A. Course Prefix, Title and Credits:

PCO 5095: Computer Applications in Counseling Psychology & Other Human Services  
(3 credit Hours)  
Summer 2019  
STB 3301, MWF, 11:00 a.m. -1:05 p.m.

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: Mon, Wed. 9:30-10:30 or by appt.

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

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<tr>
<th>Upon completion of the course, the student will be able to…</th>
<th>As measured by…</th>
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<tbody>
<tr>
<td>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</td>
<td>Blog entries</td>
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<td>demonstrate computer literacy appropriate for counselors in career, mental health, educational, organizational, psychological and rehabilitative settings.</td>
<td>Use of technological tools: Twitter, Apps, Blogs, etc.</td>
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<td>demonstrate an understanding of the potential contribution of technological applications in triage, assessment, diagnosis, and treatment/intervention planning.</td>
<td>Blog entries</td>
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<td>demonstrate an understanding of the various technological applications that are used to improve the effectiveness and efficiency of service delivery.</td>
<td>Use of technological tools: Twitter, Blogs, website development, etc.</td>
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<td>evaluate the quality of Internet Websites and technological applications used in career counseling, mental health counseling, and school counseling.</td>
<td>Blog entries</td>
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<td>demonstrate a detailed understanding of the specific technological applications that are relevant to individual goals</td>
<td>Blog entries, distance counseling practice</td>
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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

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 practice

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<th>D. Required Texts, Readings, and/or other Resources</th>
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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.

<table>
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<tr>
<th>E. Topical Course Outline</th>
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<tr>
<th>F. Meeting</th>
<th>Course Topics</th>
<th>To Do:</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>M 5/13 F2F</td>
<td>1: Introduction &amp; Self-Assessment; Technological/ Computer Literacy</td>
<td>Create accounts and input required information on our google drive document. Brainstorm website topic. Review BBB.</td>
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<tr>
<td>W 5/15 F2F</td>
<td>2: Counseling via Email</td>
<td>Chapter 1</td>
<td>Send Intro email to your partner</td>
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<td>F 5/17 C</td>
<td>3: Distance Counseling-asynchronous, forums, blogging, podcasting</td>
<td>Chapters 5, 7, 8, 17; readings</td>
<td>Blog 1: Your initial thoughts about integrating technology &amp; counseling or intro to your topic/podcast Top Five List 1: Websites Reading Quiz 1 due</td>
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<td>Date</td>
<td>M</td>
<td>4. Integrating Information/technology into Counseling; developing and maintaining relationships, cultural considerations (CACREP II1; II5d-e)</td>
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<td></td>
<td>F2F</td>
<td>Begin website. Send 2nd correspondence to partner. Practice</td>
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<td>W</td>
<td>5/22</td>
<td>5: Telephone Counseling Chapters 3, 9, 27</td>
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<td></td>
<td>F2F</td>
<td>Guest Speaker: Paulina Lewis; 211 Big Bend</td>
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<td>F</td>
<td>5/24</td>
<td>6. Social Media Tools Chapter 4</td>
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<td></td>
<td>BBB</td>
<td>Facebook, Twitter, Linked In, etc.</td>
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<td>M</td>
<td>5/27</td>
<td>NO CLASS – MEMORIAL DAY</td>
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<td>W</td>
<td>5/29</td>
<td>7. Creating &amp; delivering effective digital presentations for counseling workshops; Creating surveys 3rd/final correspondence to partner</td>
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<td></td>
<td>F2F</td>
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<td>F</td>
<td>5/31</td>
<td>8. Creating infographics Chapter 2, 6, 10, 24</td>
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<td>BBB (or alt)</td>
<td>Guest Presenter: Melissa Venable</td>
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<td>M</td>
<td>6/3</td>
<td>9. Technological tools for face to face counseling; video; apps Have an app ready to use in class with a peer.</td>
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<td>F2F</td>
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<td>W</td>
<td>6/5</td>
<td>10. Artificial Intelligence; virtual reality; gaming; tech sandbox tour* Start work on your recorded presentation and survey for website.</td>
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<td>F2F</td>
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<td>F</td>
<td>6/7</td>
<td>11. Synchronous counseling-chat, IM, SMS, video conferencing Blog 4: Include in your blog how at least 1 of the tools in the tech sandbox might be useful w/your issue or population</td>
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<td>BBB</td>
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<td>M</td>
<td>6/10</td>
<td>12. Critically evaluating online counseling information and sources Top Five List 3: Apps</td>
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<td>F2F</td>
<td></td>
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<td>W</td>
<td>6/12</td>
<td>13. Creating a distance counseling program Guest speaker: Emily Kennelly</td>
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<td>F2F</td>
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<td>F</td>
<td>6/14</td>
<td>14. Ethics (CACREP II5d) ACA ethics; Chapter 30; Articles in Canvas! Watch video presentation; Blog, Take ethics quiz Blog 5 Ethics Quiz due Top Five List 4: Blogs/Podcasts</td>
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<td>C</td>
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Assignments are due on the day listed by 11:00 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 Big Blue Button works on your computer prior to our BBB 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 Canvas, and synchronously via Big Blue Button. The meeting location for each week is indicated on the course schedule (F2F = in class; C = asynchronous; BBB = Big Blue Button). Asynchronous assignments/readings may be completed at any time in the week but is due by the date on the assignment. Synchronous (BBB) meetings will occur at 11 a.m. on the days assigned. Methods of instruction include classroom lecture, discussion, and interactive, individual/group learning activities.

G. Field/Clinical Activities – N/A

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; 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.

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.

I. Grading/Evaluation

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<tr>
<th>Grade</th>
<th>Assignment</th>
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<tr>
<td>50 pts.</td>
<td><strong>A. Website.</strong> 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).</td>
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<tr>
<td>10 pts</td>
<td><strong>B. Top Five Lists.</strong> 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:</td>
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<tr>
<td></td>
<td>• the name/title of the resource</td>
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<td></td>
<td>• the link to that resource</td>
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<td>• a 1 line descriptor of that source</td>
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1-2 sentences as to how that resource might be helpful to your clients/relevant to your topic, etc.

Paste your top fives on the appropriate page at https://tinyurl.com/yyn9mcfn. While it is OK to have similar 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. Please note your top fives might be shared at www.technologytwins.com/tool-library (you will not be individually identified).

5 pts.  
C. Ethics Quiz. Students will take a quiz focusing on ethics and technology in counseling.

15 pts.  
D. Reading Quizzes. Given over the reading material throughout the semester. You may take twice for the highest score.

10 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. Please include a 1 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.

10 points  

### Grading Criteria

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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>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.</td>
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<tr>
<td>A-</td>
<td>(90-92)</td>
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<tr>
<td>B+</td>
<td>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.</td>
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<tr>
<td>B</td>
<td>(83-86)</td>
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<tr>
<td>B-</td>
<td>(80-82)</td>
</tr>
<tr>
<td>C+</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>(77-79)</td>
</tr>
<tr>
<td>C-</td>
<td>(73-76)</td>
</tr>
<tr>
<td>F</td>
<td>Failing Grade: did not take tests; did not complete assignments; gave no indication of mastery of course content.</td>
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<tr>
<td>F</td>
<td>(&lt; 69)</td>
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### 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.

### 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.

### 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

K. 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](http://www.counseling.org)
Selected articles from the 2005 *Counseling Psychologist, 33,* 761-921.
Journal of Technology in Counseling. [http://jtc.colstate.edu](http://jtc.colstate.edu)  


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/Blog Requirements

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

1. The website will have a minimum of four main navigational pages: Home, Information (about the issue), Community Resources and About Us. You may name them something else, but it should have the information below.

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. Make sure to add a note that you do not provide counseling on this website. Consider (optional) adding in social media following buttons.

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 five lists (these may be listed separately or as a complete pdf or separate page or a simple link to your blog – use your discretion on what looks best).
   b. A link to a recorded presentation on your topic reflecting quality presentation characteristics that we covered in class (this may be in a video, prezi, using tools such as jing or present.me, etc.)
   c. An infographic created by you
   d. A link to a 3 item survey created by you (can be elsewhere on your page)
   e. A blog with 6 entries, due weekly, 1 paragraph, varied in format and content (text, infographic, slideshare, video, links, interview, etc.) Sometimes there will be a prompt (noted in the class outline, and other times it will be up to your discretion and discovery.
   f. Empirically-based counseling-related strategies (at least 5) that address your population or topic, with at least five references in current APA style.

4. The Community Resources page must include a link and description of at least ten (10) resources (websites, podcasts, readings, apps, etc.) with further information about resources available in the community that address the topic. At least 3 should include local (Tallahassee resources).

5. The “About Us” page must include:
   a. a link to your vita/resume (make sure that no personal information that you would like to keep private is on your vita),
   b. your Linked In url
   c. a link to the FSU home page or College of Education 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 and engaging to viewers.