

**Portland State University
Graduate School of Education
Counselor Education
Fall 2010**

“Meeting our diverse communities’ lifelong educational needs”

Course Title: Introduction to Counseling
Course Number: Coun 441/541 (CRN 14752/14753)
Class Meetings: Thursdays, 6:40-9:20 pm
Location: ED 414
Credits: 3
Instructor: Glenn Maynard, LPC
Office Phone: 503-804-4102
Office Hours: By appointment
Email: maynarg@pdx.edu (Best to reach via email)

Accommodation: Students in need of an accommodation should immediately inform the instructor. Students are referred to Disability Services (725-4150; TTY/Relay 725-4718) to document their disability and to secure support services when appropriate. I will work with you to arrange the supports you need in this class.

Graduate School of Education Conceptual Framework:

Vision - Preparing professionals to meet our diverse communities’ lifelong educational needs			
			
<p>Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p>Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p>Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p>Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

Program Policy Statement: The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed

attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Failure to do so can result in termination from the program.

Course Description

This course provides an overview and introduction to the counseling profession. This course focuses on theories and initial skills related to working with individuals, groups, and families in a wide variety of settings. It also provides an introduction to various career and educational options within the counseling profession. The course is cross listed as an undergraduate and graduate course with different requirements for each. Methods of instruction include lecture, small group work, individual assignments, and whole class discussion.

Course Objectives

Upon completion of this course, participants will be able to:

- Develop professional attitudes and skills for working with individuals, groups, and families
- Understand the variety of counseling services available in many communities
- Understand the legal and ethical issues guiding counselors
- Describe basic counseling theories
- Understand the impact of culture on interpersonal relationships and the counseling process
- Expand self-awareness and an understanding of the relationship between personal growth and professional effectiveness

Required Reading Materials*

Gladding, S.T. (2006). *Counseling: A Comprehensive Profession*, 6th Ed. Pearson.

Note: You MUST use the sixth edition as material & chapters differ from prior editions.

This text is also available as an ebook for half the cost. Visit www.coursesmart.com.

This course will utilize Blackboard for course management purposes:
<http://psuonline.pdx.edu/>

Course Format

This course utilizes an active learning approach. Students will participate in weekly lectures, learning activities and discussion groups. Students will augment their learning experiences through reading assignments, applied learning activities, and in class activities.

Course Requirements (441 and 541)

100 points total

1. Attendance & Active Participation:

- Students are expected to attend all class sessions.
- Active participation in class activities is required.
- Students are expected to arrive in class on time and return from breaks on time

2. Weekly Quizzes/Small Group Participation Points (20 points):

- Two points are available each class session through a quiz or group activity
- No make-up points will be allowed in the case of absence

3. Midterm Exam (20 points)

- The midterm exam will consist of items from the text & in-class learning.
- The midterm exam will be a multi-choice exam.
- No make-up exams will be given.

4. Experiential Project (40 points)

- **Coun 441 students:**

Do ONE of the following:

Interview a counseling professional & complete a report on your findings

OR Experience at least 3 counseling sessions & complete a report on your findings

- **Coun 541 students:**

Do ONE of the following:

Experience at least 3 counseling sessions & complete a report on your findings

OR Complete an 8-10 page research paper addressing a counseling issue of interest to you. The paper must be written in APA-style and include at least five scholarly sources (i.e., books or professional journal articles). Of the five

references, at least three must be journal articles. The topic must be OK'd by the instructor.

Note: Research Papers are due June 3rd

Further information about these projects can be found on the “Experiential Project” handout.

5. Final Exam (20 points)

- The final exam will consist of items from the text and in-class learning following the midterm exam (non-cumulative). *The final exam is given only at the specified date/time.*

Grading scale: 94-100% (A); 90-93% (A-); 87-89% (B+); 84-86% (B); 80-83% (B-); students with lower than a B grade in 541 will be encouraged to repeat the course.

Course Schedule

Meeting Date	Class Topic	Required Readings
September 30	The Counseling Profession	Ch. 1 & 2
October 7	Ethics; Counseling in a Diverse World	Ch. 3, 4, 5
October 14	Helping Skills; Types of Counselors	Ch. 6, 7, 8
October 21	The Counseling Session	Prepare for Midterm
October 28	Counseling Theories Midterm Exam: 8:20PM-9:20PM	Ch. 9 & 10
November 4	Rehabilitation Counseling	Ch. 19, Rehab. Reading
November 11	School Counseling & Family Counseling	Ch. 15, 16, 17
November 18	Mental Health Counseling & Addictions Counseling	Ch. 20
November 25	Thanksgiving Holiday	
December 2	Group Counseling <u>Experiential Projects Due</u> <u>Research Paper Option Due</u>	Ch. 11
December 9	<u>Final Exam: 6:40PM-7:40PM</u>	