



COUN 3331-01 Introduction to the Principles of Counseling

College of Education, Department of Counselor Education

Instructor: Dusanka Armstrong, M.A., NCC, LPC Intern
Counselor Education Center
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Office hours: By appointment

Class Format: Face to Face and occasionally online

Class day and time: MWF 1:00 – 1:50

Class location: TEC 107G

Course Description: This course will provide the student with an overview of the counseling profession to include professional issues, ethics, history, credentialing, professional associations, and roles of counselors in various settings. Emphasis is placed on the development of professional identity, the value of the counseling relationship, and theory.

Professional Behaviors Related to Technology: Use of cell phones, laptops, tape recorders, iPod's, or any other electronic devices is not permitted in the classroom. Students are to turn off all cell phones while in the classroom. No emailing, text or instant messaging, during class. If you have a family situation that requires you to have your cell phone on during class you must discuss with me prior to class beginning. If you do have your phone visible during class time, you will have 5 points deducted from Professionalism for each instance.

Textbooks:

Gladding, S. (2009). *Becoming a Counselor: The Light, the Bright, and the Serious*, 2nd ed.
Alexandria, VA: American Counseling Association Foundation. ISBN 978-1-55620-281-0

Course Objectives: The following objectives will be met during this course:

1. Discuss roles of counselors in different settings;
2. Identify different professional associations in the mental health field;

3. Have greater awareness of the people, theories, and organizations that have shaped the history of the counseling profession;
4. Recognize ethical and legal issues in the field of counseling; and Articulate a basic understanding of the process of counseling.
5. The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice and training experiences.

Matrix:

Objectives	Activities	Assessment	Standards
1. Describe roles of counselors in various settings and identify challenges faced by counseling professionals.	Reflective journals Class discussions Interviewing professionals Development and delivery of group presentation	Active participation in class discussion Compare/Contrast paper Group Presentation Examinations	Professional Identity G1b,c,h; G4d,g; G6a
Acknowledge the importance of professional development and demonstrate familiarity with various professional organizations in counseling.	Class discussion and activities Videos	Active participation in class discussions and activities. Written Reflections Examinations	Professional Identity G1d,f
Demonstrate understanding of counseling theories and the process of developing one's own theory.	Class discussion and activities. Videos	Active participation in class discussions and activities Examinations	Professional Identity G3a,b,h; G5d,e
Discuss cultural considerations when engaging in helping activities.	Class discussion and activities. Assigned readings	Active participation in class discussions and activities Examinations	Professional Identity G2e,f

Demonstrate specific helping strategies in counseling.	Assigned readings Role play activities Class discussions	Students will submit a novice research proposal consisting of three chapters with the main focus on chapter 2. These will be graded for content, writing style,	IV – F.3
Identify ethical dilemmas and apply an ethical decision-making model.	Assigned readings Class discussion	Examinations Written reflections	Professional Identity G1j

Program specific URL address for *Specialty Program Association (SPA) standards*:

Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards: <http://www.cacrep.org>

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system): **Essential:**

- Learning to apply course materials (to improve thinking, problem solving, and decision-making).
- Developing specific skill, competencies, and points of view needed in the field most closely related to this course. **Important:**
- Acquiring skills in working with others as a member of a team or group.
- Developing clear understanding of, and commitment to personal values.

Course/Instructor Requirements:

- 1) Students will be responsible submitting 4 self-reflections (minimum of 2 pages; maximum of 5 pages). Students are encouraged to use the questions in each of the Thoughts, Feelings, Actions, Context (TFAC) tables at the end of each chapter to organize their writings and to consider new insights. (4 X 25 pts. each = 100 pts.)
- 2) Students will demonstrate professionalism in their attendance, participation, appearance, attitude, timely completion of assignments, and achievement of outlined expectations. If a student is not going to attend class, an email to the professor is expected. An email is also expected if a student is going to be late to class.
- 3) Students will learn about the processes and skills in the counseling profession by actively participating in class discussions, practice activities, and demonstrations. Ethical issues and multicultural considerations will be emphasized as they apply to the counseling relationship. (50 pts.)

- 4) Students will interview two counseling professionals (pre-approved by the instructor) from different areas/specialties. Information about the following topics should be obtained from each professional interviewed.
- a. education & licensing credentials,
 - b. memberships in professional organizations,
 - c. continuing education activities,
 - d. primary clientele with whom they work (including information about the local community),
 - e. nature of the practice/agency for which they work,
 - f. perceived challenges with clientele,
 - g. theoretical orientation to counseling,
 - h. personal definition of counseling, and
 - i. influences for becoming a counselor.

Students then will write a 3-5 page paper that compares/contrasts the counseling professionals' roles, responsibilities, and experiences as counselors. The paper should be written in APA (6th ed.) format. (100 pts.)

- 5) Students will complete two examinations. Exam questions will come from the text, supplementary readings and class discussion. Students are responsible for reading the textbook (50 pts. each)
- 6) Students will participate in counseling skills demonstrations; evaluate and provide feedback for peers; and complete self-evaluations which will be submitted along with a reflection paper describing their strengths, areas for improvement, and goals. (100 pts.)
- 7) In small groups students will prepare either a 15-minute activity or a presentation (e.g., using Prezi or PowerPoint) about one of the topics to be assigned. All members of each group are expected to equally engage and participate in the group project. (50 pts.)
- Couples therapy
 - Addictions therapy (must select one specific type)
 - Career counseling
 - Group counseling
 - Cultural-diverse clients (must select one cultural group or issue)

- ONE of the following expressive therapies: art therapy, music therapy, biblio-therapy
- Family Therapy

Grades

100 pts.	Journal Reflections (4 X 25 points each)
50 pts.	Presentation
100 pts.	Counseling Skills Demonstration
100 pts.	Compare/Contrast Paper
50 pts.	Exam 1
50 pts.	Exam 2
50 pts.	Professionalism
500 pts.	TOTAL POSSIBLE FOR ALL ASSIGNMENTS

Grade Determination:

A = 450-500

B = 400-449

C = 350-399

D = 300-349

F = 0-299

Written Assignment policy: ALL assignments will be typed using APA 6th edition writing format. No other format will be accepted and a grade of 0 will be recorded. Assignments must meet the page requirement. For example, the interview is a 3-page paper worth 30 points. If you only turn in 2 pages, you can only earn 20 points. I encourage you to obtain an APA 6th edition manual or utilize Purdue's online writing lab to help you with the writing format. <https://owl.english.purdue.edu/owl/resource/560/01/>

Schedule

Course schedule is subject to change. Changes will be announced in class.

Date	Lecture/Activity	Assignment Due	For Next meeting
Wednesday 1/17	Introductions, Discussion of professionalism		
Friday 1/19	Review syllabus Basic Counseling Skills Characteristics of a good counselor		Read section 1 of text

Monday 1/22	Section 1: Before Counseling: Personal Growth		
Wednesday 1/24	Presentation discussion/Create groups	-	Read section 2 of text
Friday 1/26	Section 2: Initiation Into the Profession		Read section 3 of text
Monday 1/29	Section 3: Finding What Works /Theoretical Perspectives	Reflection 1 due	
Wednesday 1/31	Section 3: Finding What Works/ Theoretical Perspectives		
Friday 2/2	CLASS WILL NOT MEET	Watch the video	
Monday 2/5	Video discussion and activity		Read section 4 in text
Wednesday 2/7	Section 4: Learning From Failure	Reflection 2 due	
Friday 2/9	Group Presentation Preparations		
Monday 2/12	Exam Review	Names of Professionals to be interviewed due	
Wednesday 2/14	Exam 1		Read section 5 in text

Friday 2/16	Section 5 : Skills and Processes Basic attending and responding skills		
Monday 2/19	Basic attending and responding skills Practice		
Wednesday 2/21	No class: work on Group Presentations		
Friday 2/23	Group Presentations	Reflection 3 due	
Monday 2/26	Group Presentations		
Wednesday 2/28	Group Presentations		
Friday 3/2	Group Presentations		
Monday 3/5	Questioning skills and systematic inquiry		
Wednesday 3/7	Affect and Empathic Understanding		
Friday 3/9	Skills Practice in Pairs		
Monday 3/12– Friday 3/16		SPRING BREAK!	

Monday 3/19	Section 6: Creativity in Counseling		Read section 6 of text
Wednesday 3/21	Creativity: Activity		Watch Video
Friday 3/23	Play Therapy		Read section 7 of text
Monday 3/26	Section 7: Multicultural and Spiritual Considerations	Reflection 4 due	Read section 11 of text
Wednesday 3/28	Section 11: Developmental Consideration		
Friday 3/30	Good Friday No Class	HOLIDAY Happy Easter	
Monday 4/2	Exam Review		
Wednesday 4/4	Exam 2		Read section 13 of text
Friday 4/6	Section 13: Issues in Counseling		Read section 14 of text

Monday 4/9	Section 14: Termination		
Wednesday 4/11	No class: work on Paper		
Friday 4/13	Review: Basic attending and responding Questioning skills and systematic inquiry	Compare Contrast Professional Paper Due	
Monday 4/16	Skills Demonstrations Rehearsal		
Wednesday 4/17	No class: work on Skills Demonstration in assigned pairs		
Friday 4/20	Skills Demonstrations		
Monday 4/23	Skills Demonstrations		
Wednesday 4/25	Skills Demonstrations		

Friday 4/27	Skills Demonstrations		
Monday 4/30	Skills Demonstrations		
Wednesday 5/2	Skills Demonstrations		
Friday 5/4	Skills Demonstrations		
5/8 – 5/12		FINALS WEEK	

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students ○ [Procedures in Cases of Academic Dishonesty #810213](#) ○ [Students with Disabilities #811006](#) ○ [Student Absences on Religious Holy Days #861001](#) ○ [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction ○ [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#) ○ Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY
USE DURING INSTRUCTION ○ Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE
DURING EXAMS ○ Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES

- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

ATTENDANCE EXPECTATIONS

Tardy Policy: Students who arrive to class after the role has been taken are considered late. Students who arrive to class more than 20 minutes late are considered absent. Late students are responsible for checking with the instructor to assure the attendance is noted. Three late arrivals will count as one absence. Leaving early will count in the same way as arriving late. Students who leave class early three times will accumulate one absence.

Attendance Policy: Students may miss 3 hours of class instruction (i.e., 2 class sessions) without a penalty to the final grade, but an email to the instructor regarding the absence is expected prior to the missed class or Professionalism points will be deducted. For more than 3 hours of class time is missed, a deduction of a letter grade may be assessed.

Course Expectations

Late Assignments: Assignments are due as stated. Late work will be considered unacceptable. The student may petition the instructor in writing for consideration in the event of one extenuating circumstance. Assignments to be turned in on Blackboard are due at 11:59 PM on the given due date.

Assignments: Each assignment is graded according to how well it addresses the requirements for the assignment. The quality of your work will reflect the amount of effort that you invest in it. Work must be typed: Times New Roman, 12- point font, one-inch margins. No handwritten assignments accepted.

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and fellow students with respect.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean,



Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.