

The Ohio State University
EHE ES-CE 6731 • Autumn Semester 2013 • Foundations of Professional Counseling
Tuesdays, 4:00 - 6:45 pm
3 credit hours

Instructor:
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Office hours: Tuesdays 2:00-4:00 pm, Wednesdays 2:00-4:00, or by appointment

NATURE OF THE COURSE:

The purpose of this course is to provide students with an introduction to the field of professional counseling. The overall objective of the course is to provide the counselor trainee with knowledge about the foundation of counseling, the professional identity of the counselor, ethical and legal standards, and the practice of counseling in various settings.

COURSE OBJECTIVES:

Students will:

1. Develop a working knowledge of what it means to be a counselor, including the historical, philosophical, theoretical, and professional foundations of counseling.
2. Develop a greater self-understanding of themselves in counseling roles through self-exploration and self-appraisal.
3. Identify and explore career possibilities for themselves within the counseling profession, and identify the settings in which counselors work.
4. Identify and explore the critical issues, trends, and ethical standards in the field of counseling.
5. Become familiar with the requirements for a professional counselor, the body of literature and research that is generic to the field, and professional preparation standards that impact the field as a whole as well as specific specializations.
6. Recognize the background, current requirements, and the impact of professional certification, licensure, and accreditation practices and standards on the profession and public policy.
7. Become familiar with professional counseling organizations, their benefits, services, and the key role they play in supporting the profession, individual counselors, and clients.
8. *The overarching goal for this course is to assist students as they enter their graduate training in counselor education to become self-reflective students and counselors, who take time to develop an intentional approach to developing a sense of professional identity.*

CACREP Standards addressed in EHE ES-CE 6731

OVERALL STANDARDS

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE: studies that provide an understanding of all of the followings aspects of professional functioning:

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- d. self-care strategies appropriate to the counselor role;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;

5. HELPING RELATIONSHIPS: studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;

8. RESEARCH AND PROGRAM EVALUATION: studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research in advancing the counseling profession;

CLINICAL MENTAL HEALTH COUNSELING STANDARDS

FOUNDATIONS:

A. Knowledge

1. Understands the history, philosophy, and trends in clinical mental health counseling.
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self help).

DIVERSITY & ADVOCACY

E. Knowledge

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

SCHOOL COUNSELING STANDARDS

FOUNDATIONS

A. Knowledge

3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

RESEARCH & EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.

LEADERSHIP

O. Knowledge

4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

TEXTS:

REQUIRED:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, DC: Author.

Granello, D. H., & Young, M. A. (2012). *Counseling today: Foundations of professional identity*. Upper Saddle River, NJ: Pearson

ADDITIONAL READINGS:

Additional readings may be placed on reserve in the library, be posted to the website, or be handed out in class.

COURSE REQUIREMENTS:

1. ATTENDANCE/PARTICIPATION:

Attend class regularly, have assignments completed on time, participate in in-class assignments, and be a regular, appropriate, and knowledgeable participant in class discussion. Complete all readings and activities in the body of each chapter before class (10% of grade).

2. REFLECTION PAPER:

As we settle into the task of developing self-reflective practitioners, the first project from the reading will be one that you turn in. From then on, you are more-or-less on your own to complete these assignments before class.

The chart on pages 40-41 (Granello & Young) highlights 20 typical roles in which a counselor might engage. In this activity, you are asked to indicate your initial reaction/level of interest to each role, read through the chapter, and make any changes to your initial reactions. The chapter also includes pie charts of time spent in each activity by four different counselors. To complete this assignment, fill out the chart (I have attached a clean copy for you to work with), read the chapter, make appropriate changes, and complete the attached pie chart of your ideal counseling job. Then, write a 2-3 page reflection paper *not in APA style, in first person*, about what you learned through this activity, what roles interest you, what surprised you, and how you will be *intentional* in your efforts to learn more about the different roles in which counselors engage. (10% of grade)

3. APA PAPER:

Select one of the divisions of ACA that publishes a journal. Select an article from one of the issues of the journal. Find 3-4 (no more) supporting journal articles (from any journals, not just ACA) that have information on a similar topic. Write a short paper that reviews the topic, using these articles as your references. The paper must be in APA format. It should be 4-5 pages in length (not including cover page, abstract, or reference page). This paper is *not* a reflection paper and it is *not* written in first person. Submit a photocopy of the original articles you reviewed when you submit your paper. (10% of grade)

4. JOURNAL/SELF-REFLECTION

Throughout the semester, I will post a journal question to my website (go.osu.edu/dgranello – courses, then 6731) that is designed to prompt your reflection on that night's discussion or readings and your thinking in advance of next week's discussion. Please respond to the question from your own personal perspective (keeping your entry in the body of the email), and email it to me no later than Friday of each week. I will not share your journal entry with other faculty if you specifically ask me not to share a particular entry. I will respond via email. (20% of grade)

5. LIBRARY ORIENTATION (must be completed to register for winter classes) Attend a workshop on computer resource & internet searching offered at the OSU Education, Psychology, and Social Work library. A written statement to this effect must be signed on 11/19/2013.

6. COUNSELOR INTERVIEWS:

Conduct interviews with three counselors in different counseling settings (e.g., school, agency, private practice, university). The counselors **MUST** be LPC, LPCC, or certified / licensed school counselor. Submit a 2-3 page typed separate summary *of each interview* in which you discuss each of the following topics: (NOT IN APA format)

- a. Typical activities and time spent in each in a typical week or month (What do they do and how much time do they spend doing it?),
- b. Personal issues that impact their work (What are the personal “costs” of doing that work? What are the personal struggles the counselor experiences?),
- c. Ethical issues that impact their work (What are the common ethical issues or concerns the counselor or her/his co-worker might experience?),
- d. The role of professional associations in the counselor’s life (To what associations does s/he belong, and what does the counselor perceive as the benefit of these associations? How does the counselor stay up to date with current issues in the field?)
- e. Organizational issues that impact their work (In what ways does the organization facilitate the counselor’s work? In what ways does the organization impede the counselor’s work? How does the counselor collaborate and communicate with other professionals?)

BE SURE TO SEND A THANK-YOU NOTE (**NOT AN E-MAIL OR TEXT, BUT AN ACTUAL NOTE THAT IS MAILED AT THE POST OFFICE!!) TO EACH INTERVIEWEE.

*NOTE: Attendance at the All Ohio Counseling Conference on November 7-8, 2013, will count as one interview. Submit a 2-3 page summary of your experience at the conference. (30% of grade)

7. GROUP ACTIVITY – MAINTAINING YOUR WELLNESS IN GRADUATE SCHOOL:

Graduate School can be exciting and wonderful, but it can also add some stress and challenge to your life. Fortunately, there are great services available at OSU and in the surrounding community to help you maintain your wellness during graduate school. In this activity, you will work in small groups to develop a brief presentation (15 minutes) and a handout for your classmates that consolidates the resources and services available to help maintain wellness during graduate school. We will limit our discussion to five dimensions of wellness (20% of grade)

- Social Wellness
- Emotional Wellness
- Physical Wellness
- Intellectual Wellness
- Spiritual Wellness

CLASSROOM DECORUM

Please remember to turn off your cell phones during class. Students who use their phones or other electronic devices during class will be asked to leave the class. An individual meeting with the professor will be required before students who violate this rule can be readmitted to class. Also, for those taking notes on computer, please remember to stay focused, stay on task, and stay off the Internet! Audio recordings of class are not permitted without instructor permission.

SPECIAL ACCOMMODATIONS

If you have a disability that impacts on your learning ability, please inform me early in the semester. It is your responsibility to inform me of disability, how it affects your learning, and the type of accommodations you need. Together, we will work with Office of Disabilities Services to determine the interventions needed. This syllabus is available in alternative formats.

GRADING POLICY

1. Papers and essays must reflect the quality of a professional in the counseling field. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references to support meaningful points. The APA Style Manual is the primary reference for style issues. Double space all typed materials. Papers not meeting these criteria will have their grades lowered.
2. Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic, and degree to which points made are supported effectively. Papers receiving an "A" grade will be outstanding in each area. Grammar and style will be taken into account when they detract from the presentation or understanding of the professional arguments made.
3. Late assignments will not be accepted.
4. Basic grading scale: A=94+; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D = 60-69; F = 59 & below

ACADEMIC CONDUCT

You are expected, at all times, to act with academic integrity.

"At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one's own intellectual efforts. It also includes assuring that one's own work has been completed in accordance with the standards of one's course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed, and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement." (language from Student Judicial Services at the University of Texas)

The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness.

Per University Rule 3335-31-02, "Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct." Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University, depending on the seriousness of the offense.

TENTATIVE TOPICS AND ASSIGNED READINGS

- August 27 Introduction to the Course Chap 1
History of the Counseling Profession
Definition of Counseling, Historical Philosophical Foundations
For Friday: Complete journaling assignment posted on website
- September 3 The Many Roles and Functions of the Counselor Chap 2
Turn in: reflection assignment
- September 10 APA Style mini-workshop APA paper
For Class: Download & read through APA paper on Dr. Darcy's website
Bring to Class: Your APA manual
For Friday: Complete journaling assignment posted on website
- September 17 The Requirements for Becoming a Counselor Chap 3
Before class: Investigate (by exploring their websites, looking at copies of their journals on-line, etc.) at least 3 different divisions of ACA. Be prepared to speak to the class about these 3 divisions (there will be a sign-up sheet where you will list the 3 divisions you have explored). I will bring copies of journals and newsletters from each of the divisions to class so you will have a chance to explore more.
- SUNDAY, SEPTEMBER 22 – COUNSELOR ED PICNIC
- September 24 Getting the Most From Your Graduate Program Chap 5
Before class: Review your Facebook page (or other social networking sites) & think about the message that it sends about you as a professional counselor. Are there any changes that you should make now? – how will you decide what is appropriate?
Before class: Complete the “notes to myself” questions on pp. 147-148
Turn in: APA paper
Receive Handout in Class: Attitudes & Values Inventory (due October 8)
For Friday: Complete journaling assignment posted on website
- October 1 Getting the Most From Your Graduate Program, Part II
Panel Discussion
- October 8 Attending to Your Own Professional Development Chap 4
Academic Skill Review: Journal Articles
Professional Presentations
Reading Journal Articles for Comprehension
Writing Cognitively Advanced Literature Reviews
Bring to Class: Your MBTI results (from Assessment or Career Class)
For Friday: Complete journaling assignment posted on website

SUNDAY, OCTOBER 13 - OUT OF THE DARKNESS WALK FOR SUICIDE PREVENTION

October 15	Using Theories & Research in Counseling <u>Bring to Class:</u> Completed Attitudes & Values Inventory <u>Receive Handout in Class:</u> Journal article(s) on writing	Chap 6-7
October 22	Maintaining Your Wellness as a Graduate Student & as a Counselor <u>In Class:</u> Wellness Group Presentations	Chap 13
October 29	Working in a Diverse Society <u>Bring to Class:</u> Completed assignment: You, the Culture of One <u>In Class:</u> Certify attendance at library orientation <u>For Friday:</u> Complete journaling assignment posted on website	Chap 10
November 5	Using Assessment in Counseling Legal and Ethical Issues in Counseling <u>In Class:</u> Video – the history of counseling in Ohio	Chaps 11-12

ALL OHIO COUNSELORS CONFERENCE – NOVEMBER 7-8, EASTON
OHIO STATE COUNSELOR EDUCATION RECEPTION – THURSDAY NIGHT, 7pm

November 12	Counseling Sessions & Settings <u>In Class:</u> Be prepared to talk about the settings you encountered in your interviews with counselors <u>Turn in:</u> Counselor Interview Papers (3 separate papers) <u>For Friday:</u> Complete journaling assignment posted on website	Chaps 8-9
November 19	<i>Where Do We Go From Here?</i> Next Steps in Your Professional Journey <u>For Friday:</u> Final Journal Question due	Chap 14

PLEASE TAKE CARE OF YOURSELF!

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support and advocacy. This service is free and confidential.

A NOTE ABOUT E-MAIL

I use e-mail daily and will answer routine questions via e-mail. However, before you send me an email with a question, please take a moment to look to see if the answer is in your syllabus or on the website. If you send me an e-mail, I will respond within 48 hours. If I haven't responded by then, chances are the e-mail is lost in my "junk mailbox" – please send a second request or make a phone call. Thank you.