*Instruction that moves, leadership that inspires,*
*scholarship that makes a difference for the 21st century.*

**A. Course Prefix, Title and Credits:**

**PCO 5095: Computer Applications in Counseling Psychology & Other Human Services**
**(3 credit Hours, online)**
**Summer 2020**
**Zoom Classes Monday, 11-105; other asynchronous classes**
Zoom Link: https://fsu.zoom.us/j/98588665730?pwd=YmU4c3V5QmhMdndsTzNZZDg5WFVQZz09
Meeting ID: 985 8866 5730
Password: 250872

**Instructor**

| | |
|---|---|
| Dr. Debra S. Osborn | 644-3742 (office) 644-8776 (FAX) |
| *Stone Building:* 1114 West Call Street, 3206-E Stone | office hours: Wed. via Zoom, 11-105; also by appt. |
| E-mail: dosborn@fsu.edu | |

**B. Prerequisites or Co-requisites: NA**

**C. Objectives/Description**

This course examines the effective application of computer technology in counseling psychology with an emphasis on mental health, career counseling education, and rehabilitation. This course is designed to provide students with an exploration of the effective application of information and communication technology (ICT) to the provision of counseling. Particular emphasis is placed upon an examination of counseling and computational theory, service delivery models, and the needs of special populations that are associated with the empirically supported practice and use of information technology in service delivery. In addition to gaining competencies that relate to the broad areas described above, students are expected to develop competencies that relate to their specific career goals.

**Objectives**

| Upon completion of the course, the student will be able to… | As measured by… |
|---|---|
| demonstrate an understanding of the appropriate role of the professional and of technology in the provision of services, and to have an increased awareness of current discussions within the field about technology and counseling, including future trends. CACREP II1j, II5e | Discussion question responses |
| demonstrate computer literacy appropriate for counselors in career, mental health, educational, organizational, psychological and rehabilitative settings. | Use of technological tools: Twitter, Apps, etc. |
| demonstrate an understanding of the potential contribution of technological applications in triage, assessment, diagnosis, and treatment/intervention planning. | Discussion question responses |
| demonstrate an understanding of the various technological applications that are used to improve the effectiveness and efficiency of service delivery. | Use of technological tools: Twitter, apps, website development, etc. |
| evaluate the quality of Internet Websites and technological applications used in career counseling, mental health counseling, and school counseling. | Discussion question responses |

| | |
|---|---|
| demonstrate a detailed understanding of the specific technological applications that are relevant to individual goals | Discussion question responses, distance counseling practice |
| demonstrate an understanding of the ethical issues associated with technological applications in career, mental health, educational, organizational, psychological and rehabilitative settings, including issues of equity and access. CACREPII5d | Discussion question responses; Ethics Quiz |
| demonstrate an understanding of the relationship between various professional standards and the provision of quality technological resources and services. | Ethics quiz |
| demonstrate an understanding of how to create and use technological resources to support self-help and counselor-assisted interventions, integrating online findings into useful tools for clients. | Use of technological tools: Twitter, website development, etc.; distance counseling practice |

## D. Required Texts, Readings, and/or other Resources

Goss, S., Anthony, K., Stretch, L. S., & Nagel, D. M. (2016). *Technology in mental health: Applications in practice, supervision and training. Second Edition.* Springfield, IL: Charles C. Thomas, LTD.

To gain experience with the variety of technological tools that exist, you will be asked to create several different accounts. The aim is not for you to become experts with all of these tools, but to expose you to the opportunities that exist and to gain some proficiency in using the most common tools. As such, you may be asked to create accounts with some of the following:

- Google drive, Weebly, Wix (or similar free website creation program)
- Twitter
- LinkedIn
- Recording software such as jing, prezi, present.me
- Skype

- Facebook
- Blogspot
- gmail
- Audacity and Lame (soundforge)
- Dropbox

You may choose to opt out of creating one account for the above. If you opt out, you should partner with someone so that you can observe how that tool is used. In addition, you will need to be able to use your computer's movie making capabilities, which may be moviemaker, iMovie, or similar tool. Some of these will require the instructor to email you an invitation. The more you move beyond the simple creation of an account and try to engage and explore these resources, the better qualified you will be to incorporate technology in exciting ways for your counseling.

## E. Topical Course Outline

| F. Meeting | | Course Topics | Readings | To Do | Assignment Due |
|---|---|---|---|---|---|
| M 5/11 **Zoom** | 1: | Introduction & Self-Assessment; Technological/ Computer Literacy | | Create accounts and input required information on our google drive document. Brainstorm website topic. | |
| W 5/13 | 2: | Counseling via Email | Chapter 1; reading -Collie | "Client" send Intro email to your "Counselor" | |
| F 5/15 | 3: | Distance Counseling- asynchronous, forums, blogging, podcasting | Chapters 5, 8, 17; readings- Lent, de Vries, Haberstoh | "Counselor" respond to your "Client" | DQ 1: Your initial thoughts about integrating technology & counseling

Top Five List 1: Websites

Reading Quiz 1 due (Ch.1, 5, 8, 17, readings/pres) |

| | | | | |
|---|---|---|---|---|
| M<br>5/18<br>Zoom | 4. Telephone Counseling<br>**Guest Speaker: Paulina Lewis;<br>211 Big Bend** | Chapters 3, 9, 27; Ricker reading | "Client" send 2nd email to your "Counselor" | |
| W<br>5/20 | 5. Creating surveys and forms. Creating your site. | Chapter 5 | Begin website.<br>"Counselor" send 2nd email to your "Client" | |
| F<br>5/22 | 6. Social Media Tools<br>Facebook, Twitter, Linked In, etc. | Chapter 4; readings-Klein, Strehlke | "Client" send 3rd/final email to your "Counselor" | Survey link (gdrive) due<br>Reading Quiz 2 due (Ch 3-5, 9, 27, readings/pres)<br>Top Five List 2: Twitter |
| **M   5/25**<br>**NO CLASS – MEMORIAL DAY** | | | | |
| W<br>5/27 | 7. Culturally sensitive strategies for integrating technology and counseling | | "Counselor" send 3rd/final email to your "Client" | |
| F<br>5/29 | 8. Creating & delivering effective digital presentations for counseling workshops | | | DQ 2: Culturally sensitive strategies for technology-assisted relationships<br>Email transcript/ reflection due<br>Top Five List 3: Apps |
| M<br>6/1<br>Zoom | 9. Creating infographics<br>**Guest Presenter: Melissa Venable** | | | |
| W<br>6/3 | 10. Artificial Intelligence; virtual reality; gaming | Chapters 11, 13, 16; Readings-Cottone, Tieu | Start work on your recorded presentation for website. | |
| F<br>6/5 | 11. Critically evaluating online counseling information and sources | | | Reading Quiz 3 due (Chs 11, 13, 16, readings/pres)<br>Survey completions/ reflections due<br>Top Five List 4: Blogs/Podcast |
| M<br>6/8<br>Zoom | 12. Creating a distance counseling program<br>**Guest speaker: Emily Kennelly** | | | |
| W<br>6/10 | 13. Ethics<br>(CACREP II5d) | ACA ethics; Chapter 30; Readings-Zur, McAdams, Tyson | Watch video presentation; Take ethics quiz | |
| F<br>6/12 | 14. Online testing | Chapters 14, 18; Degiorio | Reading in Folder; Watch video | Infographic due<br>Reading Quiz 4 due (Ch 14, 18, 30, readings/pres) |

| | | | Top Five List 5: Youtube |
|---|---|---|---|
| M 6/15 **Zoom** | 15. Synchronous counseling-chat, IM, SMS, video conferencing. | Chapters 2,6, 10, 24 | |
| W 6/17 C | 16. Integrating Information/ technology into counseling; developing and maintaining relationships | Chapters 36, 37 | |
| F 6/19 | Final exam | | Website due DQ3 : Reflections on integrating tech & counseling (Note: this will not become available until 6/15) Final Exam over all course readings, presentations, guests due |

Assignments are due on the day listed by 11:59 p.m. every Friday. Late assignments will be penalized by 50%. Avoid this by planning in advance and not waiting until the last minute. Make sure that Zoom works on your computer prior to our Zoom dates, and plan to come early (10-15 minutes) on those days to make sure your system is working (that we can see/hear you and you can see/hear others). Otherwise, a tardy or absent penalty will occur.

## F. Teaching Strategies

This course has been adjusted due to COVID 19 to a completely online format. We will meet synchronously (at the same time) every Monday via Zoom from 11-105. Office hours will be held every Wednesday at the same time. Methods of instruction include classroom lecture, pre-recorded lectures, discussion, and interactive, experiential, individual/partner/group learning activities.

## G. Field/Clinical Activities – N/A

## H. Expectations/Attendance

### University Attendance Policy

Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities.  These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

### *Dr. O's Policy on Attendance*

Attendance at all class meetings is expected. This includes arriving on time, coming back in a timely manner from breaks, and staying until class is dismissed. Each unexcused absence will result in a loss of 2.5 points (or ¼ a letter grade). Excused absences are ONLY the ones listed in the university attendance policy, or those that are approved in advance by instructor (e.g., conference attendance).  Each unexcused tardy or leaving early offense will result in a point deduction from the student's total course points.

**Professional Demeanor:** Students are expected to behave in a professional manner.  Elements of professionalism include the following:
1) personal and academic integrity
2) responsibility for one's own behavior, tasks, assignments and life lessons
3) consideration, caring and sensitivity to peers/instructor and appropriate interactions
4) maturity, including the capacity to accept "no"
5) evidence of a continuous process of self exploration, resulting in enhanced self awareness
6) practice of ethical and moral professional behavior

7)  openness to constructive feedback
8)  willingness to try new behaviors and to make suggested changes
9)  lack of complaining, badgering, whining, etc., especially over points or half-points
10) positive and enthusiastic attitude and engagement in the class activities and discussions
11) consistent meeting of deadlines
12) use of technology in an appropriate manner (laptops are encouraged, but only for academic purposes – checking FB, email, etc., is only appropriate during breaks; professional emails/texts in all communication)

While this is typically not a problem with graduate students, displays of unprofessional behavior will result in a meeting between the instructor, the program coordinator, and the student.

## Netiquette Statement

Considering online classes will take place in a variety of settings, it is important to have a reference point for successful participation when the class is in an online environment.

Be mindful of the Core Rules of Netiquette taken from Virginia Shea's Book and Website -
http://www.albion.com/netiquette/corerules.html
Rule 1:  Remember the Human.
Rule 2:  Adhere to the same standards of behavior online that you follow in real life.
Rule 3:  Know where you are in cyberspace.
Rule 4:  Respect other people's time and bandwidth.
Rule 5:  Make yourself look good online.
Rule 6:  Share expert knowledge.
Rule 7:  Help keep flame wars under control.
Rule 8:  Respect other people's privacy.
Rule 9:  Don't abuse your power.
Rule 10:  Be forgiving of other people's mistakes.

## Title IX Statement
As a recipient of Federal financial assistance for education activities, FSU is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities are free from discrimination on the basis of sex. Sexual discrimination includes sexual misconduct (sexual violence, stalking, intimate partner violence, gender based animosity and gender based stereotyping). If you have questions about Title IX or wish to file a Title IX complaint, please visit the FSU Title IX website: www.titleix.fsu.edu or call the Title IX Director 850-644-6271. **Please note that as Responsible Employees, all faculty are required to report any incidents of sexual misconduct to the Title IX Office.**

The Victim Advocate Program at FSU has a confidential advocate on call twenty-four hours a day to respond to FSU students, faculty, and staff who are victimized, or any other person who is victimized on our campus, or by an FSU student. Daytime Phone: 850.644.7161, 850.644.2277, or 850.645.0086. Nights, Weekends & Holidays 850.644.1234 (FSUPD) Ask to speak to the on-call advocate.

## Sexual Harassment Policy
Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by the Florida State University, whether by faculty, students, or staff; or by others while on property owned by or under the control of the University.

## Course Expectations
In terms of course expectations, I believe that both the instructor and students should expect that we bring our "A game" to the class. This means being prepared for class, having a positive/enthusiastic attitude about learning, a willingness to participate in discussion and activities, openness to feedback, and to engage with others in the classroom on the topic.

## I.  Grading/Evaluation

| Grade | Assignment |
|---|---|
| 24 pts. | **A. Website.** The student will create a website on a counseling topic of his/her choice that includes examples/applications of the tools developed during the courses, including links to websites for further information, video/audio, appropriate pictures, etc. (Outlined in detail at the end of the syllabus). |
| 10 pts | **B. Top Five Lists.** Five separate top five lists (i.e., apps, websites, Twitter users/groups to follow, podcasts/blogs, Youtube videos/channels) focused on your topic that you would recommend. Each list should include:<br>• the name/title of the resource<br>• the link to that resource<br>• a 1 line descriptor of that source<br>Paste your top fives on the appropriate page at **https://tinyurl.com/yyn9mcfn.** While it is OK to have similar/same topics, it is not OK to have the same top 5's – so if you see someone has already listed one of yours, find another tool to list. In addition, do not list the same resource more than once across your top fives (such as @Linkedin, www.linkedin.com, https://www.youtube.com/user/LinkedIn). Please note your top fives might be shared at www.technologytwins.com/tool-library (you will not be individually identified). |
| 20 pts. | **C. Quizzes.** Four open book/note quizzes over readings and presentations. You have 45 minutes to take each quiz. |
| 3 pts. | **D. Discussion Questions.** Respond to 3 discussion questions. 1 paragraph response is expected. |
| 3 pts. | **E. Survey Link, Completion, and Reflection.** Students will create a 3 item survey relevant to a topic of their interest and post a link to their survey on the class google drive. They will complete at least five of their peers' surveys. Once they have received survey results, they will write a reflection about the goal of their survey, how well their survey met their goal(s), and how they might improve upon their survey, and indicate the peers' surveys they completed. |
| 15 pts. | **E. Email transcript.** Students will be assigned a partner for a "counseling by email" experience. There will be a minimum of 3 "counselor" emails with of at least one paragraph per interchange. The "**counselor**" will save the email interchange as a pdf and then upload the assignment in the assignments link by the deadline on the syllabus. The format of the 3 counselor emails should follow what is presented in the lecture. At least one innovative technological tool should be included that the counselor creates (e.g., an intake form, a video of the counselor, etc.). Include a 1-2 paragraph reflection of what the experience was like (as client and counselor). In your comments reflecting on the client experience, identify what your counselor did (or that you wish they would have done) that was positive. You may post in the comments if desired. |
| 3 pts. | **F. Infographic.** Create an infographic on a topic of interest to you. Should include useful information such as  defining what the problem/focus is, prevalence rates, a profile of whom is impacted, links/places to learn more, an anecdote/story/quote is provided of someone or a group who has been impacted by the issue, etc. A balance of information and graphics should be evident. Use graphics (pictures, graphs, symbols, etc.) where possible to concisely provide information. |
| 10 pts. | **G. Final.** Multiple choice. Open book/note/lecture. Two hour time limit. |

| Grading Criteria | | |
|---|---|---|
| **A** | (93-100) | **Exceptionally Competent**: excellent grasp of subject material; outstanding ability to apply course content to specific problem situations; attends class regularly; actively participates in class discussions; all papers are insightful, well organized, well written, appropriately cited/referenced and complete. |
| **A-** | (90-92) | |
| **B+** | (87-89) | **Competent**: adequate grasp of subject material; able to apply course content to specific problem situations; attends class regularly; participates in class discussions; adequate completion of papers/assignments. |
| **B** | (83-86) | |
| **B-** | (80-82) | |
| **C+** | (77-79) | **Below Average Graduate Level Work**: incomplete grasp of subject material; inadequate ability to apply course content to specific problem situations; irregular class attendance; irregular class participation; failure to complete all papers and assignments. |
| **C** | (73-76) | |
| **C-** | (70-72) | |
| **F** | (< 69) | **Failing Grade:** did not take tests; did not complete assignments; gave no indication of course content mastery. |

**Free Tutoring from FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see http://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring for fundamental concepts in math, statistics, science and additional subject area tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

**J.   Academic Honor Policy**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.  Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University."  Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy.

Please be aware that using social media to collaborate on and share course exams or assignments with other students that are not identified by the course instructor as group work is a violation of the FSU Academic Honor Policy.

**K.   American Disabilities Act**

Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way; 108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice); (850) 644-8504 (TDD)
sdrc@admin.fsu.edu; http://www.disabilitycenter.fsu.edu

**L.   Syllabus Change Policy**

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice"

**M.   Bibliography**

There is no required purchase for the class. **Weekly required readings will posted** via Canvas. The articles listed below are recommended readings.

American Counseling Association Ethical Standards. www.counseling.org

American Psychological Association Ethics Committee. (1997). *Services by telephone, teleconferencing, and internet.* Retrieved December 20, 2011, from http://www.apa.org/ethics/education/telephone-statement.aspx

Association of Computer-Based Systems for Career Information. (2005). *Handbook of standards for the operation of computer-based career information systems.* Retrieved January 9, 2007, from http://www.acsci.org/standards.asp

Anthony, K., & Jamieson, A. (2005). *Guidelines for online counseling and psychotherapy* (2nd ed.). Rugby, United Kingdom: British Association for Counseling and Psychotherapy.

Selected articles from the 2005 *Counseling Psychologist, 33,* 761-921.

Barak, A. (2003). Ethical and professional issues in career assessment on the Internet. *Journal of Career Assessment, 11,* 3-21.

Day, S. X, & Schneider, P. L. (2002). Psychotherapy using distance counseling: A comparison of face-to-face, video, and audio treatment. *Journal of Counseling Psychology, 49,* 499-503.

Fenichel, M., Suler, J., Barak, A., Zelvin, E., Jones, G., Munro, K., Meunier, V., & Walker-Schmuker, W. (2003). Myths and realities of online clinical work. *International Society for Mental Health Online Clinical Case Study Group*. Retrieved January 9, 2007 from, http://www.rider.edu/~suler/psycyber/myths.html

Green, R. T., Lawson, G., & Getz, H. (2005). The impact of the Internet: Implications for mental health counselors. *Journal of Technology in Counseling, 4,(1)*, 1-26. Retrieved January 9, 2007, from http://jtc.colstate.edu/Vol4_1/Lawson/Lawson.htm

Guterman, J. T., & Kirk, M. A. (1999). Mental health counselors and the Internet. *Journal Mental Health Counseling, 21,* 309-25.

Health on the Net Foundation (1997). *HON code of conduct (HONcode) for medical and health Web sites.* Retrieved January 9, 2007, from http://www.hon.ch/HONcode/Conduct.html

Heinlen, K. T., Welfel, E. R., Richmond, E. N., & Rak, C. F. (2003). The scope of WebCounseling: A survey of services and compliance with NBCC Standards for the Ethical Practice of WebCounseling. *Journal of Counseling and Development, 81,* 61-69.

International Society for Mental Health Online. (2000). *Suggested principles for the online provision of mental health services*. Retrieved January 9, 2007, from http://www.ismho.org/suggestions.html

Journal of Technology in Counseling, http://jtc.colstate.edu

Lumsden, J. (2007). The assessment process via distance counseling. In J. F. Malone, R. M. Miller & G. R. Walz, (Eds.). *Distance counseling: Expanding the counselor's reach and impact* (pp. 53-63)*. Ann Arbor, MI: Counseling Outfitters.

Mallen, M. J., Vogel, D. L., Rochlen, A. B. (2005). The practical aspects of online counseling: Ethics, training, technology, and competency. *The Counseling Psychologist, 33,* 776-818.

Malone, J. F. (2007a). Understanding distance counseling. In J. F. Malone, R. M. Miller, & G. R. Walz, (Eds.). *Distance counseling: Expanding the counselor's reach and impact* (pp. 9-35)*. Ann Arbor, MI: Counseling Outfitters.

Malone, J. F. (2007b). Ethical guidelines, legal and regulatory issues in distance counseling. In J. F. Malone, R. M. Miller, & G. R. Walz, (Eds.). *Distance counseling: Expanding the counselor's reach and impact* (pp. 133-148)*. Ann Arbor, MI: Counseling Outfitters.

Naglieri, J. A., Drasgow, F., Schmit, M., Handler, L., Prifitera, A., Margolis, A., Velasquez, R. (2004). Psychological testing on the Internet. *American Psychologist, 59*, 150-162.

National Board for Certified Counselors and the Center for Credentialing and Education. (2001). *The practice of Internet counseling*. Retrieved December 20, 2011 from http://www.nbcc.org/Assets/Ethics/internetCounseling.pdf

National Career Development Association. (1997). *NCDA guidelines for the use of the Internet for provision of career information and planning services*. Retrieved January 9, 2007, from http://www.ncda.org [Click on "Internet Resources" link from the home page of the Web site.]

Panke, J., Carr, D. L., Arkin, S., & Sampson, J. P., Jr., (2001). *A process for developing the structure of need-based Web sites (technical report No. 29).* Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development. Retrieved January 9, 2007, from http://www.career.fsu.edu/documents/technical reports/Technical Report 29/TR-29.htm

Ravis, H. B. (2007). Challenges and special problems in distance counseling: How to respond to them. In J. F. Malone, R. M. Miller, & G. R. Walz, (Eds.). *Distance counseling: Expanding the counselor's reach and impact* (pp. 119-132)*. Ann Arbor, MI: Counseling Outfitters.

Reardon, R. C., Lenz, J. G., Lumsden, J. A., & Sampson, J. P., Jr. (2006). *Transferable skills analysis*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.

Reese, R. J., Conoley, C. W., & Brossart, D. F. (2002). Effectiveness of telephone counseling: A field-based investigation. *Journal of Counseling Psychology, 49,* 233-242.

Sampson, J. P., Jr. (1997). *Implementation model for computer applications*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development. Retrieved January 9, 2007, from http://www.career.fsu.edu/documents/implementation/Implementation%20Model%20for%20Computer%20Applications.htm

Sampson, J. P., Jr. (2000). Computer applications. In C. E. Watkins, Jr. & V. L. Campbell (Eds.), *Testing and assessment in counseling practice* (2nd. Ed) (pp. 517-544). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Sampson, J. P., Jr. (2000). Using the Internet to enhance testing in counseling. *Journal of Counseling and Development, 78,* 348-56.

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Sampson, J. P., Jr. (2003). *Implementation model for computer-assisted career guidance*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.

Sampson, J. P., Jr. (2005). *Implementation model for computer-assisted testing applications*. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.

Sampson, J. P., Jr. (2006). *Identifying and documenting counseling skills.* Department of Educational Psychology and Learning Systems, Florida State University, Tallahassee.

Sampson, J. P., Jr. (2007). A four-step model for integrating counseling and Web site use. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.

Sampson, J. P., Jr., & Bloom, J. W. (2001). The potential for success and failure of computer applications in counseling and guidance. In D. C. Locke, J. Myers & E. L. Herr (Eds.). *The Handbook of Counseling* (pp. 613-627). Thousand Oaks, CA: Sage Publications.

Sampson, J.P., Jr., Carr, D. L., Panke, J., Arkin, S., Minvielle, M,. & Vernick, S. H. (2001). *Design strategies for need-based Internet Web sites in counseling (technical report No. 28).* Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development. Retrieved January 9, 2007, from http://www.career.fsu.edu/documents/technical%20reports/Technical%20Report%2028/TR-28.html

Sampson, J. P., Jr., & Lumsden, J. A. (2000). Ethical issues in the design and use of Internet-based career assessment. *Journal of Career Assessment*, 8, 21-35.

Sampson, Jr., J. P., Purgar, M. P., & Shy, J. D. (2003). Computer-based test interpretation in career assessment: Ethical and professional issues. *Journal of Career Assessment, 11* (1), 22-39.

Sampson, Jr., J. P., Shy, J. D., & Cooley, J. A. (2007). Client use of Internet Web sites as an information resource for problem solving. Tallahassee, FL: Florida State University, Center for the Study of Technology in Counseling and Career Development.

Saunders, D. E. (2007). A step-by-step approach for adopting and using distance counseling as a private practitioner. In J. F. Malone, R. M. Miller, & G. R. Walz, (Eds.), *Distance counseling: Expanding the counselor's reach and impact* (pp. 75-89). Ann Arbor, MI: Counseling Outfitters.

Shafer, S. P., & Clawson, T.W. (2007). The distance credentialed counselor. In J. F. Malone, R. M. Miller, & G. R. Walz, (Eds.). *Distance counseling: Expanding the counselor's reach and impact* (pp. 37-52). Ann Arbor, MI: Counseling Outfitters.

Zalaquett, C. P., & Sullivan, J. R. (1998). Counseling center help screens: Students' use and evaluation of an Internet-based program. *Journal of College Student Development, 39,* 494-498.

**Others**

Counseling Podcast: http://www.counseloraudiosource.net/Archive/archive.html

Virtual Reality: https://techcrunch.com/2016/01/06/virtual-reality-therapy-treating-the-global-mental-health-crisis/

# Website Requirements

You will be developing a website (you may use free website programs such as weebly, wix, etc.) for a counseling-related topic of interest to you (e.g., ADD, career development, eating disorder, anxiety, depression, self-esteem and so forth). You may also use a blog as your website. At a minimum, your website must contain:

| Item | Description | Points |
|---|---|---|
| **Purpose of site** | On home page, brief description of the purpose of the page. Be sure to add a note that you do not provide counseling on this website. Consider (optional) adding in social media following buttons). | 1 |
| **Information** | | |
| | Social significance/problem statement: State what the problem is that your site is hoping to address; include a link that shows prevalence rates (e.g., DOE for # of high school dropouts, NIMH for % with mental illness, etc.). | 5 |
| | Infographic created by you about the topic (could focus on key characteristics, prevalence rates, best practices, etc. – up to you) | 1 |
| | Empirically-based counseling-related strategies (at least 5 from research articles) that address your population or topic. Be sure to cite appropriately! | 5 |
| | Brief video presentation you create-could be a demo of a skill (e.g., cognitive reframe or deep breathing), an intro to your site, your 5 empirically-based strategies, an interview w/an "expert" on your topic, etc. | 1 |
| | Brief description of who you are (i.e., 2nd year student specializing in career, mental health or school counseling at FSU). Embed a link to your program's page. | 1 |
| | References in current APA style | 1 |
| **Resources** | | |
| | Your top 5 lists (these may be listed separately or as a complete pdf or separate page or a link to another page) | 1 |
| | List of 5 (at least two must be local) resources where individuals can get more information or help for the topic. Include a brief description of the resource and links if available. | 3 |
| **Overall attractiveness/ design** | Layout is organized and uses consistent style; Use space well; don't overcrowd; Color scheme/layout has visual appeal and works with content; Fonts are legible and consistent; Graphics are legible and relevant (matches the content) | 5 |

The goal of this activity is for you to learn and demonstrate knowledge of key technology needed to develop an online counseling website. The above areas are minimum requirements, please feel free to add more items to spruce up your website. In addition, consider how you would make your website visually appealing and engaging to viewers.

**COURSE OBJECTIVES, CACREP STANDARD MET, LEARNING MODALITY, EXPECTED ASSESSMENTS/OUTCOMES**

| Objective | CACREP Standard | Learning | Assessment/Outcome |
|---|---|---|---|
| Technology's impact on the counseling profession | CACREP IIF1J (See CACREP for additional information: http://www.cacrep.org) | Discussion, roleplays, guest speakers, readings, ACA ethical guidelines | • Website<br>• Top 10 lists<br>• Ethics quiz |
| Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships | CACREP IIF5d | Readings, Discussion, in class practice | • Discussion Question<br>• Email transcript |
| Technology's impact on the counseling process | CACREP IIF5e | Readings, Discussion, in class practice | • Email transcript and reflection<br>• Discussion Question |