



COUN 3331—Introduction to the Principles of Counseling

Spring 2018

Department of Counselor Education

Instructor: Lydia C. Fox, Ph.D.

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Office hours: By appointment (before and after class)

Day and time of class: TTH 12:30-1:50

Location of class: TEC 107

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.

IDEA Objectives: In this course, our focus will be on these 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.

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 Format: This course may include lectures, discussion, power point presentations, video viewing, role-play activities, small group work, guest speakers, and service learning project presentation.

Course Content: Content of the course will include the goals, needs, roles, and responsibilities of counseling professionals within various settings. Personal characteristics of counselors and the processes/skills used to facilitate the counseling relationship will also be addressed. In addition, ethical issues and multicultural considerations in the context of counseling will be examined. Upon completion of this course, students should be able to:

- Discuss roles of counselors in different settings;
- Identify different professional associations in the mental health field;
- Have greater awareness of the people, theories, and organizations that have shaped the history of the counseling profession;
- Recognize ethical and legal issues in the field of counseling; and articulate a basic understanding of the process of counseling.

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.

Course Requirements:

1) Students will be responsible for submitting 4 self-reflections for experiential activities (1 to 2 pages, double spaced). Students are encouraged to use the questions in Points to Ponder after each section 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. 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.)

3) 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.

- education & licensing credentials,
- memberships in professional organizations,
- continuing education activities,
- primary clientele with whom they work (including information about the local community),
- nature of the practice/agency for which they work,
- perceived challenges with clientele,
- theoretical orientation to counseling,
- personal definition of counseling, and
- influences for becoming a counselor.

Students then will write a 3 to 4-page, double-spaced 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.)

4) 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)

5) 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.)

6) In small groups, students will prepare a 15- to 20-minute activity (which may include a presentation using Prezi or PowerPoint) about one of the topics below (to be assigned). All members of each group are expected to equally engage and participate in the group project. (50 pts.)

- ONE of the following expressive therapies: art therapy, music therapy, biblio-therapy
- Couples therapy
- Career counseling
- Group counseling
- Culturally-diverse clients (must select one cultural group or issue)

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- 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.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

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	Active participation in class discussions and activities Examinations	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>

State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>

Course Evaluation:

100 pts.	Journal Reflections (4 X 25 points each)
50 pts.	Group 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

Expectations:

Tardy Policy: Students who arrive to class after attendance 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. **In the instance when more than 3 hours of class time is missed, a deduction of a letter grade may be assessed.**

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, double-spaced, 1 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.

Professional Behaviors Related to Technology: Students are expected to be professional in the use of electronics. Excessively texting in class and updating Facebook, twitter, Instagram, snapchat, etc. is considered disrespectful. Laptops and other electronic devices are expected to be used for educational purposes.

Audio- & Video-Recording of Class Content: Students may audio-record lectures with prior permission from the instructor. The nature of counseling courses is such that students may sometimes share their own personal information. This requires that we respect the privacy of all individuals in the classroom.

Tentative Semester Schedule

Note: Changes to the semester schedule may have to be made. If so you will be notified in class. You are responsible for knowing any changes even if you are absent when changes are announced.

Date	Lecture/Activity	Assignment Due (11:59PM)	For Next Week
1/18	Introductions, Discussion of professionalism		
1/23	Review syllabus, Characteristics of a good counselor		
1/25	Discuss Group Presentations/Assign Groups Discuss Interviews		Read section 1 by 1/30
1/30	Basic Counseling Skills Before Counseling: Personal Growth		Group presentations due 2/6 & 2/8
2/1	No Class Practice group presentations		
2/6	Group Presentations	Presentations today	Names and Info for Professionals to interview due
2/8	Group Presentations	Presentations today	Read Section 8 by 2/13
2/13	Discuss influences and “Where we come from”		Read Sections 2 and 3 by 2/15
2/15	Theories Guest Speaker		Reflection 1 due by 2/20 Read Section 4 by 2/20

2/20	Learning From Failure	Reflection 1 due by 11:59PM	Read Section 5 by 2/22
2/22	Processes in counseling		
2/27	No Class Review for online exam		Reflection 2 due by 3/1 Online exam available
3/1	Basic Attending skills/Review for exam	Reflection 2 due by 11:59PM	
3/6	No Class Online Exam	Online Exam due by 11:59PM	Read Sections 6 & 7 by 3/8
3/8	Discuss Skills Demonstrations/Select partner Multicultural/spiritual issues in counseling		
3/13	No Class	SPRING BREAK	
3/15	No Class	SPRING BREAK	Read Section 9 by 3/20 Reflection due by 3/20
3/20	Working with Groups and Families Guest Speaker	Reflection 3 due by 11:59PM	
3/22	Professional Development		Read Section 10 by 3/29
3/27	No Class Practice for Skills Demonstration		
3/29	Skills Demonstrations with Students		Read Sections 11 & 12 by 4/5

4/3	No Class Practice for Skills Demonstration		
4/5	“How to become a counselor” Skills Demonstrations with Students		Read Section 13 and 14 by 4/10 Online exam available Reflection 4 due on 4/10
4/10	Discussion Termination/Lecture- The end of the counseling process Skills Demonstrations with Students	Reflection 4 due by 11:59PM	
4/12	No Class Online Exam 2	Online Exam 2 due by 11:59PM	
4/17	No Class Practice for skills demonstration		
4/19	No Class Practice for skills demonstration		Compare Contrast Paper due by 4/24
4/24	Skills Demonstration (in class)	Compare Contrast Paper due by 11:59PM	
4/26	Skills Demonstration (in class)		
5/1	Skills Demonstration (in class)		
5/3	Skills Demonstration (in class)		