

Texas A&M University - Central Texas
COUN 5350- Foundations of Counseling and Psychology
Fall 2017

INSTRUCTOR AND CONTACT INFORMATION

COURSE INFORMATION

Instructor: Jeremy Berry, Ph.D., LPC-S, NCC
 Class Time: Mondays 6:00-8:50pm
 Office: Warrior Hall 318-F Email: jeremy.berry@tamuct.edu
 Office hours: M-10-1, T-3-6, W-10-4

Course Overview and description: This course is an introduction to the field of counseling. It includes an examination of the basic skills of counseling and therapy, the origins and applications of various therapeutic approaches, the professional roles and ethical issues that affect the practice of counseling and psychology. This course provides opportunities to explore various issues in counseling such as; career counseling and development, multiculturalism, school counseling, grief, suicide, child abuse, substance abuse, and other contemporary issues. This course is part of the Core Requirements for the Master of Science degree in Clinical Mental Health Counseling.

STUDENT LEARNING OUTCOMES:

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

CACREP Standard	Activity	SLOs
Common Core for all students:		
1. History and philosophy of the counseling profession (IIF1a);	Counseling Interview	SLO1
2. The multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems, including including interagency and interorganizational collaboration and consultation (IIF1b);	Counseling Interview	SLO1
3. Counselors' role and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c);	Professional Affiliation	SLO2
4. Self-care strategies appropriate to the counselor role (IIG11);		

5. Role of counseling supervision in the profession (IIF1m);	Counseling Interview	SLO1
6. Professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);	Professional Affiliation	SLO2
7. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g);	Counseling Interview	SLO1
8. The role and process of the professional counselor advocating on behalf of the profession (IIF1d);	References and Literature Review	
9. Advocacy processes needed to address institution and social barriers that impede access, equity, and success for clients (IIF1e); and	References and Literature Review	
10. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Counseling Interview	SLO1
11. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (IIF2a);	Counseling Interview	SLO1
12. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others. (IIF2d);	Diversity Interview	
13. multicultural counseling competencies (IIF2c);	Diversity Interview	
13. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships and the impact of technology on the counseling process (IIF5d; IIF5e);	Lectures Readings	
14. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies (IIF5m).		
15. theories and models of career development, counseling, and decision making. (IIF4a).		
16. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. (IIF4b)		
17. theoretical foundations of group counseling and group work (IIF6a)		

18. Dynamics associated with group process and development (IIF6b).		
19. approaches to group formation, including recruiting, screening, and selecting members (IIF6e).		
20. Historical perspectives concerning the nature and meaning of assessments and testing in counseling (IIF7a)		
21. Procedures for assessing risk of aggression or danger to others, self inflicted harm, or suicide and procedures for identifying trauma and abuse and for reporting abuse (IIF c & d).		
22. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice and the identification of evidence based counseling practices (IIF8a & b)		
Standards for Clinical Mental Health Counseling (CMHC) track		
1. Roles and setting of clinical mental health counseling (CMHC:VC1a);	Counseling Interview	SLO1
2. Knows the roles and setting of clinical mental health counselors (CMHC: VC2a)	Counseling Interview	SLO1
3. 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. (CMHC:VC2c);	Counseling Interview	SLO1
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC:VC2k);	Professional Affiliation	SLO2
5. Is aware of legal and ethical considerations specific to clinical mental health counseling (CMHC:VC2l);		
6. Understands the record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC:VC2m);	Counseling Interview	SLO1
7. Understands the impact of crises and trauma on individuals with mental health diagnosis (CMHC:VC2f);		
8. Applies knowledge of legislation and government policy relevant to clinical mental health counseling (CMHC:VC2i);		

9. Understands effective strategies for interfacing with integrated behavioral health care professionals (CMHC:VC3d)	Counseling Interview	SLO1
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Required Reading - Textbooks:

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association.

Gladding, S. (2013). *Counseling: A comprehensive profession (7th ed.)*. Upper Saddle River: Pearson/Merrill.

Academic honesty statement:

Absence / Late work policy (with any exceptions):

COURSE REQUIREMENTS

Assignments

Self-Reflection Paper – Due Sept. 12th (10 %)

The purpose of this paper is for you to identify and explore personal attitudes, values, and behaviors that often impact a person becoming a helping professional. It is expected that your self-reflection or personal exploration will be an in-depth rather than a superficial analysis. Length is 3-5 pages. Possible items to consider could be (but definitely not limited to):

- What is your motivation for studying counseling or for becoming a helping professional?
- What experiences have you had that might influence your becoming a helping professional?
- How would these experiences positively or negatively influence your effectiveness as a helper?
- What is your value orientation? What do you value? Where do these values come from? How will they affect your work?
- What biases or predispositions (positive or negative) do you hold regarding working with certain types of people, issues, etc.?
- What are your strengths? What areas do you need to improve?
- What would you want from a counseling session/counselor?

Reference Page – Due Sept. 26 (5%)

An important part of becoming a professional helper is to be able to access the current literature available. You will need to become familiar with the library's databases and how to find articles. For this project, you will need to pick a topic of interest to you and find 10 peer-reviewed articles on that topic. These articles must have been published since 2003. You will be required to develop an APA reference page listing the 10 articles. Please bring the articles to class for review and discussion. For the purpose of this assignment, you will be tasked with identifying a group in which you feel strongly is in need of advocacy, and focus your search to articles that will identify current advocacy efforts. In addition, articles that focus on the population you have chosen are acceptable and any supporting literature that can be tied to your topic. The emphasis of your references, and the subsequent literature review they are tied to is advocacy.

Diversity Interview Paper - Due Oct. 17 (20%)

You are to interview another person with a background substantially different from your own and submit a reaction paper. Examples of different backgrounds include race, religion, age, sexual orientation, gender, and disability. You must consult with the instructor for approval prior to conducting your interview. The paper should be two (2) pages and include a description of yourself and the various groups with which you identify, a description of the interview and the person (no names) to whom you spoke, and a reaction to this process. Reactions can include what you learned about yourself and the other person, what you have learned about different cultures, and what you would still like to learn. Grading will be on grammatical structure as well as your ability to challenge yourself to step outside your comfort zone, as this will help you truly learn more about yourself and others. You will be asked to speak briefly to the class about your experience

Literature Review – Due Nov. 28 (20%)

Another important part of becoming a professional helper is being able to synthesize information from several articles. From the 10 articles you found, you will write a literature review of 5 of these articles (you may use more if you desire). This review of the current research and trends of a topic should be between 6-8 pages long not including title page or reference pages. As with every other paper, this one must be in APA style.

Part 1: Counseling Professional Interview – Due Nov. 14 (20%)

Students will choose someone already working in the helping profession (Students must choose someone who is a professional counselor and preferably someone who is a member of a professional organization) and interview them in regard to the nature of the counselor's work, types of clients seen and presenting issues, supervision experiences, and any other pertinent information about their daily routine. Students will present a written report and an informal oral report to the class. You must consult with the instructor for approval of the site.

Part 2 : Professional Affiliation – Due Nov. 28

An essential part of developing a helping identity is being a part of a professional organization. This allows you to keep current on issues that are affecting the profession as well as help you

network and meet other students and counselors. There are several organizations that are available depending on your professional goals and aspirations. Please see the instructor for appropriate associations. Proof of membership is due no later than the last day of class. Failure to do so will result in a reduction of one letter grade on your final grade.

Resume – Due Nov. 25 (10%)

Each student will meet with Career Services to develop a resume. Please bring in proof of attendance along with your resume.

Online Component (15%)

I will post power-points for each chapter online. These will supplement the readings from the text. In addition, I may post articles or videos online as additional supplements. My goal for this is to create a forum where we can ask questions and post comments on the material as well as of each other. I want to use this to clarify anything that you may be confused about. You will be responsible for all the materials posted. On weeks listed on the syllabus as (ONLINE WEEK), you will be required to post three meaningful responses to the discussion board that are set up. Based on the time you post in relation to other students, you should also respond to other student's comments. Your postings should reflect well thought out and intelligent points of discussion. I reserve the right to decide if the student's effort and insight will receive full credit. Please feel free to take a personal stand and express your convictions on the topics presented (within professional reason). A week constitutes Tuesday 8am to Monday at 11:59pm

Grading Criteria Rubric and Conversion

Grade Distribution

Self Reflection:	10 %
Diversity Interview:	20 %
Reference Page:	5 %
Literature Review:	20 %
Professional Interview:	20 %
Resume:	10 %
Online Component:	15 %
Total:	100 %

A:	90-100 %.
B:	80-89 %
C:	70-79 %
D:	60-69 %
F:	< 59 %

Posting of Grades:

- Grades will be posted on blackboard and students can access the gradebook there at any time.*

COURSE OUTLINE AND CALENDAR

Date	Topics	Readings	Assignments
Week One 8/29	Introduction History of Counseling	Chapter 1	
Week Two 09/05	Aspects of Counseling The Counseling Relationship	Chapter 2	
Week Three 09/12	Ethics and Legality	Chapter 3	Self-Reflection
Week Four 09/19	Multicultural Counseling	Chapter 4	
Week Five 09/26	Diverse Population	Chapter 5	Reference Page
Week Six 10/03	Building Relationships	Chapter 6	
Week Seven 10/10	Working in Closing the Relationship a Relationship	Chapters 7, 8	
Week Eight 10/17	Counseling Theory: Adlerian, Psychoanalytic, Humanistic	Chapter 9	Diversity Interview
Week Nine			

10/24			
Week 10 10/31	Counseling Theory: Behavioral, Cognitive, Sys- temic, Brief and Crisis	Chapter 10	
Week 11 11/07	Counseling Activities: Groups	Chapter 11	
Week 12 11/14	Consultation, Evaluation, and Research. Testing, Assess- ment, and Diagnosis.	Chapters 12, 13, 14	Professional Inter- view
Week 13 11/21	Career Counseling & Mar- riage and Family	Chapters 15, 16	
Week 14 11/28	School Counseling College Counseling and Stu- dent-Life Services	Chapters 17, 18	Affiliation Literature Review
Week 15 12/03	Abuse, Addiction, Disability. Clinical Mental Health Private Practice	Chapters 19, 20	Resume
Final Week 12/13	(Online Week)		

Performance Indicators

Students will demonstrate understanding of the multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice.

Counseling Professional Interview (SLO 1)

Name _____

Grade ____/____(points)

1	Through the <i>Counseling Professional Interview</i> , students will demonstrate understanding of the multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice. .(CACREP IIF1)				
No Competence	Some Competence	Basic Competence	Above Average Competence	Superior Level Competence	CACREP Standard, SLO1
1	2	3	4	5	
Candidate demonstrates no knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice	Candidate demonstrates limited knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice	Candidate demonstrates basic knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice	Candidate demonstrates above average knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice	Candidate demonstrates superior knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice	CACREP II F1; SLO 1

One of the most important aspects of effective service delivery to clients is the counselor’s knowledge of the setting and professional in which he/she works and the services it offers. In this assignment, students will choose someone already working in the helping profession and interview them in regard to the nature of the counselor’s work, types of clients seen and presenting issues, supervision experiences, and any other pertinent information about their daily routine. Students will present a written report and an informal oral report to the class. You must consult with the instructor for approval of the site

Professional Affiliation and Interview (SLO 2)

Name _____

Grade ____/____(points)

<p>2</p>	<p>Through the <i>Counseling Professional Interview</i>, students will demonstrate understanding of the multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice. .(CACREP IIF1)</p>				
<p>No Competence</p>	<p>Some Competence</p>	<p>Basic Competence</p>	<p>Above Average Competence</p>	<p>Superior Level Competence</p>	<p>CACREP Standard, SLO1</p>
<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>	
<p>Candidate demonstrates no knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice</p>	<p>Candidate demonstrates limited knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice</p>	<p>Candidate demonstrates basic knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice</p>	<p>Candidate demonstrates above average knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice</p>	<p>Candidate demonstrates superior knowledge of multiple professional roles and functions as well as gain knowledge of the professional counseling orientation and ethical practice</p>	<p>CACREP II F1; SLO 2</p>

An essential part of developing a helping identity is being a part of a professional organization. This allows you to keep current on issues that are affecting the profession as well as help you network and meet other students and counselors. There are several organizations that are available depending on your professional goals and aspirations. Please see the instructor for appropriate associations. Proof of membership is due no later than the last day of class. Failure to do so will result in a reduction of one letter grade on your final grade.