



Midwestern State University

Gordon T. & Ellen West College of Education

Course Title: Professional Orientation for Counseling

Course Number: COUN 5103

Semester Credits:

Professor: Dr. Patricia Andersen

Semester: Fall 2021 8 Weeks Oct 16-Dec 10

Office: Online/ 326 McBride, MSU

Class Room: Online

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Class Format: Online

Work phone: (940) 397- 4311

Office Hours: By appointment only.

In this Syllabi you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

Instructor Response Policy:

During the week (Monday – Friday) I will respond within 12 hours. During Holidays and weekends, I will respond within 24 hours. I respond to my email consistently. Please do not hesitate to contact me.

The MSU Clinical Mental Health and School Counseling programs require at least a B average. C's are unacceptable, and more than 2 C's will put you in danger of being removed from the program. Please consult the Student Handbook for more information.

I. COURSE DESCRIPTION

This course will provide students with the understanding of professional functioning as a counselor.

II. COURSE RATIONALE

A thoughtful, consistent theoretical orientation is a fundamental component of effective counseling. This course requires students to develop their own orientations considering theories for personal congruence and applicability for client populations.

III. REQUIRED TEXTBOOK

Halbur, D. A. and Halbur, K. V. (2019). *Developing Your Theoretical Orientation In Counseling and Psychotherapy*. 4th ed. NY, NY. Pearson

IV. COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: CACREP Standards

Upon successful completion of this course, students will learn:

CACREP Common Core Area Standards Addressed in this Course

- 1.k. strategies for personal and professional self-evaluation and implications for practice (KPI)
- 5.a. theories and models of counseling (KPI)
- 5.b. a systems approach to conceptualizing clients
- 5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- 5.f. counselor characteristics and behaviors that influence the counseling process
- 5.g. essential interviewing, counseling, and case conceptualization skills
- 5.j. evidence-based counseling strategies and techniques for prevention and intervention (KPI)
- 5.n. processes for aiding students in developing a personal model of counseling
- 8.b. identification of evidence-based counseling practices
- 9.1.b. theories and models related to clinical mental health counseling (KPI)

Learning Objectives

1. Articulate concepts from the major counseling theories and models.
2. Understand ethical and culturally relevant strategies for counseling relationships.
3. Understand and demonstrate counselor characteristics that influence helping processes.
4. Demonstrate essential interviewing, counseling, and case conceptualization skills.
5. Describe and demonstrate developmentally relevant counseling treatment and intervention plans.
6. Articulate evidence-based counseling strategies.

7. Develop a personal theoretical orientation.

V. COURSE 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.

Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association Code of Ethics (2014), and treat all members of the class with respect.

Diversity: It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary.

Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

Statement of Disability: 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.

Attendance: You will be required to post at least three academic paragraphs in each week's discussion board. You are also required to reply to at least one other student's discussion board post. This is seen as your weekly attendance in class. Failing to post, reply, or both each week results in loss of points and would be the same as if you did not attend class that week. An academic paragraph needs at least five sentence in it.

Late Work: All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

COUN 5102 Professional Orientation

Schedule

Week	Topic	Assignments
1. Oct. 16- Oct. 24	Why Theoretical Orientation?	Read: Chapter 1 Post: In what ways will you benefit from a well-developed theoretical orientation?
2. Oct. 25- Oct. 31	Translating Theory into Practice	Read: Chapter 2 Post: What theories are you initially attracted to and for what reasons?
3. Nov. 1- Nov. 7	Your values, your philosophy of life. Plans for continuing personal & professional development.	Read: Chapter 3 Post: As you start writing your philosophy of life, what's most important you personally, for your life-style and in your relationships?
4. Nov. 8- Nov. 14	Writing Time	Philosophy of Life Paper Due Post: Not required but open to sharing, clarification, and gaining support.

<p>5. Nov. 15- Nov. 21</p>	<p>Fleshing out your theoretical orientation.</p>	<p>Read: Chapter 4</p> <p>Post: What theories have you chosen for your personal/professional orientation? What techniques will you use from your primary theories? What techniques from other theories for what purposes, for what clientele? How does it all fit together?</p>
<p>6. Nov. 22- Nov. 28</p>	<p>Writing Time</p>	<p>Post: Not required but open for discussing unclear concepts or gaining support.</p>
<p>7. Nov. 29- Dec. 5</p>	<p>Applying your theory to specific cases</p>	<p>Read: Chapter 5</p> <p>Post: What did you learn from applying your individual theory to client cases?</p> <p>Counseling Theoretical Orientation Due</p>
<p>8. Dec. 6- Dec. 10</p>	<p>Professional Development Plan Professional Organization Paper</p>	<p>Post: Goodbyes. Offer your reaction to the course and any suggestions you have for improvements.</p>

V. EVALUATION AND ASSIGNMENTS

**** ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L (UNLESS IT'S A KPI/TK 20 ASSIGNMENT, WHEN IT NEEDS TO BE TURNED INTO D2L AND TK 20 LINK) AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

Online Assignments and Comments (30 pts.)

Students are required to answer prompts related to the weekly topic. Students will be asked to reflect on a particular on how they are progressing in sorting through concepts related to paper assignments and to offer support to one another. If there is a discussion, students are required to participate and comment on at least one other person's thread. The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week.

Philosophy of Life Paper (20 pts)

Students will write a paper, including a cover page, on your major values. Students will relate their value principles and the impact on your chosen life-style, including important relationships. An abstract or reference page may not be needed. How do values influence your view of the role of counselors and the counseling process?

Theoretical Orientation Paper (30 pts.) Students will write a paper, including a cover page and reference page, on your theoretical orientation. An abstract is not needed for this paper. Students will relate their value principles and other reasons for choosing to follow the theories named. Describe specific interventions that will be used for what type of clients. How the approach will work with both normal and abnormal personality development requires explanation. Students will address how their orientation might positively affect some clientele and what adaptations may be needed for other clients. Counseling goals for client change must also be discussed. Students will need to use at least seven (7) different sources on their reference page.

Professional Development Plan

Paper should include information on the history of counseling and how the profession came into existence. It should also include a reflection on and integration of what you have learned about yourself (as a person, student, and future counselor), about the counseling field in general, the role of advocacy in the counseling profession, and about your future plans (what you plan on doing with your degree after graduation). It should also include what you think the "best" and "worst" parts of being a counselor/therapist will be. Paper must be written in APA format (refer to APA manual). Length of paper should be at least 3 pages and must include at least two references. You may use your book as one reference.

Professional Organization Paper

Review the following article: Burns, S.T. & Cruikshanks, D. R. (2018). *Independently licensed counselors' connection to CACREP and state professional identity requirement*. *The Professional Counselor*, 8(1), 29-45.

Students will prepare paper and on a topic regarding professional organization. Organizations include: ACA (American Counseling Association) & TCA (Texas Counseling Association); AAMFT (American

Association for Marriage and Family Therapy); ACES (Association for Counselor Education and Supervision); SACES (Southern Association for Counselor Education and Supervision); CACREP (Council for Accreditation of Counseling & Related Educational Programs); NBCC (National Board for Certified Counselors); AMCD (Association for Multicultural Counseling and Development); ASGW (Association for Specialists in Group Work) ; CSI (Chi Sigma Iota); and AHEAD (Association on Higher Education and Disability). Papers should focus on the history, purpose or mission statement, benefits, eligibility requirements, costs, applications, links, activities, and uniqueness. Please include references in your paper. This paper does not have a page requirement, as long as you include everything asked for above.

Points Distribution

1. Online Posts	30
2. Philosophy of Life Paper	20
3. Theoretical Orientation Paper	30
4. Professional Development Plan	10
5. Professional Organization Paper	10
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	100

Grade Classifications:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 or Below

VIII. DEPARTMENT OF COUNSELING STATEMENT OF EXPECTATIONS

The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately. For further clarification on student review and retention please refer to the handbook.

Classroom Behaviors: Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are

expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

Ethics: For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice: Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

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.

Midwestern State University Mission Statement: MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Values:

- Excellence in teaching, learning, scholarship, and artistic production
- Intellectual curiosity and integrity
- Critical thinking
- Emotional and physical well-being
- Mutual respect, civility, and cooperation
- Social justice
- Civic service
- Stewardship of the environment, and of financial and human resources
- A safe, attractive, and well-designed campus

Midwestern State University Counseling Program Objectives:

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
3. Address student learning
4. Written so they can be evaluated

X. RESOURCES

READINGS:

American Counseling Association. (2014). ACA code of ethics. Alexandria, VA: Author.

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.).

WEBSITES:

Academia (n.d.) Retrieved from <https://academia.edu/>

American Counseling Association (n.d.) Retrieved from <https://www.counseling.org/>

American Psychological Association (n.d.). Retrieved from <https://www.apa.org/>

Prepared by Patricia Andersen, Ed.D., 8/19, 2021

