aspects of the helping relationship. Students will develop in-depth knowledge of theories and techniques necessary for effective helping skills as used in paraprofessional/non-licensed roles. Students will evaluate their helping skills through experiential assignments, role playing and interviews with paraprofessionals. Students will analyze the implications of their research on their career interests and choices by formulating and reformulating their research inquiries based on continued self appraisal and acquisition of new skills. Students will demonstrate their ability to perform the above objectives when they communicate the results of their inquiry to others through presentations and written reports regarding their understanding and utilization of newly gained helping relationship skills.
WHAT TO DO IF YOU NEED HELP:

1. **If you have questions about how to use BlackBoard** do one of the following:
   a. Read the tutorial under the “Start Here” tab of the BlackBoard site, or
   b. View the course-specific tutorial movie (found under the “Course Materials” button) titled: BlackBoard Course Layout Overview Film

2. **If you have problems with BlackBoard**, call the help desk at 510-885-HELP.

3. **If you have general course questions** (due dates, clarification of instructions, etc) post your question on discussion board named “Water Cooler.”

4. **If you have personal questions** (question about a grade you received etc), contact the instructor directly via email (fastest), by leaving a voice message, or by setting up an in-person office hours meeting.

5. **To contact instructor:**
   Phone: 510-XXX-XXXX
   Email:

COURSE DESCRIPTION:
This course will introduce students to the basic skills, attitudes, and resources necessary for non-licensed, entry-level positions in the helping professions. Students will practice basic counseling skills (ex: attending and responding), and will learn to identify appropriate resources and support services for the purpose of making referrals. Students will gain insight into their own values, reaction patterns, and interpersonal styles as important tools in understanding and helping others. Students will be given the opportunity to apply skills in an experiential setting on- or off-campus.

COURSE OBJECTIVES:

1. Students will learn to differentiate between professional helping (ex: a professional counselor), para-professional helping and/or peer advising (ex: Residence Advisor), and non-professional listening and helping skills.

2. Students will demonstrate the basic helping skills including, but not limited to, listening, non-verbal communication, empathic listening, mirroring, and non-professional crisis intervention.
3. Students will demonstrate an understanding of the role diversity (cultural, socio-economic, gender, ability, sexual orientation) plays in daily interactions and appropriate helping responses.

4. Students will demonstrate an understanding of the application of helping skills to a particular content area (ex: residence life, peer advocates for wellness, etc).

5. Students will be introduced to the concepts of boundaries and self-awareness.

COURSE REQUIRED READING/CONTENT:
1. Articles, textbook excerpts, and multi-media content as posted online by instructor
2. Assessments as distributed online by instructor.
3. Textbooks (required):
   Effective Helping: Interviewing and Counseling Techniques
   by Barbara F. Okun
   Publisher: Wadsworth Publishing; 6 edition (June 29, 2001)
   Language: English
   ISBN-10: 0534513840

COURSE CONTENT AND REQUIREMENTS:
Through assigned reading, on-line discussion boards, research, and student participation in experiential activities this course will assist students in understanding the many factors and skills involved in becoming an effective helper in professional settings.

Attendance and/or Class Participation
This course meets in person, however, many of the course materials and assignments will be posted and submitted via BlackBoard. Class participation is a requirement of this course and the quality/quantity of student participation will be reflected in your final grade. Students will be expected to complete all individual assignments, and contribute to class discussions in person and online as directed. If you have any questions, you may contact the instructor for any further instructions.

Disabilities and Accommodations
If you have a documented disability and wish to discuss your approved academic accommodations, or if you would need assistance in the event of an emergency, please make an appointment to meet with me as soon as possible.

Online Etiquette and Appropriate Use of Discussion Forums
The intent of class materials/activities is to make you think deeply about yourself, your views and experiences with people with disabilities, and how this relates to the topic of access in leisure and hospitality settings. You are encouraged to use personal experiences to support your arguments in your discussion board posts. However, discussions must remain academic in nature (e.g. responding to an intellectual question). At no time should the forums include inappropriate language or be used to proselytize your beliefs (political, religious, moral, sexual, etc.).
Plagiarism Policy
Plagiarism is taken very seriously in this course. It is important that you submit original work. This course utilizes plagiarism prevention software, which will compare your assignments with other papers submitted across the US, other students in this course, and articles available on the internet.

If you submit someone else’s work without proper citation, you will receive a grade of zero for the assignment and the incident will be reported to the department and student judicial affairs. Depending on the severity of the infraction, instructor with consultation with the department, may assign the grade of F for the course. If still permitted to remain in the course, if a second act of plagiarism occurs, you will be subject to further action as determined by the instructor and Student Judicial Affairs. Potential consequences of a second offense may include failing the course and potential suspension or expulsion from the university.

Some students are not sure what constitutes plagiarism or how to properly cite references. If you need assistance, please contact the instructor or visit the Student Center for Academic Achievement on the Hayward campus for more information.

Submitting Assignments
In this course we use Turn-it-in, a plagiarism prevention application. This means you will have to submit written assignments and your main discussion board postings in a slightly different manner.

1. Write ALL papers and initial discussion board postings and save them in a Word document (please save as .doc, .rtf or .txt ONLY).

2. To Submit:

PAPERS: Submit the completed paper via the normal assignment submission link, then submit the word document AGAIN via the Turn-it-in submission link. (These will be located next to each other in the appropriate module)

DISCUSSION BOARD: Copy and paste your initial discussion board posting into the discussion board thread window as you would normally do and hit submit, then submit the saved word document containing your initial discussion board posting via the Turn-it-in submission link (this will be located immediately after the discussion board).

NOTE: You only need to submit your INITIAL discussion board postings to Turn-it-in, you do NOT need to submit your responses to other classmates via this link. Post responses to classmates directly to the discussion board only.

ALL ASSIGNMENTS AND INITIAL DISCUSSION BOARD POSTINGS MUST BE SUBMITTED TO THE APPROPRIATE SUBMISSION LINK/DISCUSSION BOARD
AND THE TURN-IT-IN LINK IN ORDER TO RECEIVE CREDIT. FAILURE TO POST TO BOTH LOCATIONS WILL RESULT IN A GRADE OF ZERO.

- **Late Assignment Policy**
The class discussions and assignments are designed to incorporate and build on learning gained from recently completed assignments and readings. It is therefore critical for students to complete all reading and assignments in a timely manner.

Late work **WILL NOT** be accepted for the following assignments:
- Weekly Quizzes
- Discussion Board Posts (applies to both initial posts and response posts)
- Extra Credit Assignments (unless otherwise noted)
- Final Exam

Class assignments may be submitted by any of the following means:
1. Via the BlackBoard site (required method unless special arrangement is made),
2. As an attachment to an email to the professor in either Word (.doc) format, or PDF (special arrangement needed)
3. In person to the LHLS Department Office (by special arrangement only)

Other than the work listed above, late assignments will be accepted, unless otherwise noted below; however, they will be penalized 10% for each day the paper is late (including weekends). *Assignments that are more than 7 days late will NOT be accepted.* No exceptions. For example, for an assignment worth a maximum of 100 points, students submitting late assignments should expect the following penalties:

<table>
<thead>
<tr>
<th>Day Paper is Submitted On</th>
<th>Points Deducted</th>
<th>Highest Grade Possible</th>
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<tbody>
<tr>
<td>Due Date or Prior</td>
<td>0</td>
<td>100 (A)</td>
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<td>1 Day Late</td>
<td>10</td>
<td>90 (A-)</td>
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<td>2 Days Late</td>
<td>20</td>
<td>80 (B-)</td>
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<tr>
<td>3 Days Late</td>
<td>30</td>
<td>70 (C-)</td>
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<td>4 Days Late</td>
<td>40</td>
<td>60 (D-)</td>
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<tr>
<td>5 Days Late</td>
<td>50</td>
<td>50 (Failing Grade)</td>
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- **Make-up Assignment Policy**
Students will not be allowed to make-up late assignments under any circumstances after the assignment is more than 7 days past due. However, I am aware that life circumstances sometimes prevent you from completing assignments. To offset the effects of unexpected events, students may choose to participate in extra credit opportunities. Details will be announced online. Additionally, your lowest weekly quiz score during the quarter will be dropped. Contact the professor for more information about these policies.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Module</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>MONTH XX – XX</td>
<td>Welcome &amp; Orientation</td>
<td>1. Watch Orientation to Online Learning Film</td>
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<td>2. Take Orientation Film Quiz</td>
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<td>3. Read the instructions for submitting assignments.</td>
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<td>4. Read policies and sign outline of expectations</td>
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<td>5. Review Syllabus before taking Syllabus Quiz.</td>
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<td>6. Post to Introductory Discussion Board</td>
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<tr>
<td>MONTH XX – XX</td>
<td>Module 1: The social aspects of human behavior</td>
<td>Need for interpersonal relationships</td>
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<td>Guidance and the growth process</td>
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<td>Types of helping relationships</td>
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<td>Professional vs. para-professional helping</td>
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<td>MONTH XX – XX</td>
<td>Module 2: Roles, Boundaries, and Self-Awareness</td>
<td>Introduction to professional boundaries</td>
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<td>Understanding your feelings and motivations</td>
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<td>Impact of culture, gender, class and ability on the helping relationship</td>
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<td>GUEST SPEAKER</td>
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<td>MONTH XX – XX</td>
<td>Module 3: Coping strategies</td>
<td>Ethics and values clarification</td>
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<td>Problem solving</td>
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<td>Decision making</td>
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<td>Assertive communication</td>
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<td>Cultural influences and communication</td>
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<td>MONTH XX – XX</td>
<td>Module 4: Self concept and personal growth</td>
<td>Assessment</td>
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<td>BEGIN RESEARCH PROJECTS</td>
<td>Techniques for development</td>
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<td>EVALUATING LITERATURE</td>
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<td>OVERVIEW OF THEORETICAL APPROACHES</td>
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<td>IDENTIFYING/EVALUATING BEST-PRACTICES</td>
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<td>MONTH XX – XX</td>
<td>Module 5: Helping Skills – PART I</td>
<td>Introduction to Client-Centered Theory</td>
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<td>Active Listening</td>
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<td>Mirroring</td>
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<td>Empathic Responding</td>
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<td>Non-verbal communication</td>
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<td>MONTH XX – XX</td>
<td>Module 6: Helping Skills – PART II</td>
<td>Crisis intervention</td>
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<td>Diversity and Effective Helping</td>
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<td>Developing Community</td>
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<td>Self-awareness</td>
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<td>GUEST SPEAKER</td>
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<tr>
<td>Dates</td>
<td>Module</td>
<td>Assignments</td>
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<td>MONTH XX – XX</td>
<td>Module 7: Helping Skills – PART III: The Belief/Behavior Connection</td>
<td>Introduction to Cognitive-Behavioral Theory</td>
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<td>Affective development</td>
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<td>Identifying and Modifying “irrational” beliefs (ABC)</td>
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<td>Use of Behavioral Contracts</td>
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<td>MONTH XX – XX</td>
<td>Module 8: Emphasis Area</td>
<td>Opportunities for implementing learned skills</td>
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<td>Evaluating one's effectiveness</td>
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<td>Support systems for helpers</td>
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<td>Professional Interviews</td>
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<td>MONTH XX – XX</td>
<td>Module 9: Putting it all together</td>
<td>Present research project findings.</td>
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<td>MONTH XX – XX</td>
<td>FINAL EXAM WEEK</td>
<td>Submit final research project on-line.</td>
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<td>Complete before NOON on XXX.</td>
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</table>
B6 Outcomes for Advanced Information Literacy in Science
D4 Outcomes for Advanced Information Literacy in the Social Sciences

Information Literacy is a prerequisite for lifelong learning. It enables learners to engage critically with content, extend their knowledge, assume greater control over their own learning and become self-directed learners.¹

Whether taught within a specific discipline or in a multi-disciplinary context, advanced information literacy curricula should encourage students to seek multiple perspectives and use diverse sources of information to inform conclusions. Further, students should develop an understanding that information and knowledge in any discipline is in part a social construction and is subject to change as a result of ongoing dialog and research. Teaching advanced information literacy helps students understand and participate in this scholarly conversation.

Faculty can enhance student information literacy by providing problem- or inquiry-based assignments where learning results from the use of multiple information sources thereby encouraging self-directed learning and critical thinking. The development and evaluation of these types of assignments may require significant commitment and investment of time on the part of students and faculty alike.

In addition to the lower division information literacy outcomes, students who are information literate at the advanced level are able to:

1. **identify** the main disciplines, fields, and organizations which generate and publish knowledge in their area of research,
2. **develop** in-depth knowledge of the literature from the above information producers in their area of research,
3. **evaluate** the significance and validity of information found, both in the context of the disciplines and fields consulted, and also within their own knowledge base and value systems,
4. **analyze** the implications of research and publishing patterns in their area of research,
5. **formulate and reformulate** research inquiries based on the objectives above and,
6. **demonstrate** their ability to perform the above objectives when they communicate the results of their inquiry to others.

¹ This quote and other ideas contained here are drawn from the Council of Australian University Librarians’ *Information Literacy Standards*, (Canberra, 2001) and from *Learning for Life: Information Literacy Framework & Syllabus* published by the Queensland University of Technology Library (Brisbane, 2001).
General Education
Upper Division Writing Outcomes
(approved by Academic Senate 2/05)

Outcomes for upper division General Education writing components build on the lower division learning outcomes acquired in English 1001 and 1002. When Cal State Hayward students complete their upper division general education requirements, they should possess the fundamental reading and writing competencies described for lower division and the rhetorical knowledge and writing process skills described below:

Rhetorical Knowledge
Students should
- Use writing for inquiry, learning, thinking, and communicating
- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources, and incorporating peer and instructor feedback into revisions
- Integrate their own ideas with those of others
- Practice the ethics of academic writing and of accuracy in the use of evidence

Writing Processes
Students should
- Be aware that it usually takes multiple drafts to create and complete a successful text
- Develop flexible strategies for generating, revising, editing, and proofreading
- Understand writing as an open process that permits writers to re-think and revise their work
- Learn to critique their own and others’ works

For D4 Upper Division Social Science—A 4-unit upper division course applying the research findings of the social sciences to significant contemporary problems and emphasizing advanced writing and information literacy skills. In addition to the knowledge and process outcomes above, students should
- Compose written work that manifests the key features of writing in the discipline (such as a proposal and literature review)
- Incorporate research into written work, including summarizing, paraphrasing, and properly quoting and citing material from other sources
Faculty can support student acquisition of advanced writing skills by helping students learn

- The main features of writing in their fields
- The main uses of writing in their fields
- The expectations of readers in their fields
- The uses of writing as a critical thinking method
- The interactions among critical thinking and writing
Memorandum

To: GE Sub Committee via Sally Murphy
From: Jack Davis
Date: November 3, 2013
RE: Upper Division GE application for EPSY 3001

Application for General Education Credit
for Upper Division Social Science Course (Area D4)

Course Title   Introduction to the Counseling Profession   Course #  _EPSY 3001__________
Maximum enrollment __35__________

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible in your explanations, describing topics, readings, assignments, activities and assessments that illustrate how the course supports students’ acquisition of the learning outcomes. Remember, there may be no one on the review committees who has any knowledge of your discipline. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template to address ALL of the following learning outcomes.

D4 Goal: Courses meeting this requirement must apply the research findings of the social sciences to significant contemporary problems and emphasize advanced writing and information literacy skills.

SLO- Demonstrate an understanding of and ability to accurately apply disciplinary concepts of the social or behavioral sciences to the study of human behavior.

1. Students will demonstrate an understanding of and ability to accurately apply disciplinary concepts of the social or behavioral sciences to the study of human behavior, individually and in society:
   - Explain and use at least two standard or basic theories and models
   - Define and use key disciplinary terms
   - Explain and critique professional applications of disciplinary concepts

This class requires students to research, critically examine, and apply knowledge about employment options within the counseling profession from various perspectives. Throughout the quarter, students will complete both written and oral assignments individually and as a member of a group. Students will be required to synthesize the information from these discrete assignments into a culminating project which will be shared with the class. Students will utilize the resources at the career center to evaluate
their interests, temperament and skill sets vis-à-vis application to the counseling profession. They will participate in ongoing active learning activities that will further their understanding of each assigned topic. The theories covered in this course include diagnostic theory (medical model theory, attachment theory, temperament theory) and psychological treatment theories (cognitive behavior theory, psychodynamic theory, systems theory).

2. Students will demonstrate an understanding of and the ability to effectively conduct or plan research using an inquiry method of the social or behavioral sciences.

   **SLO-** Demonstrate an understanding of and the ability to effectively conduct or plan research using an inquiry method of the social or behavioral sciences.

   Identify key research issues and conduct an appropriate literature review

   **Write** research-based hypotheses or research questions

   **Collect data or use existing data to address** important social issues

   **Analyze data or describe how data should be analyzed**

Students will be required to take the Myers Briggs and Strong Interest Inventory offered through the CSU East Bay Career Center. Students will choose a counseling career area of concentration for further research via current literature and experiential interviews with professionals in the field of counseling. Through the counseling profession interviews and current literature review, students will collect data about skills, education, training and licensure needed for his/her area of concentration. They will then have to analyze and write an interpretive essay upon which they will orally present to the class.

3. Students will explain in writing, using examples, how human diversity and the diversity of human societies influence our understanding of individual and collective human behavior.

   **SLO-** Explain in writing, using examples, how human diversity and the diversity of human societies influence our understanding of individual and collective human behavior.

Through class readings, research, written reports, introductory literature review, and preparation of counseling presentations students will explore how one’s own culture, social class, gender, and ability impacts employment in the counseling field and the value and success of counseling services to clients. Due to the diversity of the student body and the size of class, it is expected that the class experience, through mutual sharing, will be a multi-culturally rich exchange of ideas, specifically, students will be impacted by one another’s personal temperament, cultural and personal diversity, and interests and acquire skills necessary to the counseling profession. Example: Students evaluate results of temperament-interest evaluations and compares/contrasts their results with skills
identified in introductory literature review, while gaining valuable experience interacting and learning from fellow students who are different from themselves.

4. Students will demonstrate advanced skills in oral and written argument in the social or behavioral sciences. (Possible topic areas include: biomedical and health issues, socioeconomic class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad, poverty, race, technology.) See description of writing components below.

   **SLO-** Develop advanced skills in oral and written argument in the social or behavioral sciences.

Students will demonstrate advanced skills by research, assessment of their personal temperaments and interests, and written analysis and interpretation thereof, culminating in delivery of a presentation answering the question: “Is the counseling profession a potentially rewarding and successful career option for me?” Students will gain skills needed to understand their temperament, skills, interests and how counseling careers may impact them physically, mentally, spiritually, emotionally, and socially.

5. Applicants should describe how the course will assist students in developing advanced information competence (See outcomes attached.)

At the end of this course, students will be able to identify a variety of counseling career options, the required training and the licensing body for each of the covered options, and resources for further counseling career information. Students will develop in-depth knowledge through the review of related counseling literature in their area of concentrated research. Students will evaluate the significance and validity of the results of their personal temperament and interest assessments as related to the context of counseling career options and their own knowledge base, value systems. Students will analyze the implications of their research on their career interests and choices by formulating and reformulating their research inquiries based on continued self appraisal. Students will demonstrate their ability to perform the above objectives when they communicate the results of their inquiry to others through presentations and written applications for continued training (i.e. master’s and dissertation programs) in the career area and program of their choice.
California State University, East Bay
Department of Educational Psychology

EPSY 3001
INTRODUCTION TO THE COUNSELING PROFESSION
Day: TBA      Time: TBA      Units: 4
(two evenings per week, 2 hours each session)

WHAT TO DO IF YOU NEED HELP:

1. If you have questions about how to use BlackBoard do one of the following:
   a. Read the tutorial under the “Start Here” tab of the BlackBoard site
2. If you have problems with BlackBoard, call the help desk at 510-885-HELP.
3. If you have general course questions (due dates, clarification of instructions, APA Format, etc) post your question on DISCUSSION BOARD named “Water Cooler.”
4. If you have personal questions (question about a grade you received, your topic, etc.), contact the instructor directly via email (fastest), by leaving a voice message, or by setting up an in-person office hours meeting.
5. To contact instructor:
   Phone: 
   Email: 
   Office Hours By Appointment Only: Hayward Campus, AE 369

MISSION OF THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
“Preparing leaders committed to social justice and democracy.”
The mission of the Department of Educational Psychology is to prepare a diverse population of students as professional counselors, psychologists, special education specialists, and researchers for effective and innovative work in a variety of settings, including schools, agencies, hospitals and industry with an emphasis on working with underserved populations.

EARTHQUAKE EMERGENCY INFORMATION
During the earthquake:
Duck and cover – get under a desk or table. Protect your head with your arms. Do NOT exit building; objects may fall from roof. Do NOT use elevator. After the shaking stops, remain calm. Think about a way out. Check for potential hazards. When safe, evacuate to an open area. Assemble at the outdoor Amphitheater where you will receive further information. Use telephone (911) only for genuine emergencies. Expect aftershocks.

STUDENTS DISABILITY RESOURCE CENTER (SDRC)
If you have a documented disability (through Student Disability Resource Center or SDRC) and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact the professor as soon as possible.
COURSE DESCRIPTION:
The purpose of this course is to provide an overview of the counseling profession and the different types of employment which utilize counseling skills. This course will present an understanding of the basic skills necessary to establish a “helping relationship” as used in professional counseling. This course offers students the opportunity to participate in self awareness activities that will assist them in making career/major choices. Through media, film, information interviews, panel discussion and guest lecturers, this course exposes students to a variety of career options related to counseling and the skills/interests required for each: marriage and family counseling, educational, career, school counseling, rehabilitation counseling, mental health counseling, and substance abuse counseling.

COURSE OBJECTIVES:
- Students will be introduced to the basic skills utilized in the counseling profession.
- Students will have a general understanding of the helping relationship and how it is used in counseling.
- Students will take the Myers-Briggs Type Inventory and the Strong Interest Inventory at the beginning of the quarter to test personality and interest for where they might fit in the counseling profession.
- Students will review a variety of counseling careers and the skill set utilized by each.
- Students will research and report orally & in written format on three career choices, the application of personal temperament/interest/skills to, and the education, licensure and experience required for each.
- Students will write a personal reflection essay that can be used in an application for a graduate program of their choice.

TEXT BOOK/COURSE MATERIALS
Introduction to the Counseling Profession, 6th Ed. (2012).
Capuzzi, D. & Gross, D.R. (Eds.) Boston: Allyn & Bacon

ATTENDANCE AND/OR CLASS PARTICIPATION
This course meets in person, however, many of the course materials and assignments will be posted and submitted via BlackBoard. Class participation is a requirement of this course and the quality/quantity of student participation will be reflected in your final grade. Students will be expected to complete all individual assignments, and contribute to class discussions in person and online as directed. If you have any questions, you may contact the instructor for any further instructions.

PLAGIARISM POLICY
Plagiarism is taken very seriously in this course. It is important that you submit original work. This course utilizes plagiarism prevention software, which will compare your assignments with other papers submitted across the US, other students in this course, and articles available on the internet.
If you submit someone else’s work without proper citation, you will receive a grade of zero for the assignment and the incident will be reported to the department and student judicial affairs. Depending on the severity of the infraction, instructor with consultation with the department, may assign the grade of F for the course. If still permitted to remain in the course, if a second act of plagiarism occurs, you will be subject to further action as determined by the instructor and Student Judicial Affairs. Potential consequences of a second offense may include failing the course and potential suspension or expulsion from the university.

Some students are not sure what constitutes plagiarism or how to properly cite references. If you need assistance, please contact the instructor or visit the Student Center for Academic Achievement on the Hayward campus for more information.

SUBMITTING ASSIGNMENTS
In this course we use Turn-it-in, a plagiarism prevention application. This means you will have to submit written assignments and your thesis in a slightly different manner.

1. Write ALL papers/assignments and save them in a Microsoft Word document (please save as .doc or .docx).

2. Submit the completed paper/assignment via the Turn-It-In submission link. (These will be located next to each other in the appropriate folder)

LATE ASSIGNMENT POLICY
The class discussions and assignments are designed to incorporate and build on learning gained from recently completed assignments and readings. It is therefore critical for students to complete all reading and assignments in a timely manner.

Late work WILL NOT be accepted for the following assignments:
- Weekly Quizzes
- Discussion Board Posts (applies to both initial posts and response posts)
- Extra Credit Assignments (unless otherwise noted)
- Final Exam

Class assignments may be submitted by any of the following means:
1. Via the BlackBoard site (required method unless special arrangement is made),
2. As an attachment to an email to the professor in either Word (.doc) format, or PDF (special arrangement needed)
3. In person to the Ed. Psych. Department Office (by special arrangement only)

Other than the work listed above, late assignments will be accepted, unless otherwise noted below; however, they will be penalized 10% for each day the paper is late (including weekends). Assignments that are more than 7 days late will NOT be accepted. No exceptions. For example, for an assignment worth a maximum of 100 points, students submitting late assignments should expect the following penalties:
Day Paper is Submitted On: Points Deducted: Highest Grade Possible:
Due Date or Prior  0  100 (A)
1 Day Late  10  90 (A-)
2 Days Late  20  80 (B-)
3 Days Late  30  70 (C-)
4 Days Late  40  60 (D-)
5 Days Late  50  50 (Failing Grade)

GRADING
• Make-up Assignment Policy
Students will not be allowed to make-up late assignments under any circumstances after the assignment is more than 7 days past due. However, I am aware that life circumstances sometimes prevent you from completing assignments. To offset the effects of unexpected events, students may choose to participate in extra credit opportunities. Details will be announced online. Additionally, your lowest weekly quiz score during the quarter will be dropped. Contact the professor for more information about these policies.

• Grading

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Possible Points</th>
<th>Weight of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Center Personality/Interest Assessment</td>
<td>200</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Boards (50 each x 8)</td>
<td>400</td>
<td>20%</td>
</tr>
<tr>
<td>Online Community Involvement**</td>
<td>50</td>
<td>2%</td>
</tr>
<tr>
<td>Weekly Quizzes (7 x 50 pts)</td>
<td>350</td>
<td>18%</td>
</tr>
<tr>
<td>Career Research Paper &amp; Presentation</td>
<td>200</td>
<td>10%</td>
</tr>
<tr>
<td>Personal Statement Essay</td>
<td>400</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>400</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>2000</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

* Total does not include possible extra credit points. Extra credit opportunity(s) will be available as announced in class/on-line.
** Online Community Involvement: BlackBoard records the number of times you access the class during the quarter and the number of posts you read. Points will be awarded based on these statistics. Points will also be awarded to students who are responsive to other students’ questions and concerns (example: water cooler discussion board).
<table>
<thead>
<tr>
<th>Dates</th>
<th>Module</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Month   | Module 1: The Helping Relationship in Professional Counseling          | 1. How helping relationship is established and used in counseling  
2. Survey of various counseling careers & brief overview basic skills/interests for each  
3. ½ of the students go to CSU career center and take Myers Briggs and Strong Interest Inventory.  
[www.csueastbay.edu/cdc](http://www.csueastbay.edu/cdc) |
| xx-xx   | Module 2: Assessing Your Skills                                         | 1. Second ½ of students go to CSU career center and take Myers Briggs and Strong Interest Inventory.  
[www.csueastbay.edu/cdc](http://www.csueastbay.edu/cdc) |
| Month   | Module 3: Marriage & Family Counseling                                   | Marriage & Family Counseling  
- scope of work  
- education, training, licensure  
- intro on reading, understanding and analysis of peer review type articles |
| xx-xx   | Module 4: Educational, Career & School Counseling                       | Educational, career, school counseling  
- scope of work  
- education, training, licensure  
- intro to literature review academic journal type writing |
| Month   | Module 5: Mental Health Counseling                                      | Mental health counseling (i.e., LPCC)  
- scope of work  
- education, training, licensure  
- how to find training programs for career interests/choices & application processes (tests, i.e. MAT, GRE, personal statement, recommendations) |
| xx-xx   | Module 6: Substance Abuse Counseling                                     | Substance abuse counseling  
- scope of work  
- education, training, licensure  
Assignment:  
- Career Interviews to be completed |
| Month   | Module 7: Rehabilitation Counseling                                     | Rehabilitation counseling  
- scope of work  
- education, training, licensure  
Assignment:  
- Written Assignment (mini literature review on career interest/area of concentration, analysis of temperament/interest skills, compare/contrast evaluation of skills/interests/temperament to area of interest) |
<table>
<thead>
<tr>
<th>Dates</th>
<th>Module</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **Month xx-xx** | Module 8: Miscellaneous Counseling Careers & Overview of Oral Presentation Grading Rubric | Miscellaneous:  
  - Debt counseling  
  - Child development counseling  
  - Eating disorder therapy  
  - Grief counseling  
  - Art therapy  
  - Musical therapy  
  - Online counseling  
  Overview of Oral Presentation Grade Rubric  
  Instructions on Giving Helpful Feedback to Others |
| **Month xx-xx** | Module 9: Presentations | Review of Feedback Guidelines  
 Students Presentations on Career Research Report  
 Student Feedback |
| **Month xx-xx** | Module 10: Tying it all together (Presentations Part 2) | (optional module depending on quarter length)  
 Review of Feedback Guidelines  
 Students Presentations on Career Research Report  
 Student Feedback  
 Relating the Myers Briggs/Strong Inventory Results to the Various Counseling Careers  
 In-Class Project re skill matching to careers (game show) |
| **Month xx-xx** | FINAL EXAM WEEK | Final Exam  
 Turn in Specific Personal Statement Essay w/ Self-Addressed Stamped Envelope |
General Education
Advanced Information Literacy Outcomes
for GE Areas
(approved by Academic Senate 2/05)

B6 Outcomes for Advanced Information Literacy in Science
D4 Outcomes for Advanced Information Literacy in the Social Sciences

Information Literacy is a prerequisite for lifelong learning. It enables learners to engage critically with content, extend their knowledge, assume greater control over their own learning and become self-directed learners.1

Whether taught within a specific discipline or in a multi-disciplinary context, advanced information literacy curricula should encourage students to seek multiple perspectives and use diverse sources of information to inform conclusions. Further, students should develop an understanding that information and knowledge in any discipline is in part a social construction and is subject to change as a result of ongoing dialog and research. Teaching advanced information literacy helps students understand and participate in this scholarly conversation.

Faculty can enhance student information literacy by providing problem- or inquiry-based assignments where learning results from the use of multiple information sources thereby encouraging self-directed learning and critical thinking. The development and evaluation of these types of assignments may require significant commitment and investment of time on the part of students and faculty alike.

In addition to the lower division information literacy outcomes, students who are information literate at the advanced level are able to:

1. identify the main disciplines, fields, and organizations which generate and publish knowledge in their area of research,
2. develop in-depth knowledge of the literature from the above information producers in their area of research,
3. evaluate the significance and validity of information found, both in the context of the disciplines and fields consulted, and also within their own knowledge base and value systems,
4. analyze the implications of research and publishing patterns in their area of research,
5. formulate and reformulate research inquiries based on the objectives above and,
6. demonstrate their ability to perform the above objectives when they communicate the results of their inquiry to others.

1 This quote and other ideas contained here are drawn from the Council of Australian University Librarians' Information Literacy Standards, (Canberra, 2001) and from Learning for Life: Information Literacy Framework & Syllabus published by the Queensland University of Technology Library (Brisbane, 2001).
General Education
Upper Division Writing Outcomes
(approved by Academic Senate 2/05)

Outcomes for upper division General Education writing components build on the lower division learning outcomes acquired in English 1001 and 1002. When Cal State Hayward students complete their upper division general education requirements, they should possess the fundamental reading and writing competencies described for lower division and the rhetorical knowledge and writing process skills described below:

Rhetorical Knowledge
Students should
- Use writing for inquiry, learning, thinking, and communicating
- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources, and incorporating peer and instructor feedback into revisions
- Integrate their own ideas with those of others
- Practice the ethics of academic writing and of accuracy in the use of evidence

Writing Processes
Students should
- Be aware that it usually takes multiple drafts to create and complete a successful text
- Develop flexible strategies for generating, revising, editing, and proofreading
- Understand writing as an open process that permits writers to re-think and revise their work
- Learn to critique their own and others’ works

For D4 Upper Division Social Science—A 4-unit upper division course applying the research findings of the social sciences to significant contemporary problems and emphasizing advanced writing and information literacy skills. In addition to the knowledge and process outcomes above, students should
- Compose written work that manifests the key features of writing in the discipline (such as a proposal and literature review)
- Incorporate research into written work, including summarizing, paraphrasing, and properly quoting and citing material from other sources

Faculty can support student acquisition of advanced writing skills by helping students learn
- The main features of writing in their fields
- The main uses of writing in their fields
- The expectations of readers in their fields
- The uses of writing as a critical thinking method
- The interactions among critical thinking and writing