FLORIDA STATE UNIVERSITY

EDUCATIONAL PSYCHOLOGY & LEARNING SYSTEMS , COLLEGE OF EDUCATION

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)
Spring 2015
G103, Wednesday, 9:30-12 pm.

Instructor
Dr. Debra S. Osborn — 644-3742 (office) 644-8776 (FAX)
Stone Building: 1114 West Call Street, 3206-E Stone
E-mail: dosborn@fsu.edu — office hours: Wed. 12-2 or by appt.

B. Prerequisites or Co-requisites: NA

C. Objectives/Description

This course is designed to provide students with an understanding 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.	Blog entries
demonstrate computer literacy appropriate for counselors in career, mental health, educational, organizational, psychological and rehabilitative settings.	Use of technological tools: Twitter, Second Life, Blogs, etc.
demonstrate an understanding of the potential contribution of technological applications in triage, assessment, diagnosis, and treatment/intervention planning.	Blog entries
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, Blogs, website development, etc.
evaluate the quality of Internet Websites and technological applications used in career counseling, mental health counseling, and	Blog entries

school counseling.	
demonstrate a detailed understanding of the specific technological applications that are relevant to individual career goals	Blog entries, distance counseling experience
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.	Blog entries; 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, Blogs, website development, etc.; distance counseling experience

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

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 the following:

- Googlesites, 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

Meeting	Course Topics	To Do:	Assignment Due
1/7 F2F	1: Introduction & Self-Assessment; Technological/ Computer Literacy	Create accounts and input required information on our google drive document.	
1/14 BB	2: Ethics & Technology	Watch video presentation; Blog, Take ethics quiz	Blog: Your initial thoughts
1/21 F2F	3: Telephone Counseling Guest Speaker: Harold Stephenson, 211 Big Bend		Ethics quiz due Blog
1/28 E	4: Distance counseling	Experiencing synchronous tools (e.g., Skype, Elluminate)	Blog
2/4 F2F	5: Creating & delivering effective digital presentation for counseling workshops ; Creating surveys		Blog
2/11 BB	6: Distance Counseling- asynchronous		Blog Top Ten List 1: Blogs/Podcasts; Survey due
2/18	7: Artificial Intelligence; tech		Blog

F2F	sandbox tour*	Reading quiz 1 due Email transcript due
2/25 E	8: Social Media Tools Guest speaker: Barb LoFrisco, private practice	Blog: How/if SM might be used in my counseling Top Ten List 2: Twitter
3/4 F2F	9: Critically evaluating online counseling information and sources /Linked In/Preparing for Online Conference	Blog Top Ten List 3: Websites Reading Quiz 2 due
3/11	!!!!!SPRING BREAK!!!!	
3/18 F2F	10. Counseling Strategies for ICT and Social Justice Issues Guest Speaker: Dr. Sampson	Blog Top Ten List 4: Apps
3/25 (NCDA) BB	10: Online Conference	Blog Presentations Due!!!
4/1 F2F	11: Technological tools for face to face counseling	Blog Presentation Feedback on 5 others' due. Top 10 List 5 due: Miscellaneous
4/8 BB	12: Client information systems	Blog Linked In Profile due Reading quiz 3 due
4/15 E	13: Misc. Technology tools (e.g., google drive, dropbox, wikis)	Blog Distance Counseling Paper Due
4/22 F2F	14: Integrating Information/Technology into Counseling	Blog Website Presentation
4/29	Exam Week – No class	Blog – Final thoughts on technology & counseling Reading Quiz 4 due

*On one of the F2F meetings, we will try to schedule a tour of the COE Tech Sandbox. Also, we may adjust the topics based on class interest or emerging issues.

Assignments are due on the day listed by 9:30 a.m. (the beginning of class). Late assignments will be penalized by 50%. Avoid this by planning in advance and not waiting until the last minute. Make sure that Elluminate works on your computer prior to our Elluminate dates, and plan to come early (10-15 minutes) on those days to make sure your system is working (that we can hear you and you can hear others). Otherwise, a tardy or absent penalty will occur.

F. Teaching Strategies

This course is designed as a hybrid course, meeting both face-to-face, asynchronously on Blackboard, and synchronously via Elluminate. The meeting location for each week is indicated on the course schedule (F2F = in class; BB = asynchronous; E = elluminate). Asynchronous assignments/readings may be completed at any time in the week but is due by the beginning of the next week's class. Synchronous (elluminate) meetings will occur at 9:30 a.m. on Wednesday. Methods of instruction include classroom lecture, discussion, and interactive, individual/group learning activities.

G. Field/Clinical Activities – NA

To gain experience integrating technology into counseling, you will find a volunteer for a distance "counseling" (advising) experience. The topic for advising should be developmental (i.e., NOT a personality disorder, eating disorder, suicidal thoughts, etc.). The "sessions" may be conducted via phone, email, Skype, iChat, etc. The experience should be a minimum of two sessions, and incorporate at least one technological tool. There is also a reflection paper incorporating research due at the conclusion of the experience.

H. Expectations/Attendance

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)

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.

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. Accommodations for these excused absences will be made and will do so in a way that does not 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. Each tardy or leaving early offense will result in a 1 loss of points.

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."

I. Grading/Evaluation

Grade	Assignment
25 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). This may be in the form of a blog.

20 pts	**B. Distance "counseling" experience and reflection paper with research.** Students will find a volunteer for a distance "counseling" (advising) experience. The topic for advising should be developmental (i.e., NOT a personality disorder, eating disorder, suicidal thoughts, etc.). The "sessions" may be conducted via phone, email, Skype, iChat, etc. The experience should be a minimum of two sessions, and incorporate at least one technological tool. The reaction paper should be no more than 10 double space pages, and should include a minimum of **THREEE REFERENCES in APA format** related to technology and counseling. On your title page, please have the first line in bold, **PCO 5095**. The second line should have in bold caps, **GRADE:** Save your paper as just your last name and submit to the assignment link.
15 pts	**C. Online Conference Presentation and Feedback.** Students will create a brief (5-7 minute) recorded presentation on the topic of their expertise (blog, website, etc.) using software such as prezi, jing, or present.me. The presentation should be visibly appealing and follow the guidelines reviewed in class (e.g., no excessive wording). A link to the presentation should be placed in the google drive document by the deadline on the syllabus. In addition, students will review a minimum of five other students' presentations and leave a substantive (e.g., not "that was cool" or "great job!") comment on the presentation by the deadline in the syllabus.
1 pt	**D. Survey.** The student will create a brief survey (minimum 5 questions) in either Survey Monkey or Qualtrics that can be used by counselors or clients. Examples include an intake inventory, a checklist, a rating scale (for anxiety, depression, etc.), and so forth. The link must be posted in our shared document.
2 pts	**E. Linked In.** Students will create a Linked In portfolio, with entries in the summary section, education, and experience sections. You must join at least one group in Linked In.
10 pts	**D. Top Ten Lists.** Five separate top ten lists (i.e., apps, websites, Twitter users/groups to follow, podcasts/blogs, and other virtual places-such as Pinterest, Facebook, Tumblr, youtube channels or a combination) focused on your topic that you would recommend. Each list should include the name/title of the resource, the link to that resource (name can be hyperlinked), a 1 line descriptor of that source, how many stars (out of five) you would give it, and 1-2 sentences as to how that resource might be helpful to clients. These can be posted as separate entries on your blog but do not count as your blog entry for that week – you could choose 1 of the top ten items and write about a paragraph on it and that would count for the blog.
15 pts	**E. Blog** – Students will be create weekly blog entries on the topic of technology and counseling, or the specific topics of the week. The blog is expected to be about a paragraph in length. The format should vary, in that one week it might include a link to a video, while the next might include a link to an article, and the next might include a photo. Sometimes there will be a prompt (noted in the class outline, and other times it will be up to your discretion and discovery).
5 pts.	**F. Ethics Quiz**. Students will take a quiz focusing on ethics and technology in counseling.
2 pts.	**G. Reading Quizzes.** Several quizzes over the reading material will be given throughout the semester.
5 pts	**H. 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 by the deadline on the syllabus.

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; ability to apply course content to specific problem situations; attends class regularly; participates in class discussions; adequate completion of all papers and assignments.
B	(86-83)	
B-	(82-80)	
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 mastery of course content.

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 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. Honor Code

"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://dof.fsu.edu/honorpolicy.htm."

Plagiarism: Students should be aware of an available service called "SafeAssignment" and "Turnitin" to detect plagiarism. Florida State University has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. Assignments are compared automatically against a variety of items in the Internet, and previously submitted papers. Material that may not be original is flagged and a matching score is calculated. The Instructor receives the matching score and a report. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to SafeAssignment or "turnitin. If plagiarism is found, the student will automatically receive a FF in the course and will immediately be brought to the faculty's attention regarding fitness to proceed in the program.

K. ADA Requirements

AMERICANS WITH 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. This should be done during the first week of class.

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 Blackboard. 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.
Sampson, J.P., Jr. (2002). *An integrated model of computer applications in counseling.* 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/integrated_model.doc
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.

Website Requirements

You will be developing a website (you may use free website programs such as weebly, wix or google sites) 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 the following:

1. The website will have a minimum of four main navigational pages: Home, Information (about the issue), Community Resources and About Us.
2. The Home page must have navigation links to the other pages and should have a description of the topic being addressed and the purpose of the website.
3. The Information page must include basic information on your topic and include the following (either on the page or via links):
    a. your top ten lists (these may be listed separately or as a complete document or separate page or a simple link to your blog – use your discretion on what looks best).

    b. a link to your recorded presentation on your topic reflecting quality presentation characteristics (this may be in a video)
    c. a link to your blog
4. The Community Resources page must include a link and description of at least two (2) websites with further information about resources available in the community that address the topic.

5. The About Us page must include a link to your vita/resume (make sure that no personal information that you would like to keep private is on your vita), your Linked In url, and a link to the FSU home page (for contact) information.

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.