

## **COUN5203 Introduction to Counseling**

Midwestern State University

Gordon T. & Ellen West College of Education

### **Instructor/Contact Information:**

Name: Dr. Tiffany Stewart, LPC

E-mail: [tiffany.stewart@msutexas.edu](mailto:tiffany.stewart@msutexas.edu) – while I do my best to respond in a timely fashion, please allow at least 48 hours for a response, not including weekends or holidays.

Office Phone: 940-397-4134

Office: Ferguson 107

Office Hours: Online via Zoom Tuesday and Wednesday 12:30-3:00; or by appointment

### **Required Text:**

Erford, B. T. (2018). *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations* (2<sup>nd</sup> ed). Upper Saddle River, New Jersey: Pearson Education Inc.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington DC: American Psychological Association.

**\*\*\*PLEASE NOTE THAT ALL ASSIGNMENTS SHOULD BE COMPLETED IN APA FORMAT, UNLESS OTHERWISE NOTED\*\*\***

Additional readings, handouts, and other materials will be posted online or distributed in class.

### **Catalog/Course Description:**

Prerequisites: There are no prerequisites for this course.

### **CACREP Common Core Area Standards Addressed in this Course:**

1.a. history and philosophy of the counseling profession and its specialty areas

1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

1.d. the role and process of the professional counselor advocating on behalf of the profession

1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (KPI)

1.k. strategies for personal and professional self-evaluation and implications for practice (KPI)

1.l. self-care strategies appropriate to the counselor role

2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (KPI)

2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

3.a. theories of individual and family development across the lifespan

3.f. systemic and environmental factors that affect human development, functioning, and behavior (KPI)

3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

3.h. a general framework for understanding differing abilities and strategies for differentiated interventions (KPI)

4.a. theories and models of career development, counseling, and decision making (KPI)

5.a. theories and models of counseling (KPI)

5.b. a systems approach to conceptualizing clients

5.f. counselor characteristics and behaviors that influence the counseling process

5. m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (KPI)

9.1.a. history and development of clinical mental health counseling

9.1.b. theories and models related to clinical mental health counseling (KPI)

9.2.a. roles and settings of clinical mental health counselors

9.2.c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks

9.2.j. cultural factors relevant to clinical mental health counseling

9.2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

9.3.e. strategies to advocate for persons with mental health issues

**Learning Objectives:**

LO1. Describe the role of the professional counselors and the helping process.

LO2. Understand the skills of active listening and communicating empathy.

LO3. Comprehend ways to identify and explore client issues, difficulties, strengths, and resources.

LO4. Develop openness to examining personal characteristics, communication style, and values that will affect the counselor/client relationship.

LO5. Become articulate in describing your view of how the helping process works and how your personal style is naturally effective and is sometimes adapted to meet clients' needs.

**Focus of the Course:**

This course goal is to give students a basic knowledge of, and foundation in, the counseling field. A gamut of topics will be introduced, which will be explored in greater depth in subsequent courses.

**Course Calendar and Activities:**

Class Session	CACREP Standards	Topics	Materials
1 Aug 23-29	1.i. 1.a.; 9.1.a.	<b>Self-Care Strategies</b>  History of the Counseling Profession	Cummins, P. N., Massey, L., & Jones, A. (2007). Keeping ourselves well: Strategies for promoting and maintaining counselor wellness. <i>Journal of Humanistic Counseling, Education and Development</i> , 46(1), 35–49.  Chapters 1

Class Session	CACREP Standards	Topics	Materials
2 Aug 30- Sep 5	1.g.; 1.i. 9.2.k.	Professional Development Plan  Professional Counseling Organizations	Professional Development Plan Template  Chapter 2 of text
3 Sep 6- 12	1.i.  1.k.	Ethics  Counselor Characteristics and Behaviors	Chapter 3 of text  Simone, S., & Fulero, S. M. (2005). Tarasoff and the duty to protect. <i>Journal of Aggression, Maltreatment &amp; Trauma</i> , 11(1/2), 145–168.  Shallcross, L. (2011, April). Do the right thing. <i>Counseling Today</i> . Retrieved from <a href="http://ct.counseling.org/2011/04/do-the-right-thing/">http://ct.counseling.org/2011/04/do-the-right-thing/</a>  American Counseling Association. (2005). <i>2005 ACA Code of Ethics</i> . Retrieved from <a href="http://www.counseling.org/Resources/aca-code-of-ethics.pdf">http://www.counseling.org/Resources/aca-code-of-ethics.pdf</a>  American Mental Health Counselors Association. (2010). <i>Principles for AMHCA Code of Ethics</i> . Retrieved from <a href="https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf">https://www.amhca.org/assets/news/AMHCA_Code_of_Ethics_2010_w_pagination_cxd_51110.pdf</a>
4 Sep 13- 19	5.f. 3.h.; 4.a.; 5.a.; 5.b.; 9.1.b.	Microskills  Theories	<b>Document:</b> Vignettes: Counseling Microskills Transcript: Effective Counselor Characteristics and Behaviors  Pages 114-159 of Erford text

Class Session	CACREP Standards	Topics	Materials
5 Sep 20-26	3.a.; 3.f. 2.a.; 2.d.; 9.1.b.; 9.2.j.	Human Development	Chapter 7  Chapter 11
6 Sep 27- Oct 3	3.g.; 5. m. 1.d.; 1.e.; 9.3.e.	Multicultural Counseling  Crisis Prevention and Intervention	Chapter 11  Chapter
7 Oct 4-10	1.b.; 1.c.;	Advocacy	Chapter 9
8 Oct 11-17	9.2.a.; 9.2.c.	Mental Health and Rehabilitation Counseling	Chapter 8

### Assessment and Assignments

Student performance of knowledge and skills will be formally assessed through the following:

#### 1. Professional Development Plan (KPI)- CACREP 1.i.- Due Sep 5

Develop your own Professional Development Plan (PDP) using the template provided. Be sure to address all topics within the PDP to create a plan that will help you to develop your professional identity. This assignment does not need to be in APA format.

Websites:

American Counseling Association (ACA)

<http://www.counseling.org>

American Mental Health Counselors Association (AMHCA)

<http://www.amhca.org>

National Board for Certified Counselors (NBCC)

<http://www.nbcc.org/>

Texas State Board of Examiners of Professional Counselors

<http://www.dshs.state.tx.us/counselor/>

## **2. Counselor Characteristics and Behaviors- CACREP 1.k.- Due Sep 12**

### **The Assignment (2–3 pages):**

- Describe at least two effective characteristics and/or behaviors in the case study and explain why they were effective.
- Describe at least two ineffective characteristics and/or behaviors and explain why they were ineffective.
- Explain how the mental health counselor's characteristics and/or behaviors may influence the session in the case study.

## **3. Theories (KPI)- CACREP 3.h; 4.a; 5.a; 9.1.b. – Due Sep 19**

### **The Assignment (2-3 pages):**

Describe the most significant reason why a mental health counselor uses theory. Based on your text, explain two significant factors that might impact the development of your own theoretical orientation as a mental health counselor.

## **4. Multicultural Paper (KPI)- CACREP 2.a.; 9.1.b.- Due Oct 3**

“The First Time I Knew I Was Other”- Briefly summarize the results of your self-assessment. Briefly tell the story of the first time you realized you were “other”. Explain your reaction(s) to both the self-assessment and your realization of being “other”. Explain what actions you will take as a result of the self-assessment.

**Grading Procedures:**

<b>Assignments</b>	<b>Points</b>
Discussion Posts/Participation (25pts each x 9)	225
PDP Assignment	100
Effective Counselor Characteristics Assignment	100
Theories Assignment	100
First Time I Knew I Was Other	100
<b>Total Points</b>	<b>625</b>

<b>Grade</b>	<b>Points</b>
A	625-575
B	574-475
C	474-425
D	424- 375
F	374 and below

**Counseling Expectations**

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association’s Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](#) for details related to these guidelines.

**Attendance Policy:**

Attendance and participation are important components of the course. Online class attendance is mandatory. Students are expected to be active in the classroom weekly unless extenuating circumstances exist. All absences must be explained to the instructor of the course.

ANY unexcused absences as determined by the instructor may result in full final grade level reductions at the discretion of the instructor of the course. **Students missing attendance online for more than 1 week will receive an automatic grade of F and will be required to retake the course prior to completion of degree or program requirements.**

If you must be absent from class, please inform the instructor prior to the absence, and in the event of an emergency, please contact the instructor as soon as feasible.

The class is conducted in a discussion format and all students are **expected** to participate in online class discussions. As students will play a major role in their own learning they are **expected** to read the assigned materials and should be prepared to comment on the readings.

**Online participation is assessed through a variety of methods including timely submission of assignments as well as logging in and checking the course site regularly. In addition, active participation in the discussions is required.**

#### **PLEASE NOTE:**

Late Assignments: NO late assignments will be accepted without prior consent from instructor. All late assignments will be penalized **-5 points per day** that it is late. **NO EXCEPTIONS.**

**No Incompletes (“I”) will be given in this class unless under extreme circumstances, which will be determined by the instructor of this class.**

#### **Other Class Policies**

##### **Academic Honesty:**

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student’s own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other author’s works.

##### **Disability Services:**

Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.



The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

**Senate Bill 11:**

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#).

**Limited Right to Intellectual Property:**

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

**References:**