

COE 4023 Introduction to Counseling
Fall 2015
M, W, & F 9:00-9:50am
Course Syllabus

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Office Hours: Wednesday, 10:00 a.m. – 12:00 p.m.; Thursday, 10:30 a.m. - 12:00 p.m.; Friday, 10:30 a.m. - 12:00 p.m. (By appointment)

Course Description:

This course is an overview of counseling as a profession, including specialty areas theories and techniques used in counseling. Lecture, discussion, group work, and experiential learning activities will be involved. (3 credit hours)

Required Text:

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

Additional assigned reading will be posted on *My Courses*.

Objectives:

1. To become knowledgeable about the counseling profession CFPO #9
2. To compare and contrast counselors with other helping professions CFPO #9
3. To distinguish the various counseling specialty areas of school counseling, mental health counseling, community counseling, counseling in student affairs, rehabilitation counseling, and marriage and family counseling CFPO #9
4. To identify characteristics of effective counselors, including empathy, authenticity, acceptance, and competence CFPO #9
5. To distinguish psychodynamic humanistic behavioral and cognitive theories CFPO #9
6. To identify basics of building and implementing counseling relationships CFPO #9

7. To review the history of group work, understand group dynamics and the group process and distinguish among task groups, psychoeducational groups, counseling groups and group psychotherapy. CFPO #9
8. To examine diversity and multicultural issues in counseling CFPO #3
9. To review the history and theories of career development CFPO #9
10. To review the consulting process and the process of supervision CFPO #9
11. To review physical, psychosocial, cognitive and moral development theories CFPO #9
12. To examine ethical, legal, and professional issues in counseling CFPO #9
13. To become familiar with local/ state/ national organizations/ agencies/ resources CFPO #9
14. To understand research and evaluation in counseling CFPO #9
15. To understand the role of reflective practice in professional practice CFPO #9
16. To study the etiology of abnormal development CFPO #9

Methods of Instruction:

Lecture, discussion, group work, and experiential learning activities.

Student Responsibilities:

Counseling is an interactive profession. Students' participation in class is a beginning step in learning to listen, articulate, and communicate ideas. Attendance is mandatory for participation. As punctuality is important to the counseling profession, it will be equally important to the counseling student in class. Class participation involves punctuality, preparation for class, oral articulation of ideas, involvement in class activities and discussions, etc.

Students are expected to:

1. Attend all classes. Attendance is taken daily. Absences and tardiness will cost students participation points.
2. Actively participate in all classroom activities (take notes, participate in discussions and role plays, etc.). Student attendance and active participation in the class are critical, not only to the student's own learning and that of his/her peers, but also to the overall success of the course.
3. Complete all required assignments and submit them according to the class schedule.
4. Read assigned chapters and other class materials provided by the professor.

Class Assignments:

1. Class Participation (10 points):

Given the format of this class and the nature of the material to be covered, students are **expected** to attend all class meetings and to participate in all groups and activities. Points will be awarded for participation. Points will also be deducted for absences and tardies.

2. Two Articles Critique (10 points):

Each student is required to critique two articles. The two articles must be published in peer-reviewed journals. The articles' topic should be related to one of the six counseling specialty areas, which are highlighted in the textbook (i.e., Career Counseling, Marriage, Couple, and Family Counseling, School Counseling, College Counseling and Student-Life Services, Abuse, Addiction, and Disability Counseling, and Clinical Mental Health and Private

Practice Counseling.) A minimum of two pages is required for this assignment. An article critique outline is attached to the syllabus.

Note: Students are required to e-mail the instructor **the APA citation** for the (2) articles selected by September 9, 2015.

3. **Counseling Professional Interview (15 points):** Each student will interview a professional counselor and submit a 5-page interview/reaction paper. The paper must be submitted in APA format. You may not interview a family member or close friend for this assignment. The student must include topics such as the professional counselor's perspective on the profession, struggles and rewards in the profession, credentials, counseling experience, etc. The paper should not only reflect a summary of the interview, but also, students' awareness of the counselor roles and perspectives toward the profession. Students must obtain informed consent from the professional counselors they are interviewing and submit the signed form with the assignment. Any paper submitted without the consent forms will receive a failing grade. *A specific and detailed format for the interview is included in the syllabus.* **Due Date: see the course schedule.**
4. **Exams (50 points):** Four exams will be given for this course. The first, second, and third exams worth **10 points each**. The final exam worth **20 points**. Multiple choice, true false, short answer, and essay will be used in these four exams. Exams will cover material from the text, additional assigned reading, class discussions, and visuals. **Exam dates: see the course schedule.**
5. **Group Presentations: "A Day in the Life of..." : Counseling Specialties (10 points):** Based on information given in chapters of the required text, groups are to present 40-minute presentation to the class about their assigned specialty. Groups will be graded on overall presentation, visual aids, knowledge of the content, meeting the time requirement, how well the information relayed to the audience, and class participation/engagement. **Due dates for outlines (signed by each group member) for presentations, and presentation dates by chapter are in the course schedule.**
6. **Final reflective exercise (5 points):** Based on your overall experience in the class students will complete an overall reflective exercise focusing on individual impressions. **Due date: see the course schedule.**

Note: All assignments are due at the beginning of class.

Evaluation:

Required:

<u>Responsibility</u>	<u>% Points for grade</u>
Participation	10
Two Articles Critique	10
Professional Counselor Interview	15

Group Presentation	10
Reflective Exercise	5
Exams	50
Total	100 points

Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Assignments:

All papers are to be submitted in APA style. All papers and assignments are due **at the beginning of class**. No exceptions. If you have an emergency and cannot make it to class, please email me your assignment the same day it is due. Any late papers any late homework assignments will be **lowered two points for each day turned in late**. 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.

Attendance:

Students are expected to attend classes, complete all assignments and participate in class discussions and activities. It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution to class discussion greatly contributes to your learning process as well as your classmates' learning. It is understood that emergency situations may develop and you may miss a class. If you cannot attend class, please contact me by e-mail or by phone. Advanced notice of any planned absences is expected. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. Unexcused absences in excess of three classes will result in a drop of **three points on your attendance total score**. Following the drop of three points of your attendance total score, the professor will deduct **one point** for each additional unexcused absence. No more than **eight points** will be deducted out of your total grade due to missing classes or class punctuality. For an excused absence, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). Even with an appropriate excuse it is the instructor's decision to accept the excuse without it affecting your grade.

Class Punctuality:

Each student is expected to arrive on time. Students who are late, at the beginning of class or leave class early, in excess of four times will result in a drop **2 points** followed by an additional point for each time after. No more than **eight points** will be deducted out of your total grade due to missing classes or class punctuality. If you miss more than **20 minutes of class** (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or your classmates to learn about the content of the missed class.

Academic Integrity:

Students are expected to be academically and professionally ethical and honest in their activities. You are expected to adhere to the to the student code of conduct in the Mississippi State University Student Association Handbook. A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalty ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense. More than one act of dishonesty will be grounds for failure in the course. Each student is required to familiarize himself/herself with the university’s policies on academic dishonesty which may be accessed via the web at: www.msstate.edu/web/security.html.

Academic Accommodations Statement:

Academic Accommodations Qualified students needing academic accommodations are required by law to initiate the request process. If you have not made arrangements for accommodation and feel that you are eligible for such accommodations, for more information, please contact the Office of Student Support Services at 325-3335 or 325-6266 (TDD).

Electronic Devices:

Electronic devices may be used in class for class purposes such as taking polls, reviewing slides, taking notes, research on group projects, ...

We live in an age of electronic devices that are continuously demanding our attention and become a distraction in class when used for personal texts, tweets, instagrams, snapshots... To the end that they are a distraction please either turn your devices off or to a silent signal during classes. If you must excuse yourself to answer an emergency, do so in an unobtrusive manner and limit your time away from class attending to such emergency calls. *In most cases, please turn off your electronic devices during class time and make phone calls before and after class if at all possible.*

**COE 4023 Introduction to Counseling
Fall 2015 Course Schedule ***

Week	Dates	Topics	Assignments
1	Aug 17	➤ Introduction to Course/Syllabus	
	19	➤ Definition and Cornerstones: Guidance, Prevention and Wellness	
	21	➤ Wellness	
2	24	➤ Chapter 1 History of and Trends in Counseling	-Read Chapter 1 -Sign up for Presentation Topic
	26	➤ Chapter 2 Personal and Professional Aspects of Counseling: The Personality and Background of the Counselor	-Turn in intent to complete Extra Credit -Read Chapter 2
	28	➤ Chapter 2 Personal and Professional Aspects of Counseling: Professional Aspects of Counseling & Engaging in Professional Counseling Related Activities	-Read Chapter 2
3	31	➤ Chapter 3 Ethical and Legal Aspects of Counseling: Definitions, Ethics and Counseling, & Professional Codes of Ethics and Standards Ethical Code and Law	-Read Chapter 3
	Sep 2	➤ Chapter 3 Ethical and Legal Aspects of Counseling: Making Ethical Decisions, Educating Counselors in Ethical Decision Making, Ethics in Specific Counseling Situations, Multiple Relationships, & Working with Counselors Who may Act Unethically	-Read Chapter 3
	4	➤ Chapter 3 Ethical and Legal Aspects of Counseling: The Law and Counseling, Legal Recognition of Counseling, Legal Aspects of the Counseling Relationship, Civil and Criminal Liability, Legal Issues Involved When Counseling Minors, Client Rights and Records, Minimizing Legal Liability, The Counselor in Court, & Ethics and the Law	Read Chapter 3
4	7	➤ LABOR DAY HOLIDAY-NO CLASS	
	9	➤ Chapter 2 Personal and Professional Aspects of Counseling: Credentialing of Counselors (e.g., Certification and Licensure), & Attribution and Systematic Framework of Counseling	-The (2) articles APA citation due. -Read Chapter 2
	11	➤ Chapter 4 Counseling in a Multicultural Society: Counseling Across Culture and Ethnicity, Defining Culture and Multicultural Counseling, History of Multicultural Counseling, Difficulties in Multicultural Counseling, & Issues in Multicultural Counseling	-Read Chapter 4
5	14	➤ Chapter 4 Counseling in a Multicultural Society:	-Read Chapter 4

		Counseling Considerations with Specific Cultural Groups (i.e., European Americans, African Americans, Hispanics/Latinos (as), Asian Americans, Native American Indians, Arab Americans, & International Counseling)	
	16	➤ EXAM 1 (Definition and Cornerstones: Guidance, Prevention and Wellness, Wellness, and Chapter 1, 2, 3, & 4)	
	18	➤ Chapter 6 Building a Counseling Relationship: Factors that Influence the Counseling Process	-Read Chapter 6
6	21	➤ Chapter 6 Building a Counseling Relationship: Types of Initial Interviews, Conducting the Initial Interview, & Exploration and Identification of Goals	-Read Chapter 6
	23	➤ Chapter 6 Building a Counseling Relationship: Types of Initial Interviews, Conducting the Initial Interview, & Exploration and Identification of Goals	-First Article Critique Due -Read Chapter 6
	25	➤ Chapter 7 Working in a Counseling Relationship	-Read Chapter 7
7	28	Chapter 7 Working in a Counseling Relationship	-Read Chapter 7
	30	➤ Group 1 Presentation- Career Counseling	-Read Chapter 15
	Oct 2	➤ Chapter 7 Working in a Counseling Relationship	-Assigned reading will be posted on My Courses.
8	5	➤ Fall Break	-Read Chapter 8
	7	➤ Group 2 Presentation-Marriage, Couple, Family Counseling	-Read Chapter 16
	9	➤ Chapter 8 Closing Counseling Relationships	-Read Chapter 8
9	12	➤ Chapter 8 Closing Counseling Relationships	-Read Chapter 8
	14	➤ EXAM 2 (Chapter 6, 7, & 8)	
	16	➤ Chapter 9 Psychoanalytic, Adlerian, and Humanistic Theories of Counseling	-Read Chapter 9
10	19	➤ Group 3 Presentation- Professional School Counseling	Read Chapter 17
	21	➤ Group 4 Presentation-College Counseling and Student-Life Services	-Read Chapter 18
	23	➤ Chapter 9 Psychoanalytic, Adlerian, and Humanistic Theories of Counseling	-Read Chapter 9
11	26	Chapter 10 Behavioral Counseling, Cognitive and Cognitive-Behavioral Counseling	-Read Chapter 19
	28	➤ Group 5 Presentation-Abuse and Addiction Counseling	-Second Article Critique Due -Read Chapter 9
	30	➤ Group 6 Presentation- Disability and Rehab Counseling	-Read Chapter 19 -An additional article will be

			assigned to this group.
12	Nov 2	Chapter 10 Crisis and Trauma Counselling Approaches	-Read Chapter 10
	4	➤ Group 7 Presentation- Clinical Mental Health Counseling (Agency)	-Read Chapter 20
	6	➤ Chapter 10 Systems Theories and Brief Counseling Approaches	-Read Chapter 10
13	9	➤ Chapter 11 Groups in Counseling: A Brief History of Groups, Misperceptions and Realities about groups, The Place of Groups in Counseling, Benefits and Drawbacks of Groups, & Types of Groups	-Read Chapter 11
	11	➤ Chapter 11 Groups in Counseling: Theoretical Approaches in Conducting Groups, Stages in Groups, Issues in Groups, Qualities of Effective Group Leaders, & The Future of Group Work	-Read Chapter 11
	13	➤ Chapter 12 Consultation	-Read Chapter 12
14	16	➤ Chapter 12 Consultation	-Read Chapter 12
	18	➤ EXAM 3 (Chapter 9, 10, 11, & 12)	
	20	➤ Discussion of Interviews / Professions Review	- Professional Counselor Interview Assignment due. -Reflection Exercise Assignment
15	23	Discussion of Interviews / Professions Review	-Reflection Exercise Assignment
	25	➤ FALL BREAK-THANKSGIVING HOLIDAY	
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	27		
16	30	➤ LAST CLASS – Final Review	
17	Dec 7	➤ 8-11 a.m. COMPREHENSIVE FINAL EXAM (All the material presented in this class is required for the final exam)	

Article Critique Outline

The following outline provides you with a framework for fulfilling the Article Critique requirements for this course. Students will select two articles that are interesting to them and relevant to one of the six counseling specialty areas, which are included in the textbook (i.e., Career Counseling, Marriage, Couple, and Family Counseling, School Counseling, College Counseling and Student-Life Services, Abuse, Addiction, and Disability Counseling, and Clinical Mental Health and Private Practice Counseling). For the purposes of this assignment, these articles must be published in peer-reviewed journals.

Consider the following format and contents for fulfilling the requirements for this assignment and **follow APA Style, 6th edition in writing your critique.**

I. Statement of the Problem

- Include the specific research questions and hypotheses
- Provide background information to explain the significance of the issue or the rationale underlying the study
- Point out relevant sources of information found in the literature review

II. Methodology

- Describe the nature of sample, instruments, and procedures

III. Results and Discussion

- Describe the findings of the study and conclusions derived by the authors
- Limitations of the study, recommendations for future research, and implications for the practice of counseling

IV. Critique

- Describe any strengths and weaknesses you found in the study
- How results and conclusions fit into or expand your understanding of the subject
- How the information gained might be applied to solve “real world” problems

Professional Counselor Interview

For this assignment, you may use the following questions as a guideline for your interview. Additionally, the responses to these questions can be used as a framework in developing your paper.

1. What led him/her to choose a career in the human services field?
2. How long has the person been a professional counselor?
3. What is the professional counselor area of specialty?
4. How did the training that the professional counselor receive best and least prepare him/her to perform his/her duties as a professional counselor?
5. What is the professional counselor theoretical framework that guides his/her work with clients?
6. What therapeutic techniques/counseling skills does he/she use with clients?
7. How do clients change (from the standpoint of the professional counselor)?
8. What are his/her views concerning providing counseling to clients from a diverse background? and what does the professional counselor believe to be some of the competencies that counselors need to provide effective services to clients from a diverse background?
9. What are her/his responsibilities as an advocate to the counseling profession?
10. What does he/she see as current issues that the profession is facing?
11. What she/he likes most (and least) about their work?
12. What advices would he/she offer to counseling students?

In your paper, make sure to provide a detail description of things you learned about the counseling profession from your interview. In addition, discuss the thoughts and feelings you have about the counseling profession.